



**A.E. Burling Elementary School**  
(07-4060-104)  
Grades Offered: KG-03  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
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## How to use this report:

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

## Navigating through the reports:

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

## Other Resources:

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

## Notes from the New Jersey Department of Education:



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### School Contact Information

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

Type	Contact Information
County	Camden
District	Pennsauken Township Board of Education School District
Principal Name	Mr. Harris
Address	3600 HARRIS AVENUE PENNSAUKEN, NJ 08105
Phone Number	856-662-1923
Email Address	<a href="mailto:christopher.harris@pennsauken.net">christopher.harris@pennsauken.net</a>
Website	<a href="https://burling.pennsauken.net/">https://burling.pennsauken.net/</a>
Facebook	<a href="https://www.facebook.com/PennsaukenSchools/">https://www.facebook.com/PennsaukenSchools/</a>
Twitter	<a href="https://twitter.com/pennsaukenedu?lang=en">https://twitter.com/pennsaukenedu?lang=en</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	22	18	20
1	29	25	26
2	19	27	28
3	24	17	31
4	20	24	0
Total	114	111	105

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.2%	49.5%	51.4%
Male	51.8%	50.5%	48.6%
Economically Disadvantaged Students	64.0%	78.4%	72.4%
Students with Disabilities	14.0%	20.7%	7.6%
English Learners	0.0%	0.9%	0.0%
Homeless Students	0.9%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	2.7%	1.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	9.6%	9.0%	3.8%
Hispanic	43.0%	48.6%	52.4%
Black or African American	35.1%	30.6%	29.5%
Asian	8.8%	9.0%	11.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.5%	2.7%	2.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	22	18	20

Enrollment by Home Language

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

Home Language	% of Students
English	75.2%
Spanish	13.3%
Vietnamese	6.7%
Bengali	1.9%
Tamil	1.0%
Other Languages	1.9%

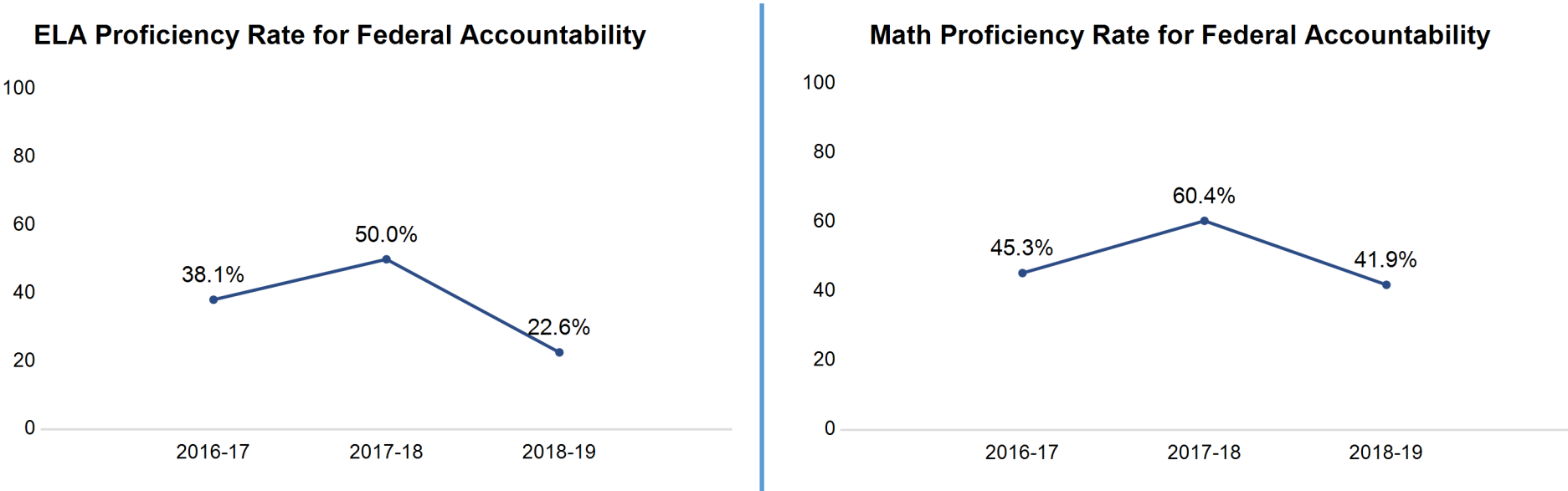


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	38.1%	50.0%	22.6%	45.3%	60.4%	41.9%
Annual Target	30.4%	33.0%	35.6%	30.4%	33.0%	35.6%
Met Annual Target?	Met Target	Met Target	Not Met	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	31	100.0	22.6	35.1	57.9	22.6	35.6	Not Met
White	*	*	*	41.7	66.9	*	**	**
Hispanic	18	100.0	11.1	30.3	43.9	11.1	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.8	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	16	100.0	31.3	42.9	64.8	31.3		
Male	15	100.0	13.3	28.1	51.3	13.3		
Economically Disadvantaged Students	*	*	*	32.1	40.0	*	33.2	Not Met
Non-Economically Disadvantaged Students	*	*	*	41.7	67.9	*		
Students with Disabilities	*	*	*	*	22.7	*	**	**
Students without Disabilities	*	*	*	*	65.1	*		
English Learners	*	*	*	25.0	29.3	*	**	**
Non-English Learners	*	*	*	36.1	60.6	*		
Homeless Students	N	N	N	20.0	29.1	N		
Students In Foster Care	N	N	N	30.0	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

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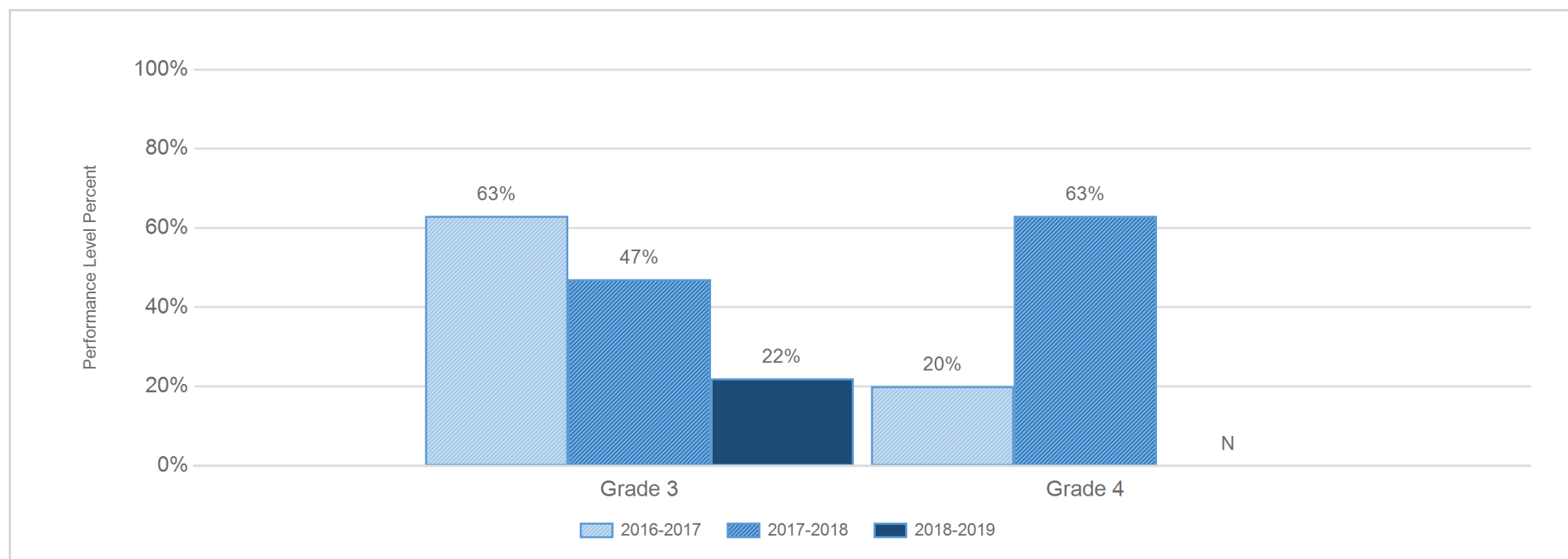
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## English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	32	727	731	748	*	*	34%	*	*	22%	50%
White	*	*	753	757	*	*	*	*	*	*	60%
Hispanic	19	728	721	734	*	*	53%	*	*	16%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	17	729	738	753	*	*	*	*	*	*	55%
Male	15	724	725	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	727	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	741	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	705	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	739	754	*	*	*	*	*	*	56%
English Learners	N	N	732	713	N	N	N	N	N	N	17%
Non-English Learners	32	727	731	751	*	*	34%	*	*	22%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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## Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	31	100.0	41.9	28.6	44.5	41.9	35.6	Met Target
White	*	*	*	36.2	54.1	*	**	**
Hispanic	18	100.0	50.0	23.2	28.8	50.0	**	**
Black or African American	*	*	*	21.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.2	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	16	100.0	43.8	30.1	44.9	43.8		
Male	15	100.0	40.0	27.1	44.2	40.0		
Economically Disadvantaged Students	*	*	*	26.6	26.3	*	33.2	Met Target
Non-Economically Disadvantaged Students	*	*	*	32.9	54.9	*		
Students with Disabilities	*	*	*	10.3	17.4	*	**	**
Students without Disabilities	*	*	*	33.6	50.0	*		
English Learners	*	*	*	28.3	25.0	*	**	**
Non-English Learners	*	*	*	28.6	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



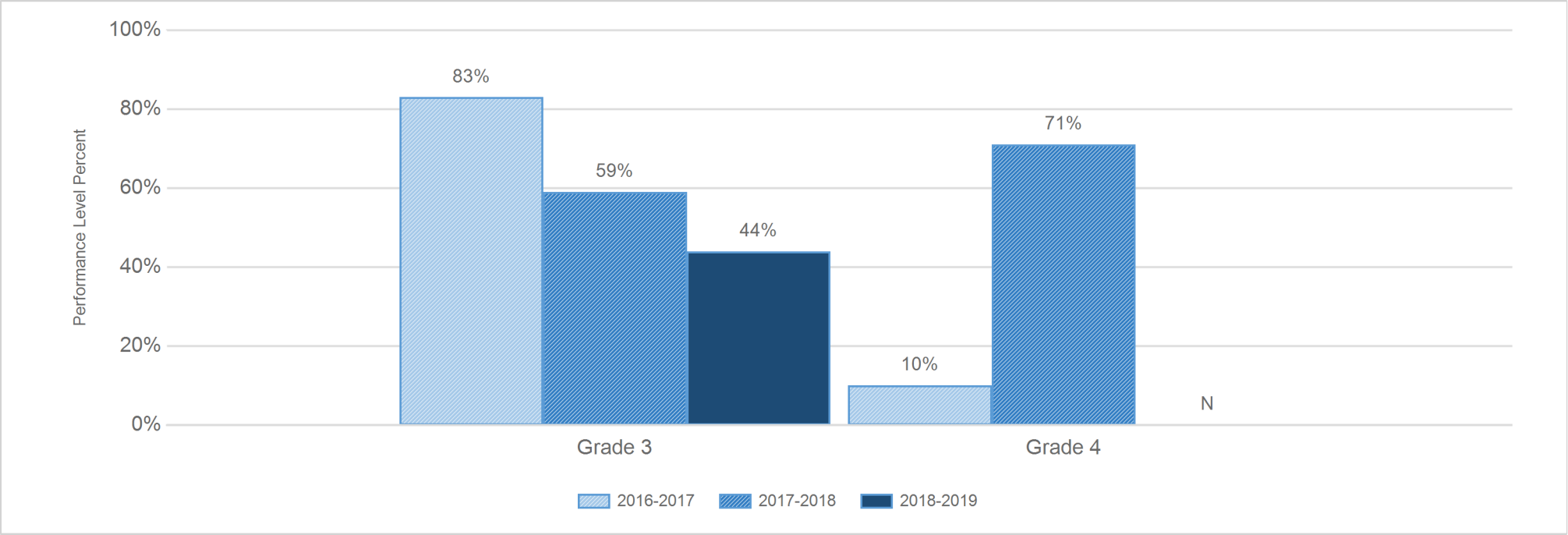


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	32	737	739	752	*	*	*	44%	0%	44%	55%
White	*	*	751	760	*	*	*	*	*	*	66%
Hispanic	19	741	731	739	*	*	*	53%	0%	53%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	17	735	740	751	*	*	*	*	*	47%	54%
Male	15	740	739	752	*	*	*	*	*	40%	56%
Economically Disadvantaged Students	*	*	737	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	744	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	724	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	743	756	*	*	*	*	*	*	60%
English Learners	N	N	752	728	N	N	N	N	N	N	26%
Non-English Learners	32	737	738	754	*	*	*	44%	0%	44%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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## DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



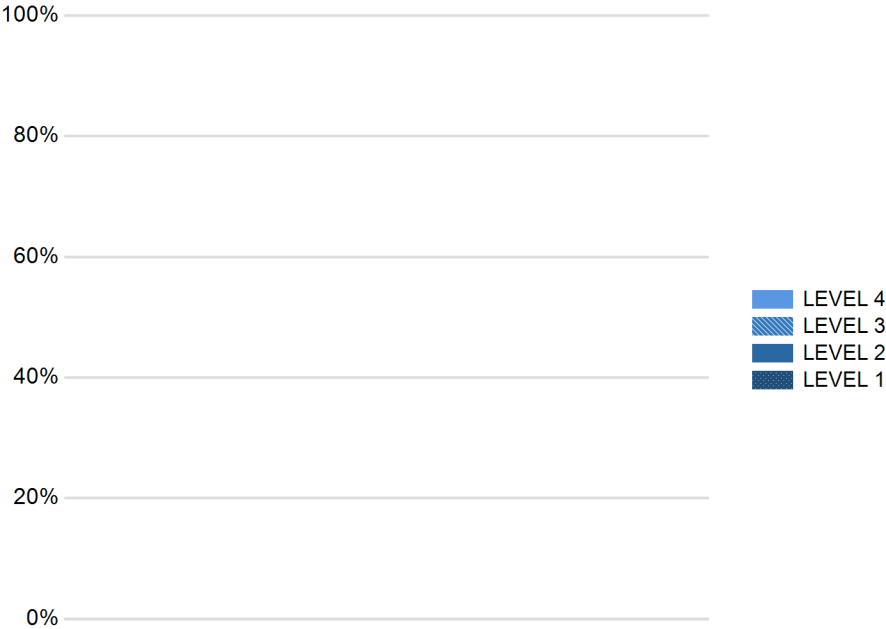
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

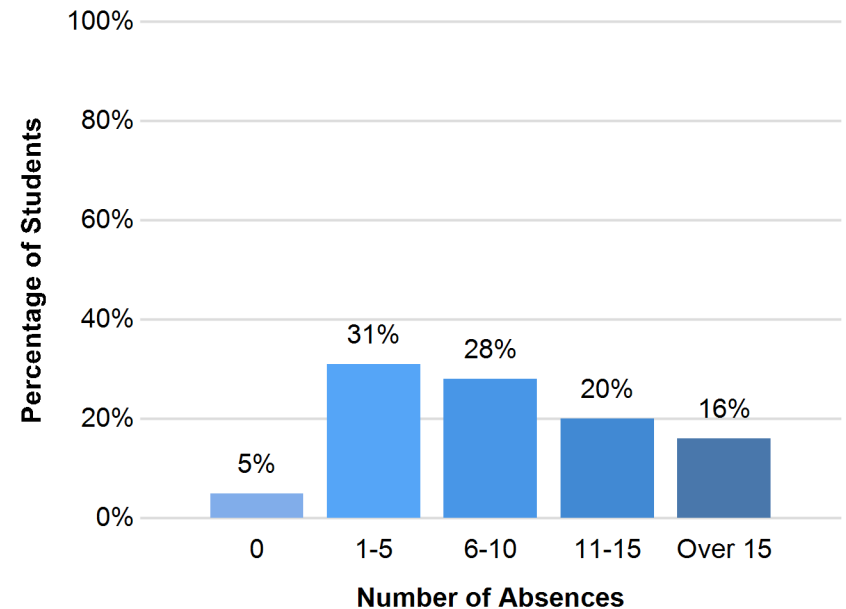
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	13	12.0	9.6	Not Met
White	*	*	**	**
Hispanic	11	20.4	9.6	Not Met
Black or African American	2	5.9	9.6	Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	5	9.3		
Male	8	14.8		
Economically Disadvantaged Students	12	15.4	9.6	Not Met
Students with Disabilities	2	16.7	**	**
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





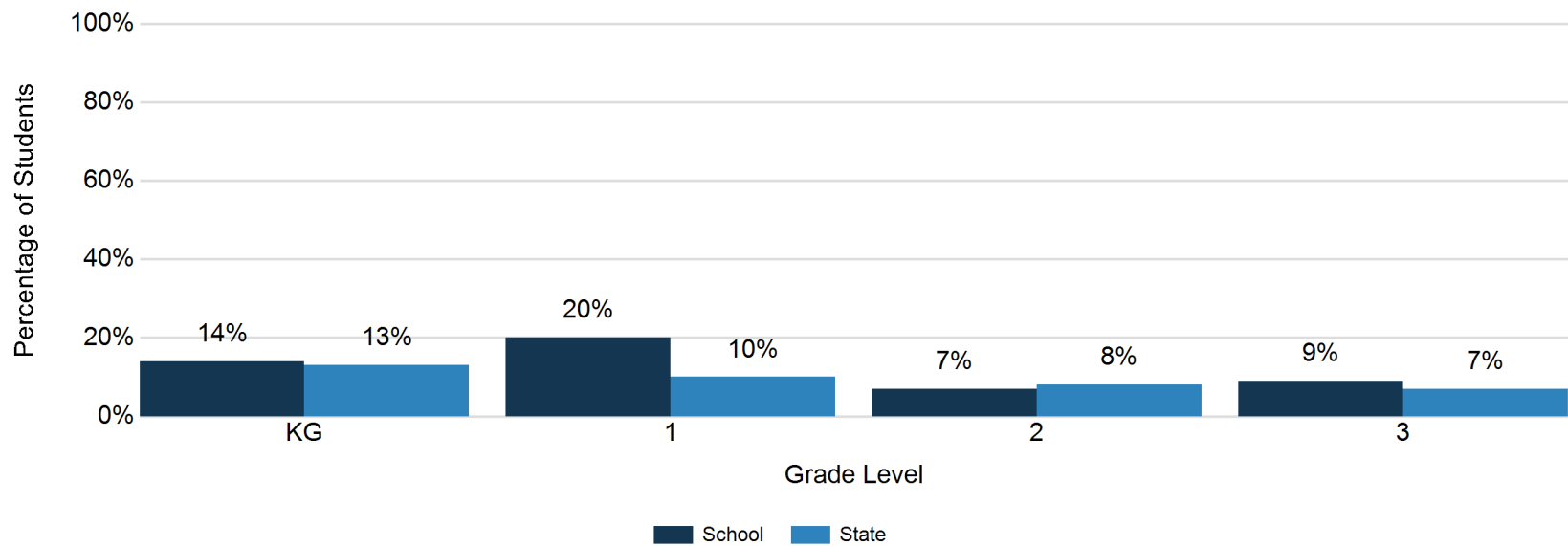
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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





