




Clyde S. Jennings Elementary School
2016-2017
Grade Span KG-05

07-1890-070
Camden
Haddon Twp
100 Cedar Avenue
Oaklyn, NJ 08107

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



CLYDE S. JENNINGS ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-070
CAMDEN
HADDON TWP
100 CEDAR AVENUE
OAKLYN, NJ 08107

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	22	20	18
1	22	24	21
2	13	21	21
3	16	13	23
4	8	16	13
5	11	9	16
Ungraded	12	13	10
Total	104	116	122

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	22	20	18
KG - Full Day	0	0	0

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	2014-15	2015-16	2016-17
Female	55%	54%	54%
Male	45%	46%	46%
Economically Disadvantaged Students	23%	27%	28%
Students with Disabilities	12%	16%	16%
English Learners	1%	1%	2%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	74.6%
Hispanic	10.7%
Asian	4.9%
Black or African American	4.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	5.7%

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. All other students are included in Other Languages.

Home Language	% of Students
English	96.7%
Other	3.2%



CLYDE S. JENNINGS ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

07-1890-070
CAMDEN
HADDON TWP
100 CEDAR AVENUE
OAKLYN, NJ 08107

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	56	100.0	78.60	57.40	54.90	78.6	60.6	Met Target
White	42	100.0	88.10	59.80	63.90	88.1	68.2	Met Goal
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	31	100.0	87.10	66.20	62.20	87.1		
Male	25	100.0	68.00	49.40	48.10	68		
Economically Disadvantaged Students	15	100.0	53.40	34.40	36.20	53.4	**	**
Non-Economically Disadvantaged Students	41	100.0	87.80	61.70	65.80	87.8		
Students with Disabilities	13	100.0	53.80	16.60	20.50	53.8	**	**
Students without Disabilities	43	100.0	86.00	67.40	61.90	86		
English Learners	N	N	N	16.70	25.20	N	**	**
Non-English Learners	56	100.0	78.60	57.50	57.40	78.6		
Homeless Students	N	N	N	20.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



CLYDE S. JENNINGS ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-070
CAMDEN
HADDON TWP
100 CEDAR AVENUE
OAKLYN, NJ 08107

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	25	768	758	749	0%	*	*	60%	*	68%	50%
White	20	768	758	759	0%	*	*	60%	*	70%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	15	772	760	754	0%	*	*	*	*	73%	55%
Male	10	762	757	745	0%	*	*	*	*	60%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	25	768	758	752	0%	*	*	60%	*	68%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



CLYDE S. JENNINGS ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

07-1890-070
CAMDEN
HADDON TWP
100 CEDAR AVENUE
OAKLYN, NJ 08107

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	16	776	755	753	0%	*	0%	*	*	88%	56%
White	11	780	758	762	0%	0%	0%	*	*	100%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	*	*	*	758	*	*	*	*	*	*	61%
Male	*	*	*	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	16	776	*	755	0%	*	0%	*	*	88%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



CLYDE S. JENNINGS ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

07-1890-070
CAMDEN
HADDON TWP
100 CEDAR AVENUE
OAKLYN, NJ 08107

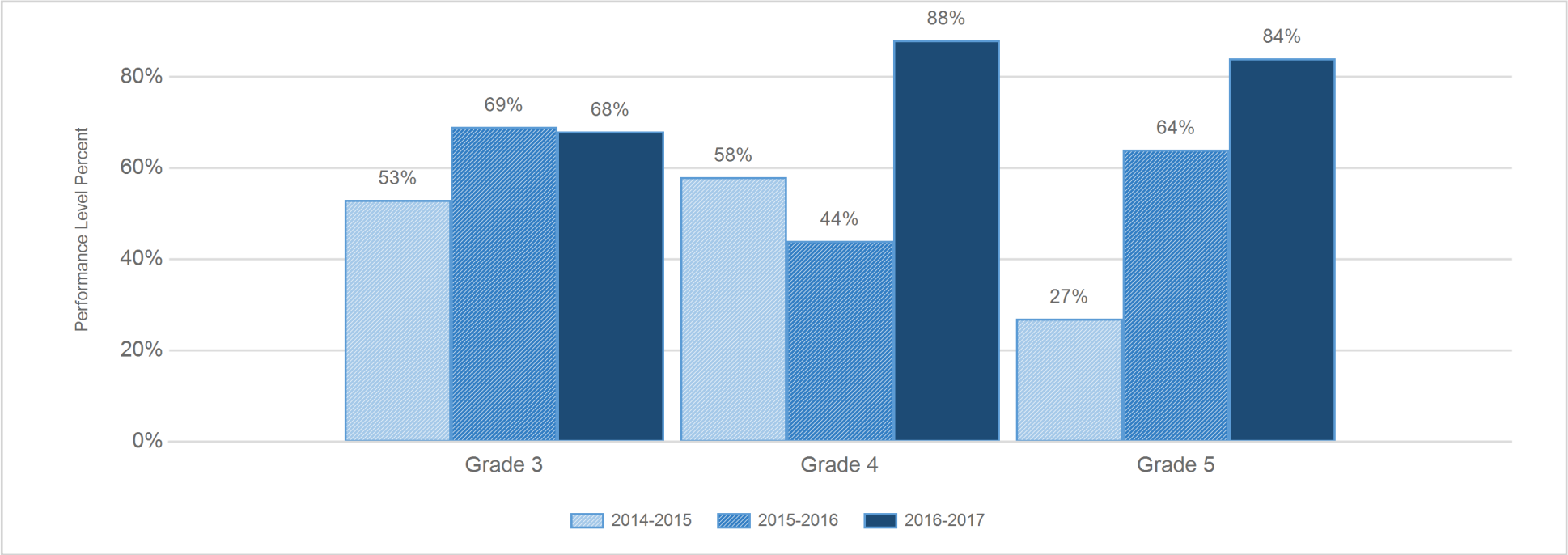
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	19	769	758	756	0%	*	*	74%	*	84%	59%
White	14	777	759	763	*	*	*	86%	*	100%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	*	*	*	761	*	*	*	*	*	*	66%
Male	*	*	*	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	19	769	*	757	0%	*	*	74%	*	84%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





CLYDE S. JENNINGS ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-070
CAMDEN
HADDON TWP
100 CEDAR AVENUE
OAKLYN, NJ 08107

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	56	100.0	67.90	47.00	43.50	67.9	63.8	Met Target
White	42	100.0	73.80	50.00	52.40	73.8	70.2	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	31	100.0	70.90	45.90	44.10	70.9		
Male	25	100.0	64.00	48.00	42.90	64		
Economically Disadvantaged Students	15	100.0	46.70	26.30	25.10	46.7	**	**
Non-Economically Disadvantaged Students	41	100.0	75.60	50.90	54.30	75.6		
Students with Disabilities	13	100.0	46.20	14.50	16.50	46.2	**	**
Students without Disabilities	43	100.0	74.40	54.70	48.80	74.4		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	56	100.0	67.90	*	45.20	67.9		
Homeless Students	N	N	N	20.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



CLYDE S. JENNINGS ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

07-1890-070
CAMDEN
HADDON TWP
100 CEDAR AVENUE
OAKLYN, NJ 08107

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	25	770	755	751	0%	0%	*	52%	*	80%	53%
White	20	770	755	759	0%	0%	*	55%	*	85%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	15	774	750	751	0%	0%	*	*	*	80%	52%
Male	10	764	761	751	0%	0%	*	*	*	80%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	25	770	*	753	0%	0%	*	52%	*	80%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



CLYDE S. JENNINGS ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

07-1890-070
CAMDEN
HADDON TWP
100 CEDAR AVENUE
OAKLYN, NJ 08107

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	16	755	749	747	0%	*	*	*	*	56%	47%
White	11	755	753	755	0%	*	*	*	0%	55%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	*	*	*	747	*	*	*	*	*	*	47%
Male	*	*	*	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	16	755	*	749	0%	*	*	*	*	56%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



CLYDE S. JENNINGS ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

07-1890-070
CAMDEN
HADDON TWP
100 CEDAR AVENUE
OAKLYN, NJ 08107

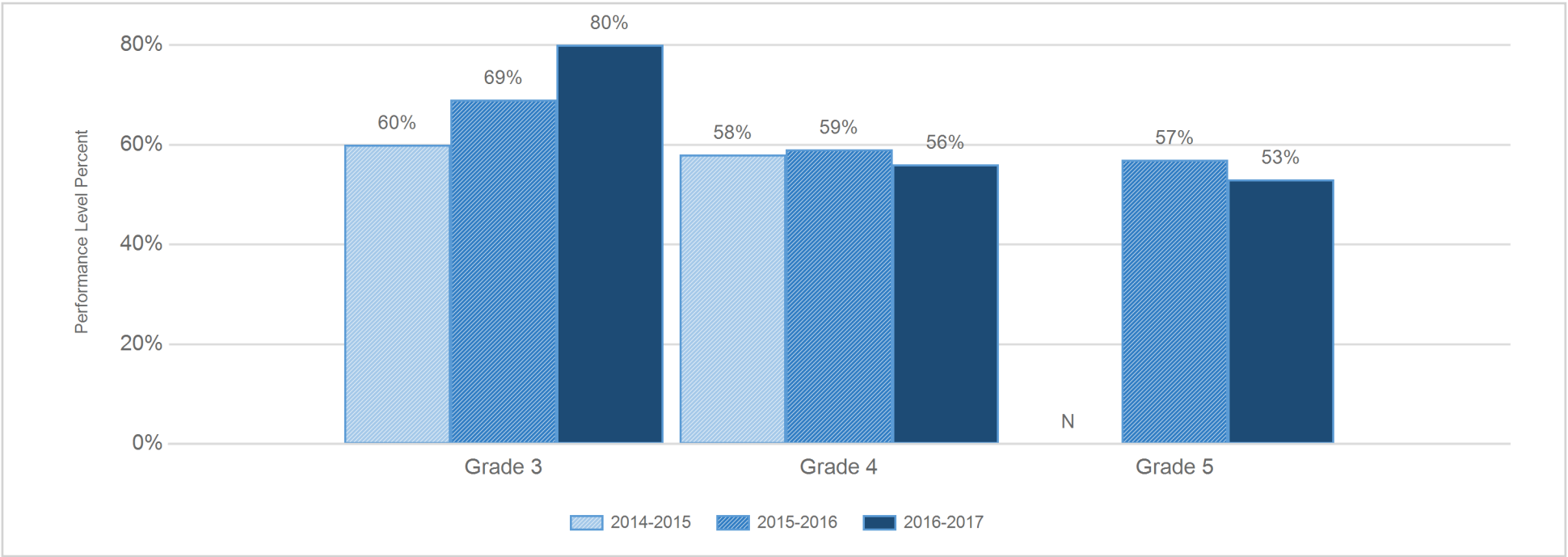
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	19	751	749	747	0%	*	*	*	*	53%	46%
White	14	756	751	754	0%	0%	*	*	*	57%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	*	*	*	747	*	*	*	*	*	*	47%
Male	*	*	*	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	19	751	*	748	0%	*	*	*	*	53%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Clyde S. Jennings Elementary School
2016-2017

Grade Span KG-05

07-1890-070
Camden
Haddon Twp
100 Cedar Avenue
Oaklyn, NJ 08107

Alternate Assessments - 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	N	N

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. The table also shows 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
1	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



CLYDE S. JENNINGS ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-070
 CAMDEN
 HADDON TWP
 100 CEDAR AVENUE
 OAKLYN, NJ 08107

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

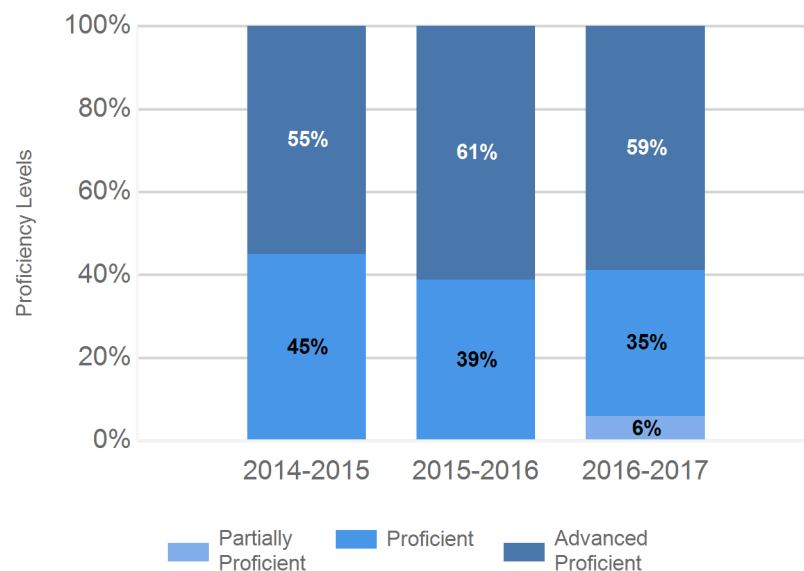
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	59%	35%	6%
White	50%	*	8%
Hispanic	*	N	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	*	N
Students with Disabilities	*	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





CLYDE S. JENNINGS ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-070
CAMDEN
HADDON TWP
100 CEDAR AVENUE
OAKLYN, NJ 08107

This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	68.5	51	50	Exceeds Target	35	57	50	Not Met
White	74	51	50	Exceeds Target	41	57	52	Met Target
Hispanic	*	46	49	**	*	51	47	**
Black or African American	*	75	45	**	*	43.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	61.5	60	**	*	67	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	41	51	**	*	62.5	52	**
Economically Disadvantaged	*	42	47	**	*	51.5	46	**
Students with Disabilities	*	47.5	41	**	*	49	43	**
English Learners	N	N	N	N	N	N	N	N

** ESSA accountability targets are only included if data is available for at least 20 students.



Clyde S. Jennings Elementary School
2016-2017

07-1890-070
Camden
Haddon Twp
100 Cedar Avenue
Oaklyn, NJ 08107

Grade Span KG-05

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 the prior year.

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

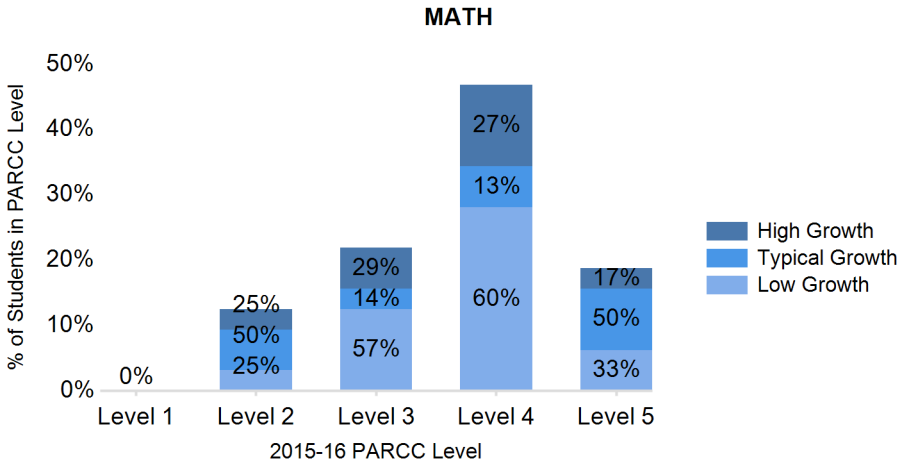
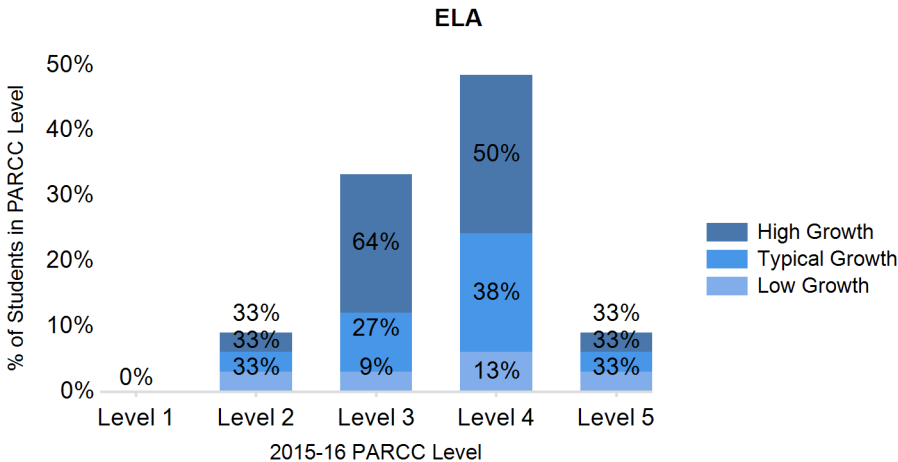
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

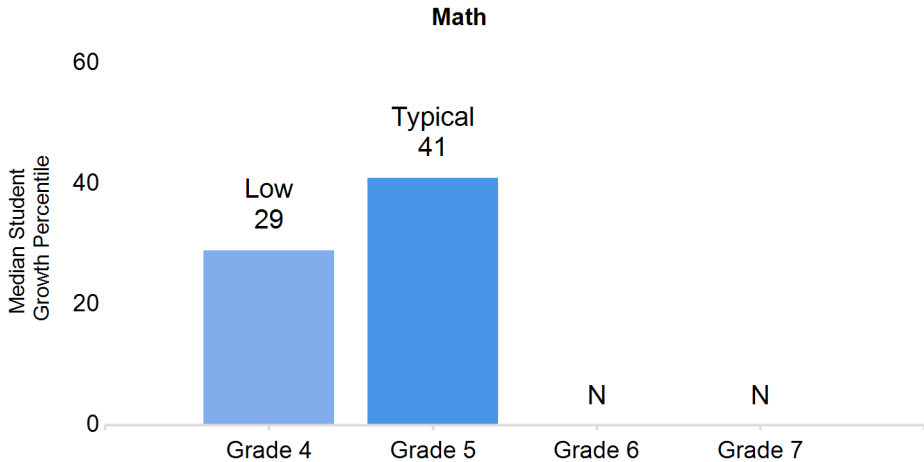
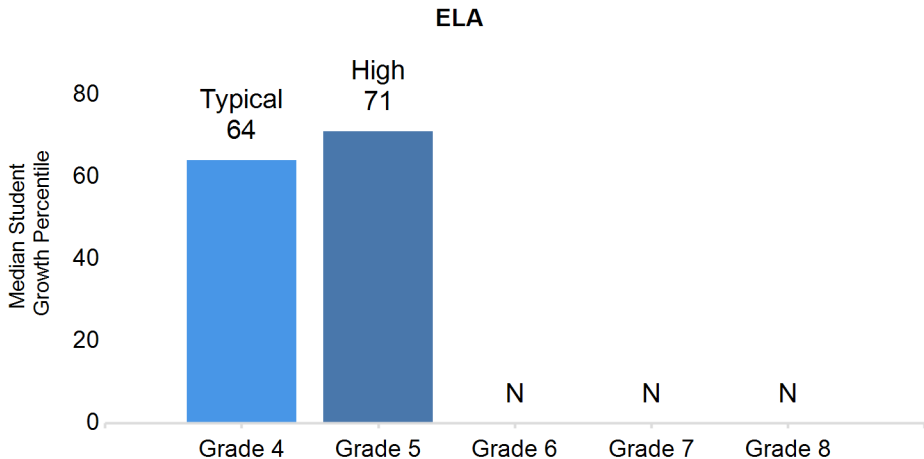
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





CLYDE S. JENNINGS ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-070
CAMDEN
HADDON TWP
100 CEDAR AVENUE
OAKLYN, NJ 08107

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

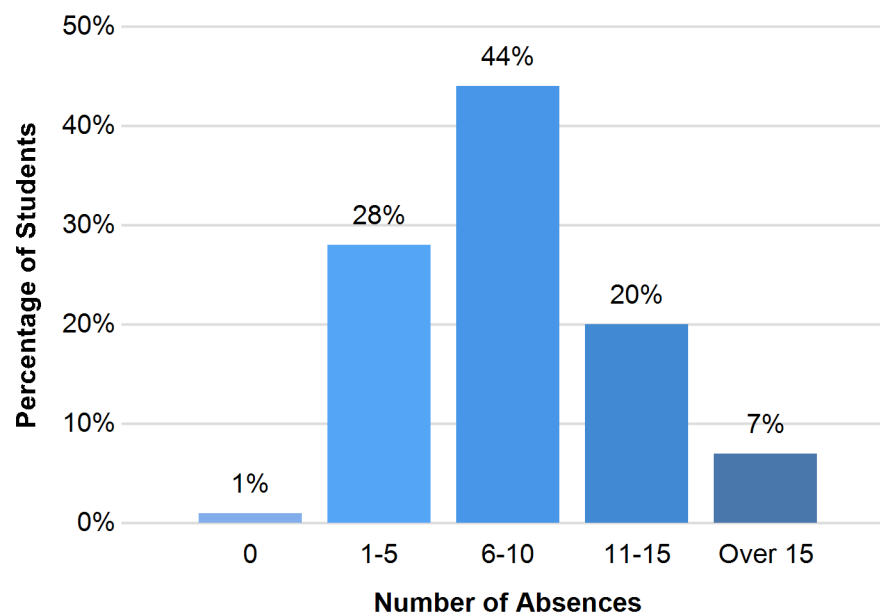
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.60	8.40	Met Target
White	2.20	8.40	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	2.90	8.40	Met Target
Students with Disabilities	5.00	8.40	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

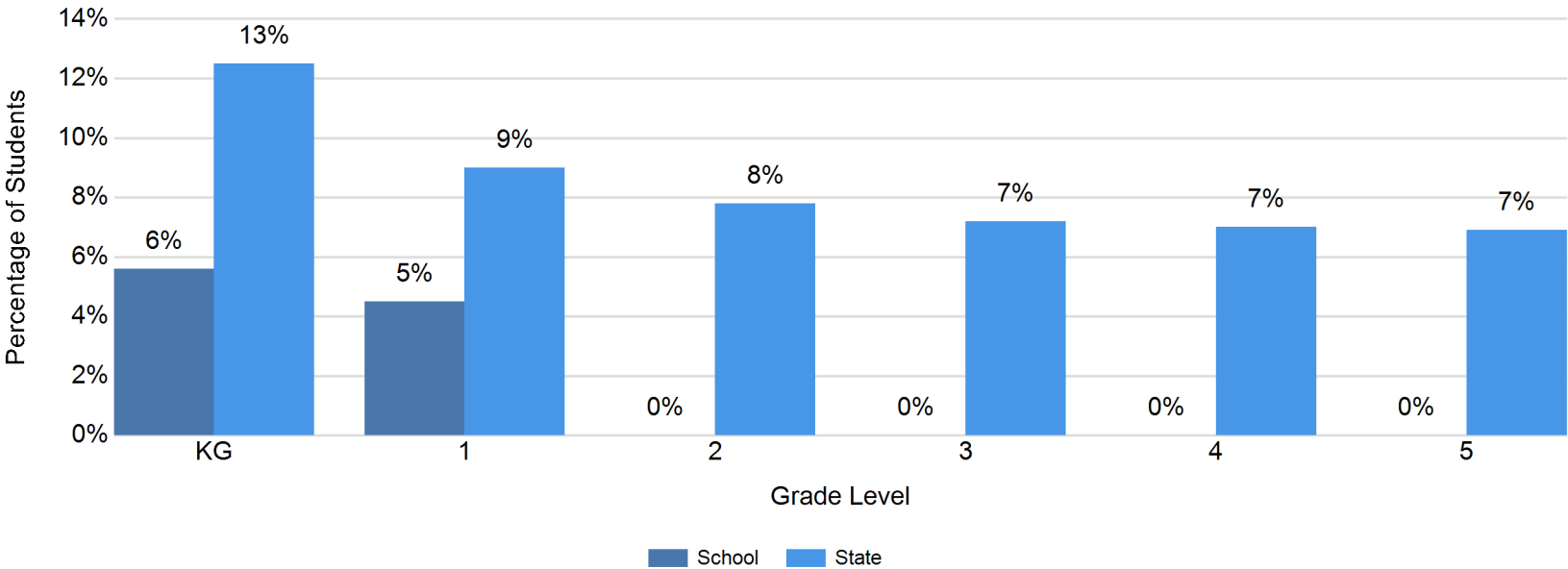
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





CLYDE S. JENNINGS ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

07-1890-070
CAMDEN
HADDON TWP
100 CEDAR AVENUE
OAKLYN, NJ 08107

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.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



CLYDE S. JENNINGS ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-070
CAMDEN
HADDON TWP
100 CEDAR AVENUE
OAKLYN, NJ 08107

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	485.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$421	\$13,530	\$13,951



CLYDE S. JENNINGS ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-070
CAMDEN
HADDON TWP
100 CEDAR AVENUE
OAKLYN, NJ 08107

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	18	120,724
Average years experience in public schools	8.9	11.8
Average years experience in district	5.9	10.5
Teachers in district for 4 or more years	50%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	10.7	11.6
Administrators in district for 4 or more years	73%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	7:1	12:1
Administrators	122:1	137:1
Librarian/Media Specialists		2062:1
Nurses		412:1
Counselors		295:1
Child Study Team		295:1



Clyde S. Jennings Elementary School
2016-2017
Grade Span KG-05

07-1890-070
Camden
Haddon Twp
100 Cedar Avenue
Oaklyn, NJ 08107

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	82%	89%
2015-16 Administrators: Same district 2016-17	79%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



Clyde S. Jennings Elementary School
2016-2017
Grade Span KG-05

07-1890-070
Camden
Haddon Twp
100 Cedar Avenue
Oaklyn, NJ 08107

Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	94.0	17.5%
Mathematics Proficiency	86.7	17.5%
English Language Arts Growth	97.2	25.0%
Mathematics Growth	10.2	25.0%
Chronic Absenteeism	97.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		73.1
Summative Rating: Percentile rank of Summative Score		83.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



CLYDE S. JENNINGS ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

07-1890-070
CAMDEN
HADDON TWP
100 CEDAR AVENUE
OAKLYN, NJ 08107

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	73.1	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Not Met	No
White	74.8	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	**	No
Students with Disabilities	**	**	No	**	**	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



CLYDE S. JENNINGS ELEMENTARY SCHOOL

2016-2017

Grade Span KG-05

07-1890-070

CAMDEN

HADDON TWP

100 CEDAR AVENUE



OAKLYN, NJ 08107

School General Info

Principal:	Mr. Warfield	Email Address:	cwarfield@haddontwpschools.com
Address:	100 CEDAR AVENUE OAKLYN, NJ 08107	Website:	http://htsd.us/
Phone:	(856)869-7720	Twitter:	https://twitter.com/Jennings_HTSD

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.

 <div>Highlights:</div>	<ul style="list-style-type: none"> • The curriculum includes Math in Focus, a balanced literacy approach, and using Next Generation Science Standards. • Technology is a part of each school day, with a 1:1 iPad initiative for students in grades 3-5. • A character education program is an integral part of the daily learning experiences for every student.
 <div>Mission, Vision, Theme:</div>	<p>Jennings Elementary School establishes excellence in teaching and learning, enabling our students to attain the knowledge, values, and skills identified in the New Jersey Student Learning Standards. Our students grow in their understanding of how, why, when, and where to use these skills, while also developing the ability to successfully collaborate and problem-solve with others as responsible 21st century citizens.</p>






Clyde S. Jennings Elementary School
2016-2017
Grade Span KG-05

07-1890-070
Camden
Haddon Twp
100 Cedar Avenue
Oaklyn, NJ 08107

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.

