



CLEMENTON ELEMENTARY SCHOOL

(07-0880-010)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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



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School Contact Info

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

Type	Contact Information
County	CAMDEN
District	CLEMENTON BORO
Principal Name	MS. HAINES
Address	4 AUDUBON AVE CLEMENTON, NJ 08021
Phone Number	(856)783-2300
Email Address	HAINESK@CLEMENTON.K12.NJ.US
Website	http://www.clementon.k12.nj.us
Twitter	https://twitter.com/bulldogs_ces



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	32	25	20
KG	54	60	59
1	38	51	55
2	45	39	48
3	57	40	36
4	41	54	47
5	48	43	58
6	42	47	39
7	45	41	55
8	34	44	40
Total	436	444	457

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	45.9%	46.4%	48.1%
Male	54.1%	53.6%	51.9%
Economically Disadvantaged Students	56.9%	40.1%	58.0%
Students with Disabilities	16.3%	16.7%	14.9%
English Learners	2.1%	5.0%	6.8%
Homeless Students		1.6%	0.4%
Students in Foster Care		0.2%	0.9%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	42.9%	43.7%	41.4%
Hispanic	24.1%	26.1%	28.2%
Black or African American	23.9%	22.5%	24.3%
Asian	1.8%	1.6%	2.0%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	6.7%	6.1%	4.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	32	25	20
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	54	60	59

Enrollment by Home Language

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

Home Language	% of Students
English	100.0%



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	60	60	50	Exceeds Standard	43	43	50	Met Standard
White	61.5	61.5	50	Exceeds Standard	40.5	40.5	51	Met Standard
Hispanic	65	65	49	Exceeds Standard	46	46	48	Met Standard
Black or African American	50	50	44	Met Standard	51.5	51.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	59	59	48	Met Standard	40	40	47	Met Standard
Students with Disabilities	52	52	41	Met Standard	43	43	43	Met Standard
English Learners	60	60	54	**	63	63	51	**



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A student’s SGP falls between 1 and 99 and can be grouped into three level

Low Growth: Less than 35

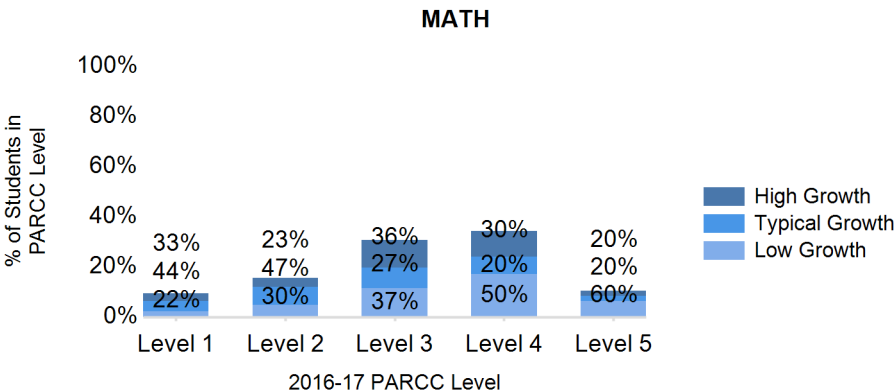
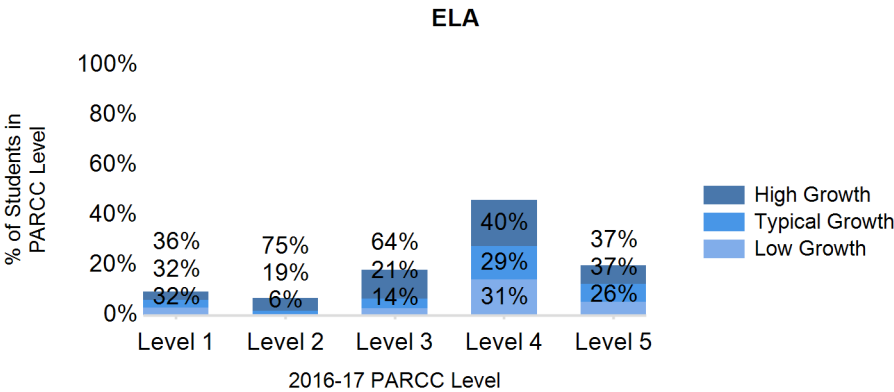
Typical Growth: Between 35 and 65