A.E. Burling Elementary School

(07-4060-104)

Grades Offered: KG-03

2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.95

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

**A.E. Burling Elementary School**

(07-4060-104)

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**School Day**

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

Category	School
Typical Start Time	9:05 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

**Device Ratios**

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1





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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	12	118,214
Average years experience in public schools	15.7	12.1
Average years experience in district	14.9	10.8
Percentage of Teachers with 4 or more years experience in the district	100.0%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,530
Average years experience in public schools	13.0	16.0
Average years experience in district	10.9	12.0
Percentage of Administrators with 4 or more years experience in the district	70.4%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	12:1
Students to Administrators	N	167:1
Teachers to Administrators	N	14:1
Students to Librarians/Media Specialists		2342:1
Students to Nurses		520:1
Students to Counselors		312:1
Students to Child Study Team Members		275:1



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**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.4%	100.0%	N	48.4%	77.1%	54.9%
Male	48.6%	0.0%	N	51.6%	22.9%	45.1%
White	3.8%	83.3%	N	42.4%	83.6%	77.4%
Hispanic	52.4%	8.3%	N	29.9%	7.3%	7.2%
Black or African American	29.5%	8.3%	N	15.0%	6.6%	13.9%
Asian	11.4%	0.0%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	N	0.2%	0.1%	0.1%
Two or More Races	2.9%	0.0%	N	2.1%	0.2%	0.2%



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**Teachers:** All classroom teachers

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Teachers and Administrators - Level of Education

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

Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.3%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	38.1%	50.0%	22.6%
Math Proficiency	45.3%	60.4%	41.9%
ELA Growth	19	44	N
Math Growth	14	45	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	5.9%	9.6%	12.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
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Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Met Target	**	**	N	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	**	**	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	**	No
English Learners	**	**	**	**	**	**	No

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







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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>• Staff- We believe that our teachers contribute to and guide the learning experiences of their students.</li> <li>• Bulldog Makerspace- Currently The Burling School has begun preparations for the new school Makerspace.</li> <li>• Special Subjects- Teachers provide instruction in Spanish, Music, Art, Computers and Health and Physical Education.</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>The mission of the The Burling School is to provide high quality educational programs and services to the children of Pennsauken NJ. Our school is a learning community where adults with a passion for education serve students with diverse needs. The vision of The Burling School is that all students develop the skills, knowledge, and attitudes necessary to succeed in life.</p>





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 <div>Courses, Curriculum, Instruction:</div>	<p>Our school provides engaging and challenging curriculum that address the New Jersey Core Content Curriculum Standards. Teaching and learning takes place in physically and emotionally safe environments that have an active commitment to ensure trust, mutual respect, communication, effective collaboration and good citizenship.</p>
 <div>Clubs and Activities:</div>	<p>Various robotics, Coding apps and programs, as well as 3D Printers are available for student use during the school day.</p>




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 <div>Staff and Professional Learning:</div>	Staff are encouraged to attend relevant PD including EdCamp's and workshops. Staff are also provided in house training during PLC and PLD days.
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 <div>Student Supports and Services:</div>	<div>Intervention and Referral Service meets monthly(I&amp;RS); CST, Guidance Counselor Support, Nurse provides additional support and resources.</div>
 <div>Parent and Community Involvement:</div>	<div>Parent involvement nights are held throughout the school year.</div>




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School Narrative

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<div><div>Facilities:</div></div>	<div>A new security vestibule was recently added for increased security.</div>
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 <div>Technology and STEM:</div>	Burling School prides itself on the availability of various coding programs, robotics and 3D printers to use during the school day. IPads and Chromebooks are also available for student use.
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**Baldwin Elementary School**  
(07-4060-090)  
Grades Offered: PK-PK  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



**Baldwin Elementary School**  
 (07-4060-090)  
 Grades Offered: PK-PK  
 2018-2019

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### School Contact Information

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

Type	Contact Information
County	Camden
District	Pennsauken Township Board of Education School District
Principal Name	Mrs. Diane Joyce
Address	41ST & SHARON TERRACE PENNSAUKEN, NJ 08110
Phone Number	856-662-8464
Email Address	<a href="mailto:djoyce@pennsauken.net">djoyce@pennsauken.net</a>
Website	<a href="https://baldwin.pennsauken.net/">https://baldwin.pennsauken.net/</a>





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Grades Offered: PK-PK  
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	100	79	107
Total	100	79	107

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	42.0%	31.6%	33.6%
Male	58.0%	68.4%	66.4%
Economically Disadvantaged Students	33.0%	57.0%	64.5%
Students with Disabilities	43.0%	39.2%	32.7%
English Learners	0.0%	0.0%	0.9%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	2.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	9.0%	12.7%	6.5%
Hispanic	53.0%	54.4%	59.8%
Black or African American	21.0%	12.7%	15.9%
Asian	12.0%	17.7%	14.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	1.3%	0.0%
Two or More Races	5.0%	1.3%	3.7%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	100	79	0
PK - Full Day	0	0	107

### Enrollment by Home Language

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

Home Language	% of Students
English	64.5%
Spanish	23.4%
Vietnamese	7.5%
Central Khmer	1.9%
Other Languages	2.8%



**Baldwin Elementary School**  
(07-4060-090)  
Grades Offered: PK-PK  
2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

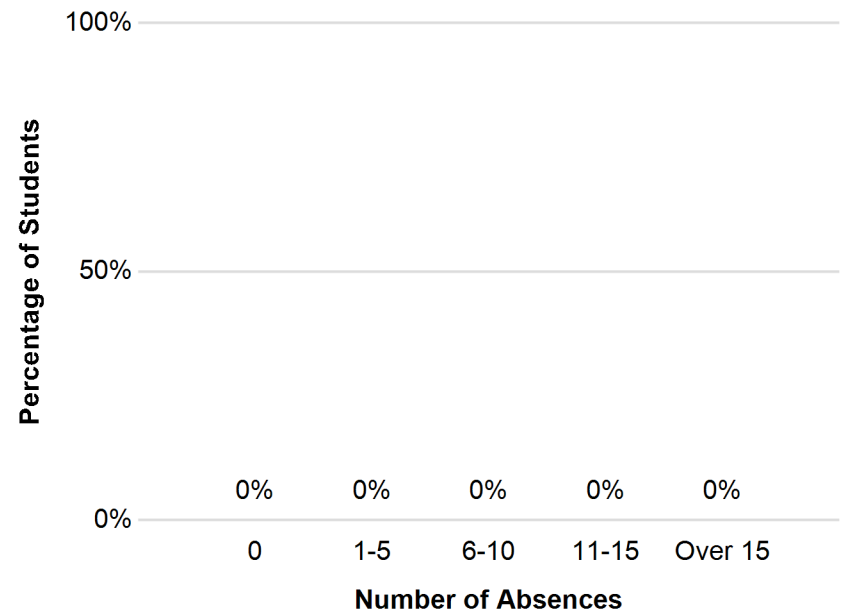
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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



**Baldwin Elementary School**

(07-4060-090)

Grades Offered: PK-PK

2018-2019

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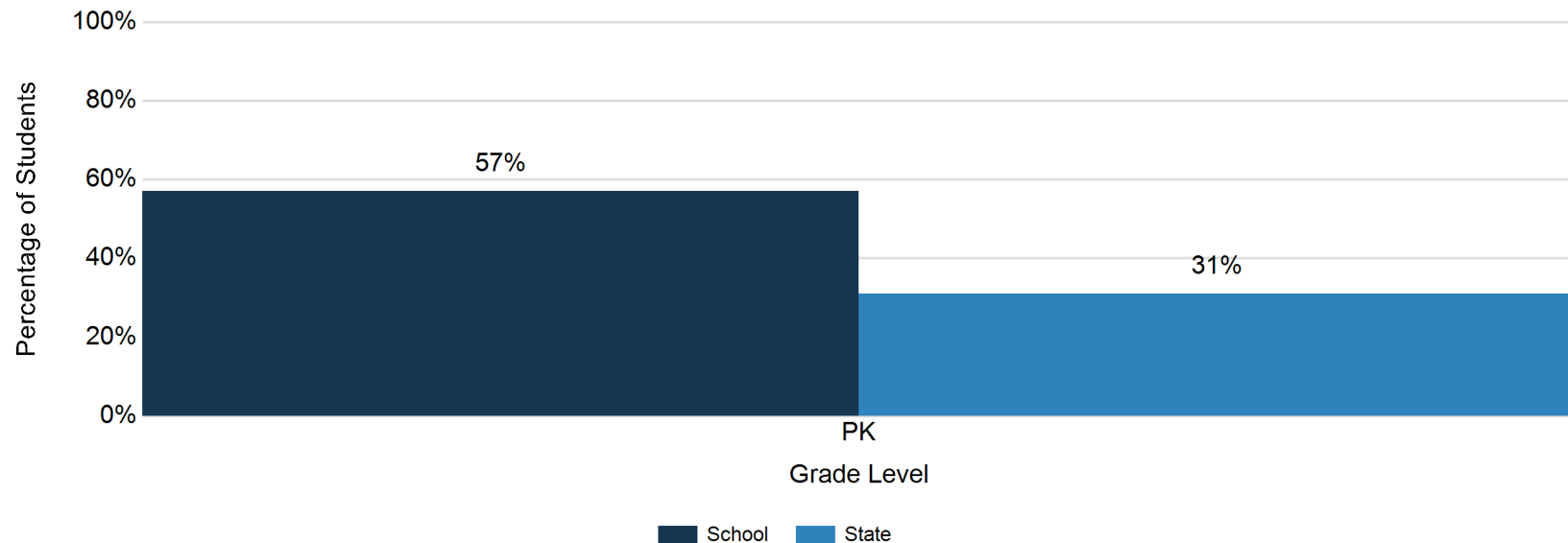
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

**Chronic Absenteeism by Grade**

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





**Baldwin Elementary School**  
(07-4060-090)  
Grades Offered: PK-PK  
2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

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

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

### Police Notifications

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

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

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

N

**Baldwin Elementary School**

(07-4060-090)

Grades Offered: PK-PK

2018-2019

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**School Day**

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:55 PM
Length of School Day	7 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 0 Mins
Shared Time - Instructional Time	5 Hrs. 0 Mins.

**Device Ratios**

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	N



**Baldwin Elementary School**  
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2018-2019

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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

**Teachers – Experience**

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	10	118,214
Average years experience in public schools	8.0	12.1
Average years experience in district	7.5	10.8
Percentage of Teachers with 4 or more years experience in the district	80.0%	75.3%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,530
Average years experience in public schools	13.0	16.0
Average years experience in district	10.9	12.0
Percentage of Administrators with 4 or more years experience in the district	70.4%	76.9%

**Student and Staff Ratios**

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	107:1	167:1
Teachers to Administrators	10:1	14:1
Students to Librarians/Media Specialists		2342:1
Students to Nurses		520:1
Students to Counselors		312:1
Students to Child Study Team Members		275:1



**Baldwin Elementary School**  
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2018-2019

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

### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	33.6%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	66.4%	0.0%	0.0%	51.6%	22.9%	45.1%
White	6.5%	90.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	59.8%	10.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	15.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	14.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.7%	0.0%	0.0%	2.1%	0.2%	0.2%



**Baldwin Elementary School**  
(07-4060-090)  
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2018-2019

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

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	97.1%





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 2018-2019

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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



**Baldwin Elementary School**  
(07-4060-090)  
Grades Offered: PK-PK  
2018-2019

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## School Narrative

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



### Highlights:

- Baldwin is a preschool and this is the second year as a full day preschool program for 4 year olds.
- Baldwin provides early intervention services for 3 and 4 year olds.



### Mission, Vision, Theme:

Baldwin preschool focuses on the social emotional growth and young learners. Children learn literacy and math through a variety of activities and play.

**Baldwin Elementary School**

(07-4060-090)

Grades Offered: PK-PK

2018-2019

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Courses, Curriculum,  
Instruction:

Creative Curriculum and Foundations

**Baldwin Elementary School**

(07-4060-090)

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2018-2019

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## School Narrative

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### Staff and Professional Learning:

Teachers meet for common planning time with principal monthly. Teachers have a common prep with a colleague every day. Once a month there are half day professional learning days. Staff has input in the PD and they also participate in sharing ideas and presenting during PD.

**Baldwin Elementary School**

(07-4060-090)

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## School Narrative

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## Student Supports and Services:

PIRT committee meets once a month. Wonderful CST, speech support, OT and PT. Also, guidance counselor (visits twice a week) and the nurse provide additional support and resources.



## Student Health and Wellness:

PE teacher, ART teacher, and school nurse led Wellness week activities for the students. School nurse sets up a visit by the Lion's club to conduct eye screenings.



## Parent and Community Involvement:

PTA events (pretzel sale, school celebrations, staff appreciation lunch); Family Engagement Activities, field day, Meet & Greet

**Baldwin Elementary School**

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2018-2019

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## School Narrative

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Early Childhood  
Education:

Baldwin is a full day preschool program for 4 year old students or 3/4 year old students with IEP.



## Benjamin Franklin Elementary School

(07-4060-100)

Grades Offered: PK-03

2018-2019

### Report Key:

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### How to use this report:

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

### Navigating through the reports:

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

### Other Resources:

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

### Notes from the New Jersey Department of Education:

**Benjamin Franklin Elementary School**

(07-4060-100)

Grades Offered: PK-03

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Camden
District	Pennsauken Township Board of Education School District
Principal Name	Mrs. Susan Galloza
Address	7201 IRVING AVENUE PENNSAUKEN, NJ 08109-3173
Phone Number	856-662-6455
Email Address	<a href="mailto:sgalloza@pennsauken.net">sgalloza@pennsauken.net</a>
Website	<a href="https://franklin.pennsauken.net/">https://franklin.pennsauken.net/</a>





Benjamin Franklin Elementary School  
(07-4060-100)  
Grades Offered: PK-03  
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	0	0	40
KG	79	77	80
1	64	85	84
2	77	58	96
3	78	94	81
4	88	74	0
Total	386	388	381

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.6%	44.6%	45.4%
Male	54.4%	55.4%	54.6%
Economically Disadvantaged Students	58.0%	69.3%	68.0%
Students with Disabilities	24.4%	32.7%	28.1%
English Learners	0.8%	0.8%	0.5%
Homeless Students	0.5%	1.3%	0.3%
Students in Foster Care	0.5%	0.8%	1.0%
Military-Connected Students	0.0%	0.0%	0.3%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	14.2%	13.4%	15.5%
Hispanic	47.9%	48.7%	50.1%
Black or African American	25.4%	26.0%	22.0%
Asian	8.5%	9.0%	8.7%
Native Hawaiian or Pacific Islander	0.8%	0.5%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.1%	2.3%	3.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	40
KG - Half Day	0	0	0
KG - Full Day	79	77	80

Enrollment by Home Language

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

Home Language	% of Students
English	79.8%
Spanish	13.1%
Vietnamese	4.2%
Other Languages	2.9%

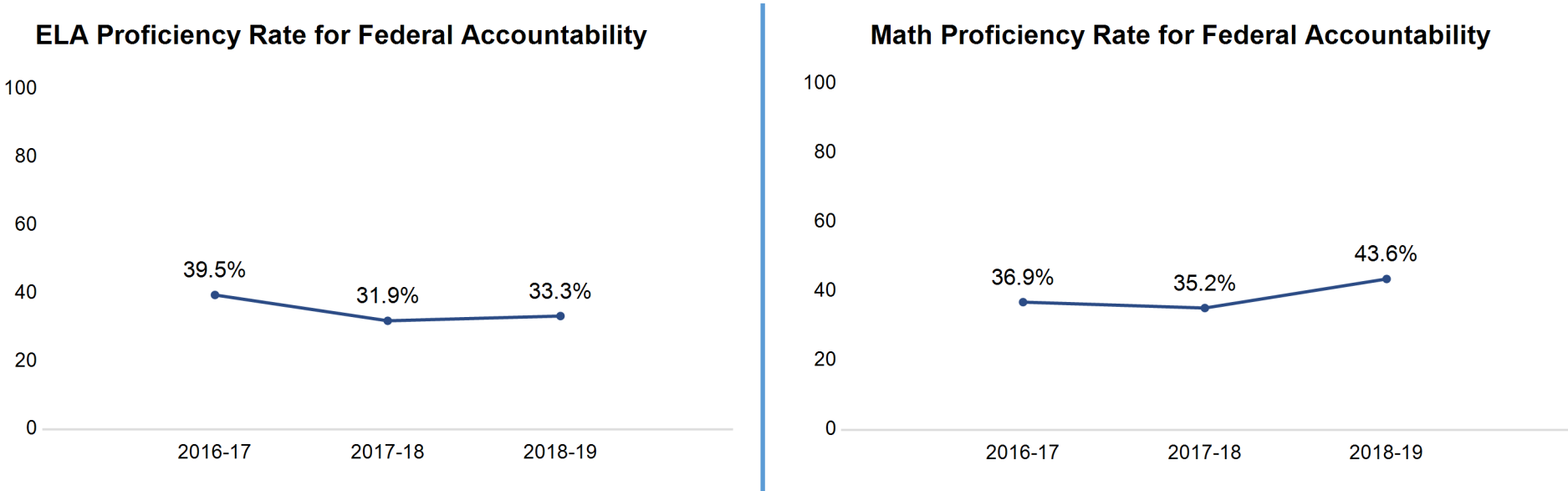


Benjamin Franklin Elementary School  
(07-4060-100)  
Grades Offered: PK-03  
2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	98.3%	100.0%	99.4%	98.2%	100.0%
Proficiency Rate for Federal Accountability	39.5%	31.9%	33.3%	36.9%	35.2%	43.6%
Annual Target	35.3%	37.6%	40.0%	37.8%	40.0%	42.3%
Met Annual Target?	Met Target	Met Target†	Met Target†	Met Target†	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Benjamin Franklin Elementary School**  
(07-4060-100)  
Grades Offered: PK-03  
2018-2019

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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	78	100.0	33.3	35.1	57.9	33.3	40	Met Target†
White	*	*	*	41.7	66.9	*	**	**
Hispanic	41	100.0	19.5	30.3	43.9	19.5	36.8	Not Met
Black or African American	16	100.0	37.5	*	38.5	37.5	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	60.0	59.8	82.9	60.0	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	43	100.0	37.2	42.9	64.8	37.2		
Male	35	100.0	28.6	28.1	51.3	28.6		
Economically Disadvantaged Students	54	100.0	27.8	32.1	40.0	27.8	36.9	Met Target†
Non-Economically Disadvantaged Students	24	100.0	45.8	41.7	67.9	45.8		
Students with Disabilities	20	100.0	15.0	*	22.7	15.0	17.5	Met Target†
Students without Disabilities	58	100.0	39.7	*	65.1	39.7		
English Learners	*	*	*	25.0	29.3	*	**	**
Non-English Learners	*	*	*	36.1	60.6	*		
Homeless Students	N	N	N	20.0	29.1	N		
Students In Foster Care	N	N	N	30.0	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