 <div>Courses, Curriculum, Instruction:</div>	In order to meet the highest expectations, our comprehensive curriculum provides for rich, authentic, and inquiry-based learning experiences for all students. We create a nurturing, stimulating, and academically challenging environment that ensures we meet the individual needs of our students.
 <div>Clubs and Activities:</div>	In order to fully engage our students, we provide opportunities to participate in Student Council in grades 4-5; instrumental music lessons in grades 4 and 5; chorus, band and orchestra in grades 4 and 5; a Student Ambassadors program in grade 5; after school fitness and garden clubs; and a rich, PTA-supported cultural arts program.
 <div>Before and After School Programs:</div>	Before and after school care is available through our locally developed School Aged Child Care (SACC) program. In addition, wrap-around care is available for Kindergarten students. SACC also runs a highly successful summer recreation program for students in grades K-5.



CLYDE S. JENNINGS ELEMENTARY SCHOOL

2016-2017

Grade Span KG-05

07-1890-070

CAMDEN





HADDON TWP

100 CEDAR AVENUE

OAKLYN, NJ 08107

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.

 <div>Staff and Professional Learning:</div>	<p>Each staff member participates in on-going, targeted professional development that supports growth in the knowledge of curriculum and instruction; meets the needs of 21st century learners; and teaches effective use of technology. In addition, our paraprofessionals engage in inservice opportunities that support their growth as important members of our educational team.</p>
 <div>Student Supports and Services:</div>	<p>We provide a rich variety of supports to target the unique needs of our diverse learners. Leveled Literacy Intervention is provided in grades K-5 for those struggling to acquire literacy skills. Non-English speaking students work daily with a specially certified teacher. A continuum of services is also provided to our students with special needs.</p>
 <div>Student Health and Wellness:</div>	<p>Student health and wellness services are provided, and the school nurse completes annual screenings for each student. Students in grades 1-5 participate in weekly physical education and health lessons, while Kindergarten students receive monthly health lessons from the school nurse. In addition, a daily recess period is provided in grades 1-5 as part of the lunch program. Finally, the school offers a daily breakfast program.</p>
 <div>Parent and Community Involvement:</div>	<p>Our school has a vibrant PTA, which supports the school library and organizes both school and book fairs. A district-wide Parent Advisory Group meets throughout the year to gain input from parents of students with special needs. Teacher, school, and district websites are available for parent reference, providing information about events. Weekly e-blasts are sent to parents and guardians to keep them informed about school activities.</p>



Clyde S. Jennings Elementary School

2016-2017

Grade Span KG-05

07-1890-070

CAMDEN

HADDON TWP

100 CEDAR AVENUE

OAKLYN, NJ 08107

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.

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The building was recently updated to include a new small group instructional space, a new nurse's office and two new sets of bathroom facilities. Renovations also included new floors, interior doors, lighting, speaker system, and HVAC system. New exterior doors, as well as security cameras, provide for an updated, secure entrance.</p>
--	---




Clyde S. Jennings Elementary School
2016-2017
Grade Span KG-05

07-1890-070
Camden
Haddon Twp
100 Cedar Avenue
Oaklyn, NJ 08107

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.

<div>Other Information:</div>	<p>We are proud that our students in grades 3-5 are part of a 1:1 iPad initiative that allows for technology to be seamlessly integrated into daily learning activities. Developmentally appropriate applications allow students to collaborate with peers and share their work with parents and guardians. Technology also helps to support our communications with parents and the community, with text and email alerts available.</p>
---	---




HADDON TOWNSHIP HIGH SCHOOL
2016-2017
Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



HADDON TOWNSHIP HIGH SCHOOL
2016-2017

Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	121	122	119
10	136	126	126
11	140	136	125
12	150	130	135
Ungraded	104	103	102
Total	651	617	607

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	2014-15	2015-16	2016-17
Female	49%	50%	47%
Male	52%	50%	54%
Economically Disadvantaged Students	15%	16%	16%
Students with Disabilities	17%	17%	18%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	84.3%
Hispanic	7.6%
Asian	3.1%
Black or African American	2.6%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.0%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	607
Shared Time Students	0
Full Time Equivalent	607

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. All other students are included in Other Languages.

Home Language	% of Students
English	95.7%
Spanish	1.6%
Other	2.6%



HADDON TOWNSHIP HIGH SCHOOL
2016-2017

Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	278	89.7	52.60	57.40	54.90	49.5	42.5	Met Target
White	232	90.3	53.90	59.80	63.90	51.2	43.2	Met Target
Hispanic	24	89.3	45.90	39.30	39.80	42.8	25.8	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	120	87.0	68.30	66.20	62.20	62.6		
Male	158	92.0	40.50	49.40	48.10	39.1		
Economically Disadvantaged Students	47	84.2	38.30	34.40	36.20	*	24.8	Met Target
Non-Economically Disadvantaged Students	231	91.0	55.40	61.70	65.80	*		
Students with Disabilities	59	88.1	10.20	16.60	20.50	*	15.1	Met Target†
Students without Disabilities	219	90.2	64.00	67.40	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



HADDON TOWNSHIP HIGH SCHOOL
2016-2017
Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	151	751	751	749	7%	9%	31%	46%	8%	54%	52%
White	126	754	754	757	*	8%	33%	49%	*	56%	62%
Hispanic	15	738	738	733	*	*	*	*	*	47%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	64	760	760	756	*	*	22%	53%	*	67%	60%
Male	87	744	744	741	*	*	37%	40%	*	44%	43%
Economically Disadvantaged Students	29	738	738	731	*	*	41%	*	*	35%	32%
Non-Economically Disadvantaged Students	122	754	754	758	*	*	28%	*	*	58%	62%
Students with Disabilities	32	715	715	714	*	*	*	*	*	*	13%
Students without Disabilities	119	760	760	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



HADDON TOWNSHIP HIGH SCHOOL
2016-2017
Grade Span 09-12

07-1890-050
 CAMDEN
 HADDON TWP
 406 MEMORIAL AVENUE
 WESTMONT, NJ 08108-3398

English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	129	745	745	743	15%	15%	19%	40%	11%	51%	46%
White	107	744	744	749	16%	12%	21%	41%	10%	51%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	56	766	766	752	*	*	*	46%	*	70%	54%
Male	73	729	729	734	*	*	*	36%	*	37%	39%
Economically Disadvantaged Students	19	738	738	726	*	*	*	*	*	42%	32%
Non-Economically Disadvantaged Students	110	746	746	751	*	*	*	*	*	53%	54%
Students with Disabilities	27	714	714	704	*	*	*	*	0%	19%	12%
Students without Disabilities	102	753	753	749	*	*	*	*	14%	60%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	129	745	745	745	15%	15%	19%	40%	11%	51%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



HADDON TOWNSHIP HIGH SCHOOL 2016-2017

Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	100	743	743	736	*	16%	24%	44%	*	48%	38%
White	84	745	745	738	*	16%	20%	49%	*	52%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	41	750	750	744	*	*	*	54%	*	59%	46%
Male	59	738	738	729	*	*	*	37%	*	41%	31%
Economically Disadvantaged Students	13	740	740	729	*	*	*	*	*	31%	32%
Non-Economically Disadvantaged Students	87	744	744	740	*	*	*	*	*	51%	42%
Students with Disabilities	11	711	711	709	*	*	*	*	*	*	12%
Students without Disabilities	89	747	747	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

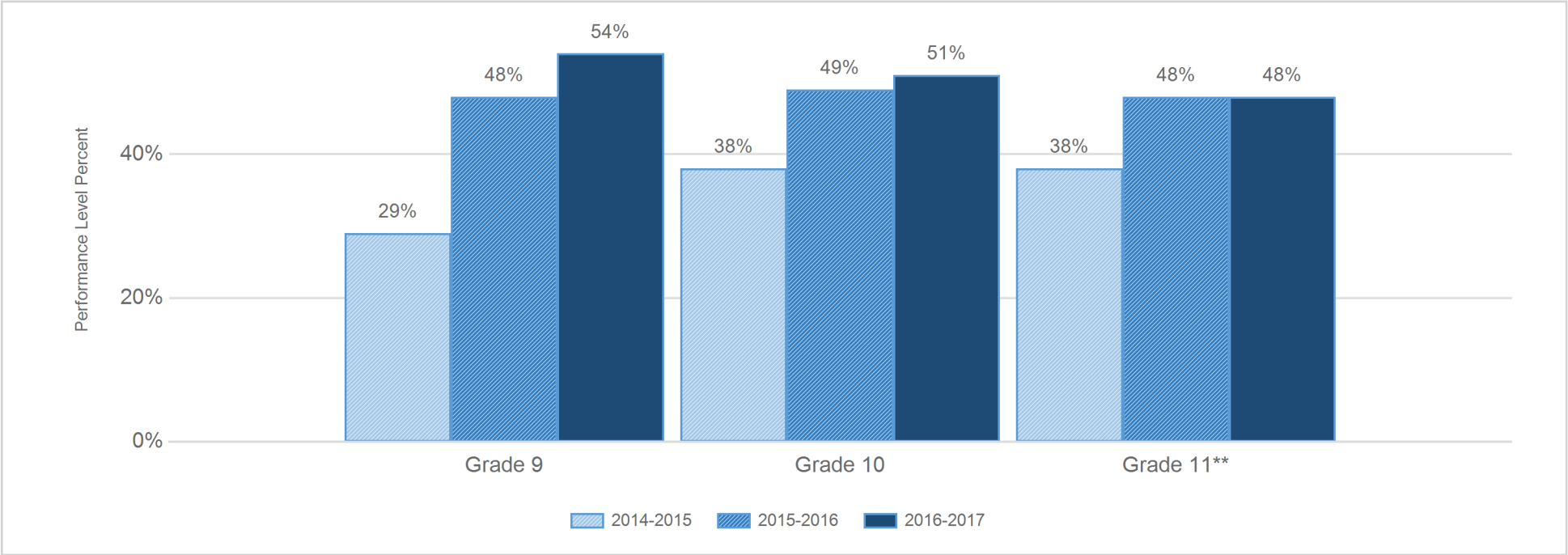


HADDON TOWNSHIP HIGH SCHOOL
2016-2017
Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



** Grade 11 students who take AP/IB English are exempt from taking the PARCCELS exam and their performance may not be reflected in the results.



HADDON TOWNSHIP HIGH SCHOOL
2016-2017

Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	249	86.0	35.30	47.00	43.50	31.9	26.9	Met Target
White	208	86.4	37.50	50.00	52.40	34	25.3	Met Target
Hispanic	22	88.5	18.20	28.30	27.60	16.8	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	106	82.2	39.60	45.90	44.10	34.2		
Male	143	89.0	32.20	48.00	42.90	30.1		
Economically Disadvantaged Students	40	80.4	30.00	26.30	25.10	*	19.9	Met Target
Non-Economically Disadvantaged Students	209	87.1	36.30	50.90	54.30	*		
Students with Disabilities	47	81.0	*	14.50	16.50	*	5.9	Not Met
Students without Disabilities	202	87.2	*	54.70	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



HADDON TOWNSHIP HIGH SCHOOL

2016-2017

Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	94	734	744	743	15%	16%	37%	32%	0%	32%	42%
White	68	740	*	751	*	16%	38%	38%	*	38%	52%
Hispanic	15	715	*	728	*	*	*	*	0%	13%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	43	733	746	744	*	*	35%	33%	0%	33%	43%
Male	51	734	743	741	*	*	39%	31%	0%	31%	40%
Economically Disadvantaged Students	22	727	*	727	*	*	*	*	*	27%	23%
Non-Economically Disadvantaged Students	72	736	*	751	*	*	*	*	*	33%	52%
Students with Disabilities	27	705	*	714	*	*	*	*	*	*	10%
Students without Disabilities	67	745	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



HADDON TOWNSHIP HIGH SCHOOL
2016-2017

Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

Mathematics Assessment - Performance by Test: Geometry

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	122	735	735	734	*	25%	37%	30%	*	30%	30%
White	108	735	*	740	*	20%	38%	32%	*	32%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	42	738	738	735	*	29%	29%	38%	*	38%	31%
Male	80	733	*	733	*	23%	41%	25%	*	26%	30%
Economically Disadvantaged Students	14	725	725	721	*	*	*	*	*	21%	13%
Non-Economically Disadvantaged Students	108	736	*	740	*	*	*	*	*	32%	39%
Students with Disabilities	23	717	717	711	*	*	*	*	*	*	*
Students without Disabilities	99	739	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	122	735	*	735	*	25%	37%	30%	*	30%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



HADDON TOWNSHIP HIGH SCHOOL
2016-2017

Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

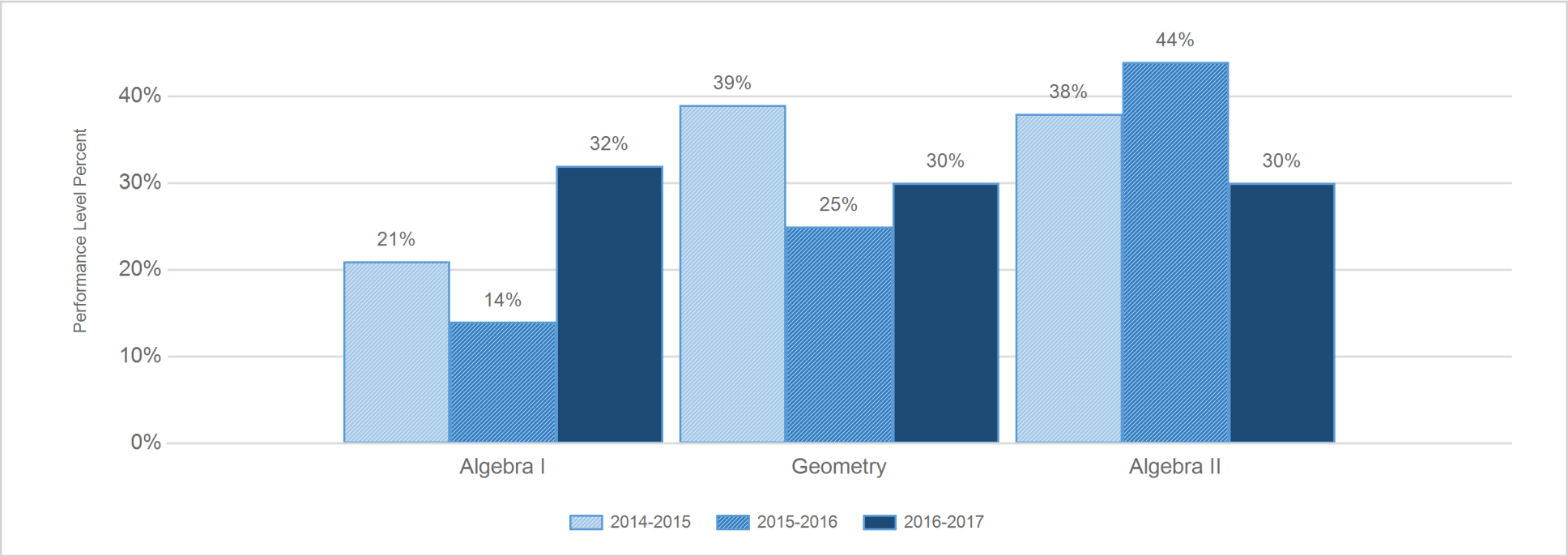
Mathematics Assessment - Performance by Test: Algebra II

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	80	740	740	725	*	28%	35%	25%	*	30%	28%
White	68	740	740	731	*	27%	37%	25%	*	29%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	37	743	743	725	*	*	35%	*	*	35%	27%
Male	43	737	737	725	*	*	35%	*	*	26%	29%
Economically Disadvantaged Students	13	746	746	708	*	*	*	*	*	31%	13%
Non-Economically Disadvantaged Students	67	739	739	733	*	*	*	*	*	30%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	80	740	740	726	*	28%	35%	25%	*	30%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





HADDON TOWNSHIP HIGH SCHOOL
2016-2017

Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

Alternate Assessments - 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
9	N	N
10	N	N
11	N	N

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. The table also shows 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
1	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



HADDON TOWNSHIP HIGH SCHOOL 2016-2017

Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

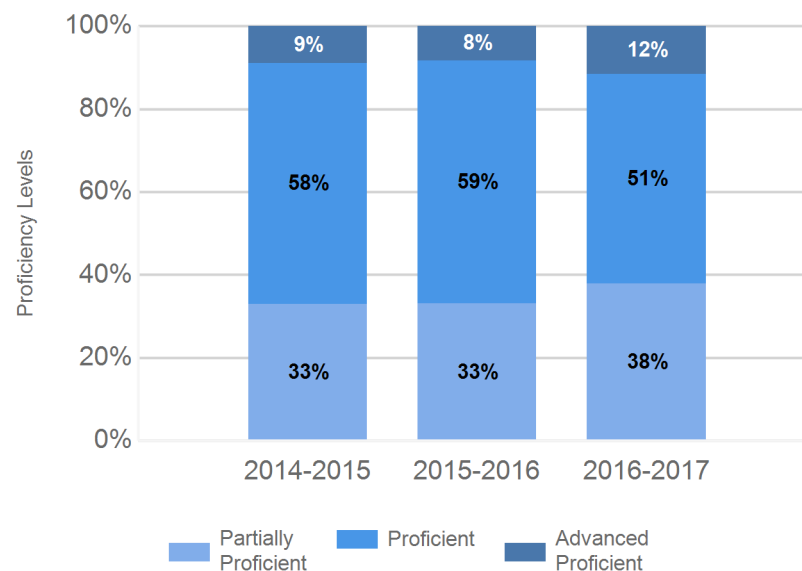
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	12%	51%	38%
White	12%	52%	35%
Hispanic	*	41%	50%
Black or African American	N	40%	60%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	8%	47%	45%
Students with Disabilities	N	32%	68%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





HADDON TOWNSHIP HIGH SCHOOL 2016-2017

Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	14.1%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	496	481	Varies By Grade	79%	67%
PSAT - Math	497	483	Varies By Grade	56%	49%
SAT - Reading and Writing	578	551	480	90%	77%
SAT - Math	589	552	530	73%	58%
ACT - Reading	24	24	22	63%	65%
ACT - English	23	24	18	79%	79%
ACT - Math	23	24	22	74%	65%
ACT - Science	24	23	23	63%	54%



HADDON TOWNSHIP HIGH SCHOOL 2016-2017

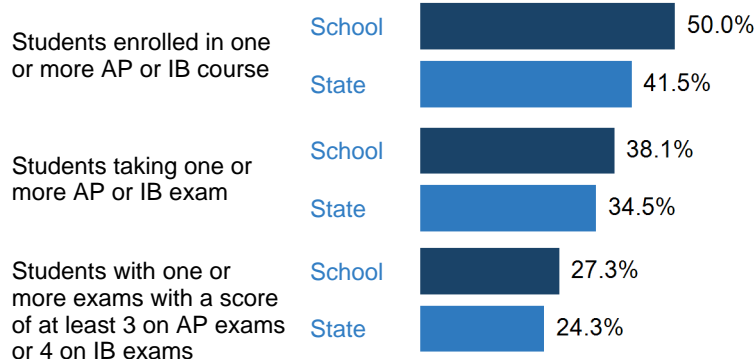
Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

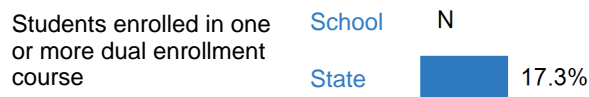
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	30	15
AP Calculus AB	32	29
AP Chemistry	22	7
AP English Literature and Composition	22	3
AP French Language and Culture	4	3
AP German Language and Culture	11	10
AP Latin (Virgil Catullus and Horace)	9	0
AP Psychology	0	2
AP Spanish Language	12	8
AP Statistics	48	34
AP U.S. Government and Politics	43	33
AP U.S. History	19	16
Total Exams Taken		160
Exams with scores of at least 3 on AP exams or 4 on IB exams		109



HADDON TOWNSHIP HIGH SCHOOL
2016-2017

Grade Span 09-12

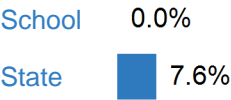
07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

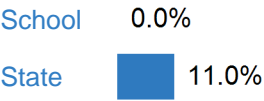
Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



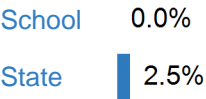
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



HADDON TOWNSHIP HIGH SCHOOL 2016-2017

Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	97	52	1	0	0	0	0
10	17	92	65	3	0	0	0
11	2	17	64	63	0	23	1
12	1	3	18	31	61	32	21
Schoolwide	117	164	148	97	61	55	22
Enrolled in AP/IB Course					32	48	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	150	0	0	0	0	0
10	104	55	0	0	0	0
11	2	72	0	1	29	38
12	34	24	0	23	15	38
Schoolwide	290	151	0	24	44	76
Enrolled in AP/IB Course	30	22		0	0	0



HADDON TOWNSHIP HIGH SCHOOL
2016-2017

Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	2	147	0	0	0	25
10	0	152	0	0	1	12
11	2	7	0	0	5	139
12	144	23	0	0	18	22
Schoolwide	148	329	0	0	24	198
Enrolled in AP/IB Course	0	19	0	0	0	43

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	63	25	0	20	31	0	0
10	90	15	0	28	23	0	0
11	40	5	0	35	15	0	0
12	17	7	0	12	12	0	0
Schoolwide	210	52	0	95	81	0	0
Enrolled in AP/IB Course	12	4	0	9	11	0	0
Enrolled in Level 3 or Higher	52	12	0	34	32	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



HADDON TOWNSHIP HIGH SCHOOL
2016-2017

Grade Span 09-12

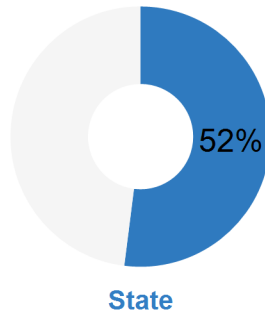
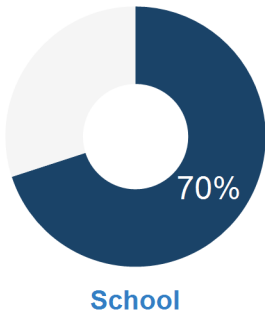
07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

Visual and Performing Arts – Course Participation

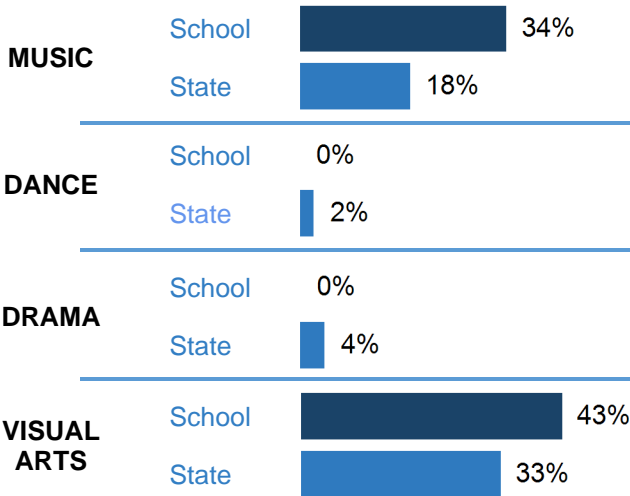
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





HADDON TOWNSHIP HIGH SCHOOL

2016-2017

Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	96.3%	90.5%	94.5%	91.8%	94.5%	93.1%	Met Target	93.0%	93.0%	Met Target
White	96.5%	94.5%	96.3%	95.1%	96.3%	N	Met Goal	93.3%	94.2%	Not Met
Hispanic	*	84.3%	83.3%	86.3%	83.3%	**	**	*	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	100.0%	83.9%	92.3%	85.6%	92.3%	84.5%	Met Target	84.0%	85.6%	Not Met
Students with Disabilities	83.3%	78.8%	85.7%	82.1%	85.7%	87.9%	Not Met	87.5%	87.2%	Met Target
English Learners	N	76.1%	*	79.7%	*	**	**	N	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

** ESSA accountability targets are only included if data is available for at least 20 students

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	96.3%	-
2016	94.5%	94.5%
2015	93.0%	93.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0.4%	1.1%
2015-2016	1%	1.1%
2014-2015	0.4%	1.1%



HADDON TOWNSHIP HIGH SCHOOL

2016-2017

Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	80.9%	22.8%	77.2%
White	83.8%	21.9%	78.1%
Hispanic	*	*	*
Black or African American	*	*	0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	0%	*
Two or More Races	*	0%	*
Economically Disadvantaged Students	82.4%	50%	50%
Students with Disabilities	41.7%	70%	30%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	83.7%	34.4%	65.6%	70.3%	29.7%	58.6%	41.4%
White	83%	31.8%	68.2%	68.2%	31.8%	55.1%	44.9%
Hispanic	100%	50%	50%	90%	10%	80%	20%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	92.9%	65.4%	34.6%	92.3%	7.7%	92.3%	7.7%
Students with Disabilities	60.9%	78.6%	21.4%	85.7%	14.3%	85.7%	14.3%
English Learners	*	*	*	*	*	*	*



HADDON TOWNSHIP HIGH SCHOOL
2016-2017

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

Grade Span 09-12

This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

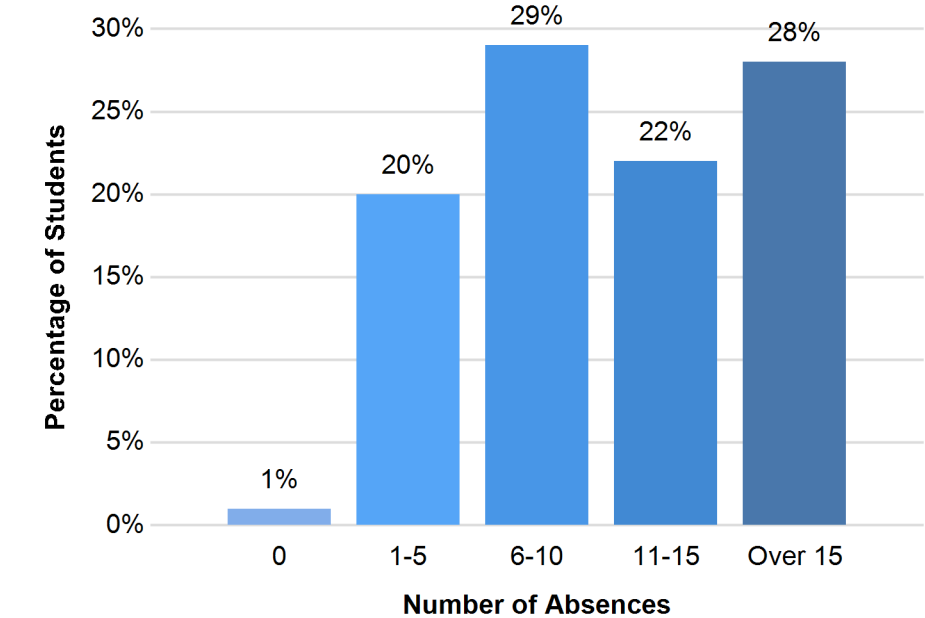
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	19.70	14.30	Not Met
White	19.00	14.30	Not Met
Hispanic	31.90	14.30	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	29.60	14.30	Not Met
Students with Disabilities	35.20	14.30	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



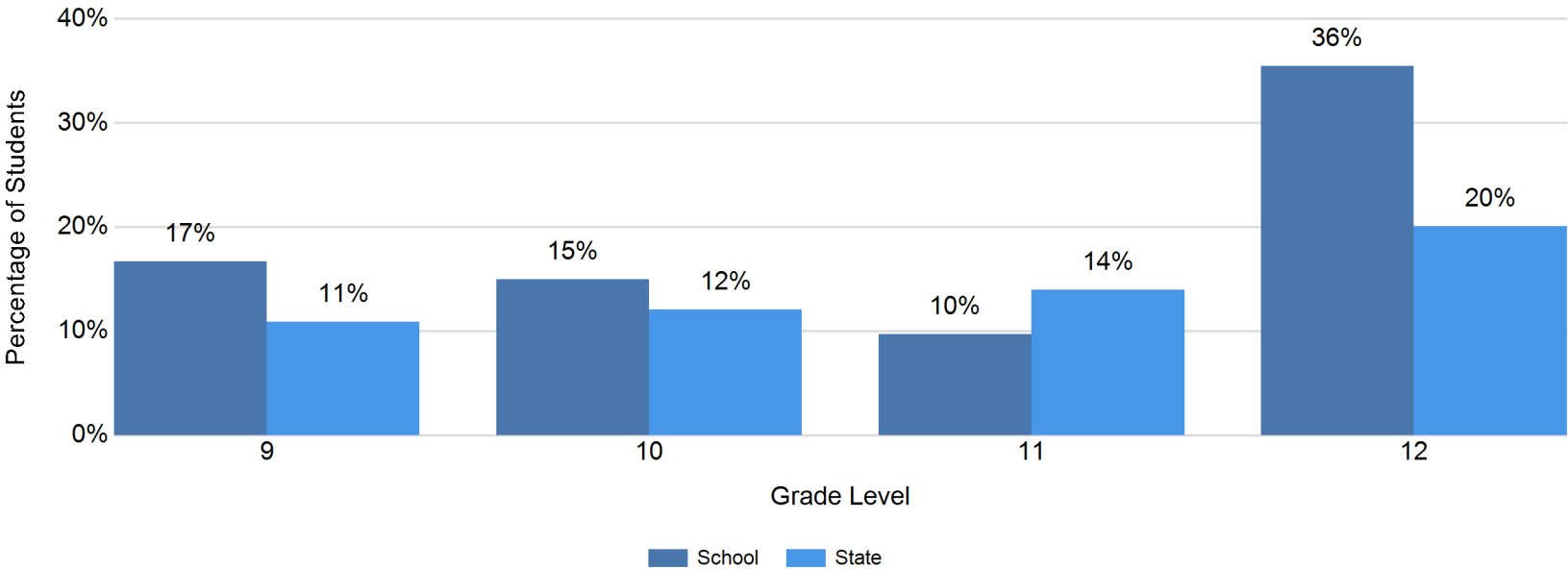


HADDON TOWNSHIP HIGH SCHOOL
2016-2017
Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





HADDON TOWNSHIP HIGH SCHOOL

2016-2017

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

Grade Span 09-12

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.