High Growth: Greater than 65

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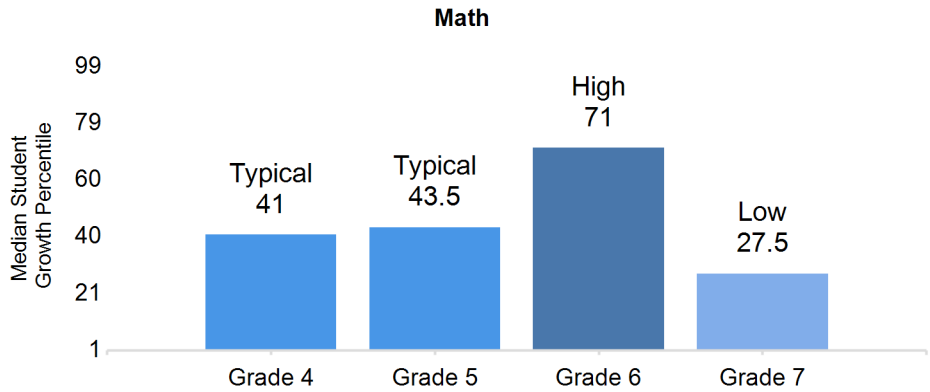
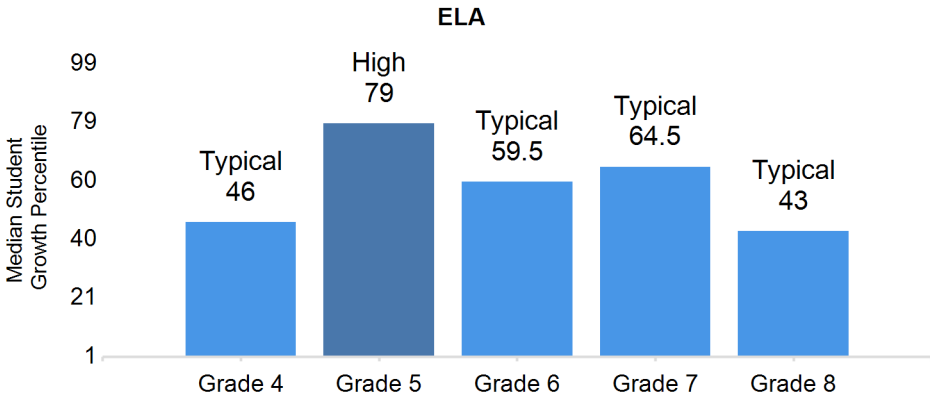
Student Growth by Performance Level

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



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	266	98.9	76.7	76.7	56.7	76.7	69.3	Met Target
White	113	99.1	81.5	81.5	65.6	81.5	72.1	Met Goal
Hispanic	75	98.7	72.0	72.0	42.5	72.0	66.9	Met Target
Black or African American	61	98.6	72.1	72.1	37.3	72.1	69.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	124	99.2	83.9	83.9	64.5	83.9		
Male	142	98.7	70.4	70.4	49.4	70.4		
Economically Disadvantaged Students	122	99.2	74.6	74.6	38.5	74.6	66.8	Met Target
Non-Economically Disadvantaged Students	144	98.7	78.5	78.5	67.5	78.5		
Students with Disabilities	48	98.1	39.6	39.6	21.6	39.6	28.9	Met Target
Students without Disabilities	218	99.1	84.9	84.9	63.9	84.9		
English Learners	16	100.0	37.5	37.5	27.3	37.5	**	**
Non-English Learners	250	98.9	79.2	79.2	59.4	79.2		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	35	772	772	750	*	*	*	*	*	71%	52%
White	12	800	800	759	0%	0%	0%	*	*	100%	61%
Hispanic	12	745	745	736	*	0%	*	*	*	58%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	14	790	790	756	*	*	*	*	*	79%	57%
Male	21	759	759	744	*	*	*	*	*	67%	46%
Economically Disadvantaged Students	15	761	761	733	*	*	*	*	*	67%	34%
Non-Economically Disadvantaged Students	20	780	780	762	*	*	*	*	*	75%	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	759	759	756	*	*	*	49%	21%	70%	58%
White	26	767	767	764	*	*	*	*	*	69%	68%
Hispanic	15	755	755	744	*	*	*	*	*	73%	44%
Black or African American	10	739	739	739	*	*	*	*	*	60%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	21	769	769	762	*	*	*	*	*	71%	63%
Male	32	752	752	751	*	*	*	*	*	69%	53%
Economically Disadvantaged Students	24	748	748	740	*	*	*	*	*	63%	40%
Non-Economically Disadvantaged Students	29	768	768	767	*	*	*	*	*	76%	70%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	762	762	755	*	*	*	*	*	72%	58%
White	25	775	775	763	0%	*	*	*	*	84%	68%
Hispanic	15	738	738	743	*	*	*	*	*	53%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	24	769	769	762	*	*	*	*	*	83%	66%
Male	33	757	757	749	*	*	*	*	*	64%	51%
Economically Disadvantaged Students	26	758	758	739	*	*	*	*	*	65%	39%
Non-Economically Disadvantaged Students	31	766	766	766	*	*	*	*	*	77%	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	763	763	754	*	*	*	*	*	72%	56%
White	12	774	774	761	0%	*	0%	*	*	83%	66%
Hispanic	14	755	755	742	*	*	*	*	*	71%	42%
Black or African American	13	762	762	737	0%	*	*	*	*	62%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	20	776	776	761	*	*	*	*	*	90%	64%
Male	19	749	749	748	*	*	*	*	*	53%	48%
Economically Disadvantaged Students	20	757	757	739	*	*	*	*	*	55%	37%
Non-Economically Disadvantaged Students	19	769	769	764	*	*	*	*	*	89%	68%
Students with Disabilities	10	737	737	723	*	*	*	*	*	40%	18%
Students without Disabilities	29	772	772	760	*	*	*	*	*	83%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	776	776	760	*	*	*	31%	50%	81%	63%
White	22	772	772	768	*	*	*	*	*	77%	72%
Hispanic	12	794	794	746	0%	0%	*	*	*	92%	49%
Black or African American	14	757	757	740	*	*	*	*	*	71%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	27	787	787	769	*	*	*	*	*	89%	72%
Male	25	765	765	752	*	*	*	*	*	72%	54%
Economically Disadvantaged Students	23	780	780	742	*	*	*	*	*	83%	44%
Non-Economically Disadvantaged Students	29	773	773	771	*	*	*	*	*	79%	73%
Students with Disabilities	12	728	728	721	*	*	*	*	*	33%	22%
Students without Disabilities	40	791	791	768	*	*	*	*	*	95%	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	52	776	776	762	*	*	*	31%	50%	81%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	773	773	759	*	*	*	59%	27%	85%	60%
White	14	783	783	767	0%	0%	0%	*	*	100%	70%
Hispanic	*	*	*	744	*	*	*	*	*	*	45%
Black or African American	15	763	763	739	*	*	*	*	*	73%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	23	772	772	768	*	*	*	*	*	83%	69%
Male	18	774	774	751	*	*	*	*	*	89%	52%
Economically Disadvantaged Students	23	782	782	740	*	*	*	*	*	91%	42%
Non-Economically Disadvantaged Students	18	761	761	769	*	*	*	*	*	78%	71%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	766	*	*	*	*	*	*	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	41	773	773	761	*	*	*	59%	27%	85%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%