## Benjamin Franklin Elementary School

(07-4060-100)

Grades Offered: PK-03

2018-2019

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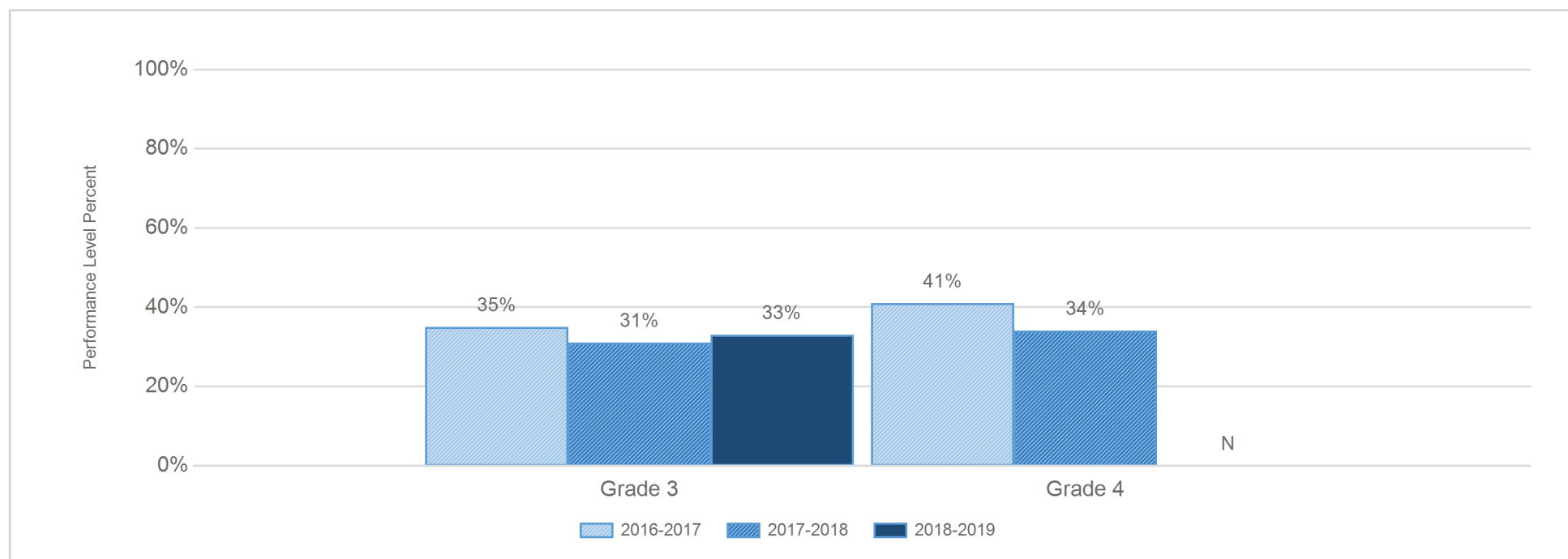
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	81	737	731	748	19%	23%	25%	*	*	33%	50%
White	12	767	753	757	*	*	*	*	*	58%	60%
Hispanic	41	723	721	734	24%	24%	32%	*	*	20%	36%
Black or African American	16	738	*	731	*	*	*	*	*	38%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	44	742	738	753	*	*	*	*	*	36%	55%
Male	37	731	725	743	*	*	*	*	*	30%	46%
Economically Disadvantaged Students	57	732	727	731	*	*	*	*	*	28%	33%
Non-Economically Disadvantaged Students	24	750	741	759	*	*	*	*	*	46%	61%
Students with Disabilities	21	715	705	719	*	*	*	*	*	14%	24%
Students without Disabilities	60	745	739	754	*	*	*	*	*	40%	56%
English Learners	*	*	732	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	731	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	78	100.0	43.6	28.6	44.5	43.6	42.3	Met Target
White	*	*	*	36.2	54.1	*	**	**
Hispanic	41	100.0	29.3	23.2	28.8	29.3	36.8	Met Target†
Black or African American	16	100.0	31.3	21.2	23.0	31.3	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	90.0	60.2	76.5	90.0	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	43	100.0	39.5	30.1	44.9	39.5		
Male	35	100.0	48.6	27.1	44.2	48.6		
Economically Disadvantaged Students	54	100.0	42.6	26.6	26.3	42.6	38.6	Met Target
Non-Economically Disadvantaged Students	24	100.0	45.8	32.9	54.9	45.8		
Students with Disabilities	20	100.0	40.0	10.3	17.4	40.0	24.9	Met Target
Students without Disabilities	58	100.0	44.8	33.6	50.0	44.8		
English Learners	*	*	*	28.3	25.0	*	**	**
Non-English Learners	*	*	*	28.6	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

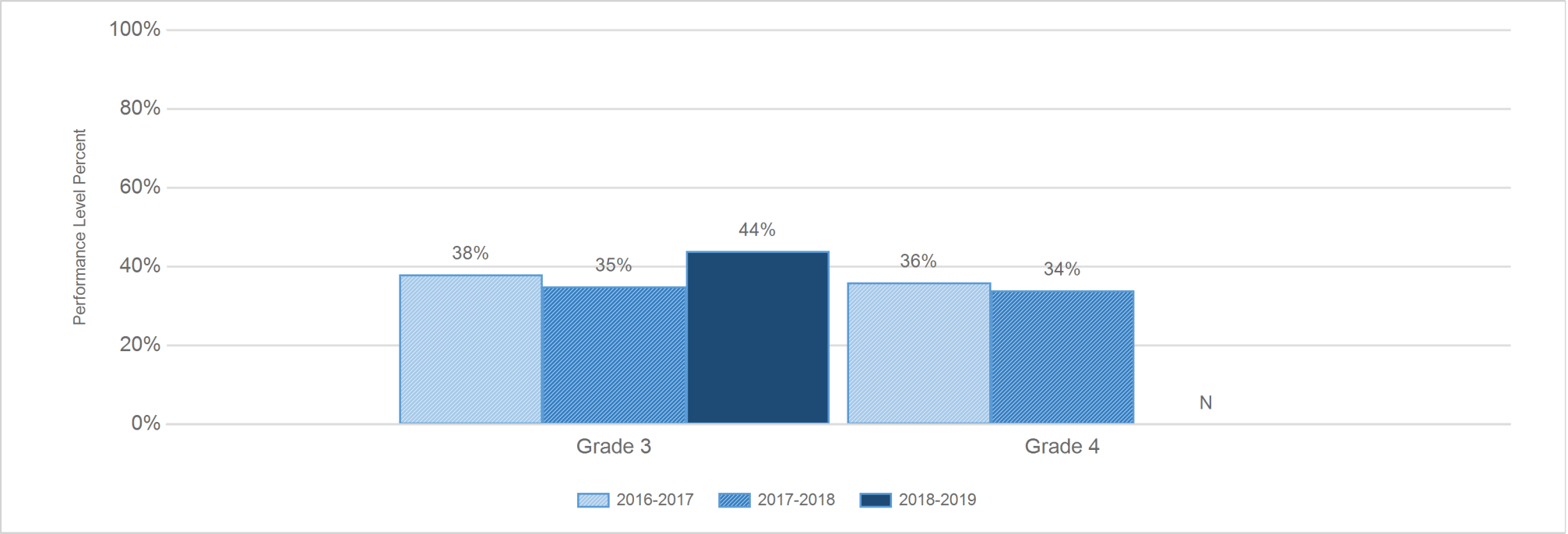


Benjamin Franklin Elementary School  
(07-4060-100)  
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2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	81	746	739	752	12%	12%	31%	*	*	44%	55%
White	12	766	751	760	*	0%	*	*	*	75%	66%
Hispanic	41	736	731	739	*	*	34%	*	*	29%	40%
Black or African American	16	741	*	735	*	*	*	*	*	31%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	44	746	740	751	*	*	30%	*	*	41%	54%
Male	37	746	739	752	*	*	32%	*	*	49%	56%
Economically Disadvantaged Students	57	745	737	737	*	*	*	*	*	44%	37%
Non-Economically Disadvantaged Students	24	749	744	761	*	*	*	*	*	46%	67%
Students with Disabilities	21	738	724	731	*	*	*	*	*	43%	31%
Students without Disabilities	60	749	743	756	*	*	*	*	*	45%	60%
English Learners	*	*	752	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	738	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%





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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



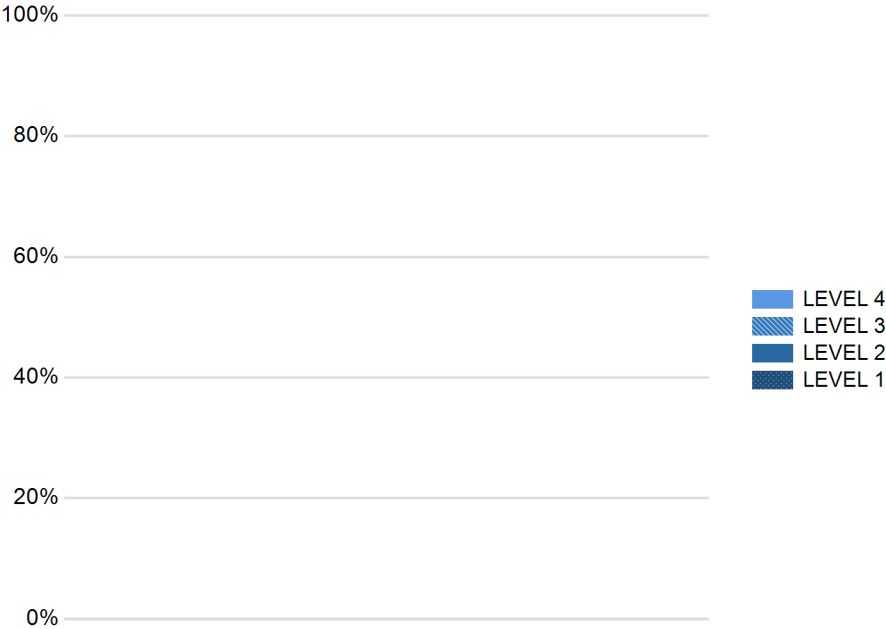
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

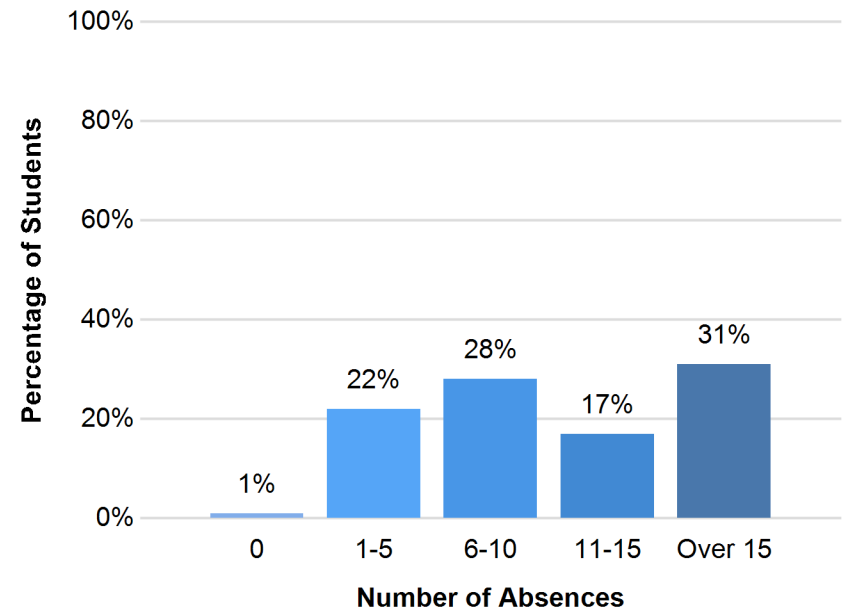
## Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	79	23.4	9.6	Not Met
White	9	18.8	9.6	Not Met
Hispanic	46	27.2	9.6	Not Met
Black or African American	16	21.3	9.6	Not Met
Asian, Native Hawaiian, or Pacific	5	15.6	9.6	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	23.1	**	**
Female	32	20.5		
Male	47	26.0		
Economically Disadvantaged Students	67	29.1	9.6	Not Met
Students with Disabilities	32	34.4	9.6	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

## Days Absent

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





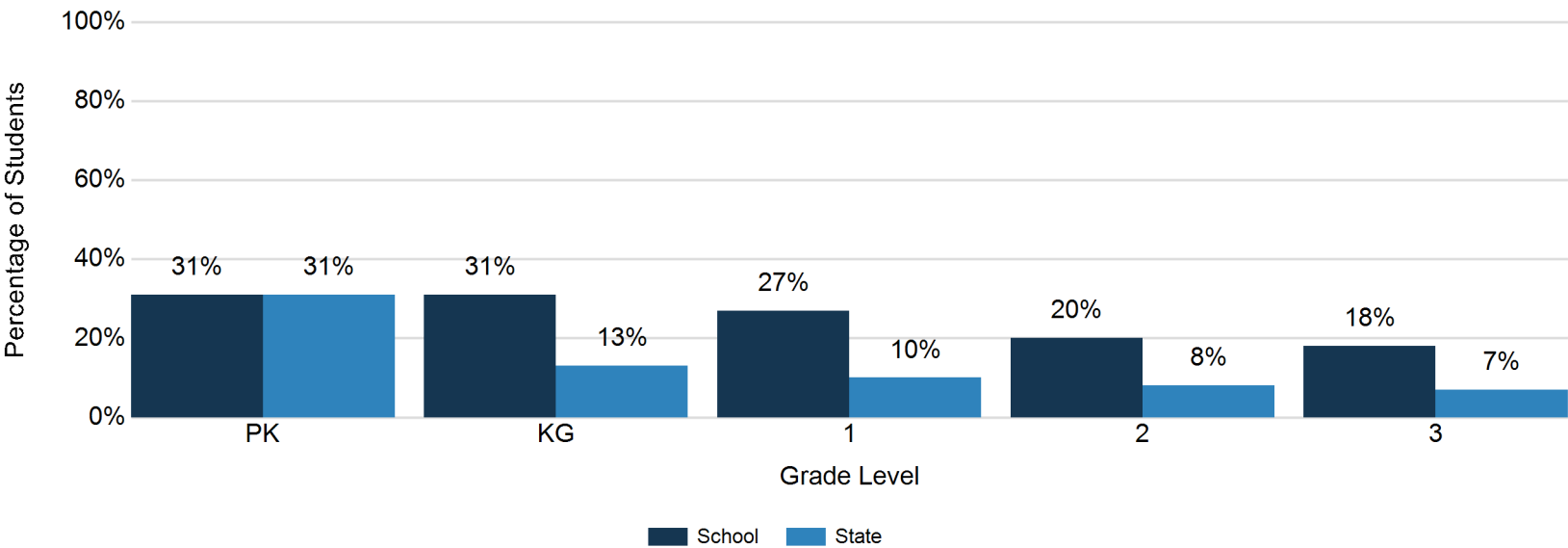
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.26

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



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## School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:50 PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 34 Mins
Shared Time - Instructional Time	5 Hrs. 34 Mins.

## Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	34	118,214
Average years experience in public schools	14.1	12.1
Average years experience in district	12.8	10.8
Percentage of Teachers with 4 or more years experience in the district	91.2%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,530
Average years experience in public schools	13.0	16.0
Average years experience in district	10.9	12.0
Percentage of Administrators with 4 or more years experience in the district	70.4%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	381:1	167:1
Teachers to Administrators	34:1	14:1
Students to Librarians/Media Specialists		2342:1
Students to Nurses		520:1
Students to Counselors		312:1
Students to Child Study Team Members		275:1



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

**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.4%	91.2%	100.0%	48.4%	77.1%	54.9%
Male	54.6%	8.8%	0.0%	51.6%	22.9%	45.1%
White	15.5%	73.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	50.1%	11.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	22.0%	14.7%	0.0%	15.0%	6.6%	13.9%
Asian	8.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.4%	0.0%	0.0%	2.1%	0.2%	0.2%





Benjamin Franklin Elementary School

(07-4060-100)

Grades Offered: PK-03

2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.0%



**Benjamin Franklin Elementary School**  
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2018-2019

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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Benjamin Franklin Elementary School

(07-4060-100)

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2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Benjamin Franklin Elementary School

(07-4060-100)

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2018-2019

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	39.5%	31.9%	33.3%
Math Proficiency	36.9%	35.2%	43.6%
ELA Growth	56	36	N
Math Growth	59	47	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	3.6%	9.3%	23.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Benjamin Franklin Elementary School

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Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Met Target	**	**	N	Not Met	No
White	**	**	**	**	n/a	Not Met	No
Hispanic	Not Met	Met Target†	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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





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2018-2019

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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>We were able to structure LAL BSIP so a LAL BSIP teacher could visit all regular education classrooms everyday.</li> <li>We able to structure Math BSIP so a Math BSIP teacher could visit each regular education class everyday, each 2nd and 3rd grade twice a week, and Kindergarten once a week.</li> <li>We are holding two parent involvement and 5 book and craft night.</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>The Mission of the Pennsauken Public School District is to provide a safe, challenging, and enriching learning environment for all students that leads to academic success and the development of personal responsibility and self-directed lifelong learning needed to become contributing members of a diverse, global society.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>We have language arts, math curriculum, and science curriculum, and social studies program. We also added foundations in 2nd grade. Also students have special areas of technology, art, music, PE &amp; Health and also library weekly for a well rounded education.</p>
 <p>Clubs and Activities:</p>	<p>Student council, PTA, Mentoring, PBIS, Student of the Month, Vocal Concerts, Perfect Attendance, Lunch with the teacher, Scholarly Climate, Morning Announcers.</p>







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 <p>Before and After School Programs:</p>	<p>Before and After School program is run by the LAM and is housed here at Ben Franklin. Many parents In the community use this service to begin and end their student day.</p>
 <p>Staff and Professional Learning:</p>	<p>Common planning along with monthly professional development. Teachers use this time to analyze data, see what needs to be retaught and how to enrich student learning. We also have PLC which will meet several times through out the school year.</p>






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 Student Supports and Services:	Basic skills, speech, CST teams, Counselor, OT, PT, Dyslexia Screener,LLMM classes, ICS classed, BD classes, Disabled preschool.
 Student Health and Wellness:	Health curriculum that includes nutrition fitness systems of the body and physical development.
 Parent and Community Involvement:	At Franklin, our PTA is very involved. We are having two Parent involvement nights and 5 Book & Craft nights.