Category	School
Typical Start Time	7:40AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	3
Vandalism	15
Weapons	1
Substances	4
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	4.28

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	10.7%
Out-of-School Suspensions	0.2%
Any Suspension	10.7%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



HADDON TOWNSHIP HIGH SCHOOL
2016-2017
Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	485.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$421	\$13,530	\$13,951



HADDON TOWNSHIP HIGH SCHOOL
2016-2017
Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	59	120,724
Average years experience in public schools	14.3	11.8
Average years experience in district	11.0	10.5
Teachers in district for 4 or more years	66%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	10.7	11.6
Administrators in district for 4 or more years	73%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	61:1	137:1
Librarian/Media Specialists		2062:1
Nurses		412:1
Counselors		295:1
Child Study Team		295:1



HADDON TOWNSHIP HIGH SCHOOL
2016-2017
Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

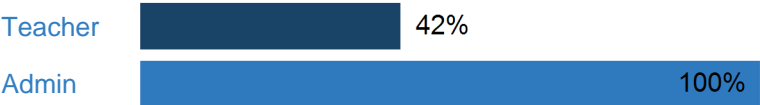
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	82%	89%
2015-16 Administrators: Same district 2016-17	79%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



HADDON TOWNSHIP HIGH SCHOOL

2016-2017

Grade Span 09-12

07-1890-050

CAMDEN

HADDON TWP

406 MEMORIAL AVENUE

WESTMONT, NJ 08108-3398

Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	52.1	17.5%
Mathematics Proficiency	52.7	17.5%
Graduation - 4-Year	62.8	25.0%
Graduation - 5-Year	35.0	25.0%
Chronic Absenteeism	15.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		45.1
Summative Rating: Percentile rank of Summative Score		44.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



HADDON TOWNSHIP HIGH SCHOOL

2016-2017

Grade Span 09-12

07-1890-050

CAMDEN

HADDON TWP

406 MEMORIAL AVENUE

WESTMONT, NJ 08108-3398

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	45.1	6.2	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	41.8	6.2	No	Met Target	Met Target	Not Met	Met Goal	Not Met	No
Hispanic	**	**	No	Met Target	N	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	53.0	6.2	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
Students with Disabilities	44.3	6.2	No	Met Target†	Not Met	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



HADDON TOWNSHIP HIGH SCHOOL
2016-2017
Grade Span 09-12




07-1890-050
 CAMDEN
 HADDON TWP
 406 MEMORIAL AVENUE
 WESTMONT, NJ 08108-3398

School General Info

Principal:	Mr. OBRIEN	Email Address:	gobrien@haddontwpschools.com
Address:	406 MEMORIAL AVENUE WESTMONT, NJ 08108-3398	Website:	http://htsd.us/
Phone:	(856)869-7750		

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:	<ul style="list-style-type: none"> • We have added the following courses in the past two years: AP Chem, AP Physics, Engineering II, and Intro to Coding. • HTHS is home to both the National Art Educator of the Year and the NJ Art State Educator of the Year. • Colonial Conference Sportsmanship Award recipient 6 out of the last 9 years (2nd place in 2 of the 3 other years).
 Mission, Vision, Theme:	<p>The Haddon Township High School shall establish the highest standards of excellence for educating all individuals to use knowledge, values, and skills to function as responsible members of society. The school will provide a nurturing, stimulating environment; a dedicated staff; an innovative curriculum; and the opportunity for community involvement and support.</p>
 Awards, Recognition, Accomplishments:	<p>Haddon Township School District is one of 433 school districts in the US and Canada being honored by the College Board with placement on the 7th Annual AP District Honor Roll. HTHS 2017 Knowledge Bowl Championship marks the 2nd time in 3 years. Ellen Hargrove: The 2017 New Jersey Art Educator of the Year, Karen Kiick: The 2017 National Art Educator of the Year. Tom Mulligan achieved what one other person in the history of SJ Girls' Basketball has with 500 career victories.</p>






HADDON TOWNSHIP HIGH SCHOOL
2016-2017
Grade Span 09-12

07-1890-050
 CAMDEN
 HADDON TWP
 406 MEMORIAL AVENUE
 WESTMONT, NJ 08108-3398

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.

 Courses, Curriculum, Instruction:	<p>HTHS supports 12 AP classes, with plans to add another in 17-18. The English and social studies departments offer a seminar course, Parallels: A Study of Human Nature through American History and Literature. The VPA department has a technology in music and digital audio curriculum that utilizes a state of the art recording studio. Recent movement to embrace a STEM program includes Engineering I and II, and Introduction to Coding.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>State Championship Boys' Soccer Team; Gold Medal US Mid-Atlantic Regional Championship Boys' Varsity Quad; Patrick Mulligan, indoor mile Group I State Champion; Colonial Conference Sportsmanship Award recipient 6 out of the last nine years (2nd place in two of the three other years).</p>
 Clubs and Activities:	<p>HTHS offers 30 extra/co-curricular activities/clubs. New for 17-18 are STEM, Astronomy, and Table-Top Gaming. HTHS Honor Society continues to grow in its fourth year. Originally formed to recognize students with great character, leadership and academic ability who were inclined to serve the community, the club has moved beyond its original focus of peer tutoring to numerous, meaningful, and sustained service projects, both within and outside the school community.</p>








HADDON TOWNSHIP HIGH SCHOOL 2016-2017

Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

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>Staff and Professional Learning:</p>	<p>Each staff member participates in on-going, targeted professional development that supports growth in the knowledge of curriculum and instruction; meets the needs of 21st century learners; and teaches effective use of technology . In addition, our paraprofessionals engage in inservice opportunities that support their growth as important members of our educational team.</p>
	<p>Postsecondary Information:</p>	<p>The majority of HTHS graduates attend college upon graduation, with 66% attending four-year colleges and 24% attending two-year colleges. The remaining 10% enter the military or seek employment. PSATs are sponsored on-site each year for every sophomore and junior student. An SAT prep class is offered each semester. Our English dept. teachers and guidance counselors assist our college bound seniors by providing a college essay workshop.</p>
	<p>Student Supports and Services:</p>	<p>Special education offerings include: in-class and replacement resource class options in English, math, science and social studies; opportunities for differentiated instruction, learning support within the general education curriculum; resource classes which offer smaller class size and more individualized instruction; and study skills support. Transition to college, career awareness, pre-vocational education and exposure to employment options and opportunities are emphasized.</p>
	<p>Student Health and Wellness:</p>	<p>We address mind and body wellness via the following activities: digital citizenship, opioid awareness, and mindfulness programs; a Mental Health Day in which students select topics of interest; a Week of Respect that provides exposure to a variety of meaningful resources/experiences; pre-prom and winter break teacher messages promoting students making responsible choices; an ambassador club which utilizes upper class students to transition and mentor incoming freshmen.</p>
	<p>Parent and Community Involvement:</p>	<p>A district-wide Parent Advisory Group meets throughout the year to gain input from parents of students with special needs. We benefit from an active PTA who sponsors events such as Holiday House Tours, Project Graduation, Student/Teacher Appreciation Days, and more. Our student information system provides parents a portal with which to view student attendance, grades, and behavior in real-time. Numerous scholarships are generously supported by many local businesses and organizations.</p>





HADDON TOWNSHIP HIGH SCHOOL
2016-2017

Grade Span 09-12

07-1890-050
CAMDEN
HADDON TWP
406 MEMORIAL AVENUE
WESTMONT, NJ 08108-3398

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.

<div> Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>A NJDOE approved school climate survey (as per Anti-Bullying Bill of Rights) is administered to the student body during the Week of Respect. After analyzing results, data is shared at faculty/department facilitator/CORE team meetings as well as with individual counselors. These results help administrators make decisions regarding student supports and human resources management.</p>
<div> Facilities:</div>	<p>A multi-million dollar bond referendum supported many recent improvements to our high school buildings (e.g. roofs, air conditioning, boiler system, security updates). These upgrades have not only made HTHS more efficient and safer but also more aesthetically pleasing. Also, a state of the art greenhouse was added to accommodate our students' growing interest in the science of horticulture, and our cafeteria kitchen has been completely renovated to better serve the entire HTHS community.</p>



HADDON TOWNSHIP HIGH SCHOOL

2016-2017

Grade Span 09-12

07-1890-050

CAMDEN

HADDON TWP

406 MEMORIAL AVENUE

WESTMONT, NJ 08108-3398

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.



Other Information:

As part of our Modern World History curriculum, seniors experience a powerful assembly that includes Holocaust survivors as guest speakers. The Goodwin Holocaust Museum & Education Center chose HTHS to participate in a “Student/Survivor Project” which culminated in student-produced video documentaries of survivor interviews. The Visual and Performing Arts Department blends academics, performance, and presentation to produce diverse and talented students who are ready for life after graduation. Theatrical performances take place in the fall and the spring, along with two special nights dedicated to the music of Jazz and Broadway. The HT Arts Extravaganza is an annual community arts celebration that shares performances and visual art from students in grades K-12. All science classes are 6 credit courses and follow a block schedule that provides 89-minute class periods three times a week. Students may participate in academic related competitions such as the USA Bio Olympiad, Delaware Valley Science Council Exam, and Merck State Science Day competition. TV production students develop scripts and digitally edit original stories and school events. This year we continue with our 1:1 iPad initiative that encourages and supports students’ and teachers’ utilization and development of technology skills consistent with 21st century college and career readiness expectations. The Family and Consumer Science Program includes a Parenthood Education class, which operates a real nursery school program. Along with Foods and Clothing classes this program initiates life-long learning by teaching hands-on, practical and educational skills that will be used throughout one’s lifetime. In Technology Education, courses such as Graphic Design, CAD and Wood Technologies offer a variety of interesting and enriching activities. Also, Digital Photography I and II incorporate the latest technologies and keep the students on the cutting edge of the 21st century practices.



STOY ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



STOY ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	28	13	14
KG	23	24	21
1	22	25	21
2	24	20	25
3	18	23	18
4	23	16	24
5	17	25	17
Ungraded	15	11	10
Total	170	157	150

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	2014-15	2015-16	2016-17
Female	47%	50%	49%
Male	53%	50%	51%
Economically Disadvantaged Students	9%	14%	11%
Students with Disabilities	14%	13%	13%
English Learners	1%	1%	1%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	83.3%
Hispanic	6.0%
Black or African American	2.0%
Asian	0.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	8.0%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	26	13	14
PK - Full Day	0	0	0
KG - Half Day	23	24	21
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	96.0%
Spanish	2.0%
Arabic	1.3%
Other	0.7%



**STOY ELEMENTARY SCHOOL
2016-2017**

Grade Span PK-05

**07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033**

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	63	100.0	68.30	57.40	54.90	68.3	66.5	Met Target
White	53	100.0	66.10	59.80	63.90	66.1	66.5	Met Target†
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	64.70	80.70	N	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	27	100.0	77.80	66.20	62.20	77.8		
Male	36	100.0	61.10	49.40	48.10	61.1		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	N	N	N	16.70	25.20	N	**	**
Non-English Learners	63	100.0	68.30	57.50	57.40	68.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



**STOY ELEMENTARY SCHOOL
2016-2017**

Grade Span PK-05

**07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	20	759	758	749	0%	*	*	50%	*	55%	50%
White	16	758	758	759	0%	*	*	*	*	56%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	*	*	*	754	*	*	*	*	*	*	55%
Male	*	*	*	745	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	20	759	758	752	0%	*	*	50%	*	55%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



STOY ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	757	755	753	0%	*	*	64%	*	68%	56%
White	22	757	758	762	0%	*	*	59%	*	64%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
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	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	14	762	759	758	0%	*	*	*	*	86%	61%
Male	14	752	751	749	0%	*	*	*	*	50%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	28	757	*	755	0%	*	*	64%	*	68%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



STOY ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033

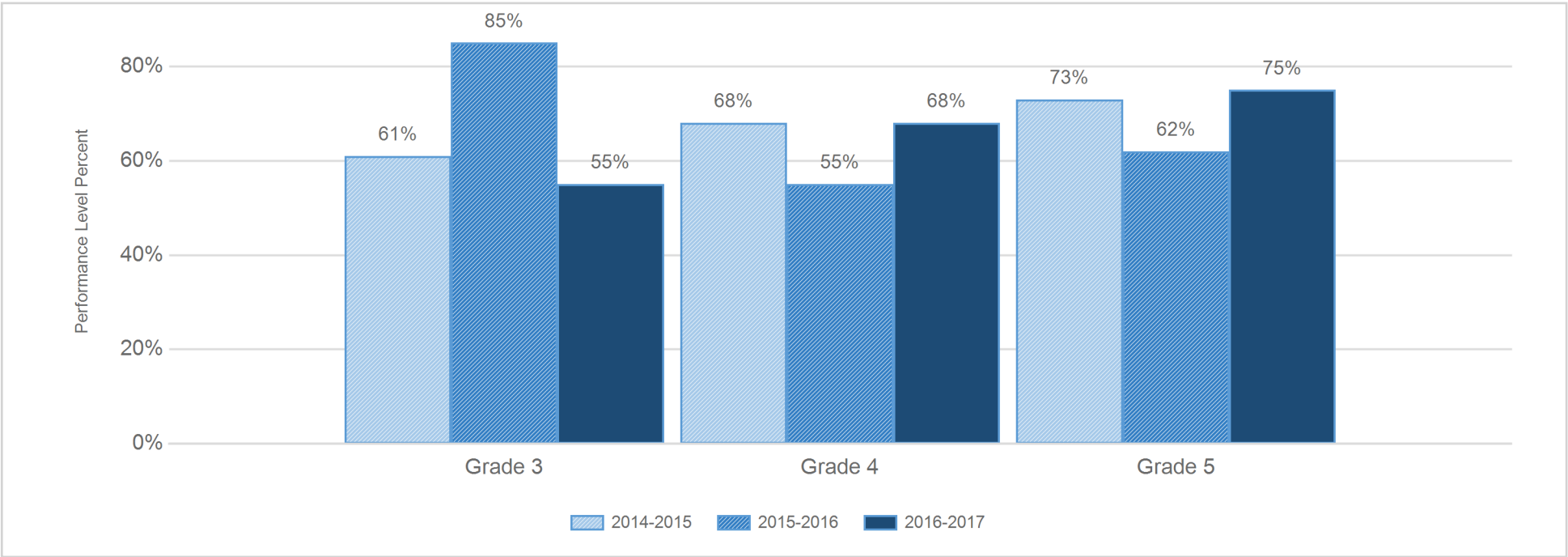
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	20	759	758	756	*	*	*	70%	*	75%	59%
White	18	757	759	763	*	*	*	67%	*	72%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	*	*	*	761	*	*	*	*	*	*	66%
Male	*	*	*	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	20	759	*	757	*	*	*	70%	*	75%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





STOY ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	63	100.0	55.50	47.00	43.50	55.5	52.6	Met Target
White	53	100.0	54.70	50.00	52.40	54.7	54	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	54.50	75.60	N	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	27	100.0	51.90	45.90	44.10	51.9		
Male	36	100.0	58.30	48.00	42.90	58.3		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	63	100.0	55.50	*	45.20	55.5		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



**STOY ELEMENTARY SCHOOL
2016-2017**

Grade Span PK-05

**07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033**

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	20	759	755	751	0%	*	*	*	*	60%	53%
White	16	760	755	759	0%	*	*	*	*	56%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	*	*	*	751	*	*	*	*	*	*	52%
Male	*	*	*	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	20	759	*	753	0%	*	*	*	*	60%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



STOY ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	742	749	747	*	*	36%	39%	*	39%	47%
White	22	743	753	755	0%	*	*	*	0%	41%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	14	742	748	747	0%	*	*	*	0%	43%	47%
Male	14	741	750	747	0%	*	*	*	0%	36%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	28	742	*	749	*	*	36%	39%	*	39%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



**STOY ELEMENTARY SCHOOL
2016-2017**

Grade Span PK-05

**07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033**

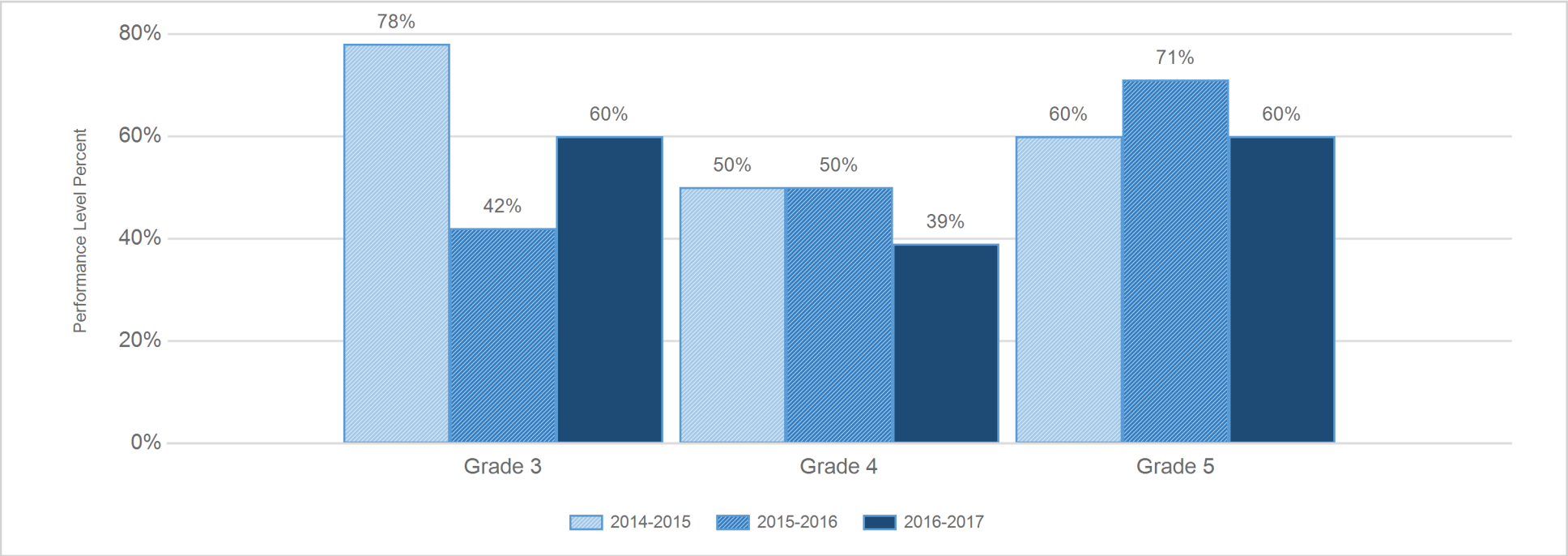
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	20	753	749	747	0%	*	*	60%	0%	60%	46%
White	18	754	751	754	0%	*	*	61%	0%	61%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	*	*	*	747	*	*	*	*	*	*	47%
Male	*	*	*	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	20	753	*	748	0%	*	*	60%	0%	60%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





STOY ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033

Alternate Assessments - 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	N	N

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. The table also shows 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
1	N	N	N
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



STOY ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-080
 CAMDEN
 HADDON TWP
 206 BRIARWOOD AVENUE
 HADDONFIELD, NJ 08033

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

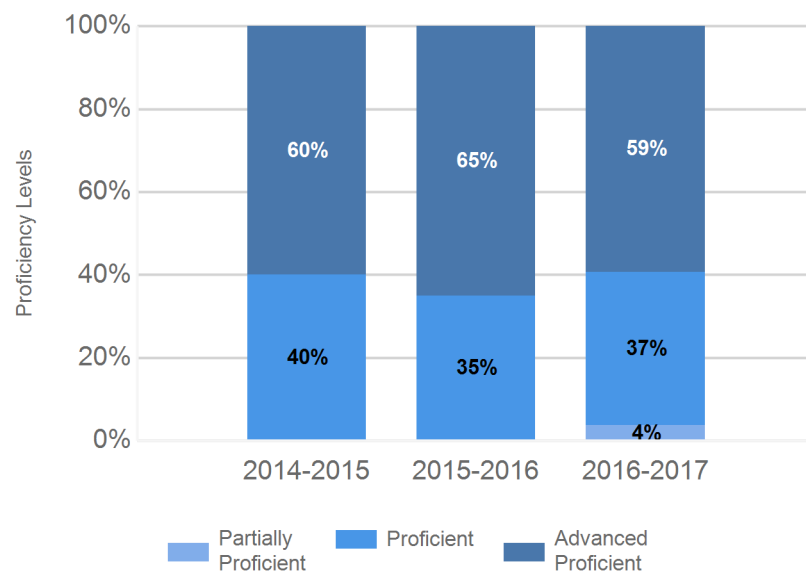
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	59%	37%	4%
White	59%	*	5%
Hispanic	*	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	*	*	N
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





STOY ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033

This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	37	51	50	Not Met	53	57	50	Met Target
White	37	51	50	Not Met	52	57	52	Met Target
Hispanic	*	46	49	**	*	51	47	**
Black or African American	*	75	45	**	*	43.5	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	41	51	**	*	62.5	52	**
Economically Disadvantaged	*	42	47	**	*	51.5	46	**
Students with Disabilities	*	47.5	41	**	*	49	43	**
English Learners	N	N	N	N	N	N	N	N

** ESSA accountability targets are only included if data is available for at least 20 students.



STOY ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033

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 the prior year.