CLEMENTON ELEMENTARY SCHOOL

(07-0880-010)

Grades Offered: PK-08

2017-2018

Report Key:

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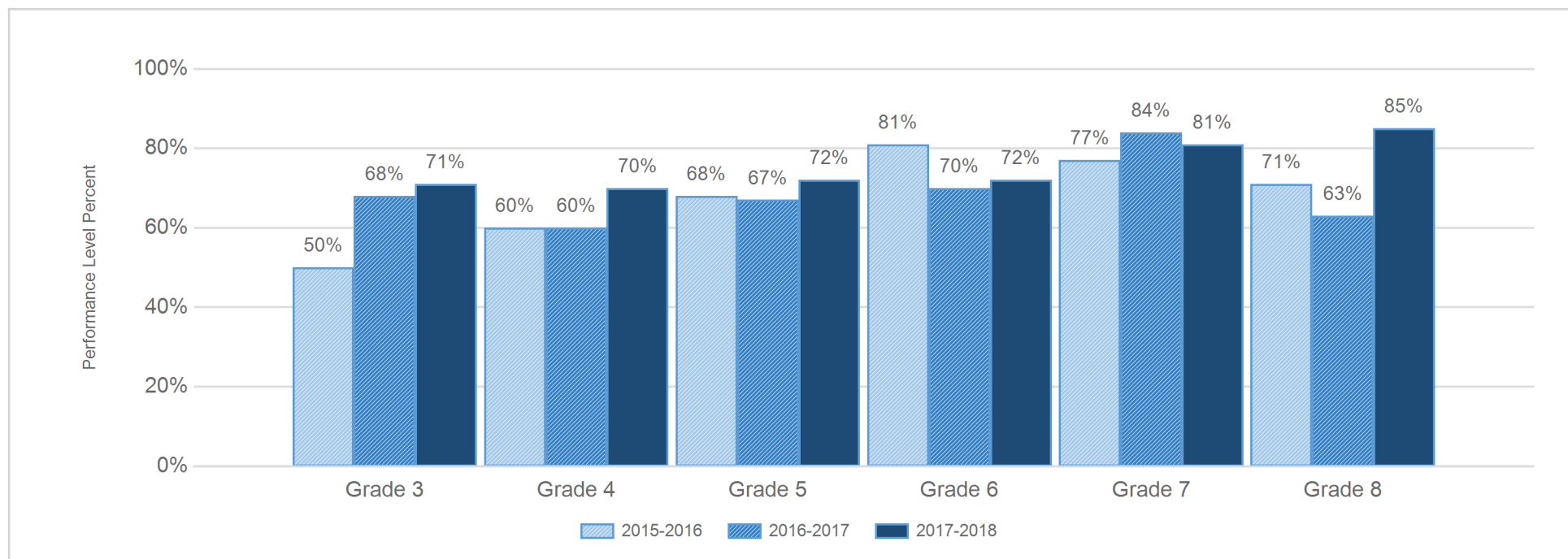
** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.





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(07-0880-010)

Grades Offered: PK-08

2017-2018

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N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	267	98.9	42.7	42.7	45.0	42.7	52.8	Not Met
White	113	99.1	54.0	54.0	54.1	54.0	55.6	Met Target†
Hispanic	76	98.8	34.2	34.2	29.2	34.2	50.6	Not Met
Black or African American	61	98.6	27.9	27.9	23.4	27.9	45.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	124	99.2	43.6	43.6	46.0	43.6		
Male	143	98.7	42.0	42.0	43.9	42.0		
Economically Disadvantaged Students	122	99.2	39.3	39.3	26.6	39.3	50	Not Met
Non-Economically Disadvantaged Students	145	98.7	45.5	45.5	55.9	45.5		
Students with Disabilities	48	98.1	16.7	16.7	17.1	16.7	20.9	Met Target†
Students without Disabilities	219	99.1	48.4	48.4	50.5	48.4		
English Learners	17	100.0	17.6	17.6	24.6	17.6	**	**
Non-English Learners	250	98.9	44.4	44.4	46.9	44.4		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.