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<div>An icon depicting three stylized human figures in blue, standing side-by-side with their arms raised and hands joined, symbolizing unity or a group.</div> <div>Climate Surveys:</div>	<div>A survey was completed through Rutgers University.</div>
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<div><div><div>A</div><div>B</div><div>C</div></div><div>Early Childhood Education:</div></div> <div>We have three preschool classes in Franklin.</div>
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**Delair Elementary School**  
(07-4060-120)  
Grades Offered: PK-03  
2018-2019

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## How to use this report:

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

## Navigating through the reports:

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

## Other Resources:

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

### Notes from the New Jersey Department of Education:

**Delair Elementary School**

(07-4060-120)

Grades Offered: PK-03

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Camden
District	Pennsauken Township Board of Education School District
Principal Name	Mrs. Rosalyn Lawrence
Address	850 DEROUSSE AVENUE DELAIR, NJ 08110-3411
Phone Number	856-662-6164
Email Address	<a href="mailto:rlawrence@pennsauken.net">rlawrence@pennsauken.net</a>
Website	<a href="https://delair.pennsauken.net/">https://delair.pennsauken.net/</a>



**Delair Elementary School**  
(07-4060-120)  
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	69	65	83
1	66	69	88
2	75	63	99
3	81	78	86
4	89	76	0
Total	380	351	374

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.4%	43.3%	45.5%
Male	52.6%	56.7%	54.5%
Economically Disadvantaged Students	65.5%	75.5%	74.3%
Students with Disabilities	18.9%	21.1%	15.0%
English Learners	0.0%	0.6%	0.5%
Homeless Students	0.3%	1.4%	0.5%
Students in Foster Care	0.8%	1.1%	1.3%
Military-Connected Students	0.0%	0.0%	0.5%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	12.9%	9.7%	6.4%
Hispanic	46.8%	50.4%	56.4%
Black or African American	31.8%	32.8%	25.9%
Asian	5.8%	4.3%	6.4%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.3%	0.0%	0.8%
Two or More Races	2.1%	2.6%	3.7%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	69	65	83

### Enrollment by Home Language

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

Home Language	% of Students
English	75.9%
Spanish	19.5%
Vietnamese	2.7%
Central Khmer	1.3%
Other Languages	0.5%



Delair Elementary School

(07-4060-120)

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2018-2019

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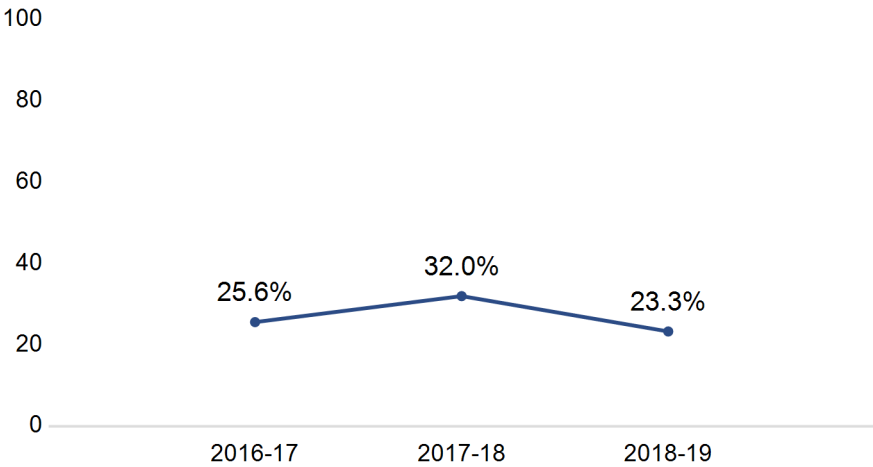
N No Data is available to display

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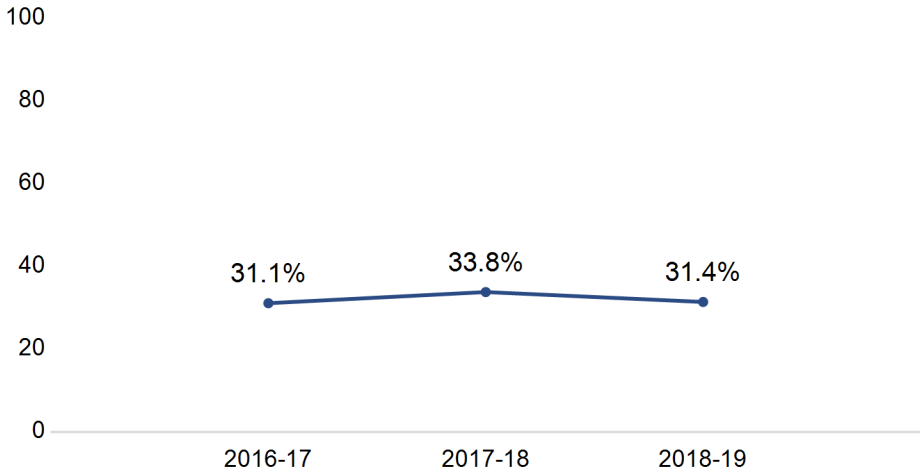
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.7%	95.0%	96.7%	97.7%	95.0%	97.8%
Proficiency Rate for Federal Accountability	25.6%	32.0%	23.3%	31.1%	33.8%	31.4%
Annual Target	25.5%	28.3%	31.2%	35.6%	38.0%	40.3%
Met Annual Target?	Met Target	Met Target	Not Met	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.





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(07-4060-120)  
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2018-2019

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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	86	96.7	23.3	35.1	57.9	23.3	31.2	Not Met
White	*	*	*	41.7	66.9	*	**	**
Hispanic	43	97.8	16.3	30.3	43.9	16.3	26.4	Not Met
Black or African American	24	96.0	37.5	*	38.5	37.5	31.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.8	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	30	93.9	26.7	42.9	64.8	26.7		
Male	56	98.3	21.4	28.1	51.3	21.4		
Economically Disadvantaged Students	56	98.3	14.3	32.1	40.0	14.3	29.3	Not Met
Non-Economically Disadvantaged Students	30	93.9	40.0	41.7	67.9	40.0		
Students with Disabilities	22	92.0	*	*	22.7	*	14.1	Not Met
Students without Disabilities	64	98.5	*	*	65.1	*		
English Learners	*	*	*	25.0	29.3	*	**	**
Non-English Learners	*	*	*	36.1	60.6	*		
Homeless Students	N	N	N	20.0	29.1	N		
Students In Foster Care	*	*	*	30.0	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



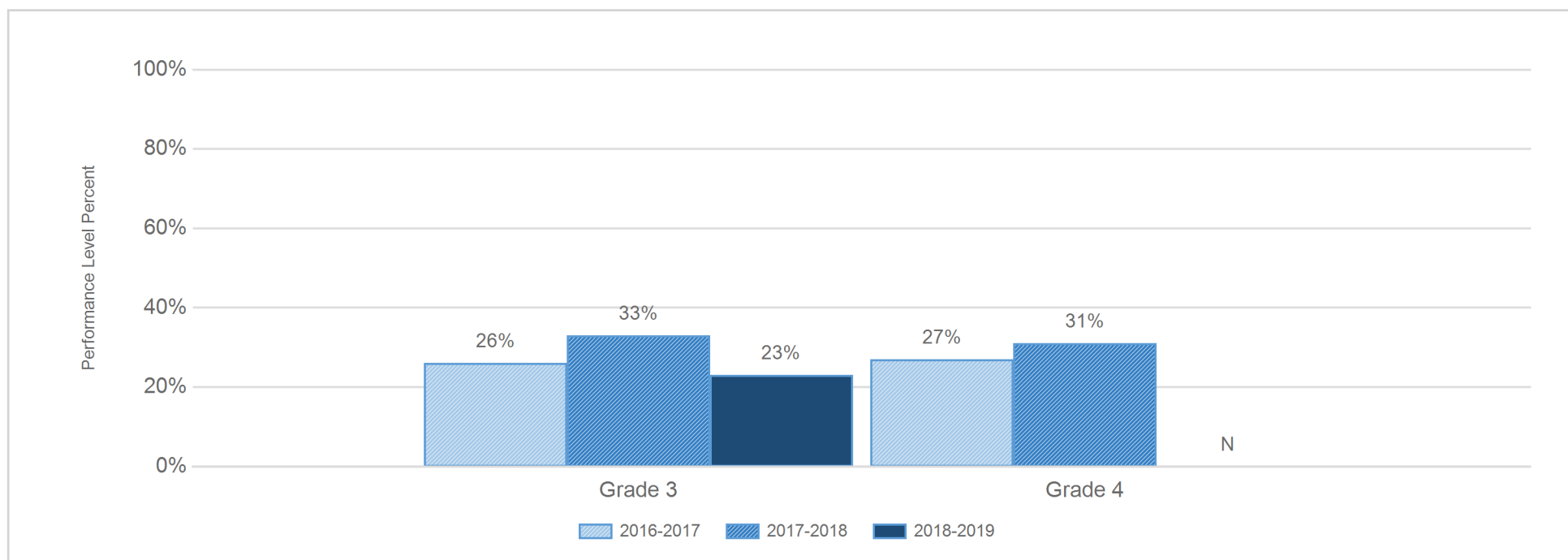
**Delair Elementary School**  
(07-4060-120)  
Grades Offered: PK-03  
2018-2019

**Report Key:**

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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Delair Elementary School  
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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	86	723	731	748	26%	24%	27%	23%	0%	23%	50%
White	*	*	753	757	*	*	*	*	*	*	60%
Hispanic	44	713	721	734	34%	30%	*	*	*	16%	36%
Black or African American	24	733	*	731	*	*	*	*	*	38%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	31	721	738	753	*	*	*	*	*	26%	55%
Male	55	723	725	743	*	*	*	*	*	22%	46%
Economically Disadvantaged Students	56	717	727	731	*	*	*	*	*	14%	33%
Non-Economically Disadvantaged Students	30	733	741	759	*	*	*	*	*	40%	61%
Students with Disabilities	21	699	705	719	*	*	*	*	*	*	24%
Students without Disabilities	65	730	739	754	*	*	*	*	*	*	56%
English Learners	N	N	732	713	N	N	N	N	N	N	17%
Non-English Learners	86	723	731	751	26%	24%	27%	23%	0%	23%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	86	97.8	31.4	28.6	44.5	31.4	40.3	Not Met
White	*	*	*	36.2	54.1	*	**	**
Hispanic	43	100.0	20.9	23.2	28.8	20.9	32.9	Not Met
Black or African American	24	96.0	37.5	21.2	23.0	37.5	43.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.2	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	30	93.9	20.0	30.1	44.9	20.0		
Male	56	100.0	37.5	27.1	44.2	37.5		
Economically Disadvantaged Students	56	98.3	25.0	26.6	26.3	25.0	37.9	Not Met
Non-Economically Disadvantaged Students	30	96.9	43.3	32.9	54.9	43.3		
Students with Disabilities	22	95.8	*	10.3	17.4	*	20.5	Not Met
Students without Disabilities	64	98.5	*	33.6	50.0	*		
English Learners	*	*	*	28.3	25.0	*	**	**
Non-English Learners	*	*	*	28.6	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

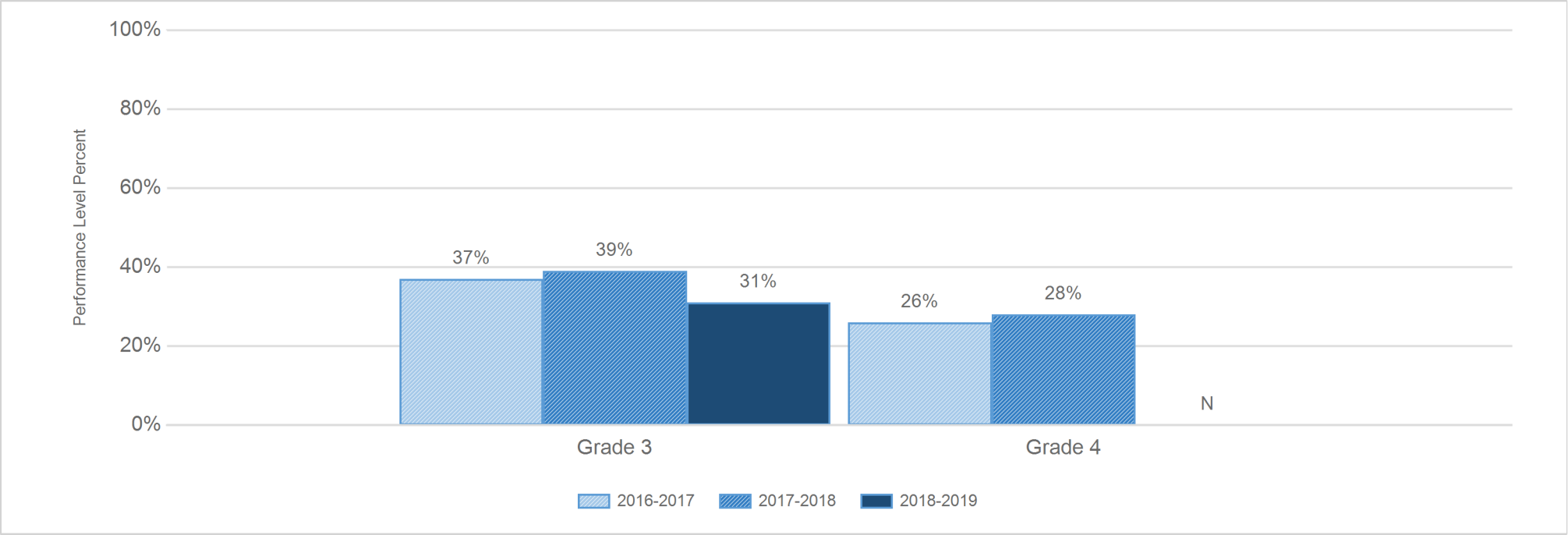


Delair Elementary School  
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2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	86	736	739	752	12%	21%	36%	*	*	31%	55%
White	*	*	751	760	*	*	*	*	*	*	66%
Hispanic	44	730	731	739	*	27%	39%	*	*	20%	40%
Black or African American	24	737	*	735	*	*	*	*	*	38%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	31	727	740	751	*	*	*	*	*	19%	54%
Male	55	741	739	752	*	*	*	*	*	38%	56%
Economically Disadvantaged Students	56	733	737	737	*	*	*	*	*	25%	37%
Non-Economically Disadvantaged Students	30	741	744	761	*	*	*	*	*	43%	67%
Students with Disabilities	21	728	724	731	*	*	52%	*	*	10%	31%
Students without Disabilities	65	739	743	756	*	*	31%	*	*	38%	60%
English Learners	N	N	752	728	N	N	N	N	N	N	26%
Non-English Learners	86	736	738	754	12%	21%	36%	*	*	31%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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## DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

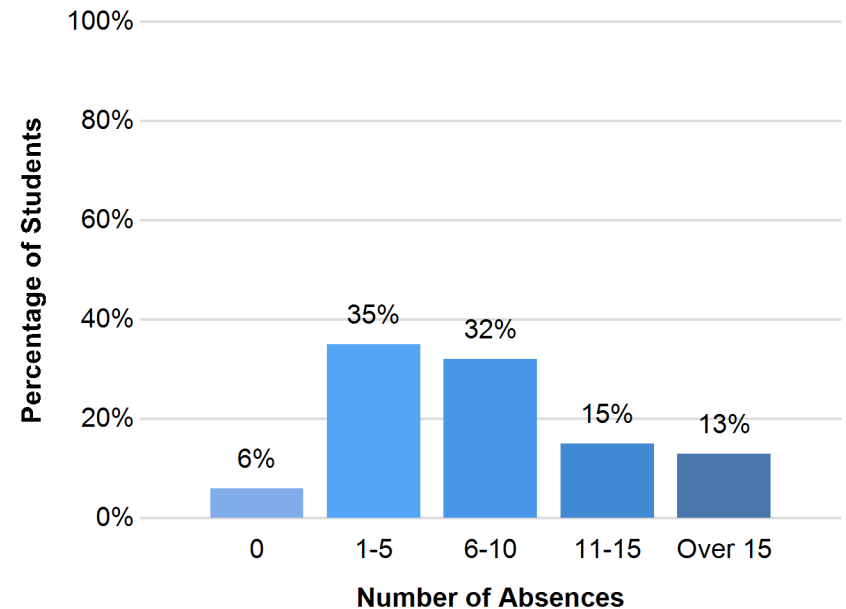
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	29	8.0	9.6	Met
White	4	18.2	9.6	Not Met
Hispanic	17	8.2	9.6	Met
Black or African American	5	5.4	9.6	Met
Asian, Native Hawaiian, or Pacific	2	8.3	9.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	14	8.9		
Male	15	7.4		
Economically Disadvantaged Students	23	8.6	9.6	Met
Students with Disabilities	8	13.3	9.6	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





### Delair Elementary School

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Grades Offered: PK-03

2018-2019

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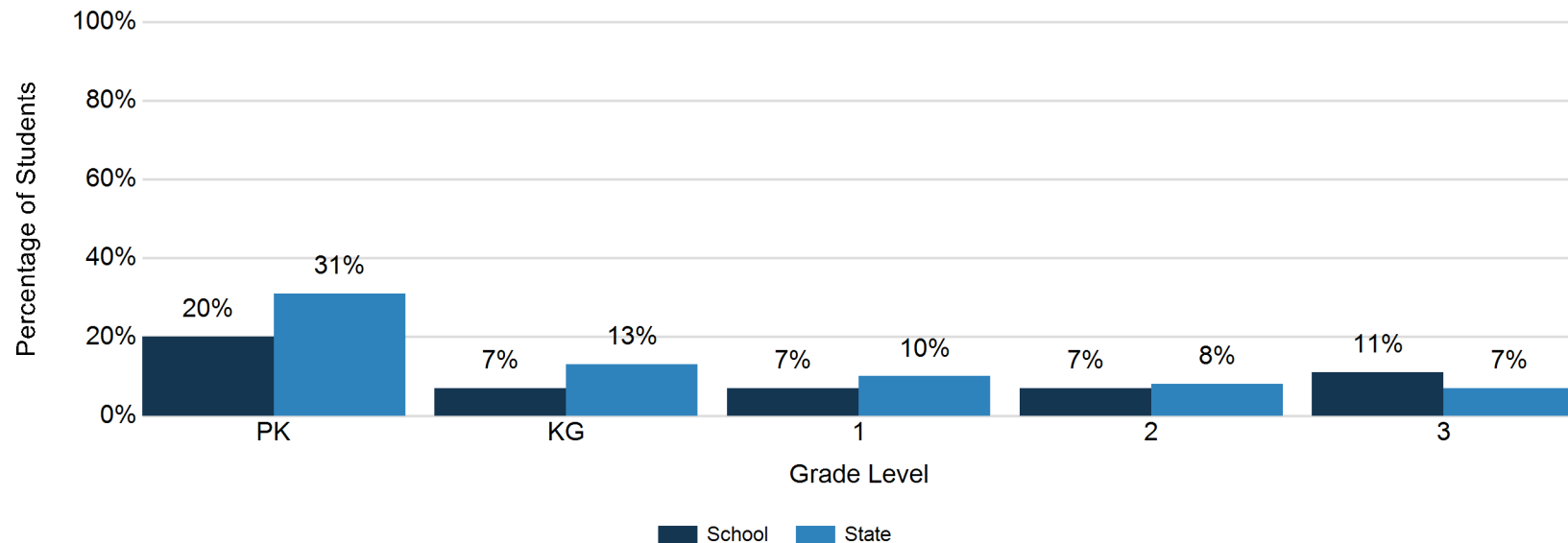
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.27

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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**School Day**

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:50 PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 34 Mins
Shared Time - Instructional Time	5 Hrs. 34 Mins.