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

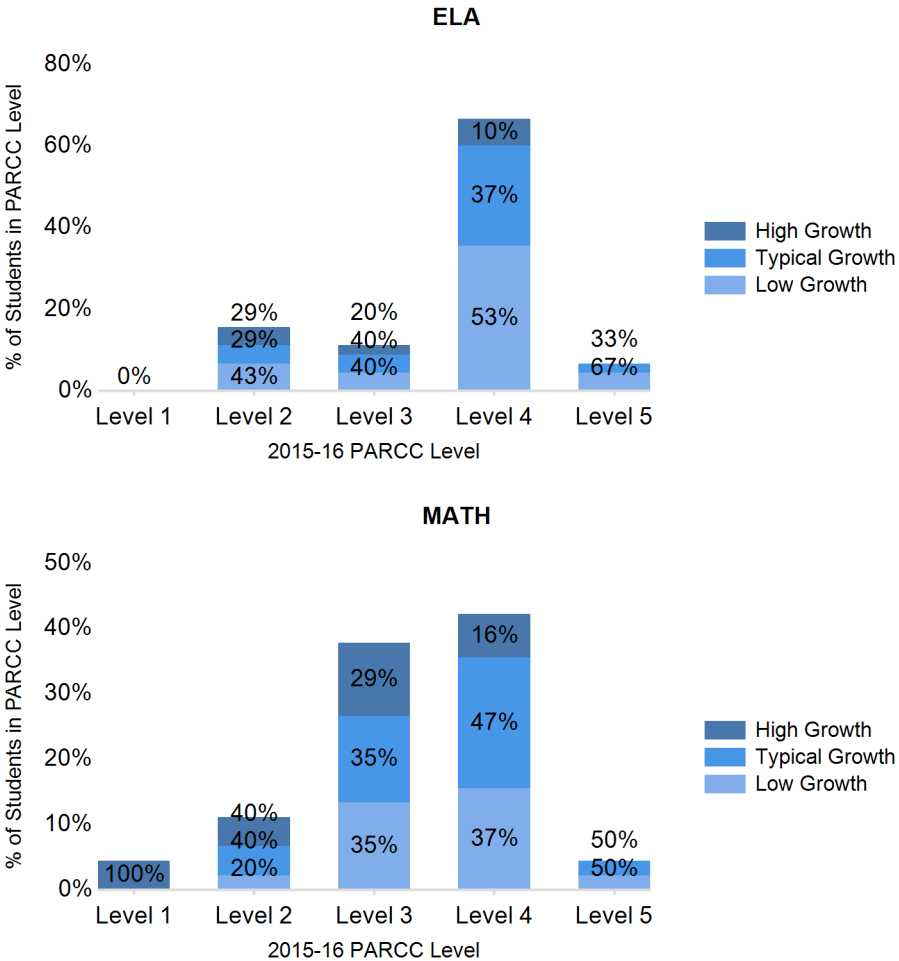
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

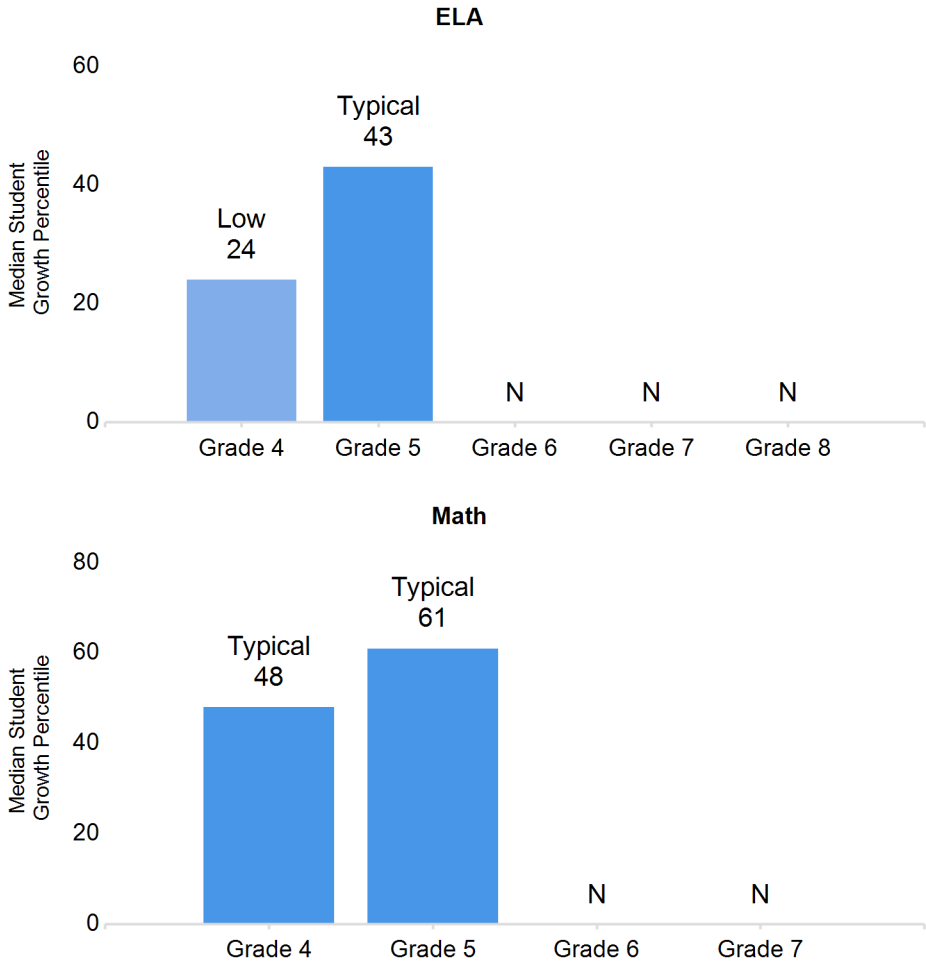
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





STOY ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

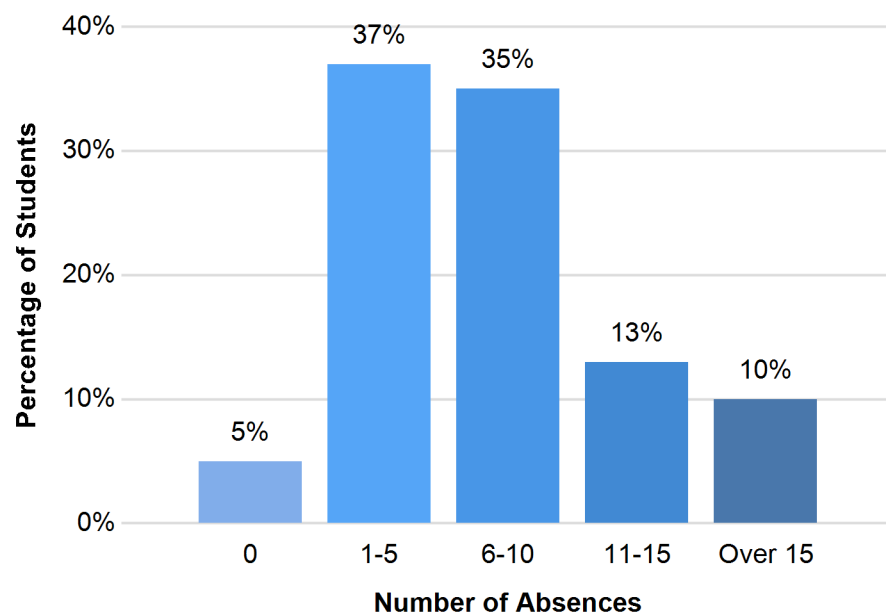
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.10	8.40	Met Target
White	1.70	8.40	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	N	**	**
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

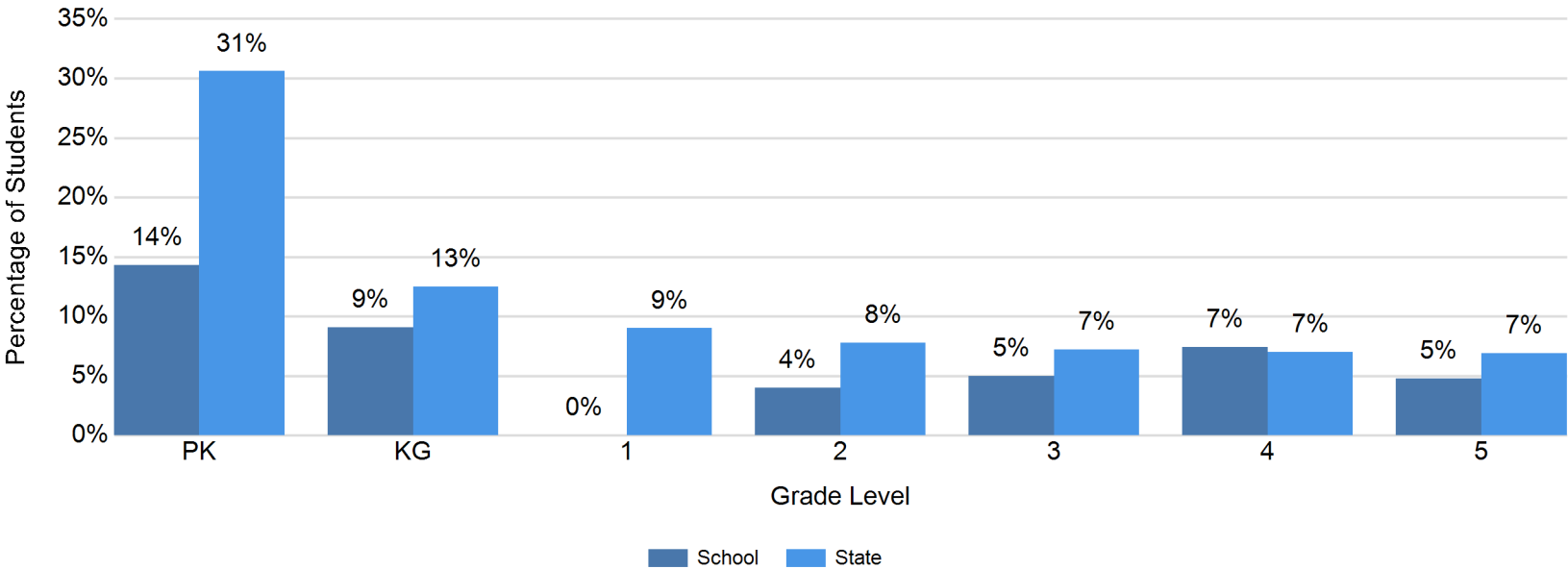
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





STOY ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033

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.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



STOY ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	485.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$421	\$13,530	\$13,951



STOY ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	20	120,724
Average years experience in public schools	10.6	11.8
Average years experience in district	8.1	10.5
Teachers in district for 4 or more years	55%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	10.7	11.6
Administrators in district for 4 or more years	73%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	8:1	12:1
Administrators	150:1	137:1
Librarian/Media Specialists		2062:1
Nurses		412:1
Counselors		295:1
Child Study Team		295:1



STOY ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	82%	89%
2015-16 Administrators: Same district 2016-17	79%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



STOY ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033

Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	61.8	17.5%
Mathematics Proficiency	54.8	17.5%
English Language Arts Growth	6.9	25.0%
Mathematics Growth	53.2	25.0%
Chronic Absenteeism	87.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		48.6
Summative Rating: Percentile rank of Summative Score		47.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



STOY ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-080
 CAMDEN
 HADDON TWP
 206 BRIARWOOD AVENUE
 HADDONFIELD, NJ 08033

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	48.6	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
White	45.5	11.9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	**	**	**	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



STOY ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05



07-1890-080
 CAMDEN
 HADDON TWP
 206 BRIARWOOD AVENUE
 HADDONFIELD, NJ 08033

School General Info

Principal:	Dr. WARFIELD	Email Address:	cwarfield@haddontwpschools.com
Address:	206 BRIARWOOD AVENUE HADDONFIELD, NJ 08033	Website:	http://htsd.us/
Phone:	(856)869-7725	Twitter:	https://twitter.com/Stoy_HTSD




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:	<ul style="list-style-type: none"> • The curriculum includes Math in Focus, a balanced literacy approach, and using Next Generation Science Standards. • Technology is a part of each school day, with a 1:1 iPad initiative for students in grades 3-5. • A character education program is an integral part of the daily learning experiences for every student.
 Mission, Vision, Theme:	<p>Stoy Elementary School establishes excellence in teaching and learning, enabling our students to attain the knowledge, values, and skills identified in the New Jersey Student Learning Standards. Our students grow in their understanding of how, why, when, and where to use these skills, while also developing the ability to successfully collaborate and problem-solve with others as responsible 21st century citizens.</p>





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.

 <div> Courses, Curriculum, Instruction: </div>	In order to meet the highest expectations, our comprehensive curriculum provides for rich, authentic, and inquiry-based learning experiences for all students. We create a nurturing, stimulating, and academically challenging environment that ensures we meet the individual needs of our students.
 <div> Clubs and Activities: </div>	In order to fully engage our students, we provide opportunities to participate in Student Council in grades 4-5; instrumental music lessons in grades 4 and 5; chorus, band and orchestra in grades 4 and 5; a Student Ambassadors program in grade 5; after school fitness club; and a rich, PTA-supported cultural arts program.
 <div> Before and After School Programs: </div>	Before and after school care is available through our locally developed School Aged Child Care (SACC) program. In addition, wrap-around care is available for Kindergarten students. SACC also runs a highly successful summer recreation program for students in grades K-5.

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.

 <div> Staff and Professional Learning: </div>	<p>Each staff member participates in on-going, targeted professional development that supports growth in the knowledge of curriculum and instruction; meets the needs of 21st century learners; and teaches effective use of technology. In addition, our paraprofessionals engage in inservice opportunities that support their growth as important members of our educational team.</p>
 <div> Student Supports and Services: </div>	<p>We provide a rich variety of supports to target the unique needs of our diverse learners. Leveled Literacy Intervention is provided in grades K-5 for those struggling to acquire literacy skills. Non-English speaking students work daily with a specially certified teacher. A continuum of services is also provided to our students with special needs.</p>
 <div> Student Health and Wellness: </div>	<p>Student health and wellness services are provided, and the school nurse completes annual screenings for each student. Students in grades 1-5 participate in weekly physical education and health lessons, while Kindergarten students receive monthly health lessons from the school nurse. In addition, a daily recess period is provided in grades 1-5 as part of the lunch program.</p>
 <div> Parent and Community Involvement: </div>	<p>Our school has a vibrant PTA, which supports the school library and organizes both school and book fairs. A district-wide Parent Advisory Group meets throughout the year to gain input from parents of students with special needs. Teacher, school, and district websites are available for parent reference, providing information about events. Weekly e-blasts are sent to parents and guardians to keep them informed about school activities.</p>



STOY ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033

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.

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The building was recently updated to include a state of the art all-purpose room, two new classrooms, library, art room, bathroom facilities, and a main office suite including a nurse's office. Renovations also included new floors, interior doors, lighting, speaker system, and HVAC system. New exterior doors, as well as security cameras, provide for an updated, secure entrance.</p>
--	---




STOY ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-080
CAMDEN
HADDON TWP
206 BRIARWOOD AVENUE
HADDONFIELD, NJ 08033

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.

<div>Other Information:</div>	<p>We are proud that our students in grades 3-5 are part of a 1:1 iPad initiative that allows for technology to be seamlessly integrated into daily learning activities. Developmentally appropriate applications allow students to collaborate with peers and share their work with parents and guardians. Technology also helps to support our communications with parents and the community, with text and email alerts available.</p> <p>Stoy houses a tuition-based preschool program for three and four year olds residing in the district. The program utilizes Creative Curriculum, which emphasizes learning through play and hands-on experiences.</p>
---	--




STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	43	31	31
1	36	42	31
2	30	32	41
3	24	30	32
4	33	23	29
5	30	32	23
Ungraded	17	16	13
Total	213	206	200

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	2014-15	2015-16	2016-17
Female	53%	56%	55%
Male	47%	44%	46%
Economically Disadvantaged Students	12%	10%	9%
Students with Disabilities	10%	9%	9%
English Learners	1%	1%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	89.5%
Hispanic	3.5%
Asian	1.5%
Black or African American	1.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.5%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	37	31	31
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	99.0%
Chinese	1.0%



STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-090
 CAMDEN
 HADDON TWP
 307 STRAWBRIDGE AVENUE
 WESTMONT, NJ 08108

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	93	98.9	50.50	57.40	54.90	50.5	51.9	Met Target†
White	85	98.9	51.70	59.80	63.90	51.7	53.4	Met Target†
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	64.70	80.70	N	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	51	100.0	54.90	66.20	62.20	54.9		
Male	42	97.7	45.20	49.40	48.10	45.2		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	13	92.9	*	16.60	20.50	*	**	**
Students without Disabilities	80	100.0	*	67.40	61.90	*		
English Learners	N	N	N	16.70	25.20	N	**	**
Non-English Learners	93	98.9	50.50	57.50	57.40	50.5		
Homeless Students	N	N	N	20.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	36	753	758	749	*	*	31%	58%	*	58%	50%
White	35	752	758	759	*	*	31%	57%	*	57%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	19	758	760	754	0%	*	*	*	0%	63%	55%
Male	17	748	757	745	0%	*	*	*	0%	53%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	36	753	758	752	*	*	31%	58%	*	58%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	34	747	755	753	*	*	32%	32%	*	41%	56%
White	29	750	758	762	0%	*	*	35%	*	45%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
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	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	20	746	759	758	*	*	*	*	*	45%	61%
Male	14	749	751	749	*	*	*	*	*	36%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	34	747	*	755	*	*	32%	32%	*	41%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108

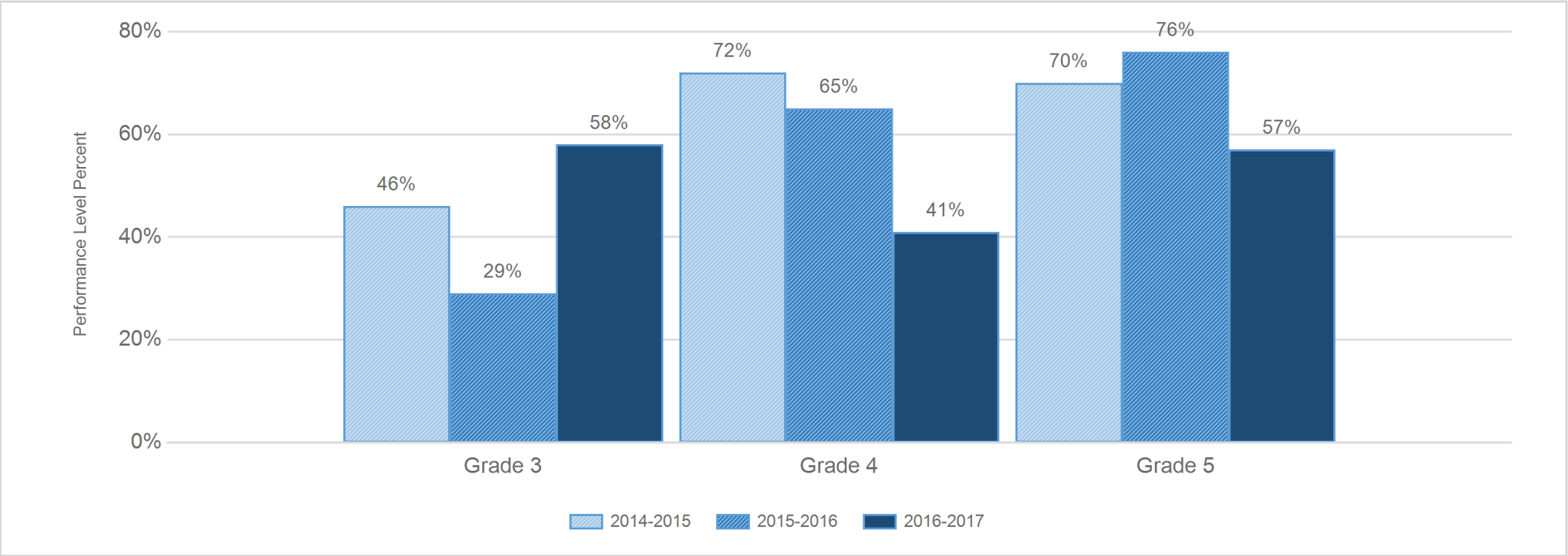
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	23	754	758	756	*	0%	*	57%	0%	57%	59%
White	21	754	759	763	*	0%	*	57%	0%	57%	69%
Hispanic	N	N	N	743	N	N	N	N	N	N	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	13	759	760	761	*	0%	*	*	0%	62%	66%
Male	10	747	755	750	*	0%	*	*	0%	50%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	23	754	*	757	*	0%	*	57%	0%	57%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	93	98.9	49.50	47.00	43.50	49.5	43.6	Met Target
White	85	98.9	51.80	50.00	52.40	51.8	44	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	54.50	75.60	N	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	51	100.0	43.10	45.90	44.10	43.1		
Male	42	97.7	57.10	48.00	42.90	57.1		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	13	92.9	*	14.50	16.50	*	**	**
Students without Disabilities	80	100.0	*	54.70	48.80	*		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	93	98.9	49.50	*	45.20	49.5		
Homeless Students	N	N	N	20.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	36	743	755	751	*	*	31%	47%	0%	47%	53%
White	35	744	755	759	*	*	31%	49%	0%	49%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	19	741	750	751	*	*	*	*	0%	42%	52%
Male	17	746	761	751	*	*	*	*	0%	53%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	36	743	*	753	*	*	31%	47%	0%	47%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	34	747	749	747	*	*	44%	41%	0%	41%	47%
White	29	752	753	755	*	*	48%	45%	*	45%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	20	743	748	747	*	*	*	*	0%	30%	47%
Male	14	752	750	747	*	*	*	*	0%	57%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	34	747	*	749	*	*	44%	41%	0%	41%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108

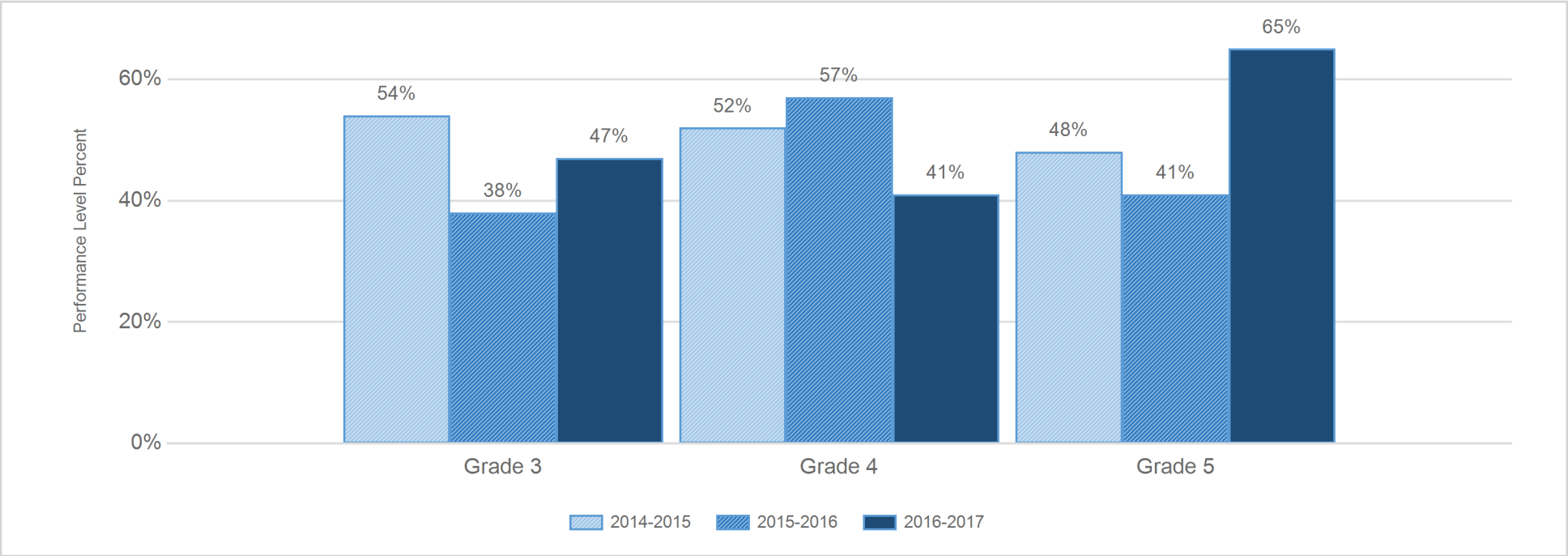
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	23	749	749	747	*	*	*	65%	0%	65%	46%
White	21	749	751	754	*	*	*	67%	0%	67%	57%
Hispanic	N	N	N	735	N	N	N	N	N	N	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	13	750	745	747	*	*	*	*	0%	62%	47%
Male	10	748	754	746	*	*	*	*	0%	70%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	23	749	*	748	*	*	*	65%	0%	65%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108

Alternate Assessments - Participation

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

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

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. The table also shows 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
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-090
 CAMDEN
 HADDON TWP
 307 STRAWBRIDGE AVENUE
 WESTMONT, NJ 08108

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

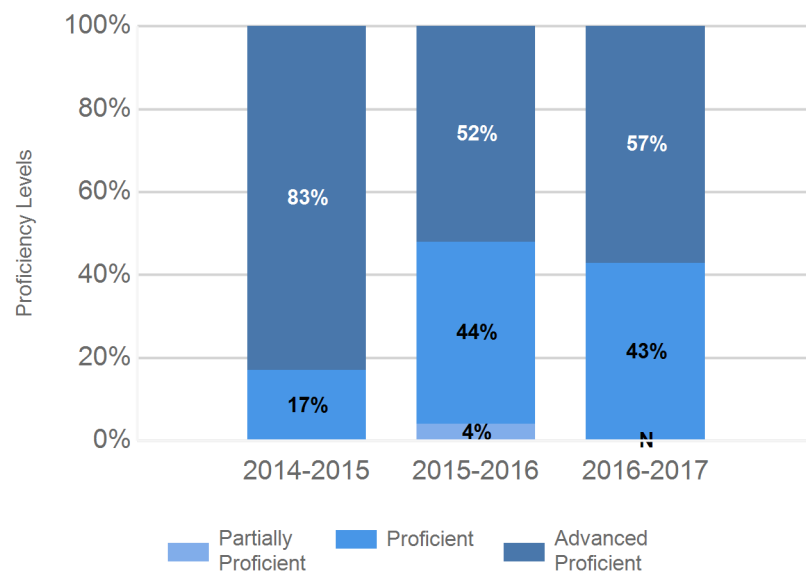
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	57%	43%	N
White	60%	40%	N
Hispanic	*	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	*	*	N
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108

This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	38	51	50	Not Met	53.5	57	50	Met Target
White	44	51	50	Met Target	56	57	52	Met Target
Hispanic	*	46	49	**	*	51	47	**
Black or African American	*	75	45	**	*	43.5	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	41	51	**	*	62.5	52	**
Economically Disadvantaged	*	42	47	**	*	51.5	46	**
Students with Disabilities	*	47.5	41	**	*	49	43	**
English Learners	N	N	N	N	N	N	N	N

** ESSA accountability targets are only included if data is available for at least 20 students.



STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108

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 the prior year.

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

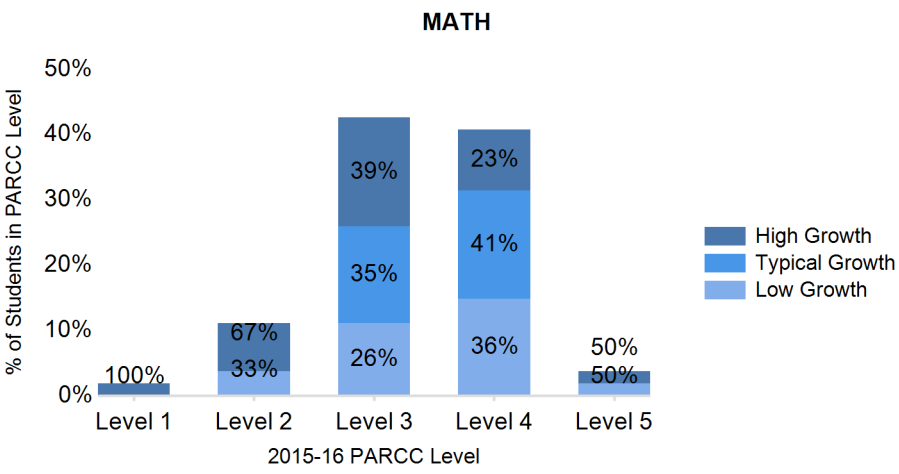
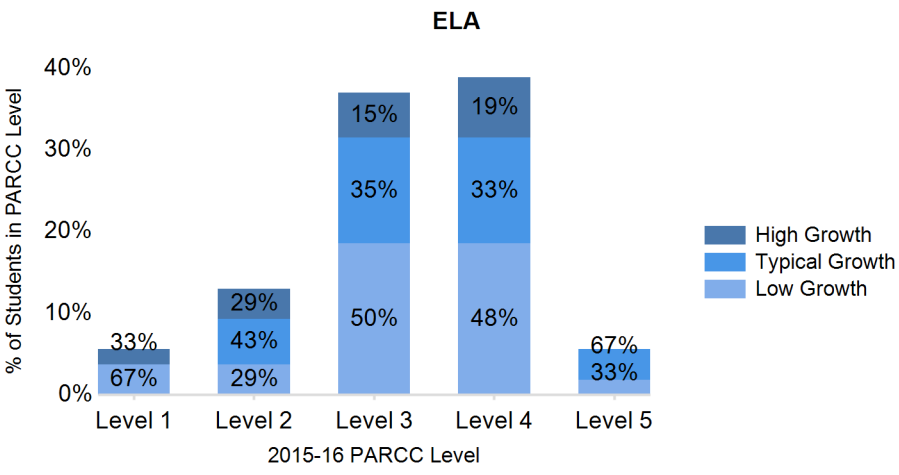
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