CLEMENTON ELEMENTARY SCHOOL

(07-0880-010)

Grades Offered: PK-08

2017-2018

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N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	35	756	756	752	*	*	*	*	*	57%	53%
White	12	774	774	760	0%	0%	*	*	*	92%	64%
Hispanic	12	743	743	739	*	*	*	*	*	42%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	14	765	765	752	*	*	*	*	*	71%	53%
Male	21	750	750	751	*	*	*	*	*	48%	53%
Economically Disadvantaged Students	15	747	747	736	*	*	*	*	*	47%	35%
Non-Economically Disadvantaged Students	20	763	763	762	*	*	*	*	*	65%	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%



CLEMENTON ELEMENTARY SCHOOL

(07-0880-010)

Grades Offered: PK-08

2017-2018

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

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	738	738	748	*	*	26%	40%	0%	40%	49%
White	26	745	745	755	*	*	*	50%	0%	50%	60%
Hispanic	15	727	727	737	*	*	*	*	*	20%	34%
Black or African American	10	735	735	730	*	*	*	*	*	30%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	21	738	738	748	*	*	*	*	*	33%	50%
Male	32	738	738	748	*	*	*	*	*	44%	49%
Economically Disadvantaged Students	24	733	733	733	*	*	*	*	*	21%	30%
Non-Economically Disadvantaged Students	29	743	743	758	*	*	*	*	*	55%	62%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	753	*	*	*	*	*	*	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%



CLEMENTON ELEMENTARY SCHOOL

(07-0880-010)

Grades Offered: PK-08

2017-2018

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	735	735	748	*	19%	44%	*	*	25%	49%
White	25	746	746	756	*	*	40%	*	*	44%	60%
Hispanic	15	723	723	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	24	737	737	749	*	*	46%	*	*	25%	50%
Male	33	734	734	747	*	*	42%	*	*	24%	48%
Economically Disadvantaged Students	26	733	733	733	*	*	42%	*	*	23%	29%
Non-Economically Disadvantaged Students	31	737	737	758	*	*	45%	*	*	26%	62%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%



CLEMENTON ELEMENTARY SCHOOL

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Grades Offered: PK-08

2017-2018

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N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	743	743	744	*	*	*	*	*	49%	44%
White	12	758	758	751	0%	*	*	*	*	67%	54%
Hispanic	14	735	735	731	*	*	*	*	*	43%	27%
Black or African American	13	738	738	726	*	*	*	*	*	38%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	20	753	753	745	*	*	*	*	*	55%	45%
Male	19	733	733	742	*	*	*	*	*	42%	42%
Economically Disadvantaged Students	20	736	736	729	*	*	*	*	*	35%	24%
Non-Economically Disadvantaged Students	19	751	751	753	*	*	*	*	*	63%	56%
Students with Disabilities	10	725	725	717	*	*	*	*	*	30%	13%
Students without Disabilities	29	749	749	748	*	*	*	*	*	55%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%



CLEMENTON ELEMENTARY SCHOOL

(07-0880-010)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	747	747	743	*	*	30%	*	*	47%	43%
White	22	742	742	750	*	*	*	45%	0%	45%	54%
Hispanic	13	763	763	732	0%	*	*	*	*	54%	27%
Black or African American	14	729	729	727	*	*	*	*	*	29%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	27	750	750	745	*	*	*	*	*	52%	45%
Male	26	743	743	741	*	*	*	*	*	42%	42%
Economically Disadvantaged Students	23	749	749	730	*	*	*	*	*	57%	24%
Non-Economically Disadvantaged Students	30	745	745	751	*	*	*	*	*	40%	55%
Students with Disabilities	12	716	716	717	*	*	*	*	*	17%	12%
Students without Disabilities	41	755	755	748	*	*	*	*	*	56%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%



CLEMENTON ELEMENTARY SCHOOL

(07-0880-010)

Grades Offered: PK-08

2017-2018

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* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	28	731	731	728	*	*	36%	*	*	25%	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	10	719	719	715	*	*	*	*	*	10%	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	18	729	729	731	*	*	*	*	*	22%	31%
Male	10	734	734	725	*	*	*	*	*	30%	26%
Economically Disadvantaged Students	15	735	735	719	*	*	*	*	*	27%	20%
Non-Economically Disadvantaged Students	13	726	726	735	*	*	*	*	*	23%	35%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	735	*	*	*	*	*	*	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	28	731	731	729	*	*	36%	*	*	25%	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%



CLEMENTON ELEMENTARY SCHOOL

(07-0880-010)

Grades Offered: PK-08

2017-2018

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	13	758	758	746	0%	*	*	*	*	69%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	*	*	*	748	*	*	*	*	*	*	48%
Male	*	*	*	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	13%
Students without Disabilities	13	758	758	752	0%	*	*	*	*	69%	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	13	758	758	749	0%	*	*	*	*	69%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