**Device Ratios**

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	12.7	12.1
Average years experience in district	11.6	10.8
Percentage of Teachers with 4 or more years experience in the district	77.4%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,530
Average years experience in public schools	13.0	16.0
Average years experience in district	10.9	12.0
Percentage of Administrators with 4 or more years experience in the district	70.4%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	374:1	167:1
Teachers to Administrators	31:1	14:1
Students to Librarians/Media Specialists		2342:1
Students to Nurses		520:1
Students to Counselors		312:1
Students to Child Study Team Members		275:1



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**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.5%	96.8%	100.0%	48.4%	77.1%	54.9%
Male	54.5%	3.2%	0.0%	51.6%	22.9%	45.1%
White	6.4%	80.6%	0.0%	42.4%	83.6%	77.4%
Hispanic	56.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	25.9%	16.1%	100.0%	15.0%	6.6%	13.9%
Asian	6.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.8%	3.2%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

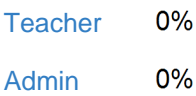
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.0%



Delair Elementary School  
(07-4060-120)  
Grades Offered: PK-03  
2018-2019

**Report Key:**  
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**N** No Data is available to display  
† This indicates a table specific note,see note below table

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.





Delair Elementary School

(07-4060-120)

Grades Offered: PK-03

2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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2018-2019

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	25.6%	32.0%	23.3%
Math Proficiency	31.1%	33.8%	31.4%
ELA Growth	38	37	N
Math Growth	32	42	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	8.3%	7.4%	8.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Delair Elementary School

(07-4060-120)

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2018-2019

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 Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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2018-2019

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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	**	**	N	Met	No
White	**	**	**	**	n/a	Not Met	No
Hispanic	Not Met	Not Met	**	**	n/a	Met	No
Black or African American	Met Target	Met Target†	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	**	**	n/a	Met	No
Students with Disabilities	Not Met	Not Met	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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

**Delair Elementary School**

(07-4060-120)

Grades Offered: PK-03

2018-2019

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## School Narrative

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



## Highlights:

- The curriculum is aligned to the New Jersey Student Learning Standards in Mathematics, English Language Arts, Science and Social Studies.
- We are using EnVisions 2.0 for Mathematics instruction, Journeys for ELA and Science Dimensions programs to support students learning and consistency.
- In Technology: We have a bank of computers, a Smart Board in each classroom, and two mobile laptop carts. Each third grade classroom has a Chromebook cart for 1:1 tech access.

Mission, Vision,  
Theme:

The Mission of the Pennsauken Public School District is to provide a safe, challenging, and enriching learning environment for all students that leads to academic success and the development of personal responsibility and self-directed lifelong learning needed to become contributing members of a diverse, global society. Delair School carries out this mission through our annual theme and daily Peace Pledge. This year's theme is: T.E.A.M. Delair: Together Everyone Achieves More!

Awards, Recognition,  
Accomplishments:

While Delair has not receive any national acclaim yet, our students are honored each month as Students of the Month for exhibiting positive choices and we celebrate students quarterly for academic achievement on the Honor Roll!





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 <div>Courses, Curriculum, Instruction:</div>	<p>As a collaborative team, we have been able to create a nurturing educational environment that is conducive to learning where students are willing to take educational risks. Our school emphasizes the writing process and we view it as a vehicle of self-expression and introspection. Curricular offerings include the Journeys Reading Program, Envisions 2.0 Math program and Dimensions Science programs in kindergarten through fourth grade.</p>
 <div>Clubs and Activities:</div>	<p>We have the M&amp;M (Mentors and Mentees) Mentoring Program, Technology Club, Garden Club, STEM Club and various other committees that staff serve on to cultivate a positive school climate.</p>





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<div>  <div>Before and After School Programs:</div> </div>	<p>The L.A.M. Program offers before and after school care at Delair School. Students in grade K-3 can participate by registering with the organization. We also partner with local daycare providers such as Sunbeam Learning Center and Little Angels Daycare.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>All staff members are in-serviced regularly on implementation of educational programs and work hard to cultivate new strategies for student achievement. All staff work hard during monthly professional development working through Benchmark and Data Analysis. Students needs are determined from data analysis and differentiation of instruction.</p>



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### Student Supports and Services:

Students with disabilities are serviced at Delair School through Learning Language Mild to Moderate and Inclusion programs offered in grades K-3. We also offer Basic Skills Instruction to students who are eligible through data analysis and Title I criteria being met. We also host monthly Intervention and Referral Services meetings, also called SAP (Student Assistance Program) to provide teachers assistance with struggling students.



### Student Health and Wellness:

Delair Elementary School offers breakfast to students who qualify. Breakfast is delivered to classrooms to ensure a smooth start and little interruption to the instructional day. Students are also eligible for free and reduced lunches. During recess students participate using playground equipment, jump ropes, balls, kickball etc. Students are also engaged with Recess Runners, which allows them to track miles run to earn small tokens. The Phys. Ed. department oversees this initiative. In addition, the counseling department provides instruction on anger management and does in-class lessons to provide emotional support for all students.



### Parent and Community Involvement:

Parents have a close working relationship with the school staff. The PTA is active and provides many services for the children. Some of the activities provided for the children throughout the year are: book fairs, pretzel sales, assemblies, a staff appreciation luncheon, school celebrations and field day. Parental involvement is an integral part of Delair Elementary School. We welcome their input into our school.








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 <div>Climate Surveys:</div>	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers We surveyed all stakeholders through the use of a climate survey sponsored by Rutgers University. Our district and school based S.T.E.P. Team facilitated this initiative. (S.T.E.P. = Social Emotional Learning, Trauma Informed Care, Existing Climate and Culture Reform and Positive Behavior and Intervention Supports)
 <div>Facilities:</div>	Adequate classroom space and dedicated rooms for our special area classes (such as Art, Computers, vocal and instrumental music) make scheduling more manageable and conducive to a productive learning environment. Recently the roof was replaced and the building is completely air conditioned.
 <div>School Safety:</div>	Delair was recently equipped with a security vestibule ensuring safer entryway and more efficient screening of visitors to our building.





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 <div>Technology and STEM:</div>	<p>Delair has a STEAM club where second grade students meet with both the Art and the Technology teacher to create projects monthly. Projects start out with the design process in the art room and then morph into the tech component in the lab.</p>
 <div>Early Childhood Education:</div>	<p>The Pennsauken School District has 13 full day PreK classrooms this year! The teachers and assistants are using the Creative Curriculum and Teaching Strategies Gold assessment system.</p>




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<div><div>Other Information</div></div>	<p>Our school's mission is to empower students to achieve their greatest potential by addressing the needs of the whole child. We believe that all children can learn and that they learn best when high expectations are established. We instill a positive self-image and give students the tools they need to become productive citizens who will contribute positively to society. In order to fulfill this mission, we are dedicated to meeting the individual, social, emotional, and academic needs of all students. We provide our students with the opportunity to love learning and to become life long learners by meeting their specific needs.</p>
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**G.H. Carson Elementary School**  
(07-4060-130)  
Grades Offered: PK-03  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**

**G.H. Carson Elementary School**

(07-4060-130)

Grades Offered: PK-03

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Camden
District	Pennsauken Township Board of Education School District
Principal Name	Mrs. Diane Joyce
Address	4150 GARFIELD AVENUE PENNSAUKEN, NJ 08109
Phone Number	856-662-5751
Email Address	<a href="mailto:djoyce@pennsauken.net">djoyce@pennsauken.net</a>
Website	<a href="https://carson.pennsauken.net/">https://carson.pennsauken.net/</a>



G.H. Carson Elementary School  
(07-4060-130)  
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	21	27	33
KG	57	37	44
1	55	59	61
2	56	56	87
3	74	52	85
4	46	75	0
Total	309	307	310

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.6%	50.2%	47.4%
Male	52.4%	49.8%	52.6%
Economically Disadvantaged Students	66.7%	76.5%	69.7%
Students with Disabilities	13.9%	17.6%	19.4%
English Learners	14.9%	17.3%	17.1%
Homeless Students	0.3%	1.0%	1.0%
Students in Foster Care	1.6%	0.0%	0.3%
Military-Connected Students	0.0%	1.3%	1.6%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	4.5%	2.9%	4.5%
Hispanic	52.1%	57.3%	53.9%
Black or African American	23.6%	22.1%	22.3%
Asian	17.5%	15.0%	15.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.3%	2.6%	3.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	21	27	0
PK - Full Day	0	0	33
KG - Half Day	0	0	0
KG - Full Day	57	37	44

Enrollment by Home Language

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

Home Language	% of Students
English	66.5%
Spanish	21.9%
Vietnamese	10.0%
Central Khmer	1.0%
Other Languages	0.6%



G.H. Carson Elementary School

(07-4060-130)

Grades Offered: PK-03

2018-2019

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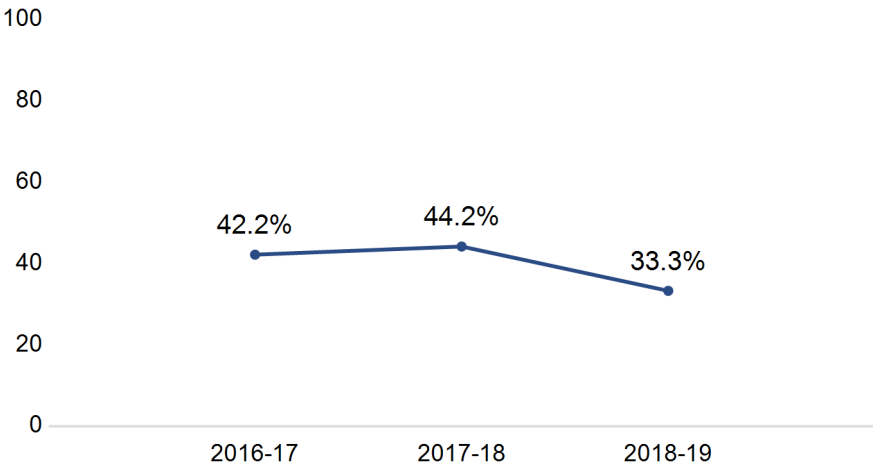
N No Data is available to display

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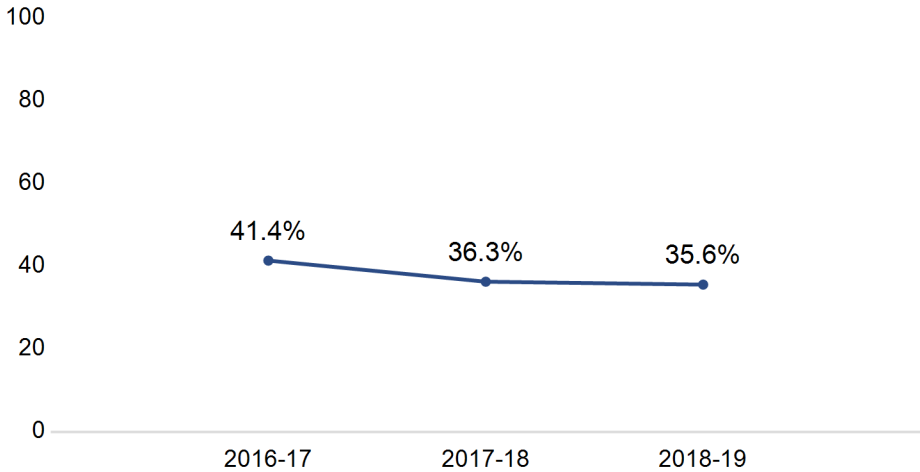
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	97.6%	100.0%	100.0%	97.7%	100.0%
Proficiency Rate for Federal Accountability	42.2%	44.2%	33.3%	41.4%	36.3%	35.6%
Annual Target	36.9%	39.1%	41.4%	39.8%	41.9%	44.0%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**G.H. Carson Elementary School**  
(07-4060-130)  
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2018-2019

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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	87	100.0	33.3	35.1	57.9	33.3	41.4	Met Target†
White	*	*	*	41.7	66.9	*	**	**
Hispanic	43	100.0	20.9	30.3	43.9	20.9	39.1	Not Met
Black or African American	18	100.0	38.9	*	38.5	38.9	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	41.2	59.8	82.9	41.2	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	43	100.0	48.8	42.9	64.8	48.8		
Male	44	100.0	18.2	28.1	51.3	18.2		
Economically Disadvantaged Students	59	100.0	32.2	32.1	40.0	32.2	37	Met Target†
Non-Economically Disadvantaged Students	28	100.0	35.7	41.7	67.9	35.7		
Students with Disabilities	18	100.0	*	*	22.7	*	N	N
Students without Disabilities	69	100.0	*	*	65.1	*		
English Learners	18	100.0	38.9	25.0	29.3	38.9	**	**
Non-English Learners	69	100.0	31.9	36.1	60.6	31.9		
Homeless Students	N	N	N	20.0	29.1	N		
Students In Foster Care	N	N	N	30.0	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



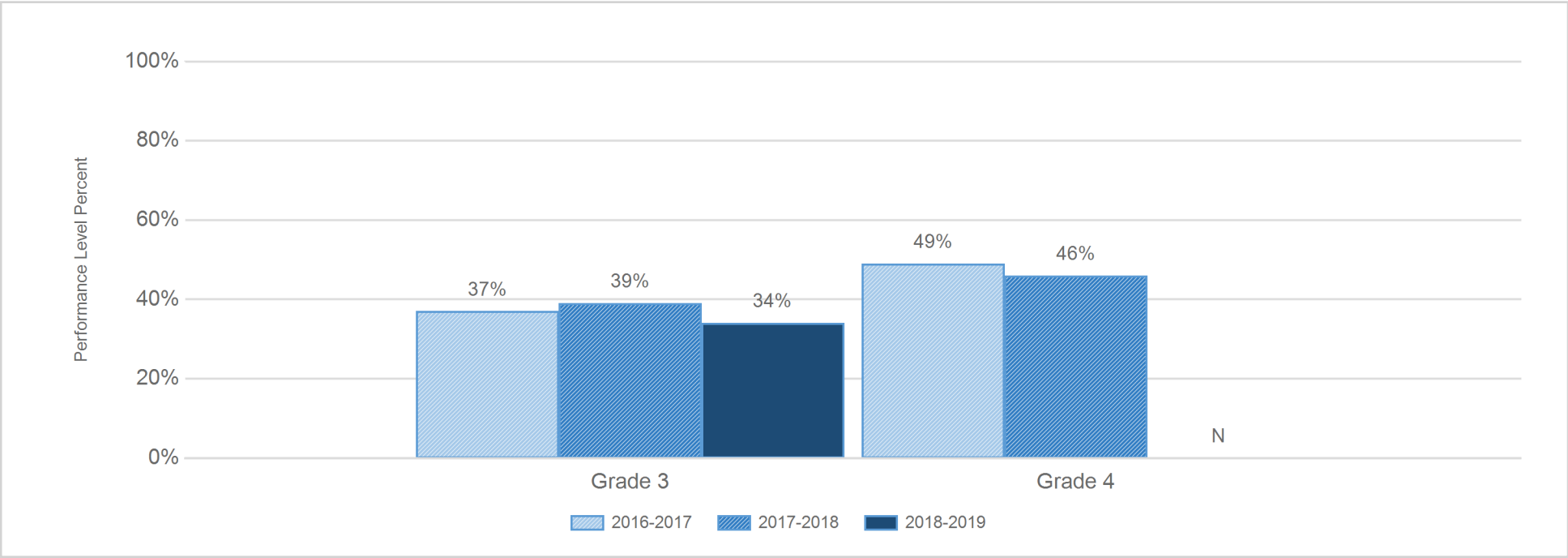


G.H. Carson Elementary School  
(07-4060-130)  
Grades Offered: PK-03  
2018-2019

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

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





G.H. Carson Elementary School

(07-4060-130)

Grades Offered: PK-03

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	87	733	731	748	24%	14%	28%	*	*	34%	50%
White	*	*	753	757	*	*	*	*	*	*	60%
Hispanic	45	718	721	734	31%	*	27%	*	*	22%	36%
Black or African American	17	745	*	731	*	*	*	*	*	41%	33%
Asian, Native Hawaiian, or Pacific Islander	17	747	750	773	*	*	*	*	*	41%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	44	748	738	753	*	*	25%	*	*	50%	55%
Male	43	718	725	743	*	*	30%	*	*	19%	46%
Economically Disadvantaged Students	62	730	727	731	*	*	*	*	*	32%	33%
Non-Economically Disadvantaged Students	25	742	741	759	*	*	*	*	*	40%	61%
Students with Disabilities	17	684	705	719	*	*	*	*	*	*	24%
Students without Disabilities	70	745	739	754	*	*	*	*	*	*	56%
English Learners	10	736	732	713	*	*	*	*	*	30%	17%
Non-English Learners	77	733	731	751	*	*	*	*	*	35%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



**G.H. Carson Elementary School**  
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## Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	87	100.0	35.6	28.6	44.5	35.6	44	Met Target†
White	*	*	*	36.2	54.1	*	**	**
Hispanic	43	100.0	18.6	23.2	28.8	18.6	31.9	Not Met
Black or African American	18	100.0	50.0	21.2	23.0	50.0	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	52.9	60.2	76.5	52.9	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	43	100.0	41.9	30.1	44.9	41.9		
Male	44	100.0	29.5	27.1	44.2	29.5		
Economically Disadvantaged Students	59	100.0	30.5	26.6	26.3	30.5	39.3	Met Target†
Non-Economically Disadvantaged Students	28	100.0	46.4	32.9	54.9	46.4		
Students with Disabilities	18	100.0	11.1	10.3	17.4	11.1	N	N
Students without Disabilities	69	100.0	42.0	33.6	50.0	42.0		
English Learners	18	100.0	33.3	28.3	25.0	33.3	**	**
Non-English Learners	69	100.0	36.2	28.6	46.5	36.2		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