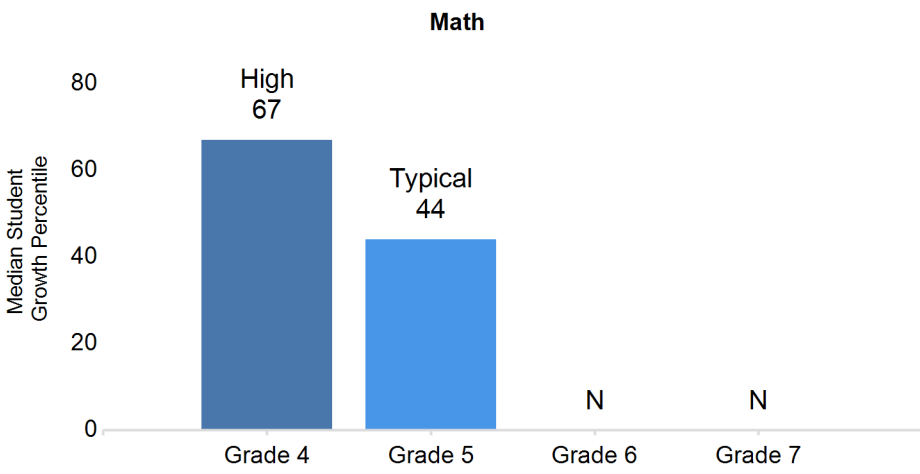
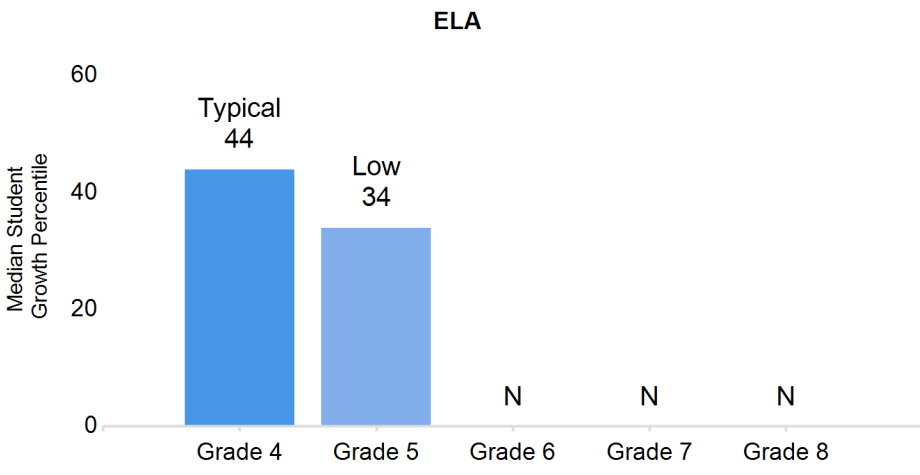
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-090
 CAMDEN
 HADDON TWP
 307 STRAWBRIDGE AVENUE
 WESTMONT, NJ 08108

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

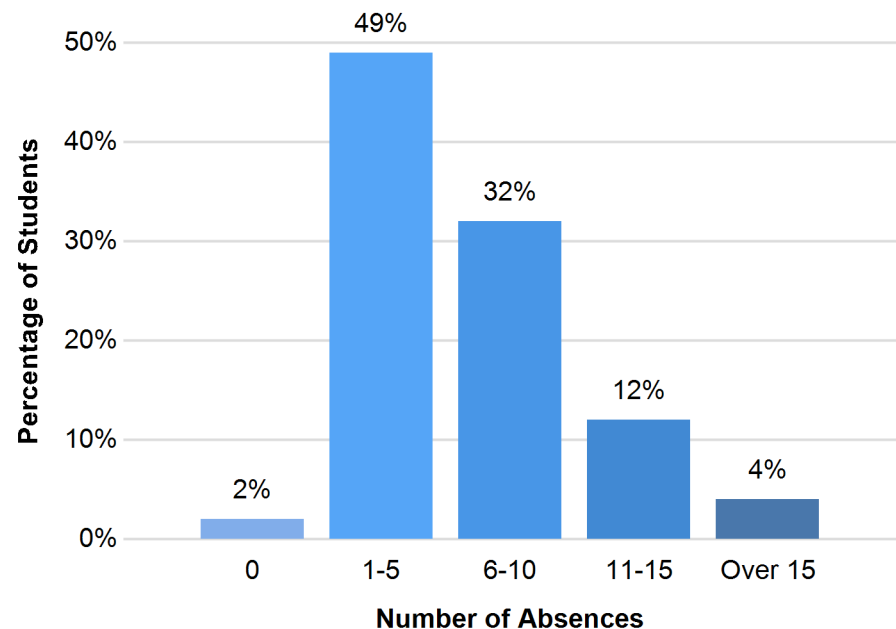
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.00	8.40	Met Target
White	2.20	8.40	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	4.80	8.40	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

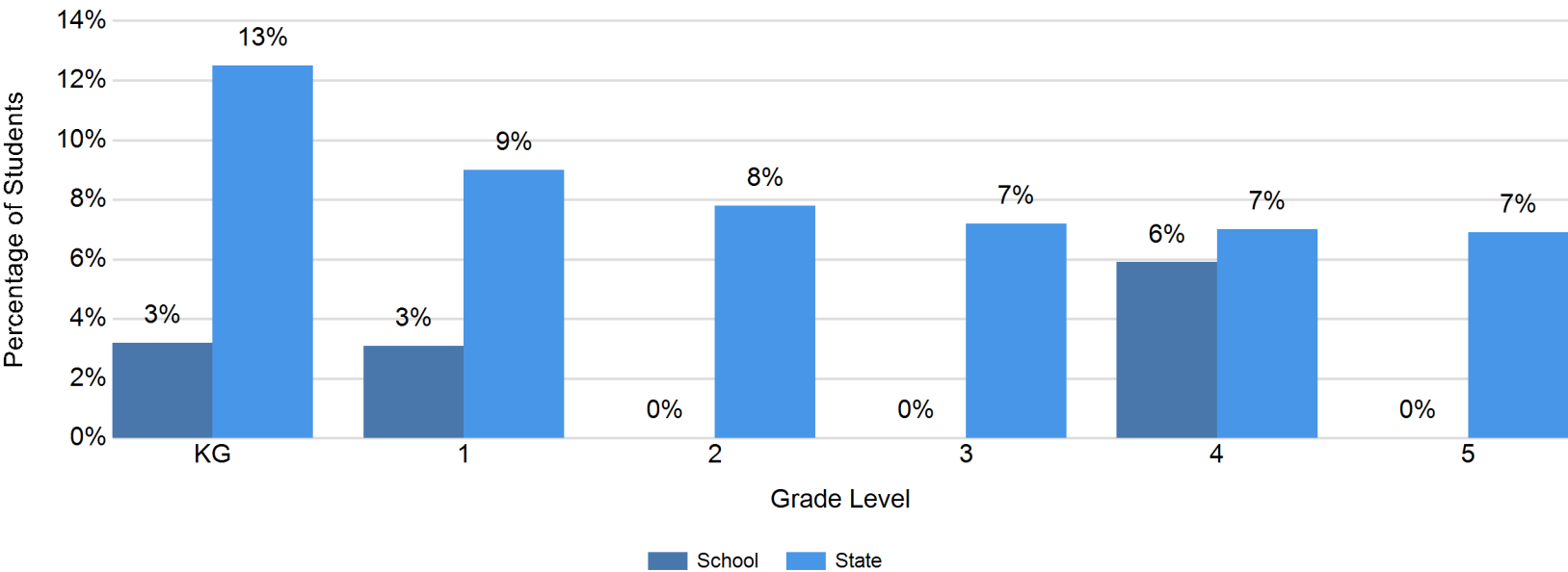
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





STRAWBRIDGE ELEMENTARY SCHOOL 2016-2017

Grade Span KG-05

07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108

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.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.5%
Any Suspension	0.5%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.7:1	485.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$421	\$13,530	\$13,951



STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	17	120,724
Average years experience in public schools	12.1	11.8
Average years experience in district	8.6	10.5
Teachers in district for 4 or more years	59%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	10.7	11.6
Administrators in district for 4 or more years	73%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	200:1	137:1
Librarian/Media Specialists		2062:1
Nurses		412:1
Counselors		295:1
Child Study Team		295:1



STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

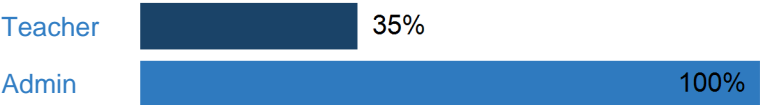
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	82%	89%
2015-16 Administrators: Same district 2016-17	79%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108

Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	26.1	17.5%
Mathematics Proficiency	45.2	17.5%
English Language Arts Growth	14.3	25.0%
Mathematics Growth	61.4	25.0%
Chronic Absenteeism	95.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		45.7
Summative Rating: Percentile rank of Summative Score		42.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	45.7	11.9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
White	45.3	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	**	**	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05



07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108

School General Info

Principal:	Ms. LOFFREDO	Email Address:	eloffredo@haddontwpschools.com
Address:	307 STRAWBRIDGE AVENUE WESTMONT, NJ 08108	Website:	http://htsd.us/
Phone:	(856)869-7735		

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:	<ul style="list-style-type: none">• The curriculum includes Math in Focus, a balanced literacy approach, and using Next Generation Science Standards.• Technology is a part of each school day, with a 1:1 iPad initiative for students in grades 3-5.• A character education program is an integral part of the daily learning experiences for every student.
 Mission, Vision, Theme:	<p>Strawbridge Elementary School establishes excellence in teaching and learning, enabling our students to attain the knowledge, values, and skills identified in the New Jersey Student Learning Standards. Our students grow in their understanding of how, why, when, and where to use these skills, while also developing the ability to successfully collaborate and problem-solve with others as responsible 21st century citizens.</p>






STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108





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.

 Courses, Curriculum, Instruction:	In order to meet the highest expectations, our comprehensive curriculum provides for rich, authentic, and inquiry-based learning experiences for all students. We create a nurturing, stimulating, and academically challenging environment that ensures we meet the individual needs of our students.
 Clubs and Activities:	In order to fully engage our students, we provide opportunities to participate in Student Council in grades 4-5; instrumental music lessons in grades 4 and 5; chorus, band and orchestra in grades 4 and 5; a Student Ambassadors program in grade 5; and a rich, PTA-supported cultural arts program.
 Before and After School Programs:	Before and after school care is available through our locally developed School Aged Child Care (SACC) program. In addition, wrap-around care is available for Kindergarten students. SACC also runs a highly successful summer recreation program for students in grades K-5.


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.

 <div> <div>Staff and Professional Learning:</div> </div>	<p>Each staff member participates in on-going, targeted professional development that supports growth in the knowledge of curriculum and instruction; meets the needs of 21st century learners; and teaches effective use of technology. In addition, our paraprofessionals engage in inservice opportunities that support their growth as important members of our educational team.</p>
 <div> <div>Student Supports and Services:</div> </div>	<p>We provide a rich variety of supports to target the unique needs of our diverse learners. Leveled Literacy Intervention is provided in grades K-5 for those struggling to acquire literacy skills. Non-English speaking students work daily with a specially certified teacher. A continuum of services is also provided to our students with special needs.</p>
 <div> <div>Student Health and Wellness:</div> </div>	<p>Student health and wellness services are provided, and the school nurse completes annual screenings for each student. Students in grades 1-5 participate in weekly physical education and health lessons, while Kindergarten students receive monthly health lessons from the school nurse. In addition, a daily recess period is provided in grades 1-5 as part of the lunch program. Finally, the school offers a daily breakfast program.</p>
 <div> <div>Parent and Community Involvement:</div> </div>	<p>Our school has a vibrant PTA, which supports the school library, provides an annual Living History experience for students, and organizes both school and book fairs. A district-wide Parent Advisory Group meets throughout the year to gain input from parents of students with special needs. Teacher, school, and district websites are available for parent reference, providing information about events. Weekly e-blasts are sent to parents and guardians to keep them informed about school activities.</p>

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.

<div>  <div>Facilities:</div> </div>	<div> <div>A true neighborhood school in a walking district, the building was recently updated to include construction of a new state of the art all purpose room, classroom, office and nurse's suite and three new sets of bathroom facilities. Renovations also included new floors, interior doors, lighting, speaker system, and HVAC system. New exterior doors, as well as security cameras, provide for an updated, secure entrance.</div> </div>
--	---




STRAWBRIDGE ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

07-1890-090
CAMDEN
HADDON TWP
307 STRAWBRIDGE AVENUE
WESTMONT, NJ 08108

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.

<div>Other Information:</div>	<p>We are proud that our students in grades 3-5 are part of a 1:1 iPad initiative that allows for technology to be seamlessly integrated into daily learning activities. Developmentally appropriate applications allow students to collaborate with peers and share their work with parents and guardians. Technology also helps to support our communications with parents and the community, with text and email alerts available.</p>
---	---




THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	24	27	28
KG	26	19	13
1	21	23	21
2	16	20	22
3	20	15	19
4	20	19	18
5	19	19	18
Ungraded	9	12	7
Total	155	154	146

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	2014-15	2015-16	2016-17
Female	45%	50%	47%
Male	55%	50%	53%
Economically Disadvantaged Students	12%	16%	17%
Students with Disabilities	8%	8%	7%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	87.0%
Hispanic	5.5%
Asian	2.7%
Black or African American	1.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.4%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	24	27	28
PK - Full Day	0	0	0
KG - Half Day	25	19	13
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	95.9%
Spanish	1.4%
Other	2.8%



THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	56	94.9	53.60	57.40	54.90	53.5	28.6	Met Target
White	55	94.8	52.70	59.80	63.90	52.6	29.5	Met Target
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	34.80	35.20	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.70	80.70	N	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	50.00	54.90	N	**	**
Female	26	96.3	65.40	66.20	62.20	65.4		
Male	30	93.7	43.30	49.40	48.10	42.8		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	N	N	N	16.70	25.20	N	**	**
Non-English Learners	56	94.9	53.60	57.50	57.40	53.6		
Homeless Students	N	N	N	20.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	21	762	758	749	*	*	*	67%	0%	67%	50%
White	20	760	758	759	*	*	*	65%	0%	65%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	*	*	*	754	*	*	*	*	*	*	55%
Male	*	*	*	745	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	21	762	758	752	*	*	*	67%	0%	67%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	17	748	755	753	0%	*	*	*	0%	41%	56%
White	17	748	758	762	0%	*	*	*	0%	41%	67%
Hispanic	N	N	N	740	N	N	N	N	N	N	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
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	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	*	*	*	758	*	*	*	*	*	*	61%
Male	*	*	*	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	17	748	*	755	0%	*	*	*	0%	41%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

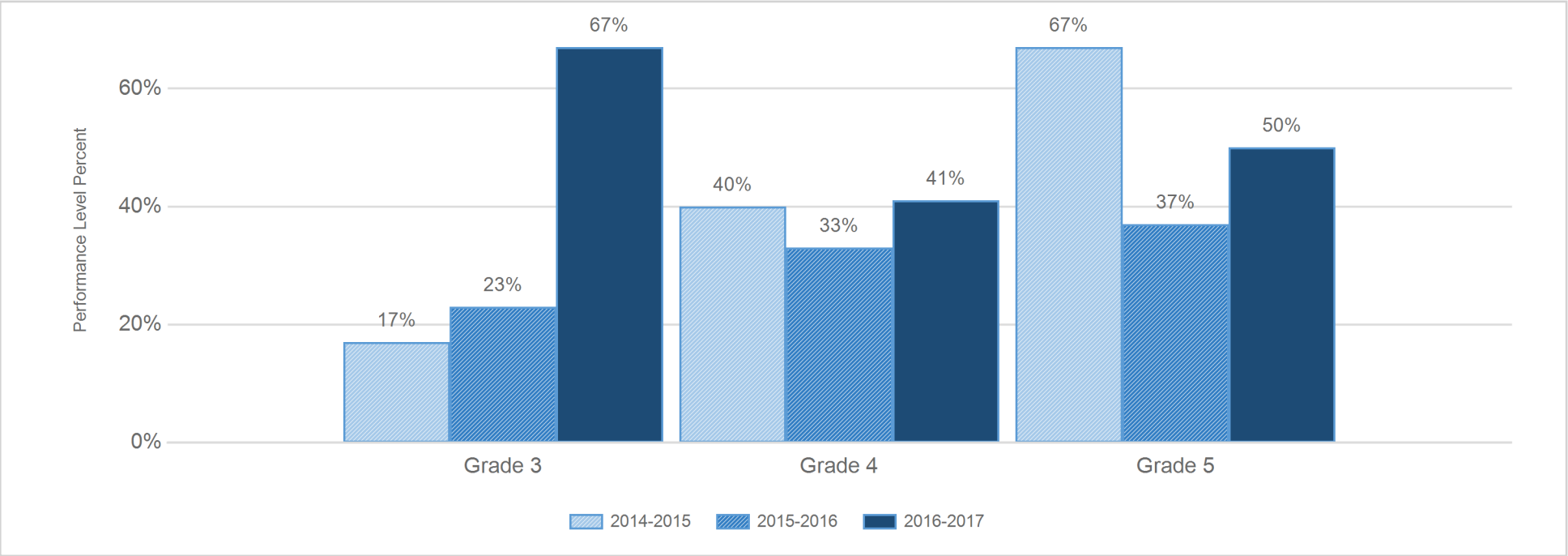
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	18	745	758	756	0%	*	*	*	0%	50%	59%
White	18	745	759	763	0%	*	*	*	0%	50%	69%
Hispanic	N	N	N	743	N	N	N	N	N	N	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	*	*	*	761	*	*	*	*	*	*	66%
Male	*	*	*	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	18	745	*	757	0%	*	*	*	0%	50%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	56	94.9	53.60	47.00	43.50	53.5	36.8	Met Target
White	55	94.8	52.70	50.00	52.40	52.6	36.2	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	54.50	75.60	N	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	37.60	44.90	N	**	**
Female	26	96.3	50.00	45.90	44.10	50		
Male	30	93.7	56.60	48.00	42.90	55.9		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	56	94.9	53.60	*	45.20	53.6		
Homeless Students	N	N	N	20.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	21	759	755	751	*	*	*	62%	*	71%	53%
White	20	758	755	759	*	*	*	60%	*	70%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	*	*	*	751	*	*	*	*	*	*	52%
Male	*	*	*	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	21	759	*	753	*	*	*	62%	*	71%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	17	753	749	747	0%	*	*	59%	0%	59%	47%
White	17	753	753	755	0%	*	*	59%	0%	59%	59%
Hispanic	N	N	N	734	N	N	N	N	N	N	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	*	*	*	747	*	*	*	*	*	*	47%
Male	*	*	*	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	17	753	*	749	0%	*	*	59%	0%	59%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

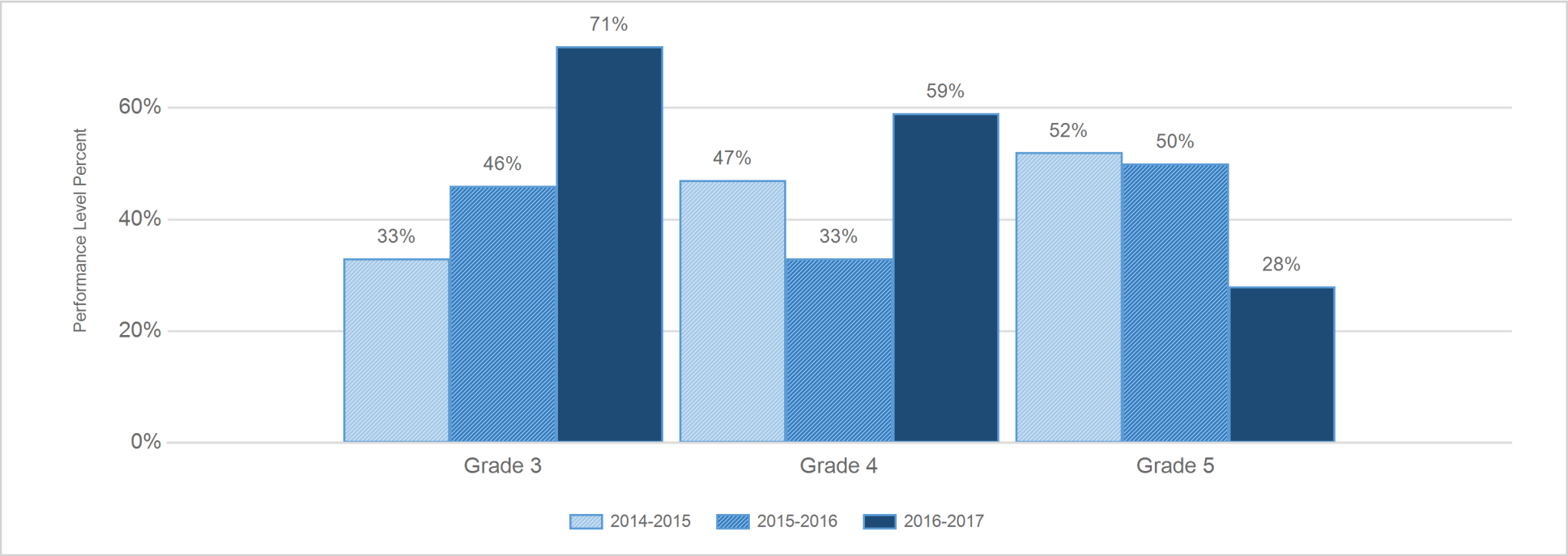
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	18	734	749	747	0%	*	*	*	0%	28%	46%
White	18	734	751	754	0%	*	*	*	0%	28%	57%
Hispanic	N	N	N	735	N	N	N	N	N	N	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	*	*	*	747	*	*	*	*	*	*	47%
Male	*	*	*	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	18	734	*	748	0%	*	*	*	0%	28%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

Alternate Assessments - 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	N	N

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. The table also shows 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
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-060
 CAMDEN
 HADDON TWP
 205 MELROSE AVENUE
 WESTMONT, NJ 08108

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

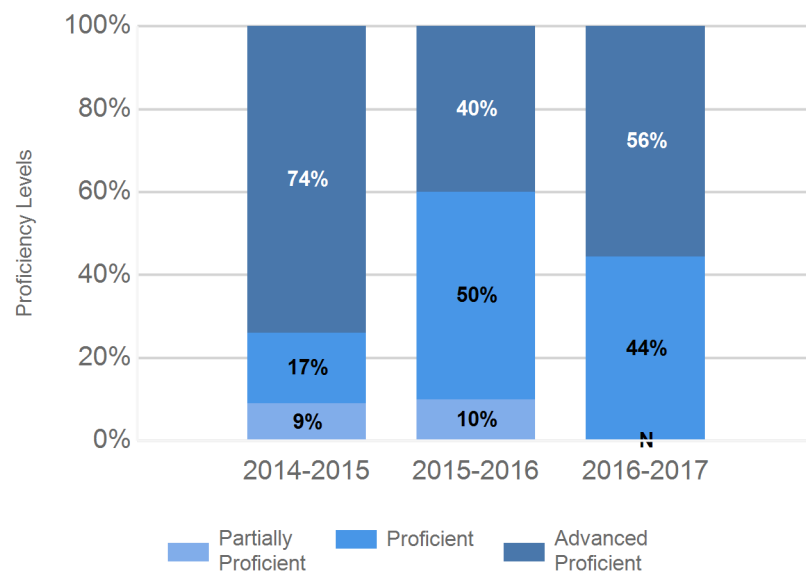
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	56%	44%	N
White	56%	44%	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	*	N	N
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	35	51	50	Not Met	44	57	50	Met Target
White	35	51	50	Not Met	44	57	52	Met Target
Hispanic	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	*	42	47	**	*	51.5	46	**
Students with Disabilities	*	47.5	41	**	*	49	43	**
English Learners	N	N	N	N	N	N	N	N

** ESSA accountability targets are only included if data is available for at least 20 students.



THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

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 the prior year.

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

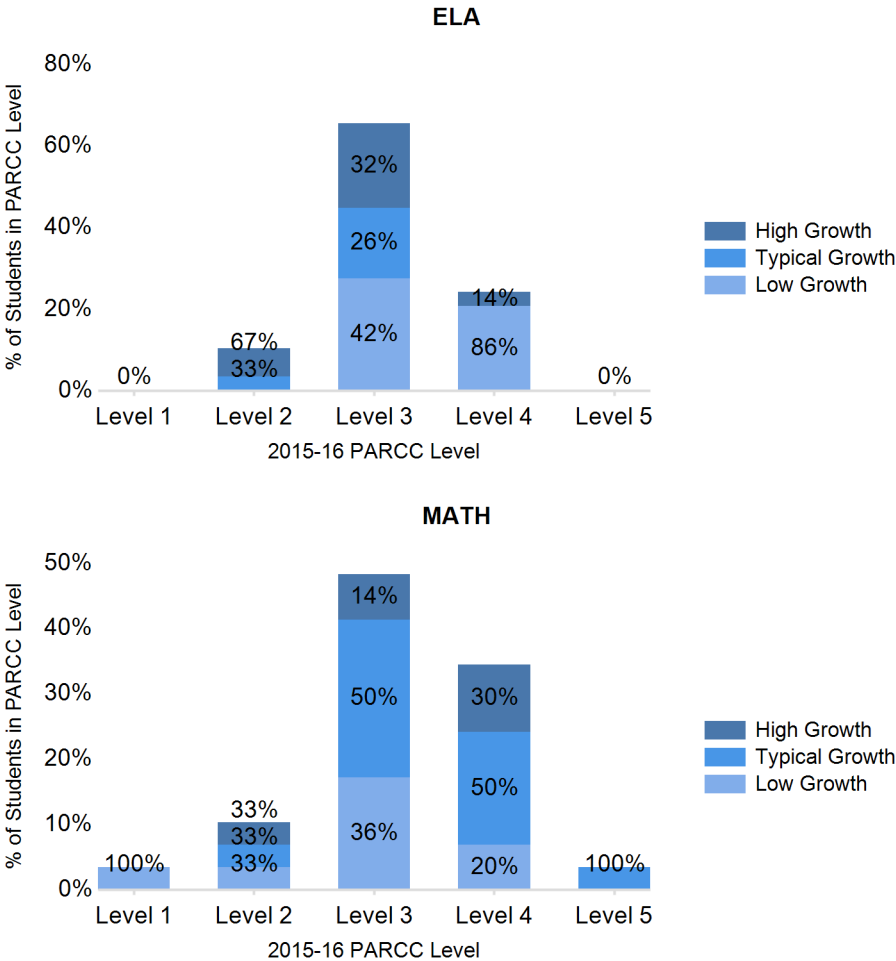
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

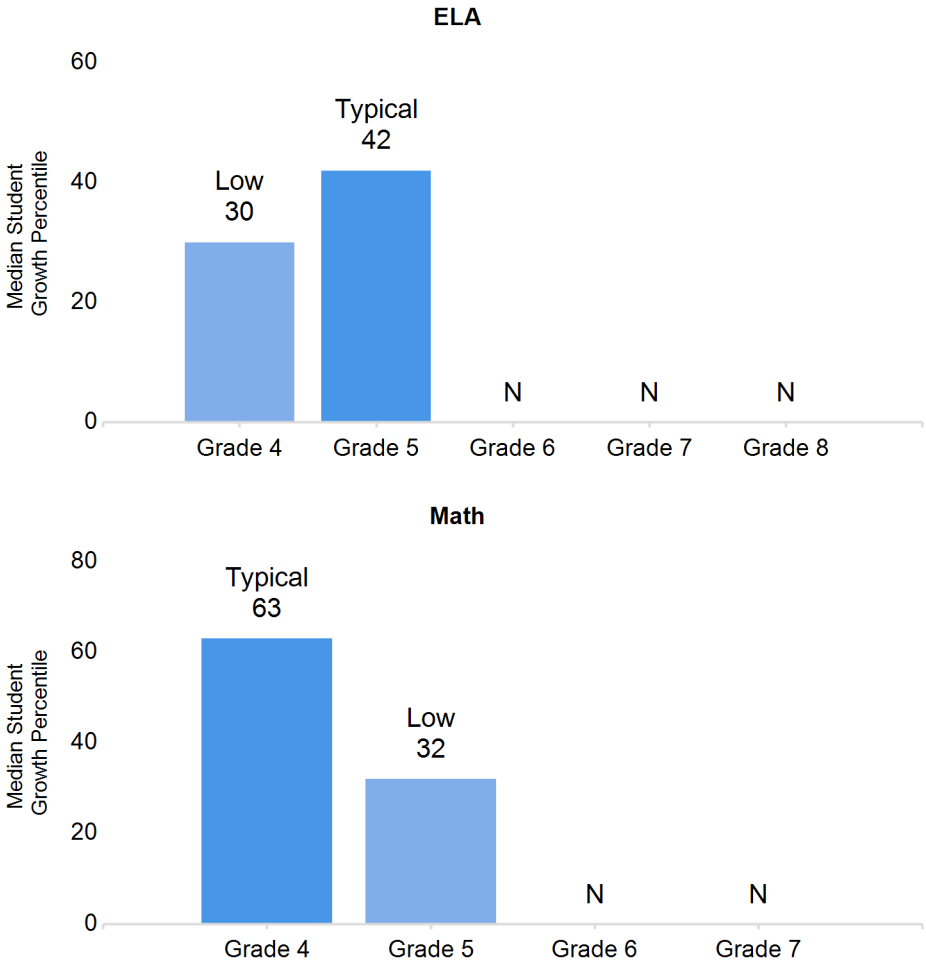
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