CLEMENTON ELEMENTARY SCHOOL

(07-0880-010)

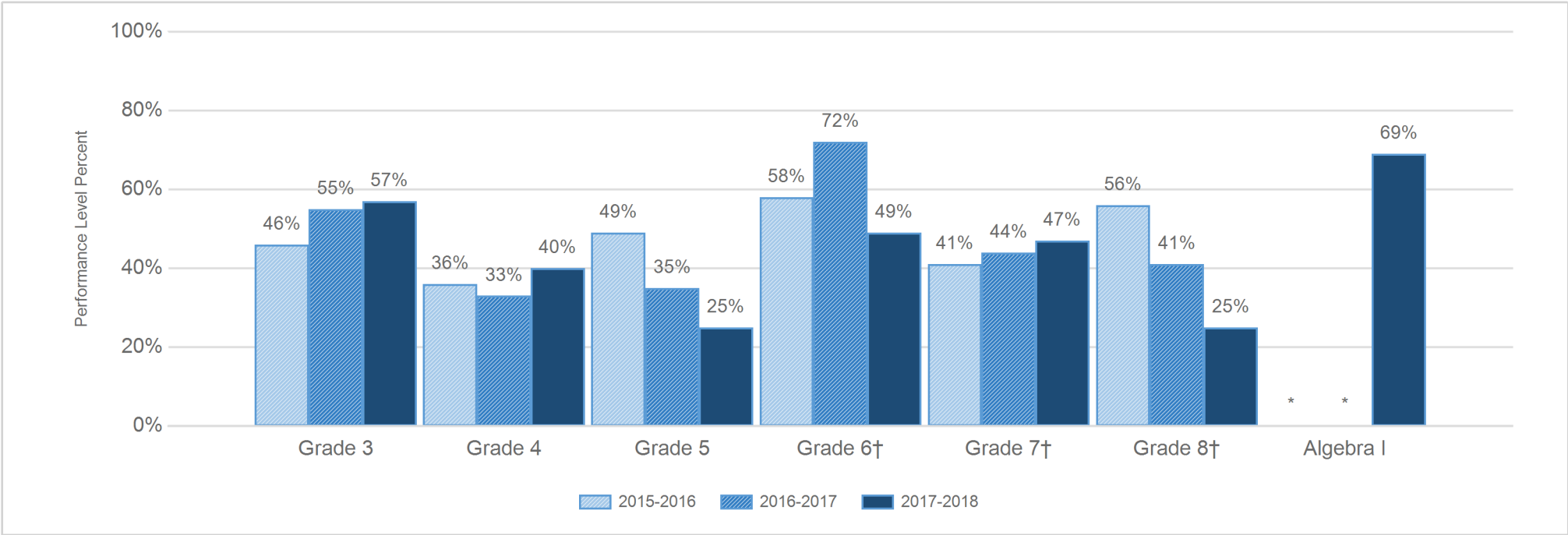
Grades Offered: PK-08

2017-2018

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Mathematics Assessment – Performance Trends

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



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



CLEMENTON ELEMENTARY SCHOOL

(07-0880-010)

Grades Offered: PK-08

2017-2018

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	37.5%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	22	86.4%	13.6%
3-4	*	*	*
5 or more	*	*	*



CLEMENTON ELEMENTARY SCHOOL
 (07-0880-010)
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 2017-2018

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.



CLEMENTON ELEMENTARY SCHOOL

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	41
7	0	0	54
8	0	0	42
Total	0	0	137

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	38
7	0	0	0	0	0	0	53
8	0	0	0	0	0	0	41
Total	0	0	0	0	0	0	132



CLEMENTON ELEMENTARY SCHOOL
(07-0880-010)
Grades Offered: PK-08
2017-2018

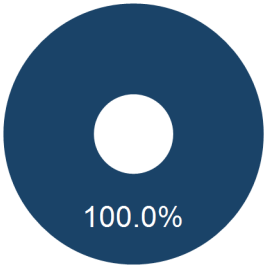
Report Key:
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Visual and Performing Arts – Course Participation

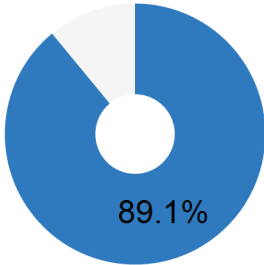
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