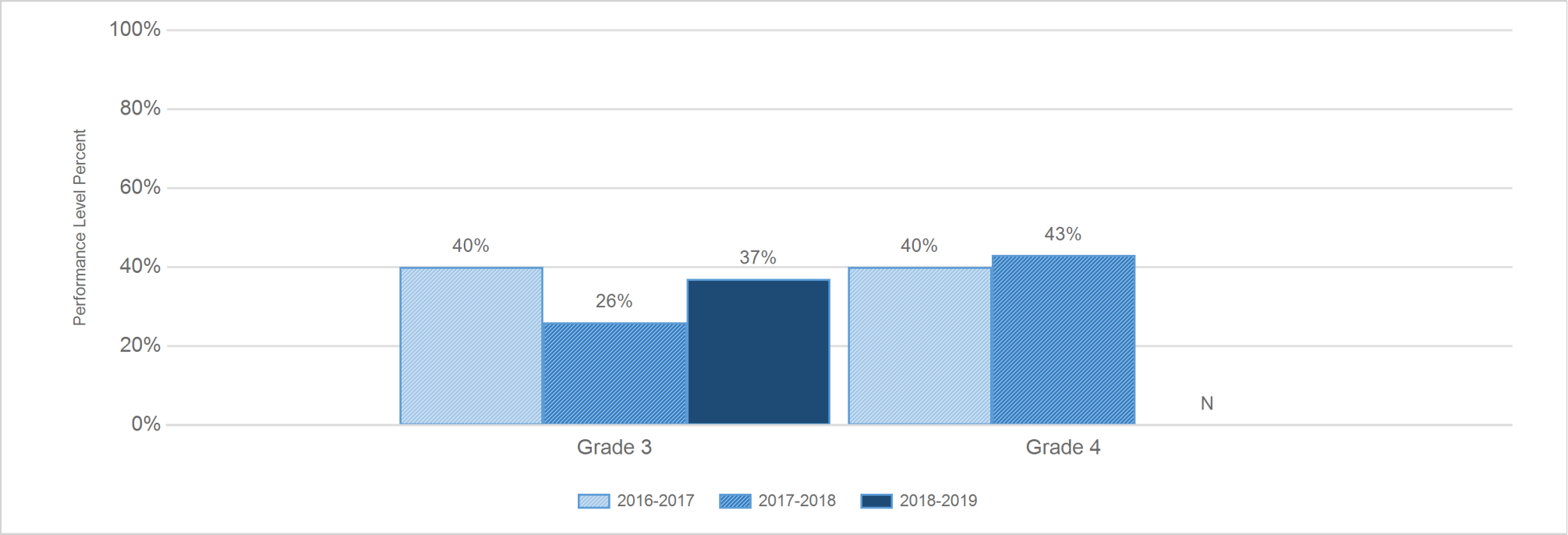


G.H. Carson Elementary School  
(07-4060-130)  
Grades Offered: PK-03  
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	87	739	739	752	15%	*	39%	*	*	37%	55%
White	*	*	751	760	*	*	*	*	*	*	66%
Hispanic	45	725	731	739	24%	*	47%	*	*	20%	40%
Black or African American	17	747	*	735	*	*	*	*	*	53%	35%
Asian, Native Hawaiian, or Pacific Islander	17	761	766	778	*	*	*	*	*	53%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	44	748	740	751	*	*	39%	*	*	43%	54%
Male	43	730	739	752	*	*	40%	*	*	30%	56%
Economically Disadvantaged Students	62	735	737	737	*	*	39%	*	*	31%	37%
Non-Economically Disadvantaged Students	25	749	744	761	*	*	40%	*	*	52%	67%
Students with Disabilities	17	693	724	731	*	*	*	*	*	12%	31%
Students without Disabilities	70	750	743	756	*	*	*	*	*	43%	60%
English Learners	10	753	752	728	0%	*	*	*	*	30%	26%
Non-English Learners	77	737	738	754	17%	*	*	*	*	38%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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## DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	47.1%	56.6%	Met Target†

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	18	88.9%	11.1%
3-4	27	*	*
5 or more	*	*	*



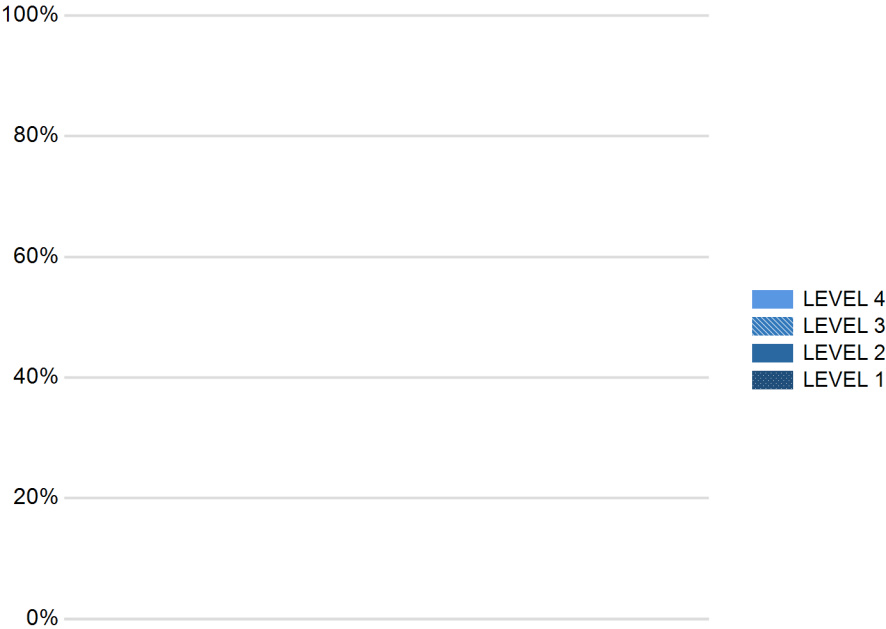
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

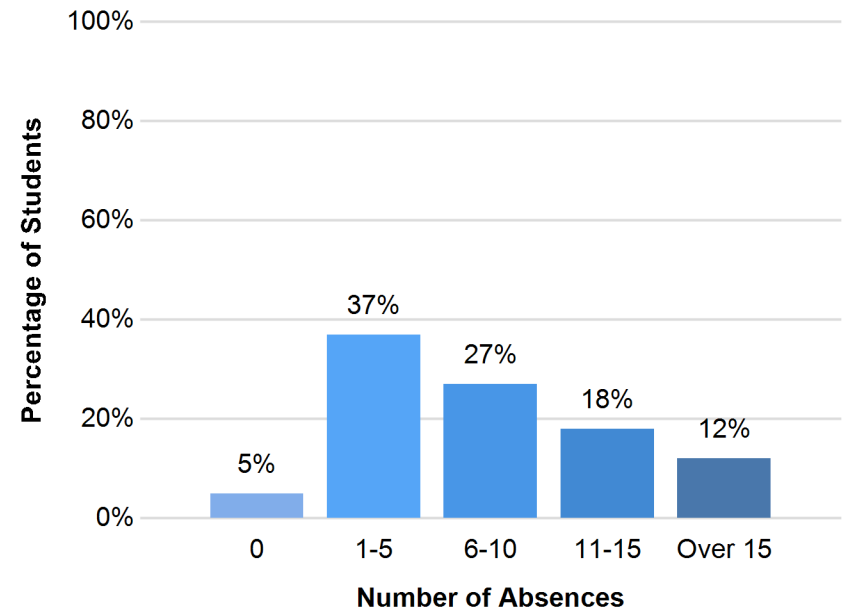
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	19	6.8	9.6	Met
White	*	*	**	**
Hispanic	10	6.6	9.6	Met
Black or African American	7	10.9	9.6	Not Met
Asian, Native Hawaiian, or Pacific	2	4.5	9.6	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	5	3.9		
Male	14	9.2		
Economically Disadvantaged Students	16	8.0	9.6	Met
Students with Disabilities	8	12.7	9.6	Not Met
English Learners	4	7.4	9.6	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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







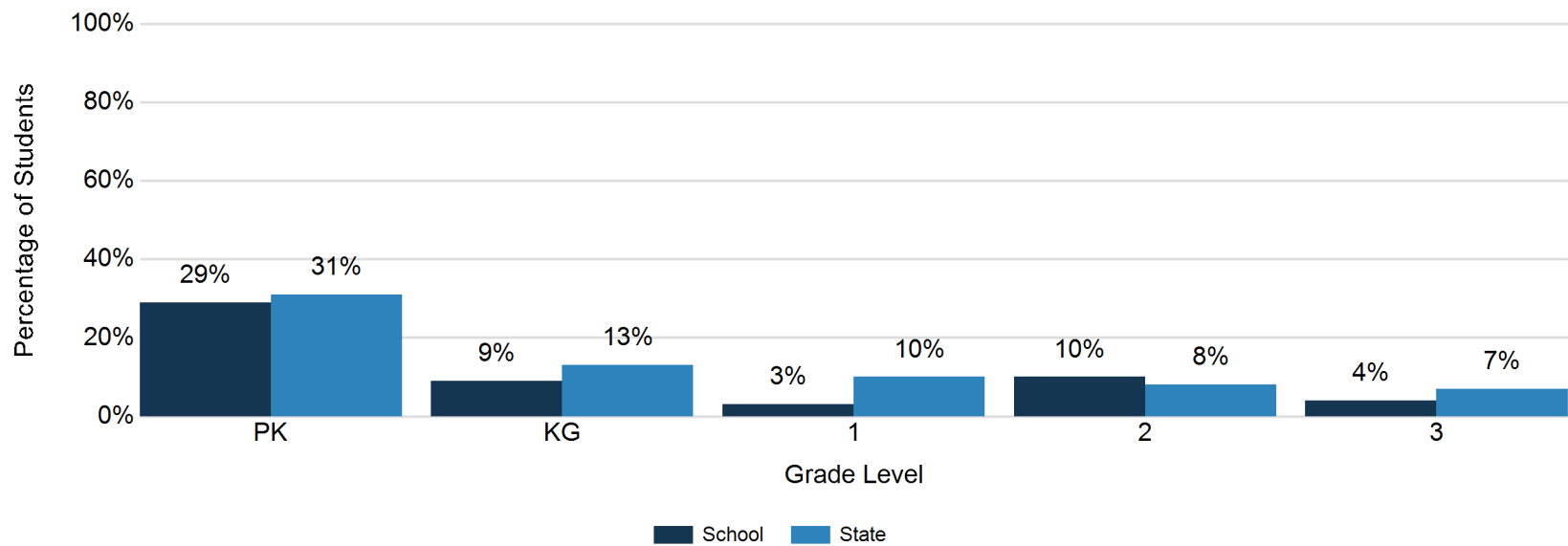
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

**G.H. Carson Elementary School**

(07-4060-130)

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2018-2019

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**School Day**

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:50 PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 34 Mins
Shared Time - Instructional Time	5 Hrs. 34 Mins.

**Device Ratios**

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,214
Average years experience in public schools	16.3	12.1
Average years experience in district	15.4	10.8
Percentage of Teachers with 4 or more years experience in the district	96.6%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,530
Average years experience in public schools	13.0	16.0
Average years experience in district	10.9	12.0
Percentage of Administrators with 4 or more years experience in the district	70.4%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	310:1	167:1
Teachers to Administrators	29:1	14:1
Students to Librarians/Media Specialists		2342:1
Students to Nurses		520:1
Students to Counselors		312:1
Students to Child Study Team Members		275:1



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**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.4%	89.7%	100.0%	48.4%	77.1%	54.9%
Male	52.6%	10.3%	0.0%	51.6%	22.9%	45.1%
White	4.5%	82.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	53.9%	10.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	22.3%	6.9%	0.0%	15.0%	6.6%	13.9%
Asian	15.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.2%	0.0%	0.0%	2.1%	0.2%	0.2%



G.H. Carson Elementary School  
(07-4060-130)  
Grades Offered: PK-03  
2018-2019

**Report Key:**  
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**N** No Data is available to display  
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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	98.9%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.





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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	42.2%	44.2%	33.3%
Math Proficiency	41.4%	36.3%	35.6%
ELA Growth	48	45	N
Math Growth	66	42	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		65.6%	47.1%
Chronic Absenteeism	5.2%	9.6%	6.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
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**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Met Target†	**	**	Met Target†	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	**	**	n/a	Met	No
Students with Disabilities	N	N	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	Met	No

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






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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>Carson Elementary School serves 380 students from Pre-K through 3rd Grade. We offer a full day Pre-K program. The ELL students in our district are educated at Carson Elementary.</li> <li>Carson established an Early Learning Initiative, a school based baby, school aged sibling and parent group focused on Early Literacy practices. We engage families during our 5 events per year.</li> <li>Carson is in year 3 of its G.I.R.L.S. Club. This group is designed to raise awareness, develop empathy, teach healthy conflict resolution, explore feelings and promote positive relationships.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>The Mission of the Pennsauken Public School District is to provide a safe, challenging, and enriching learning environment for all students that leads to academic success and the development of personal responsibility and self-directed lifelong learning needed to become contributing members of a diverse, global society.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Carson was awarded the NJEA Frederick L. Hipp Foundation for Excellence in Education for our "Learning Begins at Birth: Supporting Our Future Students!" Our Early Learning Initiative was featured on Classroom Closeup and Principal Joyce and Reading Specialist Barnstead have presented our program at the NJASCD Educating the Whole Child Conferences. Principal Joyce and Reading Specialist Barnstead have also presented at the Fall NJPSAFEA/NJASCD Fall Conference "Principles of Literacy Leaders."</p>





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<div>  <div>Courses, Curriculum, Instruction:</div> </div>	<div>Carson Elementary is aligned with the Pennsauken Public Schools Elementary Curriculum for all content areas.</div>
<div>  <div>Clubs and Activities:</div> </div>	<div>Carson Babies Initiative, G.I.R.L.S Club, PHS Senior Leadership, Veterans and Supporting our Troops</div>





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 <div>Before and After School Programs:</div>	<p>Currently, a Before and After Care School Program is offered by a local LAM group. We will be offering an Extended Day program for our 3rd Grade students to provide them with supplemental support in Reading and Math.</p>
 <div>Staff and Professional Learning:</div>	<p>All of our teaching staff are certified by NJDOE. Monthly Professional Development sessions are offered throughout the school year for our teachers. In addition, our staff meets regularly in PLC's organized by grade levels and content area.</p>






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 <div>Student Supports and Services:</div>	<p>We have a Child Study Team that works closely with our staff, students and parents. They are an integral part of our Intervention and Referral Team.</p>
 <div>Student Health and Wellness:</div>	<p>Carson Elementary has a daily full time nurse.</p>
 <div>Parent and Community Involvement:</div>	<p>Carson Elementary has an active PTA which supports our students and staff. Some of the events they host or support are: Book Bingo Nights, Family Craft Nights, Book Fairs, Assemblies, Jump Rope for Heart, and fundraising to support a range of programs at Carson Elementary.</p>


**G.H. Carson Elementary School**

(07-4060-130)

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Carson School, in conjunction with the entire district of Pennsauken Public Schools, participated in a School Climate Survey. All of our 3rd Grade students completed with survey, along with staff members, and parents. Rutgers University is working with the district to analyze the data from this survey. At this time we are still waiting for the analysis of the survey, which we plan to use to support our efforts in continuing to always improve our climate and culture at Carson Elementary.</p>
 <p>Facilities:</p>	<p>Carson Elementary is a one-story building and handicapped accessible.</p>
 <p>School Safety:</p>	<p>Carson Elementary has a new vestibule as part of the district's School Safety and Security Improvement Plan.</p>







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 <div>Technology and STEM:</div>	<div>Carson Elementary is planning a STEM program for 3rd Grade students. We are currently in the planning stage.</div>
 <div>Early Childhood Education:</div>	<div>Carson Elementary houses one full day Pre-K class.</div>




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<div><div>Other Information</div></div>	<p>Carson believes in educating the whole child. We focus on being good students and citizens. In our vestibule, we have the quote, "In A World Where You Can Be Anything, Be Kind."</p>
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**George B. Fine Elementary School**  
(07-4060-140)  
Grades Offered: PK-03  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**

**George B. Fine Elementary School**

(07-4060-140)

Grades Offered: PK-03

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Camden
District	Pennsauken Township Board of Education School District
Principal Name	Mr. Thomas Honeyman
Address	3800 GLADWYN AVE PENNSAUKEN, NJ 08109-3415
Phone Number	856-662-8568
Email Address	<a href="mailto:thoneyman@PENNSAUKEN.NET">thoneyman@PENNSAUKEN.NET</a>
Website	<a href="https://fine.pennsauken.net/">https://fine.pennsauken.net/</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	44	38	29
KG	47	67	69
1	55	50	69
2	58	50	45
3	46	49	47
4	55	44	0
Total	305	298	259

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	39.3%	42.6%	45.9%
Male	60.7%	57.4%	54.1%
Economically Disadvantaged Students	66.6%	76.2%	71.4%
Students with Disabilities	22.6%	24.2%	25.1%
English Learners	11.8%	20.1%	17.8%
Homeless Students	0.7%	2.3%	0.4%
Students in Foster Care	1.0%	1.0%	0.0%
Military-Connected Students	0.0%	1.0%	1.2%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	16.1%	14.4%	16.2%
Hispanic	45.6%	48.0%	51.4%
Black or African American	28.5%	25.8%	20.8%
Asian	7.5%	8.4%	7.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	2.3%	3.4%	3.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	44	38	0
PK - Full Day	0	0	29
KG - Half Day	0	0	0
KG - Full Day	47	67	69

Enrollment by Home Language

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

Home Language	% of Students
English	72.2%
Spanish	20.5%
Vietnamese	3.5%
Arabic	1.2%
Bengali	1.2%
Other Languages	1.5%