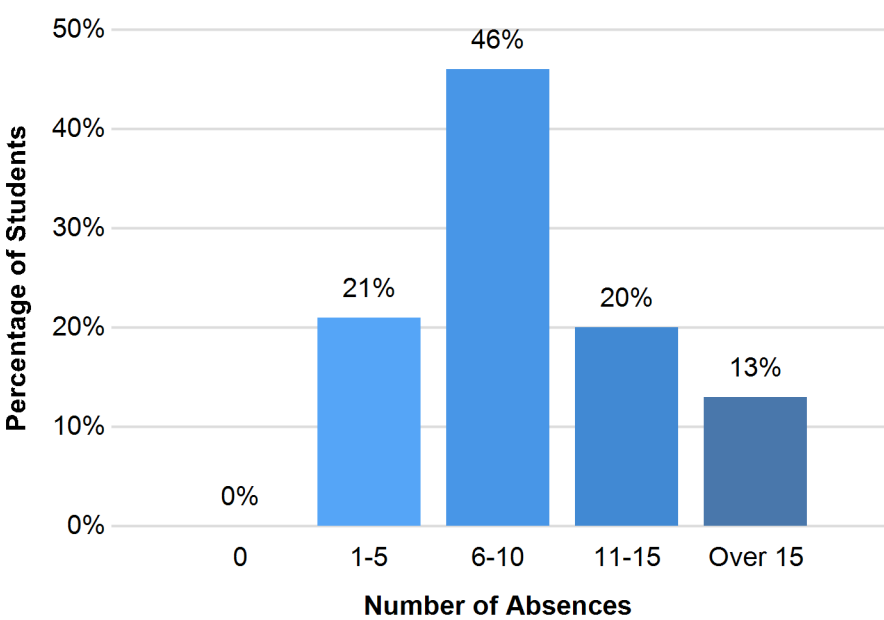
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.60	8.40	Met Target
White	6.50	8.40	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	N	**	**
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



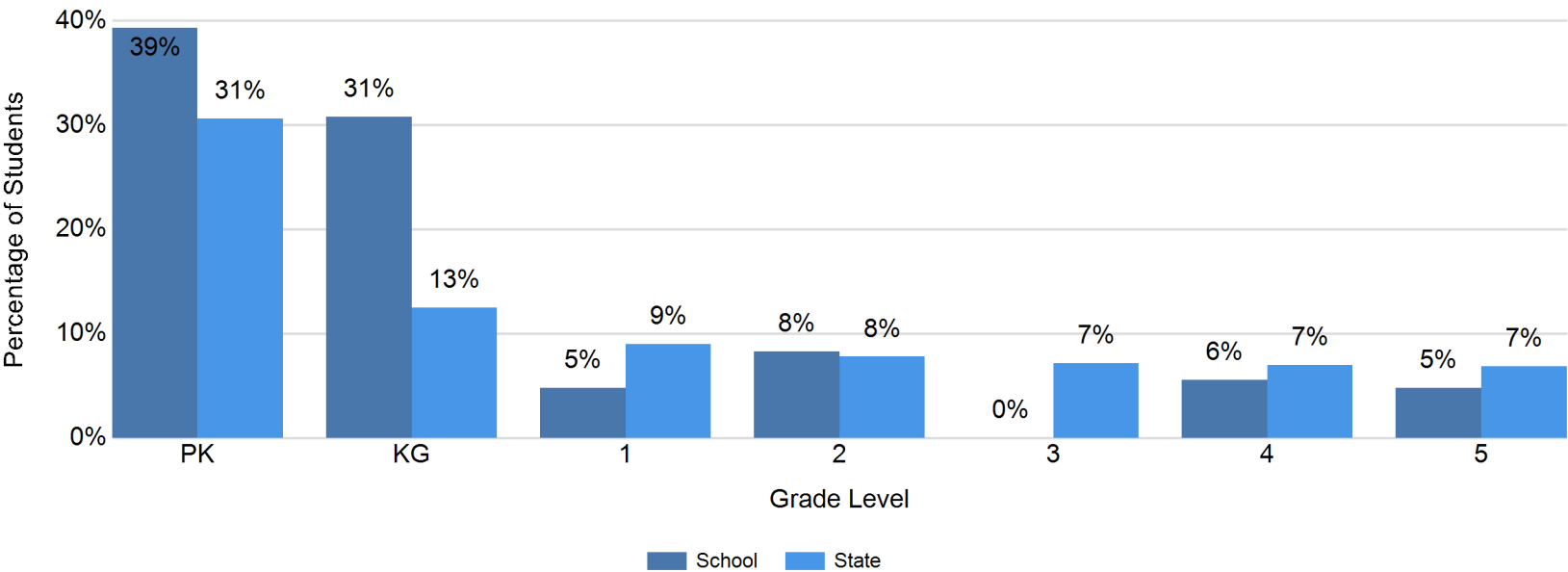


THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

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.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.2:1	485.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$421	\$13,530	\$13,951



THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	17	120,724
Average years experience in public schools	8.6	11.8
Average years experience in district	5.1	10.5
Teachers in district for 4 or more years	35%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	10.7	11.6
Administrators in district for 4 or more years	73%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	12:1
Administrators	146:1	137:1
Librarian/Media Specialists		2062:1
Nurses		412:1
Counselors		295:1
Child Study Team		295:1



THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

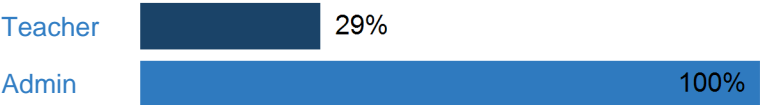
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	82%	89%
2015-16 Administrators: Same district 2016-17	79%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	29.9	17.5%
Mathematics Proficiency	50.7	17.5%
English Language Arts Growth	4.9	25.0%
Mathematics Growth	22.9	25.0%
Chronic Absenteeism	43.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		27.6
Summative Rating: Percentile rank of Summative Score		16.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	27.6	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
White	24.0	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	**	**	**	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05



07-1890-060
 CAMDEN
 HADDON TWP
 205 MELROSE AVENUE
 WESTMONT, NJ 08108

School General Info

Principal:	Ms. Loffredo	Email Address:	eloffredo@haddontwpschools.com
Address:	205 MELROSE AVENUE WESTMONT, NJ 08108	Website:	http://htsd.us/
Phone:	(856)869-7715		




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:	<ul style="list-style-type: none"> • The curriculum includes Math in Focus, a balanced literacy approach, and using Next Generation Science Standards. • Technology is a part of each school day, with a 1:1 iPad initiative for students in grades 3-5. • A character education program is an integral part of the daily learning experiences for every student.
 Mission, Vision, Theme:	<p>Edison Elementary School establishes excellence in teaching and learning, enabling our students to attain the knowledge, values, and skills identified in the New Jersey Student Learning Standards. Our students grow in their understanding of how, why, when, and where to use these skills, while also developing the ability to successfully collaborate and problem-solve with others as responsible 21st century citizens.</p>

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.

 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>In order to meet the highest expectations, our comprehensive curriculum provides for rich, authentic, and inquiry-based learning experiences for all students. We create a nurturing, stimulating, and academically challenging environment that ensures we meet the individual needs of our students.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>In order to fully engage our students, we provide opportunities to participate in Student Council in grades 4-5; instrumental music lessons in grades 4 and 5; chorus, band and orchestra in grades 4 and 5; a Student Ambassadors program in grade 5; and a rich, PTA-supported cultural arts program.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>Before and after school care is available through our locally developed School Aged Child Care (SACC) program. In addition, wrap-around care is available for Kindergarten students. SACC also runs a highly successful summer recreation program for students in grades K-5.</p>







THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

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.

 Staff and Professional Learning:	Each staff member participates in on-going, targeted professional development that supports growth in the knowledge of curriculum and instruction; meets the needs of 21st century learners; and teaches effective use of technology. In addition, our paraprofessionals engage in inservice opportunities that support their growth as important members of our educational team.
 Student Supports and Services:	We provide a rich variety of supports to target the unique needs of our diverse learners. Leveled Literacy Intervention is provided in grades K-5 for those struggling to acquire literacy skills. Non-English speaking students work daily with a specially certified teacher. A continuum of services is also provided to our students with special needs.
 Student Health and Wellness:	Student health and wellness services are provided, and the school nurse completes annual screenings for each student. Students in grades 1-5 participate in weekly physical education and health lessons, while Kindergarten students receive monthly health lessons from the school nurse. In addition, a daily recess period is provided in grades 1-5 as part of the lunch program. Finally, the school offers a daily breakfast program.
 Parent and Community Involvement:	Our school has a vibrant PTA, which supports the school library, provides an annual Living History experience for students, and organizes both school and book fairs. A district-wide Parent Advisory Group meets throughout the year to gain input from parents of students with special needs. Teacher, school, and district websites are available for parent reference, providing information about events. Weekly e-blasts are sent to parents and guardians to keep them informed about school activities.



THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

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.

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>A true neighborhood school in a walking district, the building was recently updated to include construction of a new nurse's office and two new sets of bathroom facilities. Renovations also included new floors, interior doors, lighting, speaker system, and HVAC system. New exterior doors, as well as security cameras, provide for an updated, secure entrance.</p>
--	--




THOMAS A. EDISON ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-060
CAMDEN
HADDON TWP
205 MELROSE AVENUE
WESTMONT, NJ 08108

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.

<div>Other Information:</div>	<p>We are proud that our students in grades 3-5 are part of a 1:1 iPad initiative that allows for technology to be seamlessly integrated into daily learning activities. Developmentally appropriate applications allow students to collaborate with peers and share their work with parents and guardians. Technology also helps to support our communications with parents and the community, with text and email alerts available.</p> <p>Edison houses a tuition-based preschool program for three and four year olds residing in the district. The program utilizes Creative Curriculum, which emphasizes learning through play and hands-on experiences.</p>
---	--




VAN SCIVER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-100
CAMDEN
HADDON TWP
625 RHOADS AVENUE
HADDONFIELD, NJ 08033

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



VAN SCIVER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-100
CAMDEN
HADDON TWP
625 RHOADS AVENUE
HADDONFIELD, NJ 08033

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	17	24	11
KG	42	51	44
1	52	43	46
2	46	53	43
3	48	44	51
4	45	49	47
5	34	50	49
Ungraded	52	49	63
Total	336	363	354

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	20	24	11
PK - Full Day	0	0	0
KG - Half Day	42	51	44
KG - Full Day	0	0	0

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	2014-15	2015-16	2016-17
Female	48%	47%	49%
Male	52%	53%	51%
Economically Disadvantaged Students	16%	23%	21%
Students with Disabilities	23%	22%	23%
English Learners	3%	4%	5%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	76.0%
Hispanic	12.1%
Asian	6.5%
Black or African American	1.7%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	3.4%

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. All other students are included in Other Languages.

Home Language	% of Students
English	89.8%
Spanish	3.7%
Pashto	1.1%
Other	5.7%



VAN SCIVER ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-100
CAMDEN
HADDON TWP
625 RHOADS AVENUE
HADDONFIELD, NJ 08033

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	158	96.6	65.20	57.40	54.90	65.2	55.6	Met Target
White	124	97.1	71.00	59.80	63.90	71	60.4	Met Target
Hispanic	17	95.5	35.30	39.30	39.80	35.3	N	N
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	84	95.8	66.70	66.20	62.20	66.7		
Male	74	97.5	63.60	49.40	48.10	63.6		
Economically Disadvantaged Students	27	93.9	44.40	34.40	36.20	43.5	24.5	Met Target
Non-Economically Disadvantaged Students	131	97.2	69.50	61.70	65.80	69.5		
Students with Disabilities	35	92.9	28.60	16.60	20.50	27.7	29	Met Target†
Students without Disabilities	123	97.8	75.60	67.40	61.90	75.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



VAN SCIVER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-100
CAMDEN
HADDON TWP
625 RHOADS AVENUE
HADDONFIELD, NJ 08033

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	756	758	749	*	*	32%	50%	*	56%	50%
White	46	759	758	759	*	*	26%	57%	*	63%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	30	753	760	754	*	*	*	43%	*	50%	55%
Male	24	759	757	745	*	*	*	58%	*	63%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	54	756	758	752	*	*	32%	50%	*	56%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



VAN SCIVER ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-100
CAMDEN
HADDON TWP
625 RHOADS AVENUE
HADDONFIELD, NJ 08033

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	56	754	755	753	*	*	29%	45%	*	59%	56%
White	40	761	758	762	*	*	33%	45%	*	63%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	24	763	759	758	*	*	*	46%	*	67%	61%
Male	32	747	751	749	*	*	*	44%	*	53%	51%
Economically Disadvantaged Students	10	743	737	737	*	*	*	*	*	50%	36%
Non-Economically Disadvantaged Students	46	757	758	764	*	*	*	*	*	61%	69%
Students with Disabilities	17	730	731	725	*	*	*	*	*	18%	25%
Students without Disabilities	39	765	761	759	*	*	*	*	*	77%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



VAN SCIVER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-100
CAMDEN
HADDON TWP
625 RHOADS AVENUE
HADDONFIELD, NJ 08033

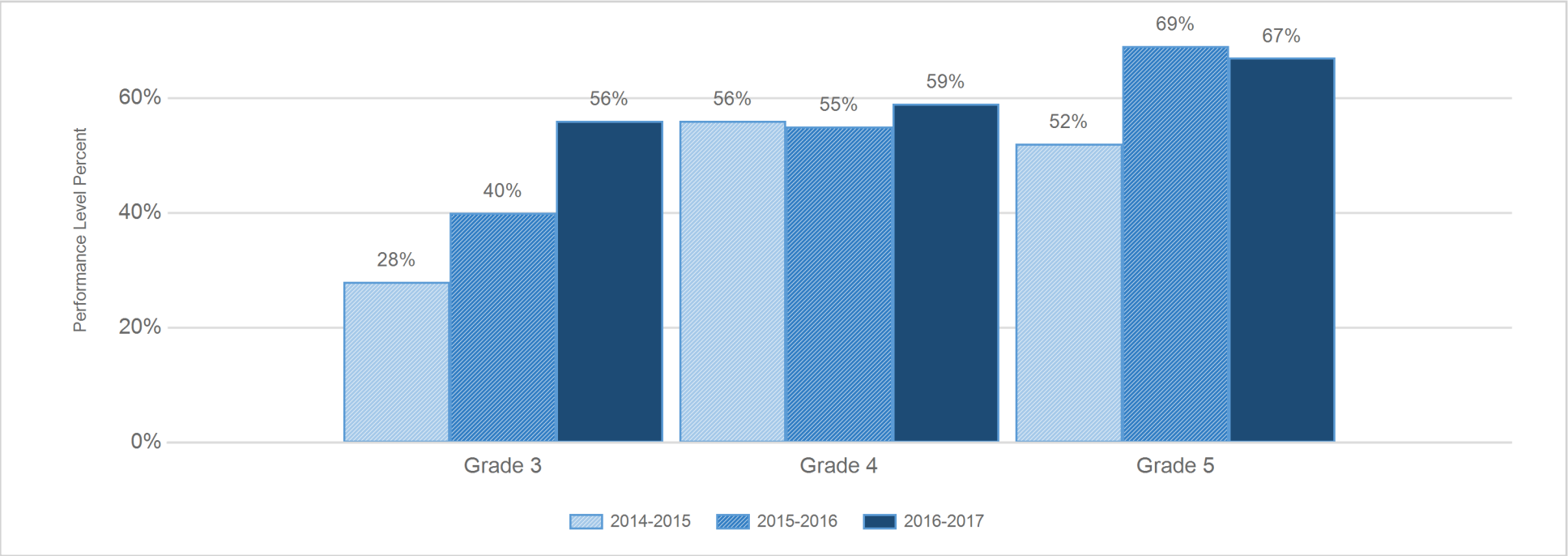
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	61	759	758	756	*	*	26%	62%	*	67%	59%
White	47	763	759	763	*	*	*	68%	*	75%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	38	759	760	761	*	*	*	63%	*	68%	66%
Male	23	759	755	750	*	*	*	61%	*	65%	53%
Economically Disadvantaged Students	12	747	743	740	*	*	*	*	*	42%	40%
Non-Economically Disadvantaged Students	49	762	761	765	*	*	*	*	*	74%	71%
Students with Disabilities	13	740	735	725	*	*	*	*	*	31%	22%
Students without Disabilities	48	764	763	762	*	*	*	*	*	77%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	*	*	*	731	*	*	*	*	*	*	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





VAN SCIVER ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-100
CAMDEN
HADDON TWP
625 RHOADS AVENUE
HADDONFIELD, NJ 08033

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	158	96.6	59.50	47.00	43.50	59.5	50.3	Met Target
White	124	97.1	66.90	50.00	52.40	66.9	56.8	Met Target
Hispanic	17	95.5	29.40	28.30	27.60	29.4	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	84	95.9	50.00	45.90	44.10	50		
Male	74	97.6	70.30	48.00	42.90	70.3		
Economically Disadvantaged Students	27	93.9	37.00	26.30	25.10	36.2	24.5	Met Target
Non-Economically Disadvantaged Students	131	97.3	64.10	50.90	54.30	64.1		
Students with Disabilities	35	92.9	37.20	14.50	16.50	36	26.7	Met Target
Students without Disabilities	123	97.8	65.80	54.70	48.80	65.8		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



VAN SCIVER ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-100
CAMDEN
HADDON TWP
625 RHOADS AVENUE
HADDONFIELD, NJ 08033

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	55	753	755	751	*	*	29%	42%	*	55%	53%
White	46	755	755	759	*	*	28%	44%	*	57%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	30	743	750	751	*	*	*	*	*	37%	52%
Male	25	766	761	751	*	*	*	*	*	76%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



VAN SCIVER ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-100
CAMDEN
HADDON TWP
625 RHODS AVENUE
HADDONFIELD, NJ 08033

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	751	749	747	*	*	26%	51%	*	58%	47%
White	40	759	753	755	*	*	25%	60%	*	68%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	25	753	748	747	*	*	*	52%	*	56%	47%
Male	32	749	750	747	*	*	*	50%	*	59%	48%
Economically Disadvantaged Students	10	732	724	732	*	*	*	*	*	40%	27%
Non-Economically Disadvantaged Students	47	755	754	757	*	*	*	*	*	62%	61%
Students with Disabilities	17	734	730	724	*	*	*	*	*	41%	22%
Students without Disabilities	40	758	753	751	*	*	*	*	*	65%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



VAN SCIVER ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-100
CAMDEN
HADDON TWP
625 RHODS AVENUE
HADDONFIELD, NJ 08033

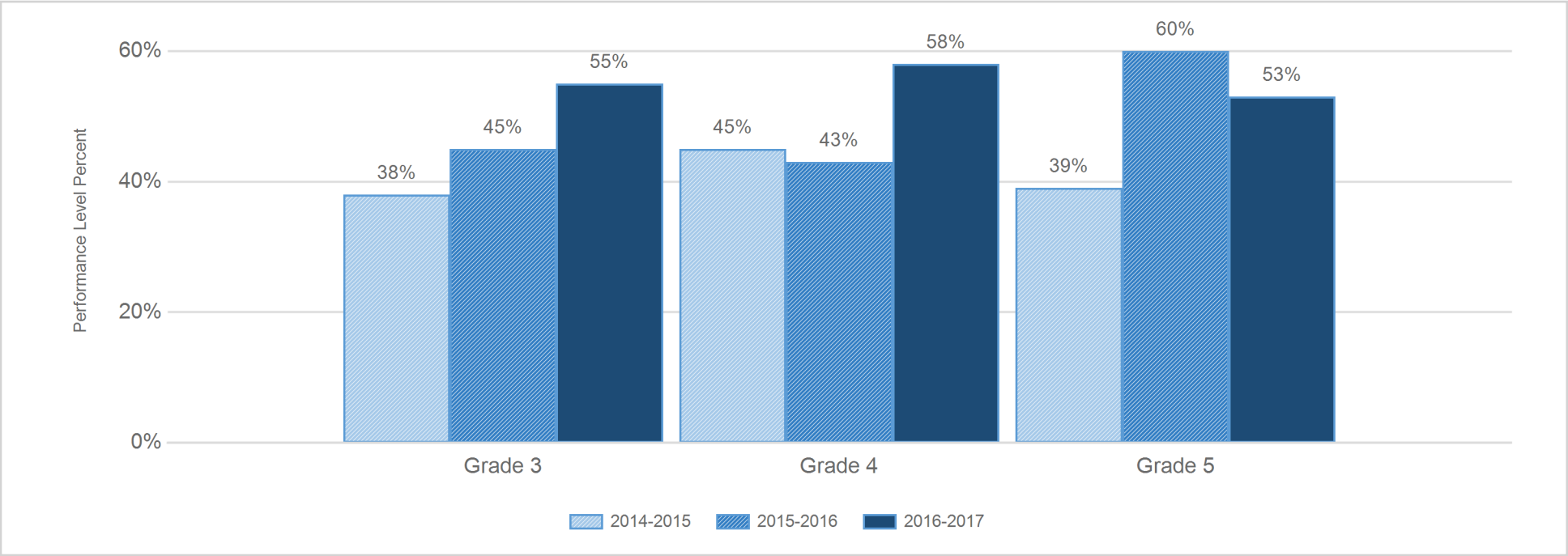
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	61	751	749	747	*	*	36%	41%	*	53%	46%
White	47	756	751	754	*	*	28%	49%	*	64%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	38	745	745	747	*	*	*	40%	*	45%	47%
Male	23	761	754	746	*	*	*	44%	*	65%	46%
Economically Disadvantaged Students	12	733	732	732	*	*	*	*	*	25%	27%
Non-Economically Disadvantaged Students	49	755	752	756	*	*	*	*	*	59%	59%
Students with Disabilities	13	729	728	725	*	*	*	*	*	23%	19%
Students without Disabilities	48	757	754	751	*	*	*	*	*	60%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	*	*	*	716	*	*	*	*	*	*	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





VAN SCIVER ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-100
CAMDEN
HADDON TWP
625 RHOADS AVENUE
HADDONFIELD, NJ 08033

Alternate Assessments - 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	N	N

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



VAN SCIVER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-100
 CAMDEN
 HADDON TWP
 625 RHOADS AVENUE
 HADDONFIELD, NJ 08033

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

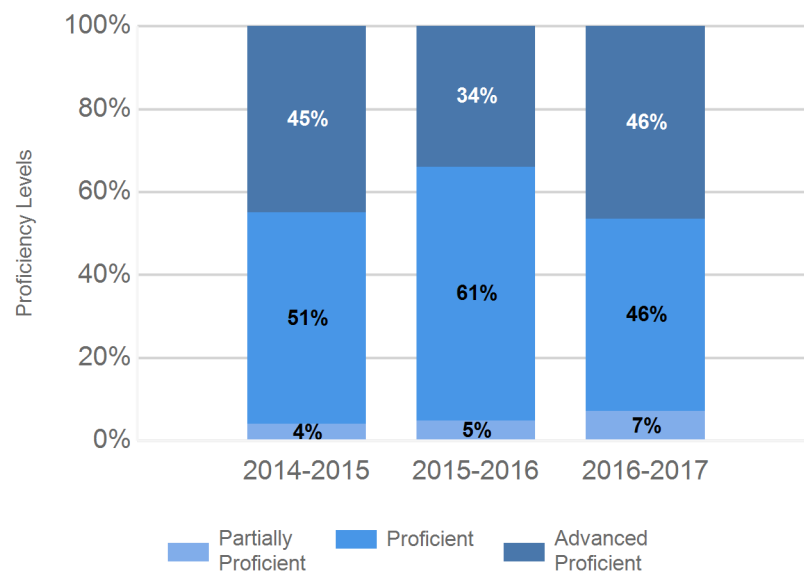
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	46%	46%	7%
White	63%	37%	N
Hispanic	*	*	*
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	21%	64%	14%
Students with Disabilities	40%	53%	7%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





VAN SCIVER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-100
 CAMDEN
 HADDON TWP
 625 RHOADS AVENUE
 HADDONFIELD, NJ 08033

This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	71	51	50	Exceeds Target	70	57	50	Exceeds Target
White	69.5	51	50	Exceeds Target	69	57	52	Exceeds Target
Hispanic	51	46	49	**	70	51	47	**
Black or African American	*	75	45	**	*	43.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	61.5	60	**	*	67	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	41	51	**	*	62.5	52	**
Economically Disadvantaged	65	42	47	Exceeds Target	67	51.5	46	Exceeds Target
Students with Disabilities	66	47.5	41	Exceeds Target	71	49	43	Exceeds Target
English Learners	*	*	53	**	*	*	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



VAN SCIVER ELEMENTARY SCHOOL
2016-2017

07-1890-100
CAMDEN
HADDON TWP
625 RHOADS AVENUE
HADDONFIELD, NJ 08033

Grade Span PK-05

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 the prior year.