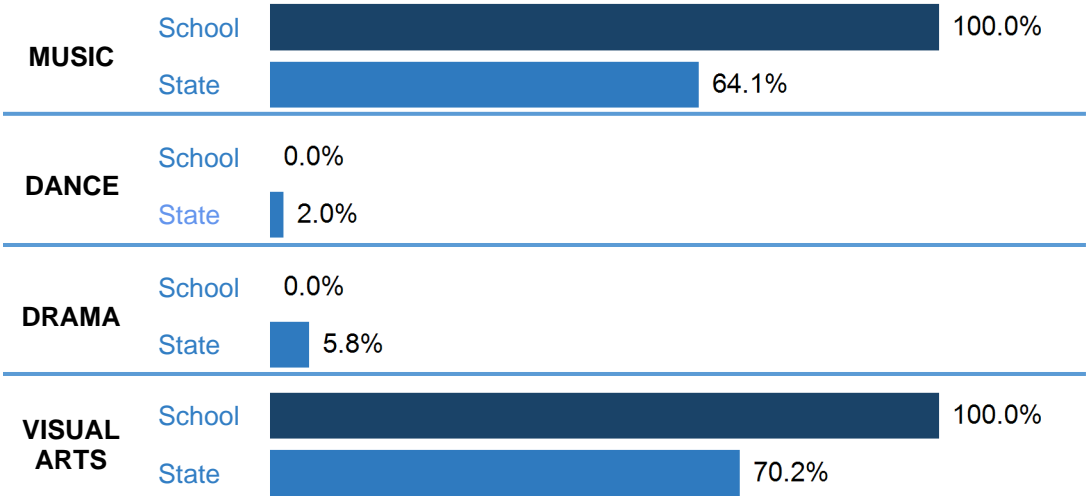


School



State

Students enrolled in one or more classes by discipline:





CLEMENTON ELEMENTARY SCHOOL

(07-0880-010)

Grades Offered: PK-08

2017-2018

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

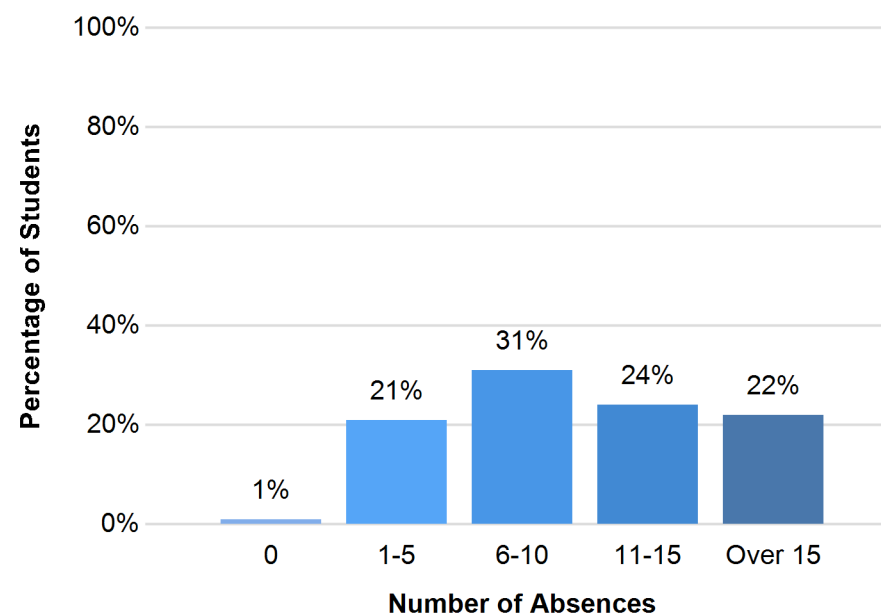
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	81	18.4	9.1	Not Met
White	29	15.8	9.1	Not Met
Hispanic	21	17.2	9.1	Not Met
Black or African American	25	23.1	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	61	23.0	9.1	Not Met
Students with Disabilities	22	33.3	9.1	Not Met
English Learners	5	16.1	9.1	Not Met

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





CLEMENTON ELEMENTARY SCHOOL

(07-0880-010)