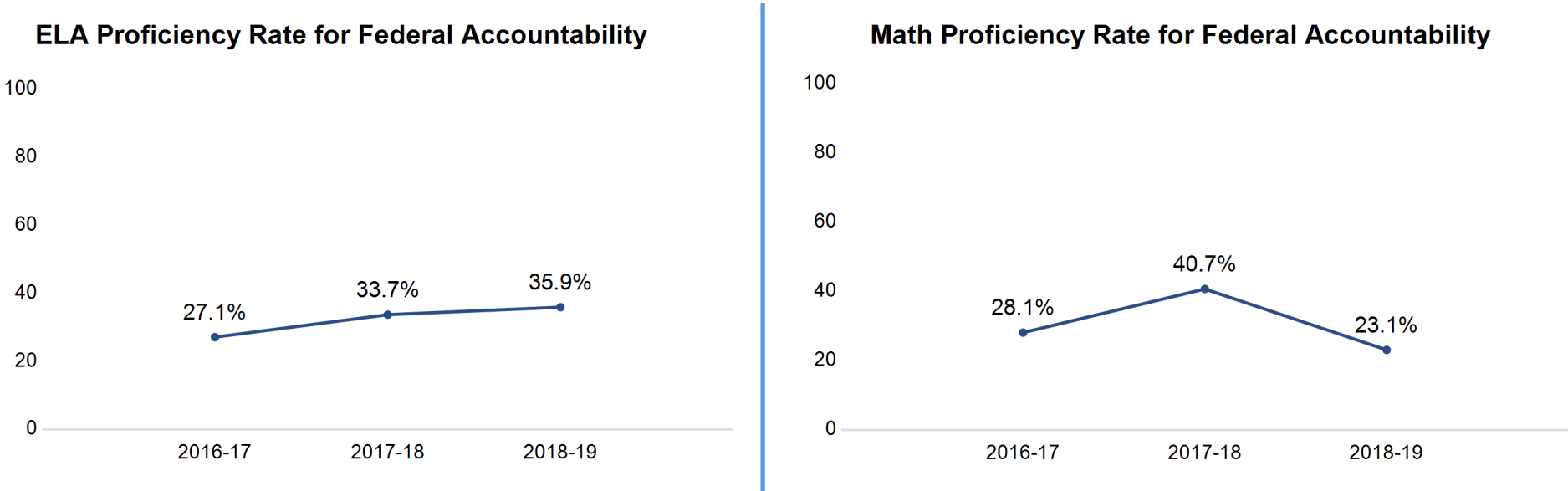


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.1%	98.9%	97.7%	97.2%	99.0%	97.7%
Proficiency Rate for Federal Accountability	27.1%	33.7%	35.9%	28.1%	40.7%	23.1%
Annual Target	27.8%	30.5%	33.2%	33.7%	36.2%	38.6%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target†	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	39	97.7	35.9	35.1	57.9	35.9	33.2	Met Target
White	*	*	*	41.7	66.9	*	**	**
Hispanic	19	95.8	26.3	30.3	43.9	26.3	N	N
Black or African American	11	100.0	45.5	*	38.5	45.5	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.8	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	20	100.0	40.0	42.9	64.8	40.0		
Male	19	95.5	31.6	28.1	51.3	31.6		
Economically Disadvantaged Students	*	*	*	32.1	40.0	*	29.7	Met Target
Non-Economically Disadvantaged Students	*	*	*	41.7	67.9	*		
Students with Disabilities	*	*	*	*	22.7	*	**	**
Students without Disabilities	*	*	*	*	65.1	*		
English Learners	*	*	*	25.0	29.3	*	**	**
Non-English Learners	*	*	*	36.1	60.6	*		
Homeless Students	*	*	*	20.0	29.1	*		
Students In Foster Care	N	N	N	30.0	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

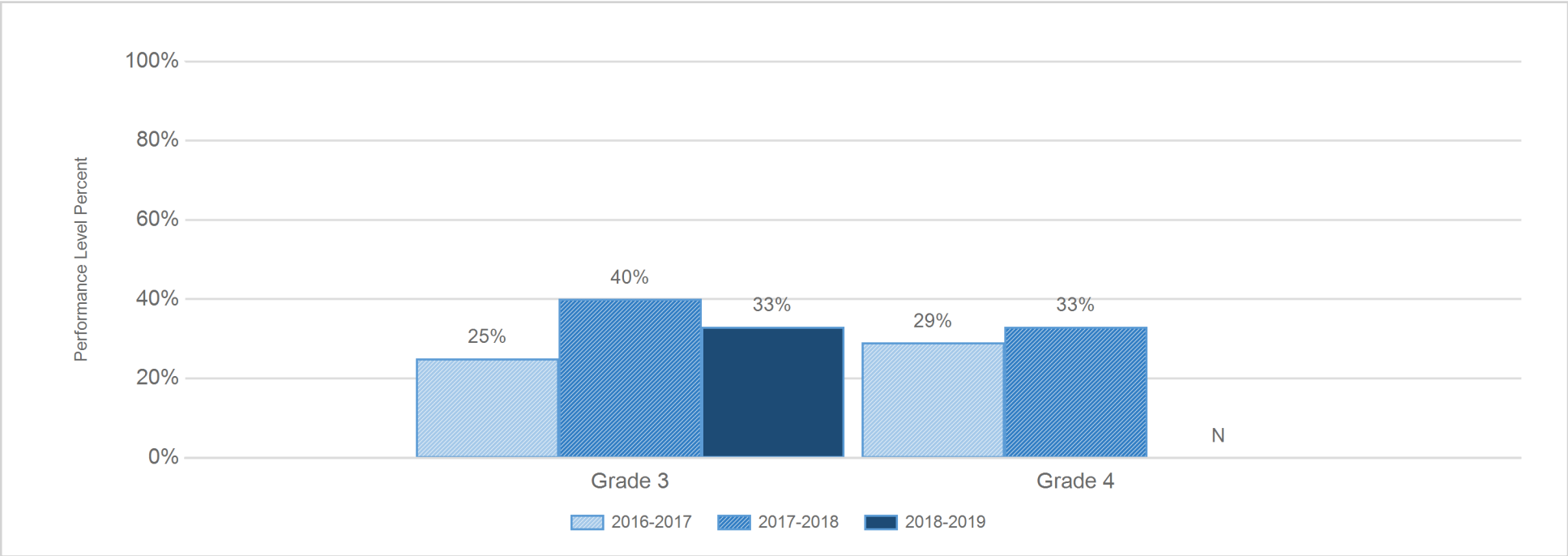


George B. Fine Elementary School  
(07-4060-140)  
Grades Offered: PK-03  
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.







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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	42	737	731	748	*	*	40%	*	*	33%	50%
White	*	*	753	757	*	*	*	*	*	*	60%
Hispanic	23	732	721	734	*	*	*	*	*	22%	36%
Black or African American	11	735	*	731	*	0%	*	*	*	45%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	22	740	738	753	*	*	*	*	*	36%	55%
Male	20	734	725	743	*	*	*	*	*	30%	46%
Economically Disadvantaged Students	*	*	727	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	741	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	705	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	739	754	*	*	*	*	*	*	56%
English Learners	*	*	732	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	731	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	39	97.7	23.1	28.6	44.5	23.1	38.6	Not Met
White	*	*	*	36.2	54.1	*	**	**
Hispanic	19	95.8	21.1	23.2	28.8	21.1	N	N
Black or African American	11	100.0	*	21.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.2	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	20	100.0	30.0	30.1	44.9	30.0		
Male	19	95.5	15.8	27.1	44.2	15.8		
Economically Disadvantaged Students	*	*	*	26.6	26.3	*	37.4	Not Met
Non-Economically Disadvantaged Students	*	*	*	32.9	54.9	*		
Students with Disabilities	*	*	*	10.3	17.4	*	**	**
Students without Disabilities	*	*	*	33.6	50.0	*		
English Learners	*	*	*	28.3	25.0	*	**	**
Non-English Learners	*	*	*	28.6	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

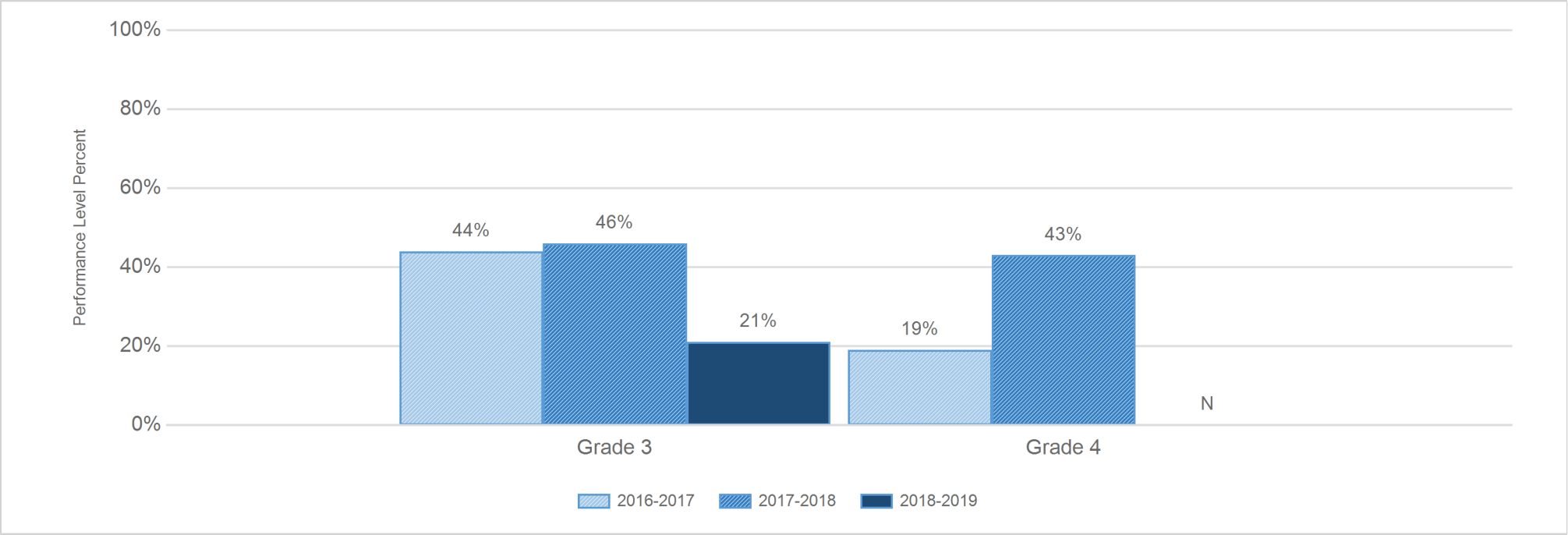


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	42	734	739	752	*	*	48%	*	*	21%	55%
White	*	*	751	760	*	*	*	*	*	*	66%
Hispanic	23	730	731	739	*	*	43%	*	*	17%	40%
Black or African American	11	738	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	22	733	740	751	*	*	*	*	*	27%	54%
Male	20	736	739	752	*	*	*	*	*	15%	56%
Economically Disadvantaged Students	*	*	737	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	744	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	724	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	743	756	*	*	*	*	*	*	60%
English Learners	*	*	752	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	738	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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## DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	48.3%	56.6%	Met Target†

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	25	80.0%	20.0%
3-4	13	*	*
5 or more	*	*	*



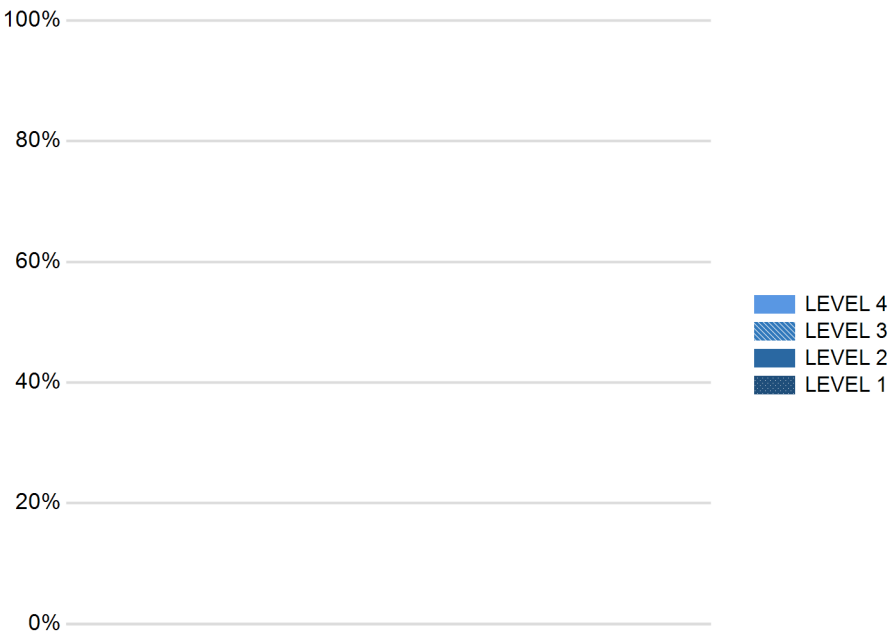
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

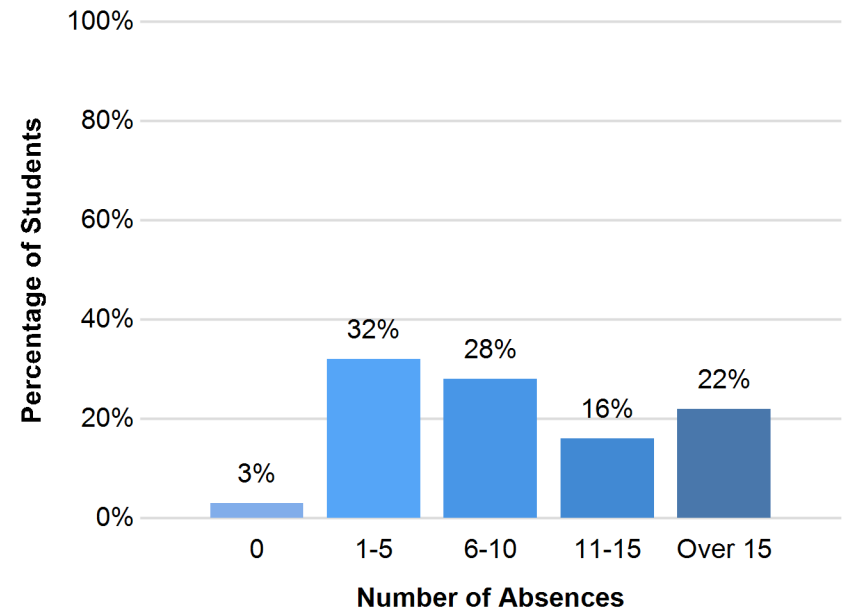
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	37	16.7	9.6	Not Met
White	4	11.8	9.6	Not Met
Hispanic	17	14.9	9.6	Not Met
Black or African American	12	26.1	9.6	Not Met
Asian, Native Hawaiian, or Pacific	2	12.5	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	18	18.2		
Male	19	15.6		
Economically Disadvantaged Students	31	18.6	9.6	Not Met
Students with Disabilities	13	22.0	9.6	Not Met
English Learners	5	12.2	9.6	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





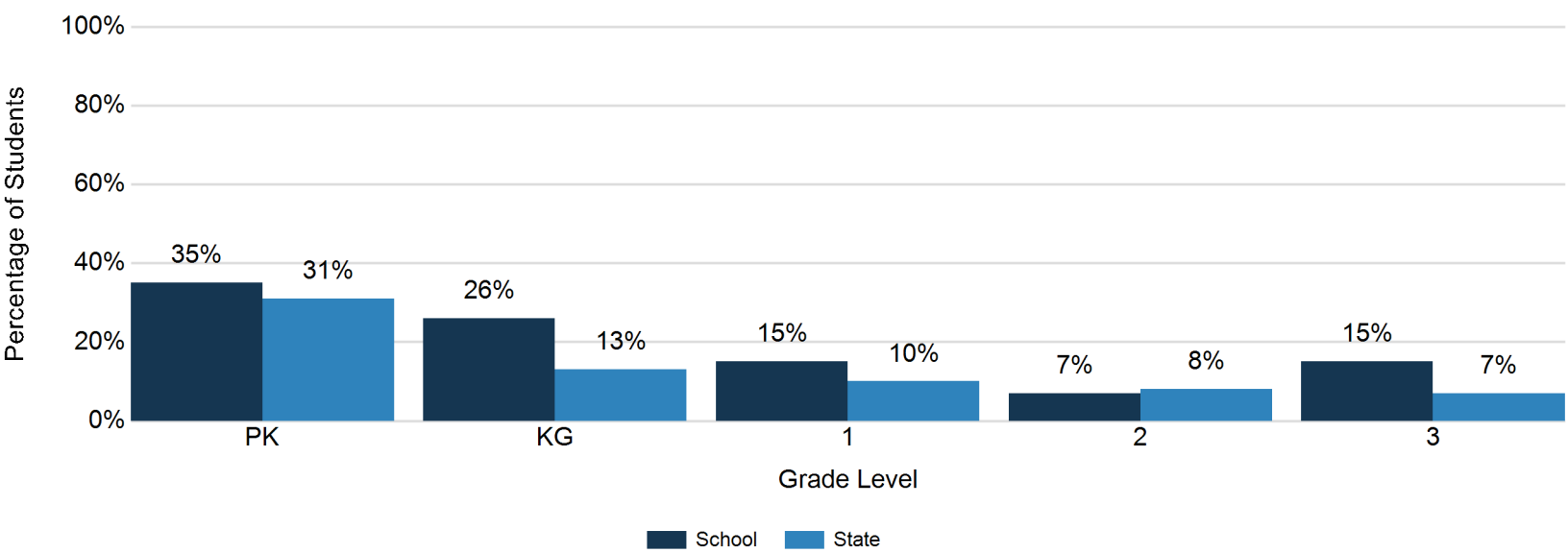
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Chronic Absenteeism by Grade

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







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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	1
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	2.70

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

\*



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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:50 PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 34 Mins
Shared Time - Instructional Time	5 Hrs. 34 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,214
Average years experience in public schools	12.9	12.1
Average years experience in district	12.3	10.8
Percentage of Teachers with 4 or more years experience in the district	72.4%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,530
Average years experience in public schools	13.0	16.0
Average years experience in district	10.9	12.0
Percentage of Administrators with 4 or more years experience in the district	70.4%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	12:1
Students to Administrators	259:1	167:1
Teachers to Administrators	29:1	14:1
Students to Librarians/Media Specialists		2342:1
Students to Nurses		520:1
Students to Counselors		312:1
Students to Child Study Team Members		275:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.9%	96.6%	0.0%	48.4%	77.1%	54.9%
Male	54.1%	3.4%	100.0%	51.6%	22.9%	45.1%
White	16.2%	65.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	51.4%	17.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	20.8%	6.9%	0.0%	15.0%	6.6%	13.9%
Asian	7.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	10.3%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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**Key terms for staff data:**  
**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)  
**Teachers:** All classroom teachers  
**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

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

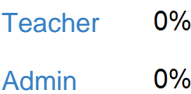
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.9%



**George B. Fine Elementary School**  
(07-4060-140)  
Grades Offered: PK-03  
2018-2019

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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



George B. Fine Elementary School

(07-4060-140)

Grades Offered: PK-03

2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



George B. Fine Elementary School  
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2018-2019

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	27.1%	33.7%	35.9%
Math Proficiency	28.1%	40.7%	23.1%
ELA Growth	53	50	N
Math Growth	34	54	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		68.0%	48.3%
Chronic Absenteeism	9.4%	14.4%	16.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.





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Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



**George B. Fine Elementary School**  
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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	**	**	Met Target†	Not Met	No
White	**	**	**	**	n/a	Not Met	No
Hispanic	N	N	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	**	**	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	Not Met	No

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



**George B. Fine Elementary School**  
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## School Narrative

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



### Highlights:

- We believe in your ability to accomplish anything you put your mind to. We are here to guide, encourage and support you through your successes and your failures.
- Our daily motto announced each day is: "Be safe, be responsible, be respectful in all of your decisions."