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

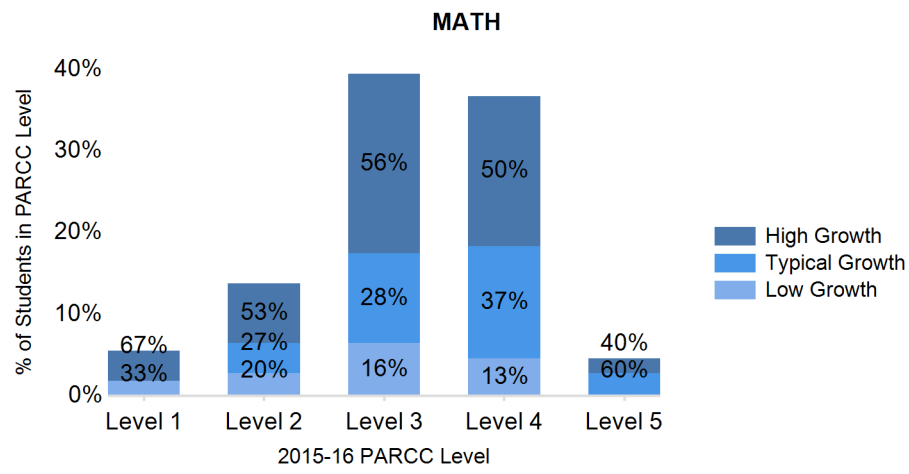
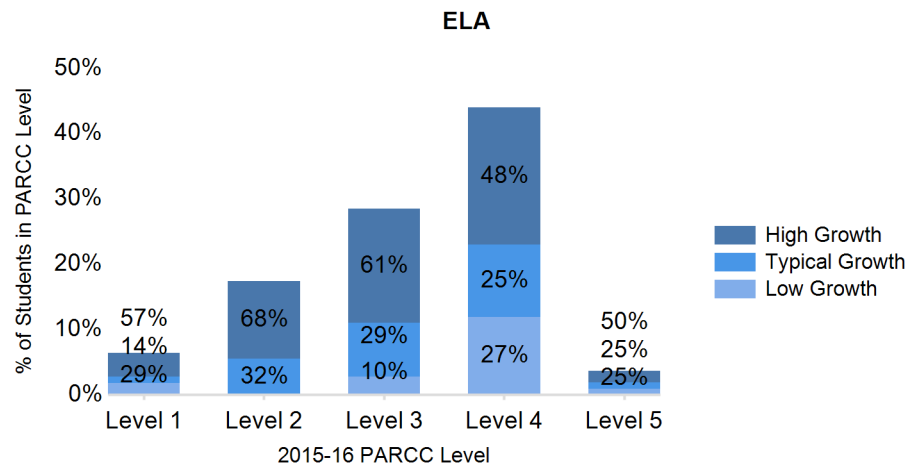
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

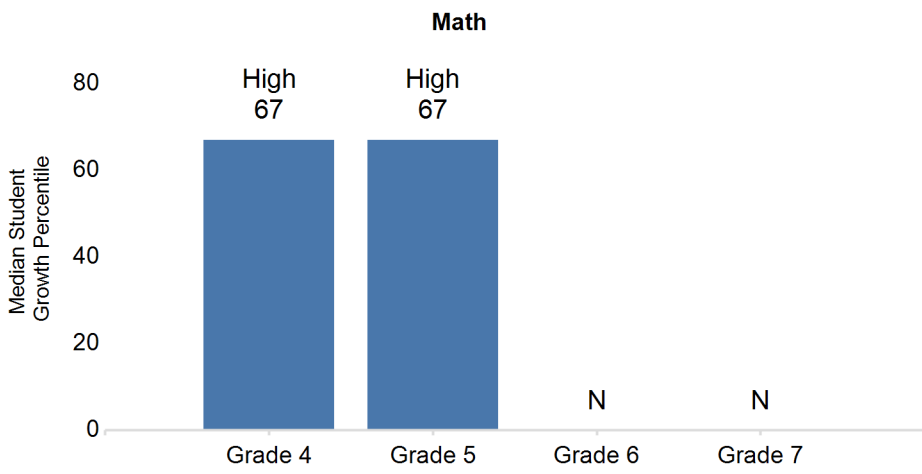
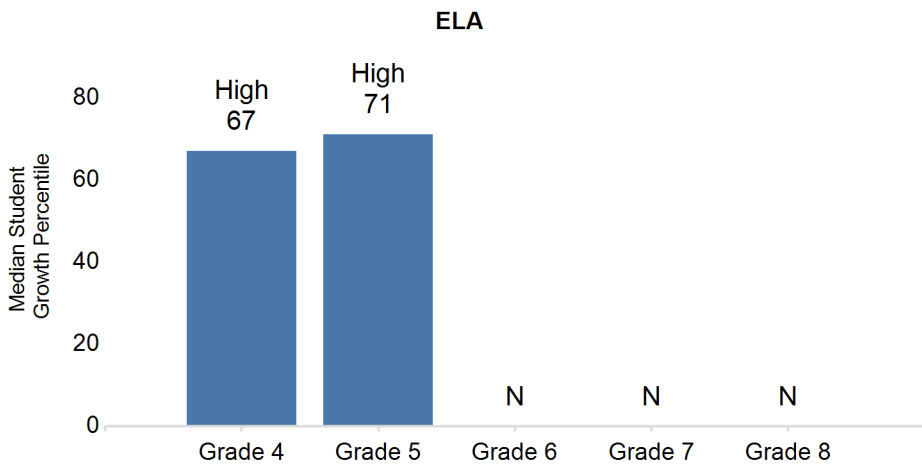
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





VAN SCIVER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-100
CAMDEN
HADDON TWP
625 RHOADS AVENUE
HADDONFIELD, NJ 08033

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

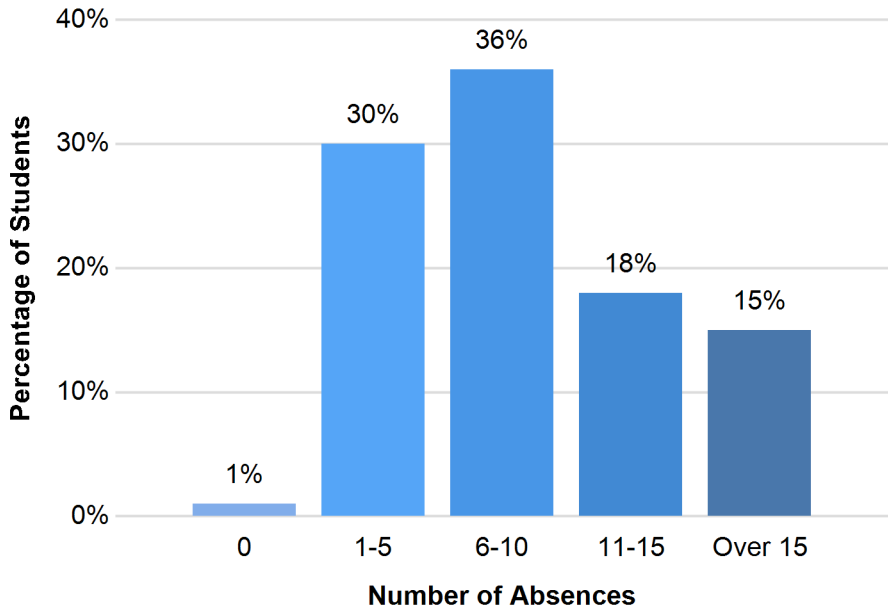
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.80	8.40	Not Met
White	10.00	8.40	Not Met
Hispanic	25.00	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	13.00	8.40	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	19.70	8.40	Not Met
Students with Disabilities	22.10	8.40	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

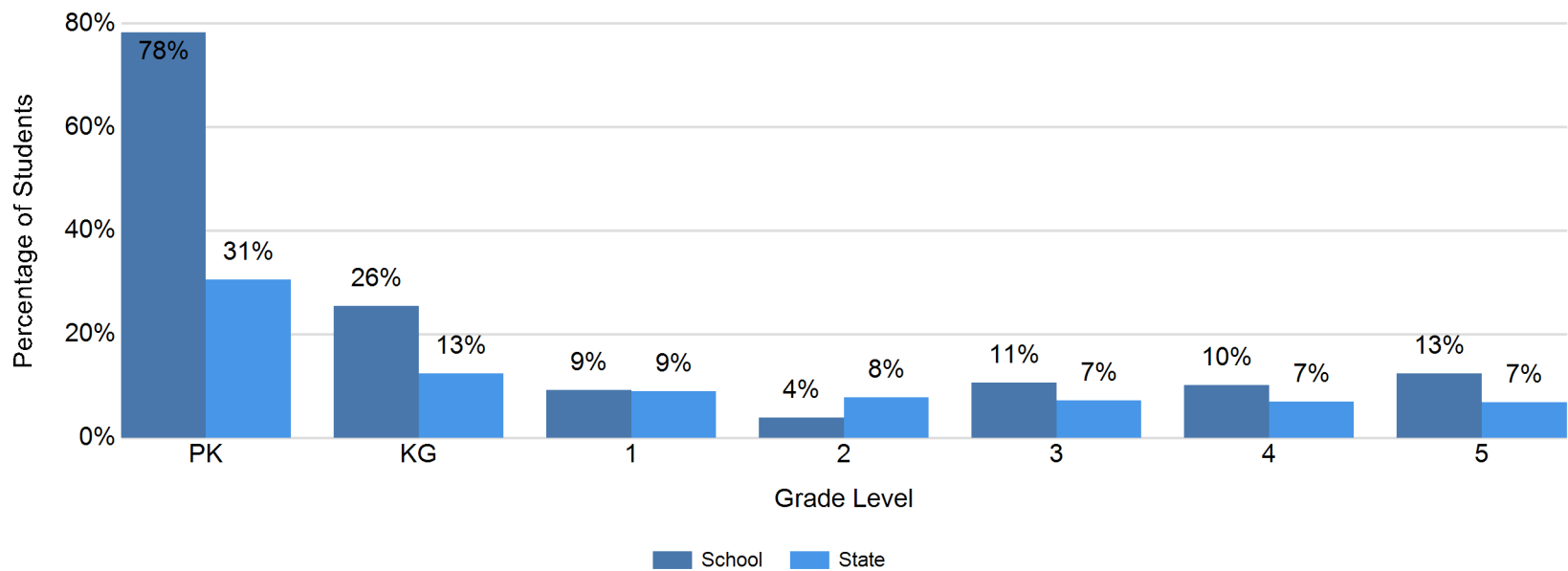
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





VAN SCIVER ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

07-1890-100
CAMDEN
HADDON TWP
625 RHOADS AVENUE
HADDONFIELD, NJ 08033

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.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.56

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.6%
Any Suspension	0.6%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



VAN SCIVER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-100
CAMDEN
HADDON TWP
625 RHOADS AVENUE
HADDONFIELD, NJ 08033

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	485.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$421	\$13,530	\$13,951



VAN SCIVER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-100
CAMDEN
HADDON TWP
625 RHOADS AVENUE
HADDONFIELD, NJ 08033

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	39	120,724
Average years experience in public schools	10.1	11.8
Average years experience in district	7.4	10.5
Teachers in district for 4 or more years	41%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	10.7	11.6
Administrators in district for 4 or more years	73%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	12:1
Administrators	354:1	137:1
Librarian/Media Specialists		2062:1
Nurses		412:1
Counselors		295:1
Child Study Team		295:1



VAN SCIVER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-100
CAMDEN
HADDON TWP
625 RHOADS AVENUE
HADDONFIELD, NJ 08033

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

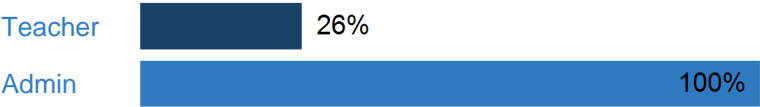
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	82%	89%
2015-16 Administrators: Same district 2016-17	79%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



VAN SCIVER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-100
CAMDEN
HADDON TWP
625 RHOADS AVENUE
HADDONFIELD, NJ 08033

Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	56.8	17.5%
Mathematics Proficiency	67.8	17.5%
English Language Arts Growth	97.2	25.0%
Mathematics Growth	96.3	25.0%
Chronic Absenteeism	10.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		71.7
Summative Rating: Percentile rank of Summative Score		82.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



VAN SCIVER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-100
 CAMDEN
 HADDON TWP
 625 RHOADS AVENUE
 HADDONFIELD, NJ 08033

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	71.7	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
White	74.1	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	N	N	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	74.6	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
Students with Disabilities	78.0	11.9	No	Met Target†	Met Target	Not Met	Exceeds Target	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



VAN SCIVER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05



07-1890-100
CAMDEN
HADDON TWP
625 RHOADS AVENUE
HADDONFIELD, NJ 08033

School General Info

Principal:	Mr. PULLANO	Email Address:	dpullano@haddontwpschools.com
Address:	625 RHOADS AVENUE HADDONFIELD, NJ 08033	Website:	http://htsd.us/
Phone:	(856)869-7730		




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:	<ul style="list-style-type: none">• The curriculum includes Math in Focus, a balanced literacy approach, and using Next Generation Science Standards.• Technology is a part of each school day, with a 1:1 iPad initiative for students in grades 3-5.• A character education program is an integral part of the daily learning experiences for every student.
 Mission, Vision, Theme:	Van Sciver Elementary School establishes excellence in teaching and learning, enabling our students to attain the knowledge, values, and skills identified in the New Jersey Student Learning Standards. Our students grow in their understanding of how, why, when, and where to use these skills, while also developing the ability to successfully collaborate and problem-solve with others as responsible 21st century citizens.

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.

 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>In order to meet the highest expectations, our comprehensive curriculum provides for rich, authentic, and inquiry-based learning experiences for all students. We create a nurturing, stimulating, and academically challenging environment that ensures we meet the individual needs of our students.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>In order to fully engage our students, we provide opportunities to participate in Student Council in grades 4-5; instrumental music lessons in grades 4 and 5; chorus, band and orchestra in grades 4 and 5; a Student Ambassadors program in grade 5; and a rich, PTA-supported cultural arts program.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>Before and after school care is available through our locally developed School Aged Child Care (SACC) program. In addition, wrap-around care is available for Kindergarten students. SACC also runs a highly successful summer recreation program for students in grades K-5.</p>







VAN SCIVER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-100
 CAMDEN
 HADDON TWP
 625 RHOADS AVENUE
 HADDONFIELD, NJ 08033

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.

 Staff and Professional Learning:	<p>Each staff member participates in on-going, targeted professional development that supports growth in the knowledge of curriculum and instruction; meets the needs of 21st century learners; and teaches effective use of technology. In addition, our paraprofessionals engage in inservice opportunities that support their growth as important members of our educational team.</p>
 Student Supports and Services:	<p>We provide a rich variety of supports to target the unique needs of our diverse learners. Leveled Literacy Intervention is provided in grades K-5 for those struggling to acquire literacy skills. Non-English speaking students work daily with a specially certified teacher. A continuum of services is also provided to our students with special needs.</p>
 Student Health and Wellness:	<p>Student health and wellness services are provided, and the school nurse completes annual screenings for each student. Students in grades 1-5 participate in weekly physical education and health lessons, while Kindergarten students receive monthly health lessons from the school nurse. In addition, a daily recess period is provided in grades 1-5 as part of the lunch program. Finally, the school offers a daily breakfast program.</p>
 Parent and Community Involvement:	<p>Our school has a vibrant PTA, which supports the school library and organizes both school and book fairs. A district-wide Parent Advisory Group meets throughout the year to gain input from parents of students with special needs. Teacher, school, and district websites are available for parent reference, providing information about events. Weekly e-blasts are sent to parents and guardians to keep them informed about school activities.</p>



VAN SCIVER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-100
CAMDEN
HADDON TWP
625 RHOADS AVENUE
HADDONFIELD, NJ 08033

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.

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The building was recently updated to include a state of the art all-purpose room, two new classrooms, library, art room, bathroom facilities, and a main office suite including a nurse's office. Renovations also included new floors, interior doors, lighting, speaker system, and HVAC system. New exterior doors, as well as security cameras, provide for an updated, secure entrance.</p>
--	---




VAN SCIVER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

07-1890-100
CAMDEN
HADDON TWP
625 RHOADS AVENUE
HADDONFIELD, NJ 08033

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.

<div>Other Information:</div>	<p>We are proud that our students in grades 3-5 are part of a 1:1 iPad initiative that allows for technology to be seamlessly integrated into daily learning activities. Developmentally appropriate applications allow students to collaborate with peers and share their work with parents and guardians. Technology also helps to support our communications with parents and the community, with text and email alerts available.</p> <p>Van Sciver houses a tuition-based preschool program for three and four year olds residing in the district. The program utilizes Creative Curriculum, which emphasizes learning through play and hands-on experiences.</p>
---	--




WILLIAM G. ROHRER MIDDLE SCHOOL
2016-2017
Grade Span 06-08

07-1890-110
 CAMDEN
 HADDON TWP
 101 MACARTHUR BOULEVARD
 WESTMONT, NJ 08108

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



WILLIAM G. ROHRER MIDDLE SCHOOL
2016-2017
Grade Span 06-08

07-1890-110
CAMDEN
HADDON TWP
101 MACARTHUR BOULEVARD
WESTMONT, NJ 08108

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	139	110	137
7	118	137	117
8	129	120	138
Ungraded	102	105	91
Total	488	472	483

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	2014-15	2015-16	2016-17
Female	45%	45%	46%
Male	55%	55%	54%
Economically Disadvantaged Students	18%	20%	16%
Students with Disabilities	21%	23%	21%
English Learners	0%	0%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	81.4%
Hispanic	11.2%
Asian	3.5%
Black or African American	1.2%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	2.5%

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. All other students are included in Other Languages.

Home Language	% of Students
English	96.3%
Spanish	1.7%
Other	2.0%



WILLIAM G. ROHRER MIDDLE SCHOOL

2016-2017

Grade Span 06-08

07-1890-110

CAMDEN

HADDON TWP

101 MACARTHUR BOULEVARD

WESTMONT, NJ 08108

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	444	92.5	55.10	57.40	54.90	53.7	39.9	Met Target
White	361	92.1	58.70	59.80	63.90	56.9	40.9	Met Target
Hispanic	50	94.3	32.00	39.30	39.80	31.8	29	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	64.70	64.70	80.70	64.7	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	10	83.3	20.00	50.00	54.90	17.5	**	**
Female	200	90.5	63.00	66.20	62.20	60		
Male	244	94.2	48.70	49.40	48.10	48.4		
Economically Disadvantaged Students	70	90.9	25.80	34.40	36.20	*	20.2	Met Target
Non-Economically Disadvantaged Students	374	92.8	60.70	61.70	65.80	*		
Students with Disabilities	93	92.1	11.90	16.60	20.50	11.4	14.1	Met Target†
Students without Disabilities	351	92.6	66.70	67.40	61.90	65		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



WILLIAM G. ROHRER MIDDLE SCHOOL

2016-2017

07-1890-110

CAMDEN

HADDON TWP

101 MACARTHUR BOULEVARD

WESTMONT, NJ 08108

Grade Span 06-08

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	152	754	754	752	*	10%	28%	51%	*	59%	54%
White	121	756	756	758	*	*	27%	54%	9%	63%	63%
Hispanic	16	737	737	740	*	*	*	*	0%	38%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	70	758	758	758	*	*	27%	56%	*	64%	61%
Male	82	750	750	746	*	*	28%	48%	*	55%	46%
Economically Disadvantaged Students	22	734	734	737	*	*	50%	*	0%	23%	34%
Non-Economically Disadvantaged Students	130	757	757	761	*	*	24%	*	9%	65%	65%
Students with Disabilities	28	727	727	722	*	*	39%	*	0%	18%	17%
Students without Disabilities	124	760	760	758	*	*	25%	*	10%	69%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



WILLIAM G. ROHRER MIDDLE SCHOOL

2016-2017

Grade Span 06-08

07-1890-110

CAMDEN

HADDON TWP

101 MACARTHUR BOULEVARD

WESTMONT, NJ 08108

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	135	758	758	756	*	*	20%	46%	19%	65%	59%
White	106	761	761	764	*	*	23%	49%	20%	69%	69%
Hispanic	20	743	743	742	*	*	*	*	*	45%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	61	761	761	764	*	*	20%	49%	18%	67%	68%
Male	74	757	757	749	*	*	20%	43%	20%	64%	51%
Economically Disadvantaged Students	22	739	739	739	*	*	*	*	*	46%	40%
Non-Economically Disadvantaged Students	113	762	762	766	*	*	*	*	*	69%	70%
Students with Disabilities	30	724	724	719	*	*	40%	*	0%	13%	19%
Students without Disabilities	105	768	768	763	*	*	14%	*	25%	80%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



WILLIAM G. ROHRER MIDDLE SCHOOL

2016-2017

Grade Span 06-08

07-1890-110

CAMDEN

HADDON TWP

101 MACARTHUR BOULEVARD

WESTMONT, NJ 08108

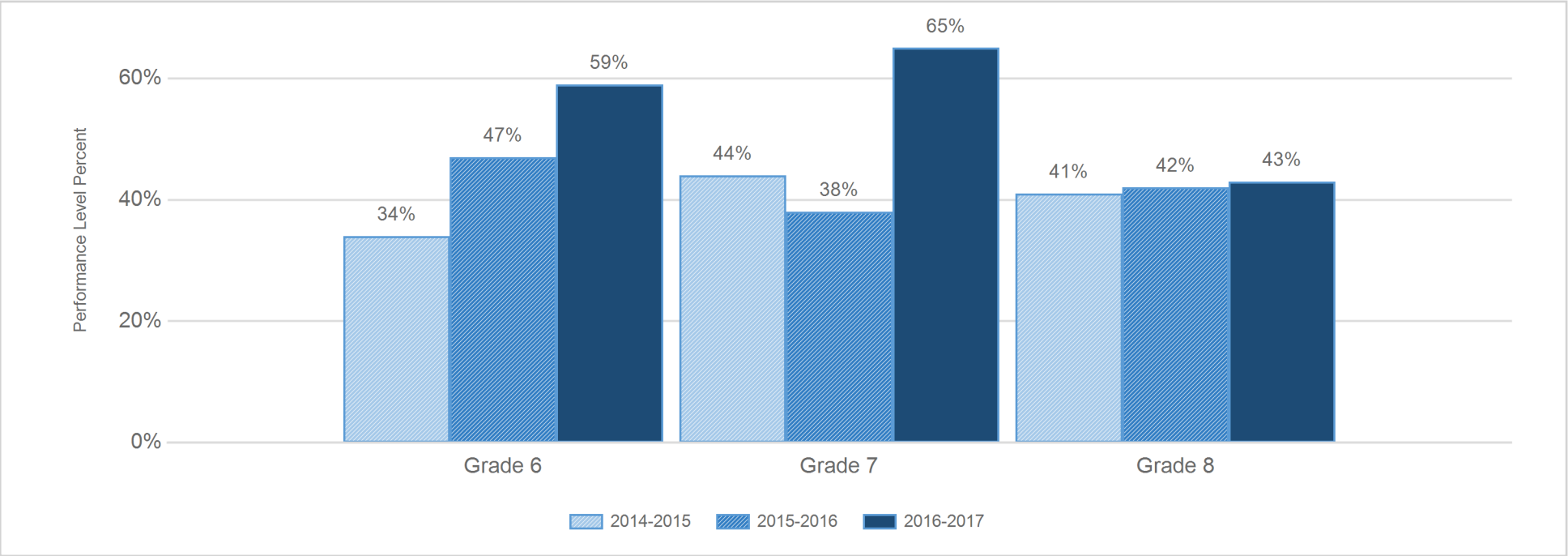
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	156	742	742	757	10%	21%	26%	36%	7%	43%	59%
White	133	746	746	764	8%	17%	28%	39%	8%	47%	68%
Hispanic	14	712	712	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	69	755	755	766	*	*	28%	46%	*	58%	68%
Male	87	732	732	749	*	*	25%	28%	*	31%	50%
Economically Disadvantaged Students	25	717	717	739	*	44%	*	*	0%	12%	40%
Non-Economically Disadvantaged Students	131	747	747	766	*	16%	*	*	8%	49%	69%
Students with Disabilities	34	713	713	718	*	*	*	*	*	*	18%
Students without Disabilities	122	750	750	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	156	742	742	759	10%	21%	26%	36%	7%	43%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





WILLIAM G. ROHRER MIDDLE SCHOOL
2016-2017
Grade Span 06-08

07-1890-110
 CAMDEN
 HADDON TWP
 101 MACARTHUR BOULEVARD
 WESTMONT, NJ 08108

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	444	92.7	44.00	47.00	43.50	42.9	31.4	Met Target
White	360	92.1	47.30	50.00	52.40	45.8	31.6	Met Target
Hispanic	51	96.2	25.50	28.30	27.60	25.5	24.8	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	53.00	54.50	75.60	53	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	10	83.3	20.00	37.60	44.90	17.6	**	**
Female	200	90.5	43.00	45.90	44.10	41		
Male	244	94.6	44.70	48.00	42.90	44.5		
Economically Disadvantaged Students	69	90.8	18.80	26.30	25.10	*	13.3	Met Target
Non-Economically Disadvantaged Students	375	93.1	48.60	50.90	54.30	*		
Students with Disabilities	92	92.0	10.90	14.50	16.50	10.5	9.5	Met Target
Students without Disabilities	352	92.9	52.60	54.70	48.80	51.4		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



WILLIAM G. ROHRER MIDDLE SCHOOL

2016-2017

Grade Span 06-08

07-1890-110

CAMDEN

HADDON TWP

101 MACARTHUR BOULEVARD

WESTMONT, NJ 08108

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	152	749	749	743	*	9%	34%	47%	*	53%	44%
White	121	750	750	751	*	*	32%	50%	*	56%	54%
Hispanic	16	741	741	731	*	*	*	*	0%	38%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	70	746	746	745	*	*	36%	47%	*	50%	45%
Male	82	751	751	742	*	*	32%	46%	*	55%	43%
Economically Disadvantaged Students	22	736	736	728	*	*	50%	*	*	23%	24%
Non-Economically Disadvantaged Students	130	751	751	752	*	*	31%	*	*	58%	56%
Students with Disabilities	28	718	718	717	*	*	36%	*	*	11%	13%
Students without Disabilities	124	756	756	748	*	*	33%	*	*	62%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



WILLIAM G. ROHRER MIDDLE SCHOOL

2016-2017

07-1890-110

CAMDEN

HADDON TWP

101 MACARTHUR BOULEVARD

WESTMONT, NJ 08108

Grade Span 06-08

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	135	745	745	741	*	15%	38%	42%	*	44%	40%
White	106	747	747	748	*	12%	39%	45%	*	47%	49%
Hispanic	21	732	732	730	*	*	*	*	0%	29%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	60	743	743	743	*	*	40%	38%	*	38%	41%
Male	75	747	747	740	*	*	36%	44%	*	48%	38%
Economically Disadvantaged Students	22	730	730	729	*	*	46%	*	*	18%	22%
Non-Economically Disadvantaged Students	113	748	748	749	*	*	36%	*	*	49%	50%
Students with Disabilities	30	720	720	716	*	*	*	*	*	*	11%
Students without Disabilities	105	752	752	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



WILLIAM G. ROHRER MIDDLE SCHOOL

2016-2017

07-1890-110

CAMDEN

HADDON TWP

101 MACARTHUR BOULEVARD

WESTMONT, NJ 08108

Grade Span 06-08

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	109	723	723	728	17%	31%	37%	15%	0%	15%	28%
White	89	727	727	736	14%	28%	42%	17%	0%	17%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	43	725	725	730	*	37%	42%	*	0%	12%	30%
Male	66	722	722	725	*	27%	33%	*	0%	17%	26%
Economically Disadvantaged Students	24	722	722	719	*	*	*	*	0%	13%	19%
Non-Economically Disadvantaged Students	85	724	724	734	*	*	*	*	0%	15%	34%
Students with Disabilities	32	708	708	705	*	*	*	*	*	*	*
Students without Disabilities	77	730	730	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	109	723	723	729	17%	31%	37%	15%	0%	15%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



WILLIAM G. ROHRER MIDDLE SCHOOL

2016-2017

07-1890-110

CAMDEN

HADDON TWP

101 MACARTHUR BOULEVARD

WESTMONT, NJ 08108

Grade Span 06-08

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	47	765	744	743	0%	0%	*	81%	*	83%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	27	766	746	744	*	*	*	85%	*	85%	43%
Male	20	765	743	741	*	*	*	75%	*	80%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	47	765	*	745	0%	0%	*	81%	*	83%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



WILLIAM G. ROHRER MIDDLE SCHOOL

2016-2017

07-1890-110

CAMDEN

HADDON TWP

101 MACARTHUR BOULEVARD

WESTMONT, NJ 08108

Grade Span 06-08

Mathematics Assessment - Performance by Test: Geometry

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	*	*	*	734	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	N	N	N	735	N	N	N	N	N	N	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