Grades Offered: PK-08

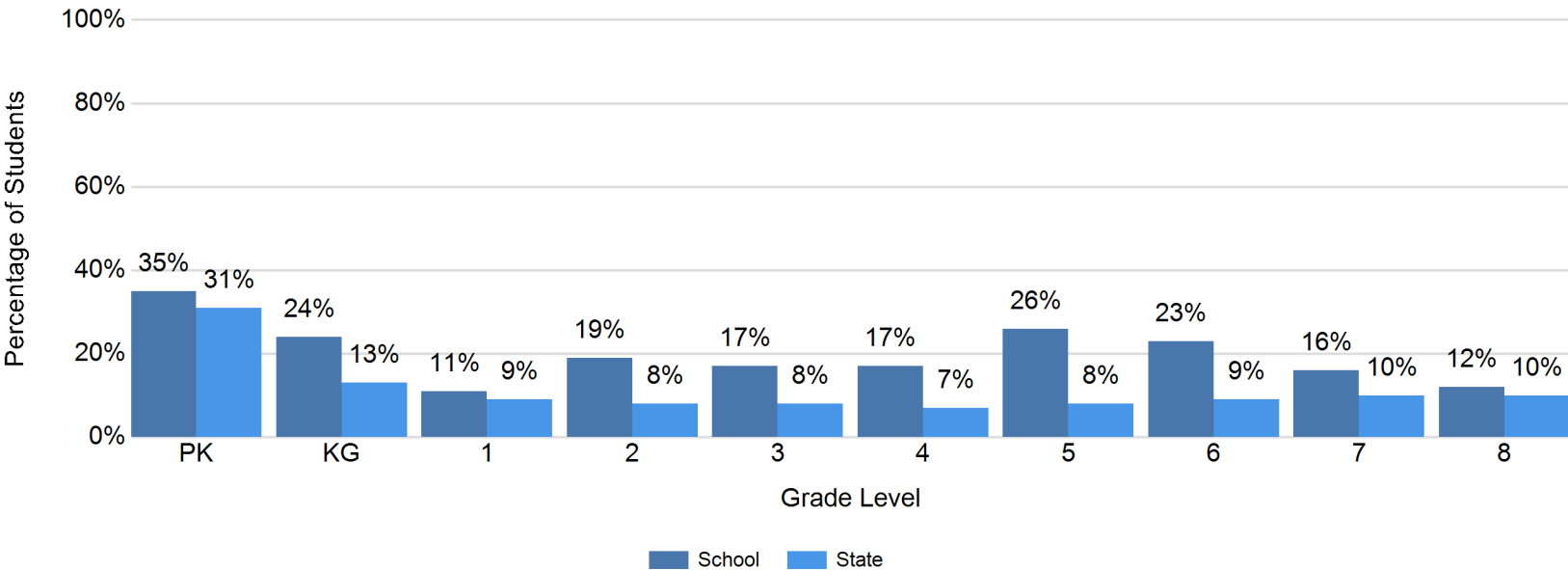
2017-2018

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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





CLEMENTON ELEMENTARY SCHOOL

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	26
Weapons	0
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	35
Incidents Per 100 Students Enrolled	7.66

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	4
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	1	3	4
No Identified Nature	5		5

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	15	3.3%
Out-of-School Suspensions	22	4.8%
Any Suspension	30	6.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
68



CLEMENTON ELEMENTARY SCHOOL

(07-0880-010)

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.8:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2016-2017)	\$1,218	\$14,722	\$15,940



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	52	117,464
Average years experience in public schools	10.8	12.0
Average years experience in district	8.4	10.7
Teachers in district for 4 or more years	63.5%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	5	9,374
Average years experience in public schools	19.2	16.0
Average years experience in district	5.8	12.0
Administrators in district for 4 or more years	60.0%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	9:1
Students to Administrators	91:1	91:1
Teachers to Administrators	10:1	10:1
Students to Librarians/Media Specialists		457:1
Students to Nurses		229:1
Students to Counselors		457:1
Students to Child Study Team		152:1



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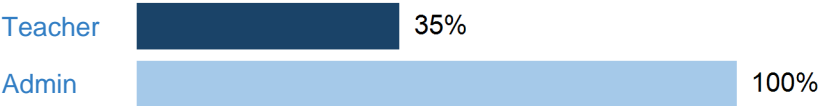
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

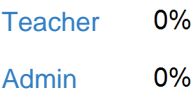
Bachelor’s Degree



Master’s Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.0%	90.2%
2016-17 Administrators: Same district 2017-18	75.0%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	97.4%



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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	88.5%	80.0%
Male	11.5%	20.0%
White	96.2%	100.0%
Hispanic	1.9%	0.0%
Black or African American	1.9%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		



CLEMENTON ELEMENTARY SCHOOL

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Score	Weight
English Language Arts Proficiency	91.11	17.5%
Mathematics Proficiency	41.94	17.5%
English Language Arts Growth	83.59	25.0%
Mathematics Growth	29.50	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	7.19	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	52.64	n/a
Summative Rating: Percentile Rank of Summative Score	53.38	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability



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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Support will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Exceeds Standard	Met Standard	**	Not Met	No
White	48.19	14.08	No	Met Goal	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Hispanic	60.94	14.08	No	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Black or African American	66.93	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	60.63	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	57.34	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.



Highlights:

- Clementon Elementary School implements a seamless technology integration for student learning.
- We have chromebooks each school day for student learning for grades 1 through 8.
- Our Focused Intervention Time provides students specific instructional strategies to scaffold and improve learning.



Mission, Vision, Theme:

The overall mission of the Clementon School District is dedicated to a meaningful collaboration including all stakeholders. Our daily mission is to provide every student with a high-quality education driven by the New Jersey Student Learning Standards and the New Jersey Science Student Learning Standards. We are continuously committed to providing a secure, nurturing school climate in order to provide for the educational, social, and emotional needs of the students and staff.



Awards, Recognition, Accomplishments:

According to 2019 Niche rankings, Clementon was #12 out of 103 public elementary schools in Camden County and #3 out of 47 public middle schools in Camden County. Clementon School District had an overall Niche grade of an A- based on academics, teachers, and diversity. Clementon School District is a high performing school district with consistently high PARCC and NJASK test scores. Our nurturing environment promotes an optimal learning community.

**CLEMENTON ELEMENTARY SCHOOL**

(07-0880-010)

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2017-2018

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Courses, Curriculum,
Instruction:

In the area of curriculum, we have aligned our programs to focus on developing student understanding and mastery of skills in all areas. We have implemented a school wide Focused Intervention Time to work with at-risk students. Gifted & Talented students complete STEM units in addition to all CES students attending STEM classes. In order to achieve mastery of the standards, teachers utilize many of American Reading Company's resources and we offer Algebra to 8th grade students.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Soccer (Coed), Softball (Girls)

Cheerleading



Clubs and Activities:

Activities, programs, and clubs that take place in Clementon include: the Spring Musical, Concert & Jazz Band, National Junior Honor Society, Student Government, Art Challenge, Burgundy & Grey Choir, Gifted & Talented STEM, Clementon Community Clean-up, Safety Patrol, and Yearbook.