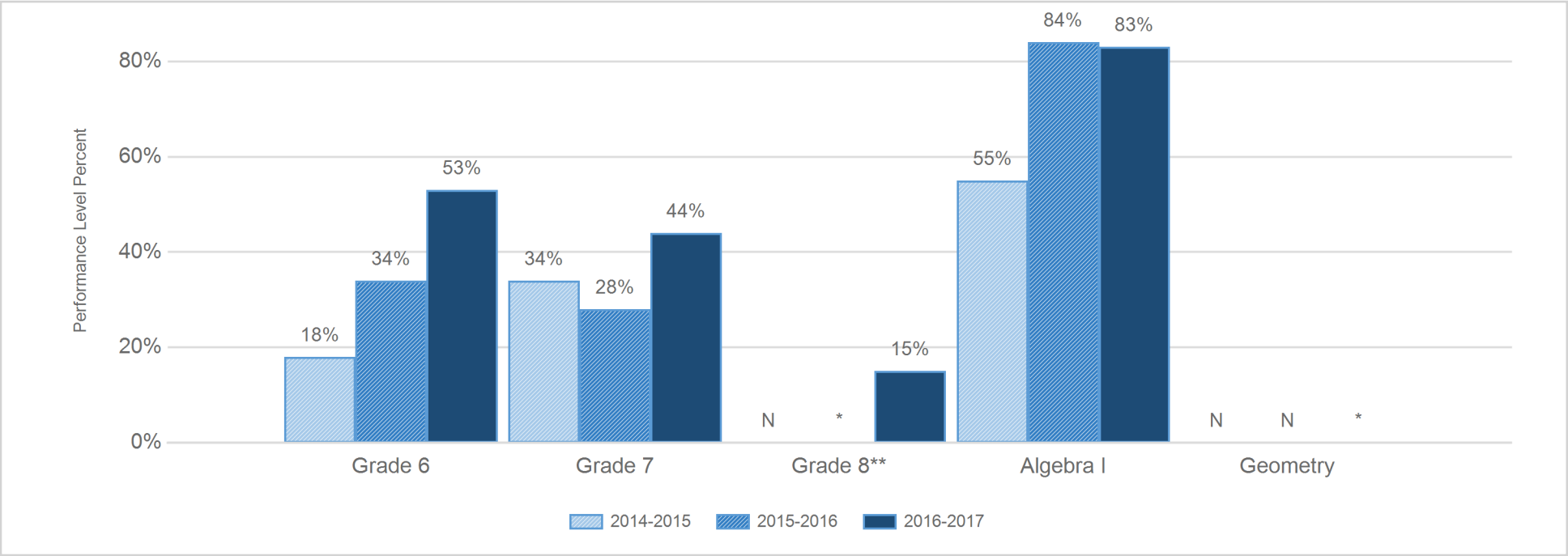


WILLIAM G. ROHRER MIDDLE SCHOOL
2016-2017
Grade Span 06-08

07-1890-110
CAMDEN
HADDON TWP
101 MACARTHUR BOULEVARD
WESTMONT, NJ 08108

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



WILLIAM G. ROHRER MIDDLE SCHOOL
2016-2017

Grade Span 06-08

07-1890-110
CAMDEN
HADDON TWP
101 MACARTHUR BOULEVARD
WESTMONT, NJ 08108

Alternate Assessments - 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
6	N	N
7	*	N
8	N	N

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. The table also shows 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
1	*	*	*
2	N	N	N
3	N	N	N
4	*	*	*
5+	N	N	N



WILLIAM G. ROHRER MIDDLE SCHOOL

2016-2017

Grade Span 06-08

07-1890-110

CAMDEN

HADDON TWP

101 MACARTHUR BOULEVARD

WESTMONT, NJ 08108

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

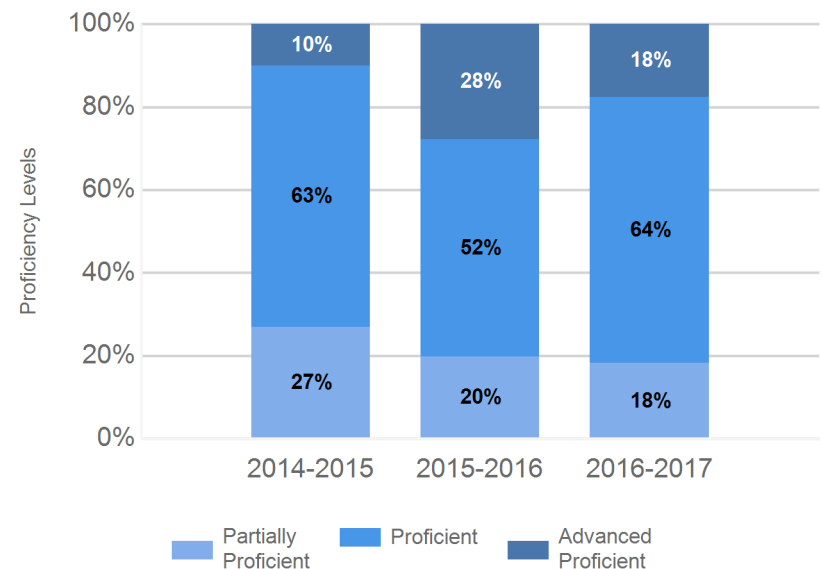
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	18%	64%	18%
White	*	66%	15%
Hispanic	N	47%	*
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	4%	58%	39%
Students with Disabilities	6%	51%	43%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





WILLIAM G. ROHRER MIDDLE SCHOOL

2016-2017

Grade Span 06-08

07-1890-110

CAMDEN

HADDON TWP

101 MACARTHUR BOULEVARD

WESTMONT, NJ 08108

This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47	51	50	Met Target	57	57	50	Met Target
White	49	51	50	Met Target	57	57	52	Met Target
Hispanic	43.5	46	49	Met Target	46.5	51	47	Met Target
Black or African American	*	75	45	**	*	43.5	43	**
Asian, Native Hawaiian, or Pacific Islander	48.5	61.5	60	**	75	67	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	41	51	**	*	62.5	52	**
Economically Disadvantaged	37	42	47	Not Met	50.5	51.5	46	Met Target
Students with Disabilities	46.5	47.5	41	Met Target	42	49	43	Met Target
English Learners	*	*	53	**	*	*	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



WILLIAM G. ROHRER MIDDLE SCHOOL
2016-2017

07-1890-110
CAMDEN
HADDON TWP
101 MACARTHUR BOULEVARD
WESTMONT, NJ 08108

Grade Span 06-08

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 the prior year.

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

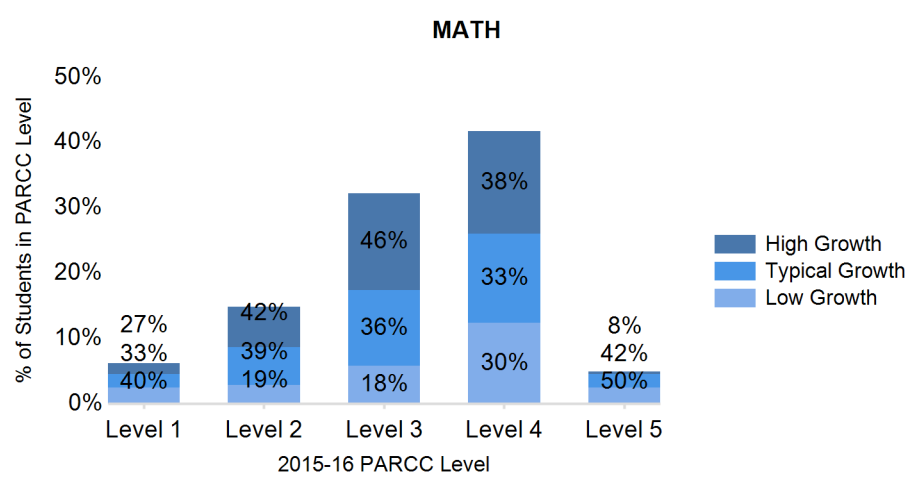
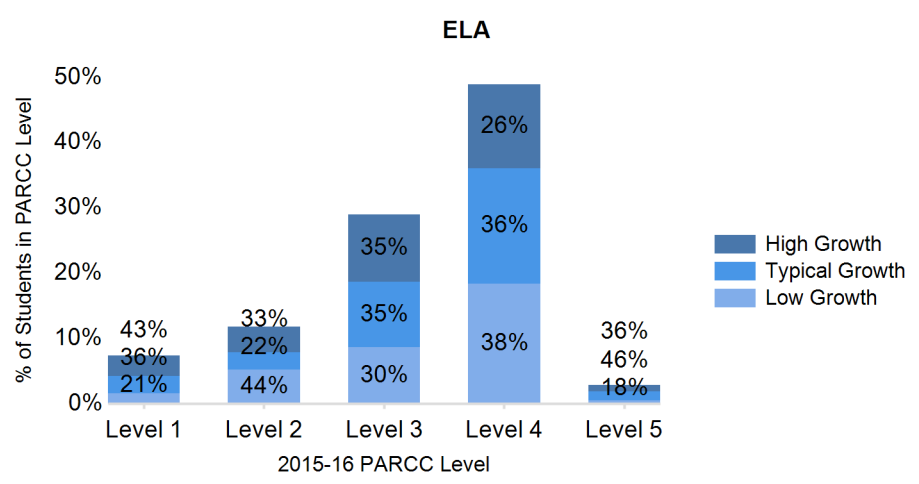
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

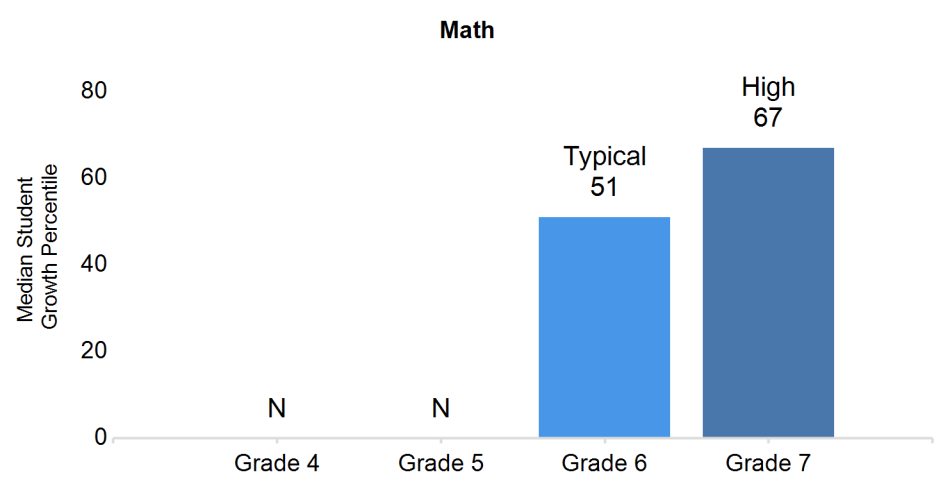
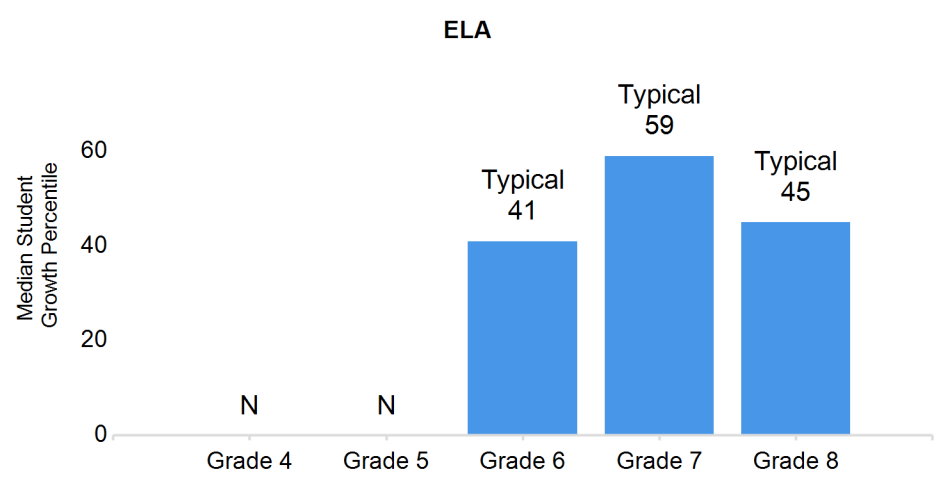
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





WILLIAM G. ROHRER MIDDLE SCHOOL
2016-2017
Grade Span 06-08

07-1890-110
CAMDEN
HADDON TWP
101 MACARTHUR BOULEVARD
WESTMONT, NJ 08108

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	161
7	1	0	148
8	47	1	130
Schoolwide	48	1	439

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	162	0	0	0	0	0	0
7	149	0	0	0	0	0	0
8	62	0	0	29	50	0	0
Schoolwide	373	0	0	29	50	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



WILLIAM G. ROHRER MIDDLE SCHOOL
2016-2017
Grade Span 06-08

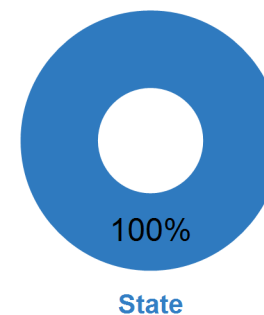
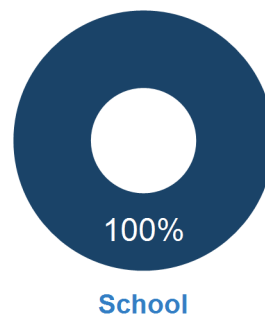
07-1890-110
CAMDEN
HADDON TWP
101 MACARTHUR BOULEVARD
WESTMONT, NJ 08108

Visual and Performing Arts – Course Participation

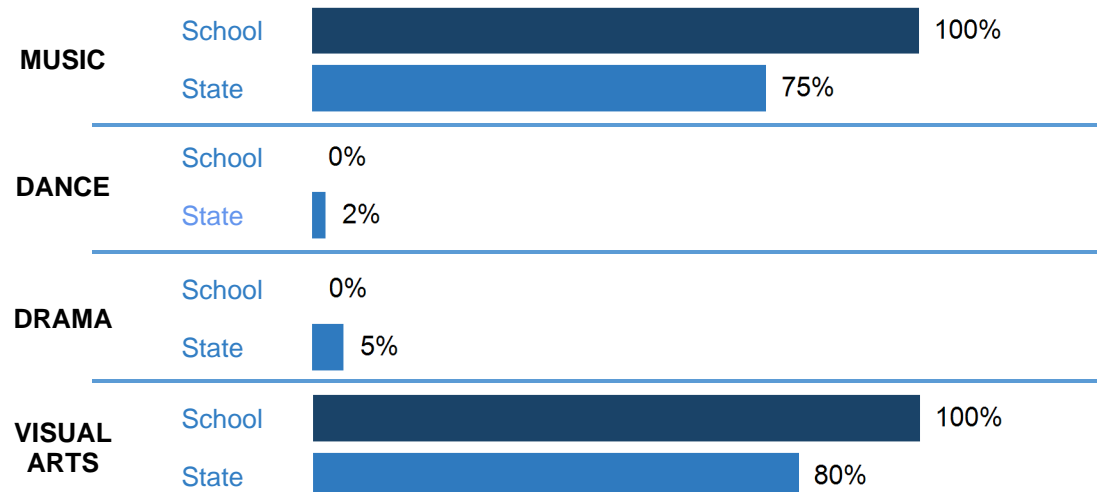
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





WILLIAM G. ROHRER MIDDLE SCHOOL
2016-2017
Grade Span 06-08

07-1890-110
CAMDEN
HADDON TWP
101 MACARTHUR BOULEVARD
WESTMONT, NJ 08108

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

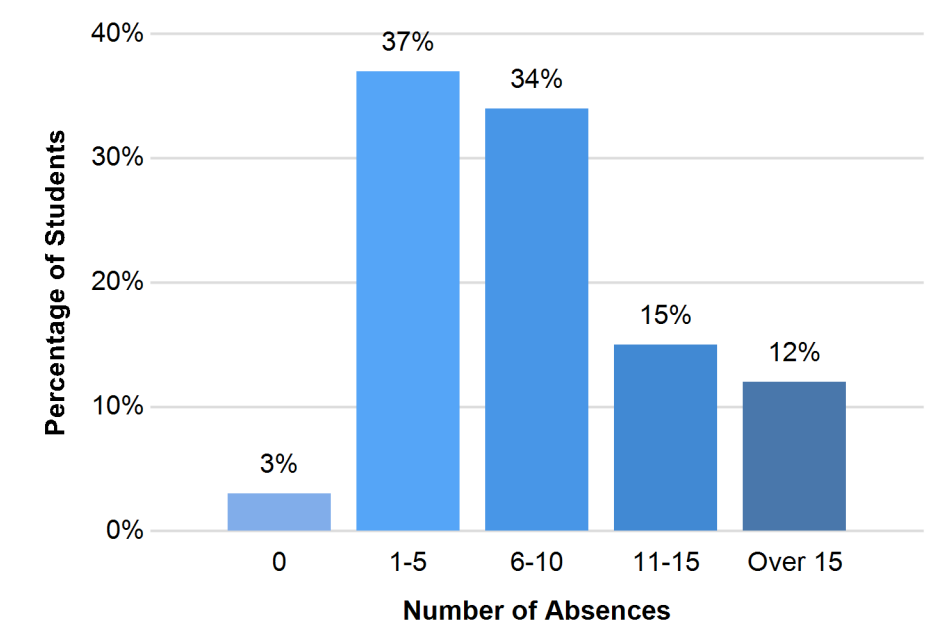
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.20	8.70	Met Target
White	6.50	8.70	Met Target
Hispanic	10.90	8.70	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.80	8.70	Not Met
Students with Disabilities	13.20	8.70	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



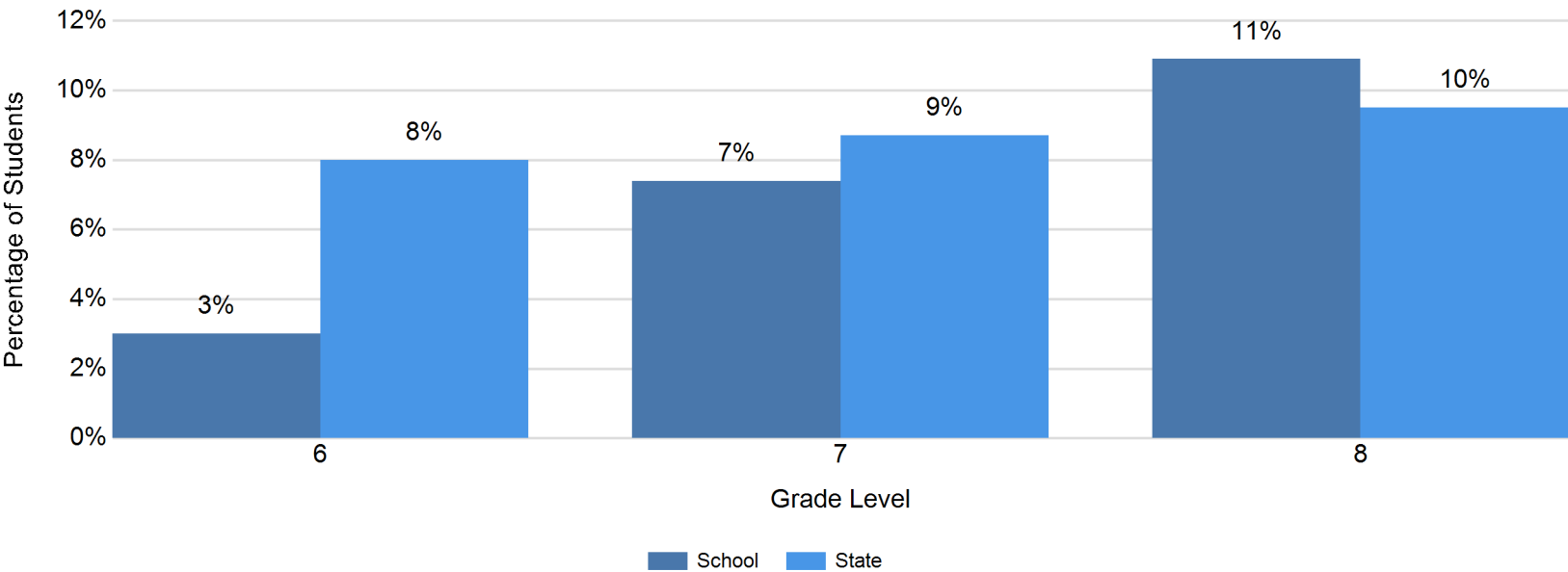


WILLIAM G. ROHRER MIDDLE SCHOOL
2016-2017
Grade Span 06-08

07-1890-110
CAMDEN
HADDON TWP
101 MACARTHUR BOULEVARD
WESTMONT, NJ 08108

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





WILLIAM G. ROHRER MIDDLE SCHOOL
2016-2017

Grade Span 06-08

07-1890-110
CAMDEN
HADDON TWP
101 MACARTHUR BOULEVARD
WESTMONT, NJ 08108

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.

Category	School
Typical Start Time	8:30AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 44 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.21

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	1.0%
Out-of-School Suspensions	0.0%
Any Suspension	1.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



WILLIAM G. ROHRER MIDDLE SCHOOL

2016-2017

Grade Span 06-08

07-1890-110

CAMDEN

HADDON TWP

101 MACARTHUR BOULEVARD

WESTMONT, NJ 08108

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	485.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$421	\$13,530	\$13,951



WILLIAM G. ROHRER MIDDLE SCHOOL

2016-2017

Grade Span 06-08

07-1890-110

CAMDEN

HADDON TWP

101 MACARTHUR BOULEVARD

WESTMONT, NJ 08108

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	50	120,724
Average years experience in public schools	12.9	11.8
Average years experience in district	9.6	10.5
Teachers in district for 4 or more years	68%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	10.7	11.6
Administrators in district for 4 or more years	73%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	242:1	137:1
Librarian/Media Specialists		2062:1
Nurses		412:1
Counselors		295:1
Child Study Team		295:1



WILLIAM G. ROHRER MIDDLE SCHOOL
2016-2017
Grade Span 06-08

07-1890-110
CAMDEN
HADDON TWP
101 MACARTHUR BOULEVARD
WESTMONT, NJ 08108

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	82%	89%
2015-16 Administrators: Same district 2016-17	79%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



WILLIAM G. ROHRER MIDDLE SCHOOL
2016-2017
Grade Span 06-08

07-1890-110
CAMDEN
HADDON TWP
101 MACARTHUR BOULEVARD
WESTMONT, NJ 08108

Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	29.6	17.5%
Mathematics Proficiency	31.1	17.5%
English Language Arts Growth	35.2	25.0%
Mathematics Growth	63.4	25.0%
Chronic Absenteeism	39.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		41.1
Summative Rating: Percentile rank of Summative Score		35.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



WILLIAM G. ROHRER MIDDLE SCHOOL

2016-2017

Grade Span 06-08

07-1890-110

CAMDEN

HADDON TWP

101 MACARTHUR BOULEVARD

WESTMONT, NJ 08108

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	41.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	43.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	34.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	30.6	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	45.1	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



WILLIAM G. ROHRER MIDDLE SCHOOL
2016-2017
Grade Span 06-08




07-1890-110
 CAMDEN
 HADDON TWP
 101 MACARTHUR BOULEVARD
 WESTMONT, NJ 08108

School General Info

Principal:	Mr. ROONEY	Email Address:	krooney@haddontwpschools.com
Address:	101 MACARTHUR BOULEVARD WESTMONT, NJ 08108	Website:	http://htsd.us/
Phone:	(856)869-7770		

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:	<ul style="list-style-type: none"> • The curriculum includes Writer's Workshop and science aligned to the Next Generation Science Standards. • Technology is part of each school day, with all students utilizing 1:1 personal iPads. • An award-winning Advisory and community service program is interwoven throughout grades 6-8.
 Mission, Vision, Theme:	<p>Rohrer Middle School establishes excellence in teaching and learning, enabling our students to attain the knowledge, values, and skills identified in the New Jersey Student Learning Standards. The school will provide a nurturing, stimulating environment; a dedicated staff; an innovative curriculum; and the opportunity for community involvement and support.</p>
 Awards, Recognition, Accomplishments:	<p>Students have been honored to be selected for the All South Jersey Chorus, Strings, and Band. Students have also placed in the annual New Jersey PTA Art Reflections Program. Our art teacher was recognized as New Jersey Art Educator of the Year. The school has been recognized with a Camden County School of Character Award.</p>







WILLIAM G. ROHRER MIDDLE SCHOOL
2016-2017
Grade Span 06-08

07-1890-110
 CAMDEN
 HADDON TWP
 101 MACARTHUR BOULEVARD
 WESTMONT, NJ 08108

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>Courses, Curriculum, Instruction:</p>	<p>The middle school provides students with a comprehensive, rigorous educational program. Our 8th grade students may select from four different world language classes. In addition, an accelerated math program is available that includes Algebra I and Geometry courses; a 6th and 7th grade exploratory program provides for a deeper exploration of core content areas; and an advisory program for all grades focuses on self-reflection and service learning.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>We offer a broad array of sports activities. Our intramural sports include: bowling, broomball, tennis and volleyball. Our interscholastic sports include: field hockey, cross country, soccer, wrestling, basketball, and track.</p>
 <p>Clubs and Activities:</p>	<p>We offer a variety of activities and clubs including: Arts and Crafts Club, STEM Club, INKredible Literary Magazine, and Yearbook Club. The school provides a wealth of opportunities in the performing arts which include: band, strings, chorus, jazz band, orchestra, a fall play, and spring musical.</p>
 <p>Before and After School Programs:</p>	<p>Our School Aged Child Care (SACC) program runs a highly successful summer recreation experience for students in grades 6-8.</p>







WILLIAM G. ROHRER MIDDLE SCHOOL
2016-2017

Grade Span 06-08

07-1890-110
 CAMDEN
 HADDON TWP
 101 MACARTHUR BOULEVARD
 WESTMONT, NJ 08108

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.

 Staff and Professional Learning:	<p>Each staff member participates in on-going, targeted professional development that supports growth in the knowledge of curriculum and instruction; meets the needs of 21st century learners; and teaches effective use of technology . In addition, our paraprofessionals engage in inservice opportunities that support their growth as important members of our educational team.</p>
 Student Supports and Services:	<p>We provide a rich variety of supports to target the unique needs of our diverse learners. Intervention services are provided in grades 6 and 7 for those students who are struggling to acquire literacy and math skills. Non-English speaking students work daily with a specially certified teacher. A continuum of services is also provided for our students with special needs.</p>
 Student Health and Wellness:	<p>Health classes, physical education classes and an advisory program address the health and wellness of all students. In addition, student health services are provided through a school nurse, who also completes annual screenings and sports physicals. A breakfast program is open to all students.</p>
 Parent and Community Involvement:	<p>The Rohrer Middle School is actively engaged with parents and the community through a variety of avenues. Our PTA directly supports students, programs, and activities. Our One Book One School program encourages conversations regarding literature among families and the community. An annual outreach program selected by students provides service and support for local causes. A parent portal is available through our website for parental access to grades and announcements.</p>



WILLIAM G. ROHRER MIDDLE SCHOOL
2016-2017
Grade Span 06-08

07-1890-110
CAMDEN
HADDON TWP
101 MACARTHUR BOULEVARD
WESTMONT, NJ 08108

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.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers

The Rohrer Middle School uses a school climate survey to gauge stakeholder satisfaction with its academic programs, extra-curricular activities, and communication pathways.



Facilities:

A true neighborhood school in a walking district, the middle school-high school complex was recently renovated which extended the HVAC system to include the 8th grade hallway. The entire middle school is now air-conditioned for a comfortable learning environment.




WILLIAM G. ROHRER MIDDLE SCHOOL
2016-2017
Grade Span 06-08

07-1890-110
CAMDEN
HADDON TWP
101 MACARTHUR BOULEVARD
WESTMONT, NJ 08108

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.

<div>Other Information:</div>	<p>We are proud that our students in grades 6-8 are part of a 1:1 iPad initiative that allows technology to be seamlessly integrated into daily learning activities. Developmentally appropriate applications allow students to collaborate with peers and share their work with parents and guardians. Technology also helps to support our communications with parents and the community with text and email alerts available.</p>
---	--