CLEMENTON ELEMENTARY SCHOOL
 (07-0880-010)
 Grades Offered: PK-08
 2017-2018

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

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 <p>Before and After School Programs:</p>	<p>Within our district, we have the opportunity to work in collaboration with the Community Education organization and the Home and School Association to provide and coordinate activities and events for our students, parents, and the community. We provide classes for children & adults through the Community Education Program. Camp Clementon provides child care for Kindergarten through 8th grade students beginning at 7:00am and ending at 6:00pm.</p>
 <p>Staff and Professional Learning:</p>	<p>Teachers meet monthly after school with their Professional Learning Communities to analyze district data in order to continuously update lessons, assessments & programs. They also meet frequently to discuss student learning. CES is departmentalized from 1st through 8th grade, which allows teachers to become experts in their subject. Staff also participates in professional development led by outside professionals such as: American Reading Co., Standard Solutions and Marzano representatives. Professional Development topics included; Marzano Learning Scales, Academic Vocabulary, bringing instruction to life with technology, Science and Engineering Practices, Cross Cutting Concepts and Gifted and Twice Exceptional Students.</p>



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Student Supports and Services:

CES has an ELL teacher who provides support & services to students during FIT. The district has 3 self-contained MD classes for grades K-2, 3-5, and 6-8. Also, there are 5 resource rooms and 3 inclusion teachers. At-risk students attend FIT daily where they meet with a teacher and small group of students for 40 minutes. Teachers can refer students with learning, behavior, or health concerns to I&RS. The I&RS team, teachers, and parents meet to discuss plans for each student.



Student Health and Wellness:

CES offers a breakfast program for all students before the school day begins. Students have physical education classes twice a week and health classes once a week. Students in grades K-5 also have recess. Our guidance counselor teaches character education classes and assemblies that focus on anti-bullying and health and wellness.



Parent and Community Involvement:

Keeping the families of Clementon involved is a priority. We have the opportunity to work in collaboration with the Community Education organization and the Home and School Association to provide activities and events such as Candy BINGO, Breakfast with Santa, Rita's Celebrity Scoop Night, Ice Cream Social, Movie Nights, and Book Fair Night. Parents can utilize PowerSchool's Parent Access to view their child's attendance and academic progress.





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<div>  <div>Climate Surveys:</div> </div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers</p> <p>The School Climate Survey is completed once a year via the School Climate Committee. Based on feedback, the district continued to improve communication. The district website was redesigned to to improve the organization of content and make it a helpful community resource. Administration continues to use the Remind 101 app to provide parents with the most up-to-date information and events.</p>
<div>  <div>Facilities:</div> </div>	<p>The building was built in 1980 with a wing added in 1999 and another in 2000. Our air-conditioned building includes a library, a computer lab, an art room, a gymnasium, a STEM room, a stage, a music room & a classroom with a working kitchen. Our building has solar panels & we are in the process of adding new equipment to our two playgrounds. An electronic sign was installed and a partial roof replacement project and a bulletproof vestibule were completed in 2017.</p>



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<div>  <div>Technology and STEM:</div> </div>	<p>CES 8th graders learn about kinetic and potential energy. The knowledge they gain from learning about energy helps students construct roller coasters and support beams made from paper. The roller coasters measure several feet high and students need to make adjustments as they build. CES upper elementary students learn industrial engineering by studying small machines. The students create different products on an assembly line format to demonstrate how small machines make work easier. CES lower elementary students practice chemical engineering. After reading a text about a young girl who makes playdough, students learn about liquids and solids. They follow a process to make playdough and improve their playdough recipe. CES kindergarten classes read fairy tales and create projects. After reading the “Three Little Pigs,” students construct a sugar cube house made from craft sticks, sugar cubes and glue. Students test the strength of their house by putting it in front of the Big, Bad fan!</p>
<div>  <div>Early Childhood Education:</div> </div>	<p>Clementon Early Childhood Program is a state funded program that falls into the ECPA/ELLI cohort. It functions as an inclusive preschool program. The goal is to expose children of typical development and those eligible with for special education services to early reading and math concepts, social skills and gross motor skills. The curriculum used in this program, Creative Curriculum, is recommended by the NJ Department of Education. The program gives priority to general education typically developing four year olds , as well as, three and four year olds who qualify for special education services. Students who are eligible for special education services are offered admittance on the day of their third birthday or thereafter. Clementon did not partner with private agencies during the 2017-18 school year.</p>



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Other Information:

The length of a regular school day is seven hours and fifteen minutes with five hours and forty minutes of instructional time per day. Our 1st through 8th grade students and our teachers have their own Chromebooks which are used daily with many programs including Google Classroom. We also have a cart of iPads for Kindergarten students to utilize. Each classroom has a SMARTBoard and a document camera to enhance instruction. We have a school safety committee that meets at least four times a year and analyzes possible target areas where bullying occurs. We had a BMX team come to school and teach the students about bike safety and anti-bullying. Our School Safety Coordinator is working with the town to teach our students the safest routes to school, since we are a walking district.