### Mission, Vision, Theme:

The G. B. Fine School Faculty & Staff value: 1. Treating others with kindness, respect and empathy. 2. A safe, secure learning environment where respect, honesty, and appreciation of individual differences are fostered. 3. The academic and social skills to become lifelong learners and problem solvers.



### Awards, Recognition, Accomplishments:

-Kellogg's and BJ's Wholesale Clubs in conjunction with Scholastic Book Fairs awarded Fine School a fully sponsored Raising Readers Family Event in February of 2019. This event was a fun, interactive evening focused on reading and children's literacy development. The workshop was for parents to explore new ways to engage reading at home with their child. -Pennies for Patients Leukemia and Lymphoma Society Fund raiser. We raised over \$600 for this campaign. (March 2019) -American Heart Association Fundraiser Celebration Event "Jump Rope for Hearts" (January 2019)




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<div><div>Clubs and Activities:</div></div>	Art Therapy Night Book Bingo Parent Involvement Night Raising Readers Workshop Pot Luck Bingo for Community building
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<div>Before and After School Programs:</div>	LAM Before and After Care program is housed at Fine School.
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### Student Supports and Services:

Behavior Interventions and Performcare



### Student Health and Wellness:

Responsive Classroom's "Morning Meeting" has been added to our daily schedule. Students and educators sit in a circle each morning for at least 10 minutes to either share a story, work on proper greetings, complete an S.E.L. like activity or read a book pertaining to social emotional learning. All students will be screened via the BASC-III BESS screener used to monitor changes in a student's behavior and/or emotional status starting in December.



### Parent and Community Involvement:

-Two Parent Involvement Nights where at home strategies for parents to engage with the academic life of their child is discussed. November 21, 2019 and March 19, 2020 -Volunteer opportunities for parents -Various parents are invited to guest read to the classrooms throughout the year. -Parents are invited to Hispanic Heritage Assembly, Bingo Nights and Art Therapy Night (Special Needs Families)



## George B. Fine Elementary School

(07-4060-140)

Grades Offered: PK-03




2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Teachers A climate survey for staff in June of 2019 resulted in the following information: Collaboration, respect and rapport creating a safe and secure learning environment for students. the inclusion of parents in their child's education. collaboration support from principal principal available and seen throughout the school day I think we are doing a pretty good job at creating a community that allows students and parents to feel comfortable. I think there is still much work to do in this area to increase parent involvement. I believe our school is working well with phonics using the Foundations program which is very important for early childhood literacy students. I also believe our school is making diligent efforts to improve their guided reading instruction. I feel that my guided reading instruction has improved this year immensely. Community relationship building, home to school connections, keeping parents informed I believe our staff moral, school climate, and inclusion of</p>
 <p>Facilities:</p>	<p>This is the first full year with our new safety vestibule for pick up, drop off and overall building security. Visitors are buzzed in to the safety vestibule and must show proper identification in order to gain access into the building. Visitors can wait in the vestibule and not even enter the building for assistance.</p>
 <p>School Safety:</p>	<p>Fine School has a School Safety and Climate Team that meets at least 3 times a year. There is also a district wide initiative that began in the 2018-2019 school year called S.T.E.P. (Social/Emotional Learning, Trauma Informed Care, Existing Climate and Culture Reform, Positive Behavior &amp; Intervention Supports). The goal of S.T.E.P. is to determine how to address the Dept. of Ed. social-emotional competencies and sub-competencies in our building.</p>



George B. Fine Elementary School  
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<div><div><div>A</div><div>B</div><div>C</div></div><div>Early Childhood Education:</div></div>	Second year of full day Pre Kindergarten at Fine School
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**Howard M. Phifer Middle School**  
(07-4060-055)  
Grades Offered: 06-08  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



Howard M. Phifer Middle School  
(07-4060-055)  
Grades Offered: 06-08  
2018-2019

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School Contact Information

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

Type	Contact Information
County	Camden
District	Pennsauken Township Board of Education School District
Principal Name	Ms. Sandra Allen
Address	8201 PARK AVE PENNSAUKEN, NJ 08109-3544
Phone Number	856-662-8511
Email Address	<a href="mailto:sandra.allen@pennsauken.net">sandra.allen@pennsauken.net</a>
Website	<a href="https://phifer.pennsauken.net/">https://phifer.pennsauken.net/</a>



Howard M. Phifer Middle School  
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
7	370	390	374
8	402	372	409
Total	772	762	1,154

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.6%	49.0%	47.4%
Male	50.4%	51.0%	52.6%
Economically Disadvantaged Students	67.5%	72.2%	70.6%
Students with Disabilities	17.0%	19.3%	20.0%
English Learners	2.2%	4.7%	4.4%
Homeless Students	0.8%	1.0%	0.9%
Students in Foster Care	0.6%	0.7%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	11.8%	11.3%	10.1%
Hispanic	43.1%	45.9%	47.7%
Black or African American	32.0%	29.5%	29.6%
Asian	11.8%	11.9%	11.5%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.9%	0.9%	1.0%

Enrollment by Home Language

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

Home Language	% of Students
English	73.1%
Spanish	18.5%
Vietnamese	5.7%
Central Khmer	1.0%
Other Languages	1.7%



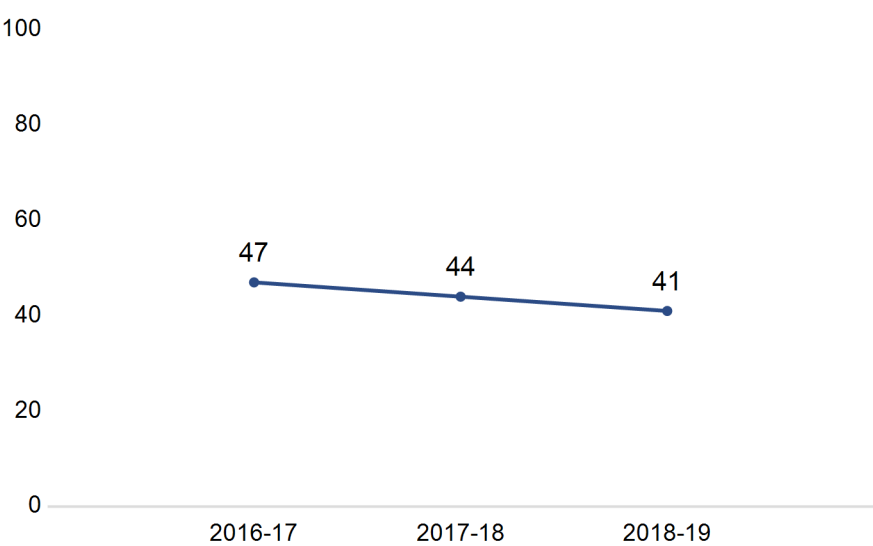
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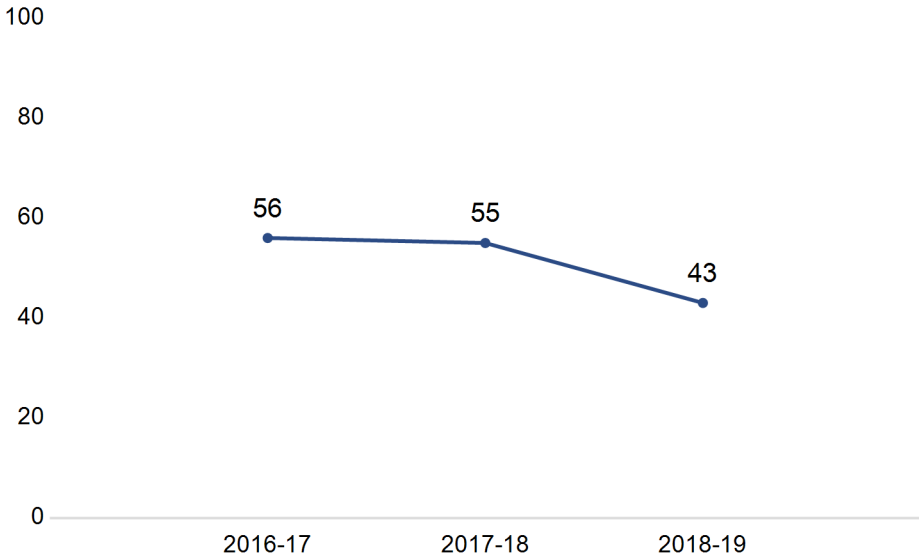
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	44	41	56	55	43
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	41	41	50	Met Standard	43	47	50	Met Standard
White	36.5	39.5	50	Not Met	43	52	52	Met Standard
Hispanic	40	41	49	Met Standard	43	47	47	Met Standard
Black or African American	37	39.5	45	Not Met	40.5	45	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	53.5	50	59	Met Standard	43.5	49.5	60	Met Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	46	45	49	**	*	41.5	52	**
Female	45.5	46	53	N	40	47	50	N
Male	36	36	47	N	45	47	51	N
Economically Disadvantaged Students	40	40	48	Met Standard	42	46	46	Met Standard
Students with Disabilities	35	35	43	Not Met	36	48	45	Not Met
English Learners	34.5	38	52	Not Met	45.5	50.5	50	Met Standard
Homeless Students	*	44	43	N	*	39	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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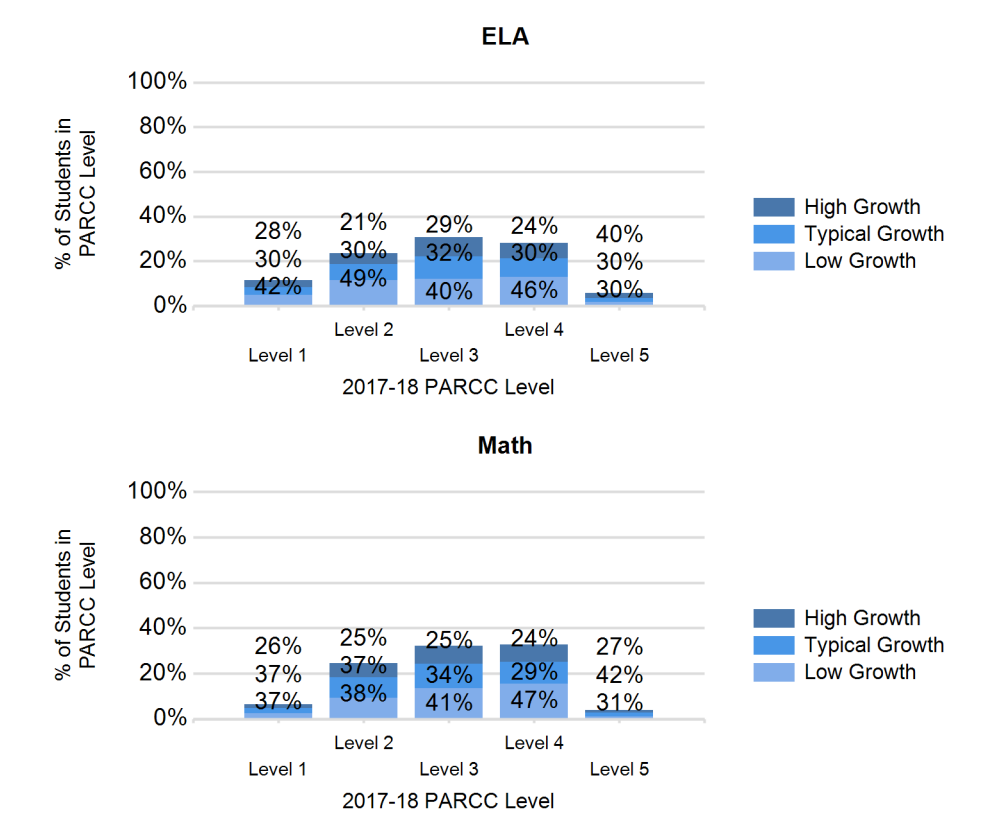
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

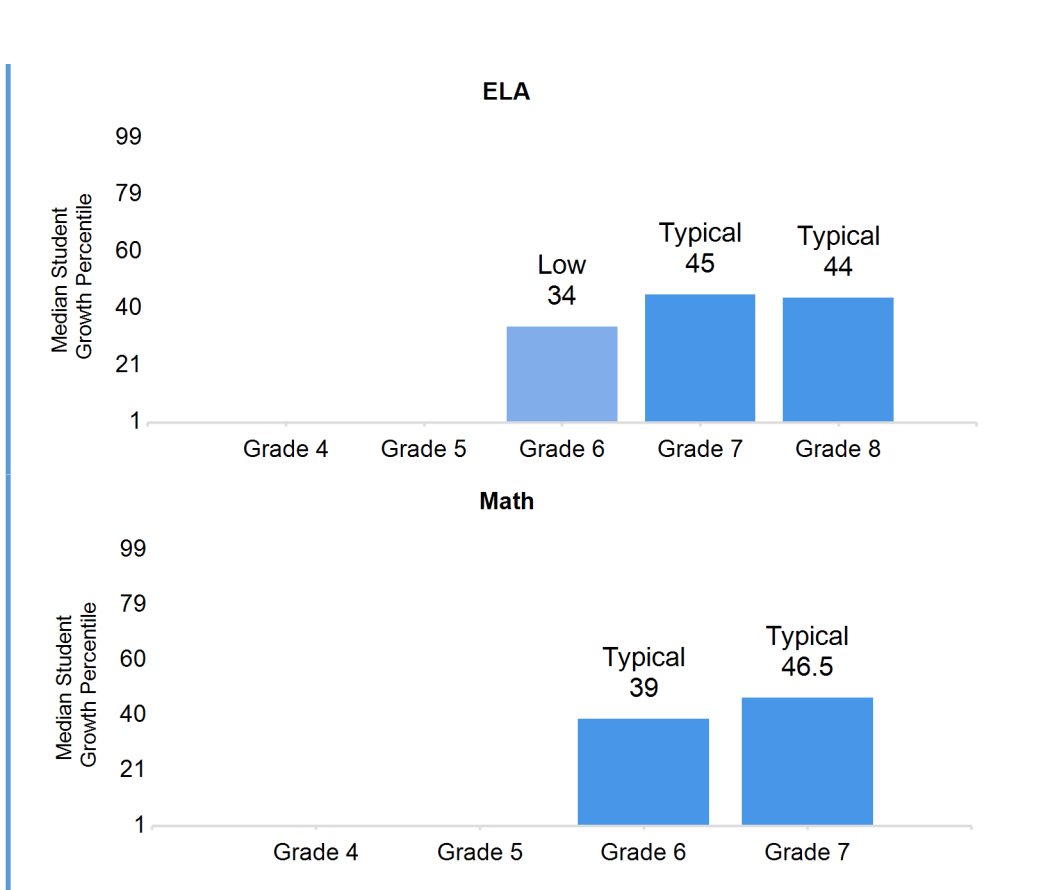
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



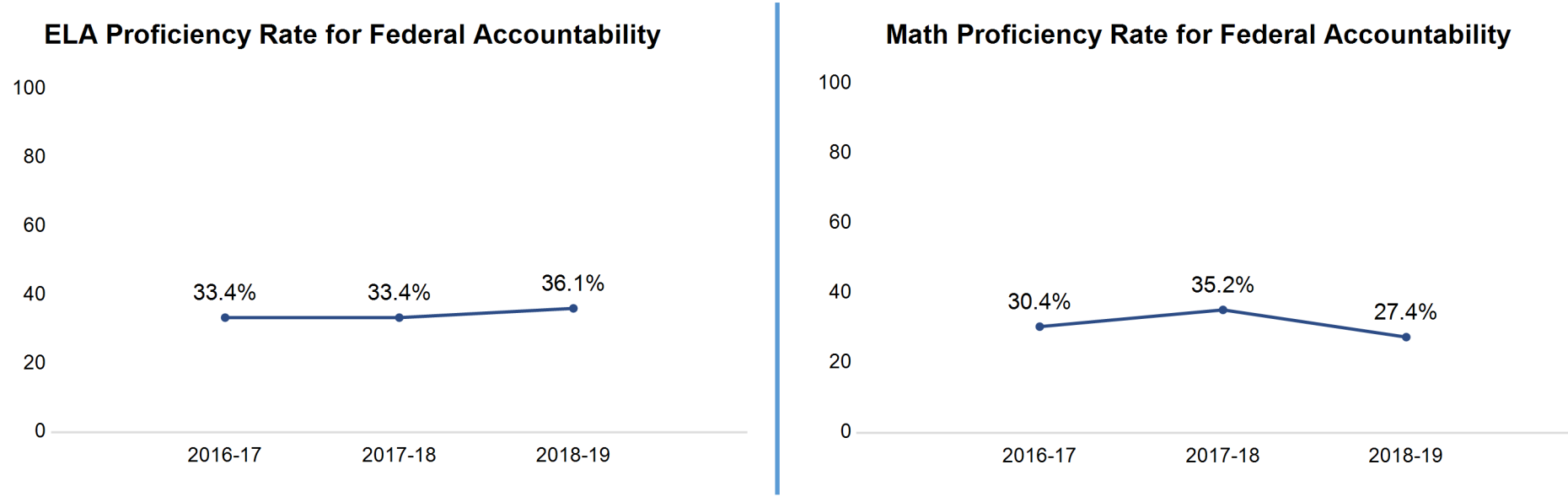


Howard M. Phifer Middle School  
(07-4060-055)  
Grades Offered: 06-08  
2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	99.2%	99.2%	98.3%	99.0%	99.0%
Proficiency Rate for Federal Accountability	33.4%	33.4%	36.1%	30.4%	35.2%	27.4%
Annual Target	37.4%	39.7%	41.9%	32.7%	35.2%	37.7%
Met Annual Target?	Not Met	Not Met	Not Met	Met Target†	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1119	99.2	36.1	35.1	57.9	36.1	41.9	Not Met
White	124	99.3	37.9	41.7	66.9	37.9	42.7	Met Target†
Hispanic	514	99.2	33.7	30.3	43.9	33.7	35.5	Met Target†
Black or African American	339	99.4	28.3	*	38.5	28.3	38.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	132	99.3	63.6	59.8	82.9	63.6	70.6	Not Met
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	10	90.9	40.0	*	64.4	40.0	**	**
Female	526	99.3	45.1	42.9	64.8	45.1		
Male	593	99.2	28.2	28.1	51.3	28.2		
Economically Disadvantaged Students	765	99.6	33.1	32.1	40.0	33.1	40.1	Not Met
Non-Economically Disadvantaged Students	354	98.4	42.7	41.7	67.9	42.7		
Students with Disabilities	242	98.4	11.6	*	22.7	11.6	19.1	Not Met
Students without Disabilities	877	99.5	42.9	*	65.1	42.9		
English Learners	73	98.7	26.0	25.0	29.3	26.0	24.2	Met Target
Non-English Learners	1046	99.3	36.8	36.1	60.6	36.8		
Homeless Students	10	100.0	10.0	20.0	29.1	10.0		
Students In Foster Care	*	*	*	30.0	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



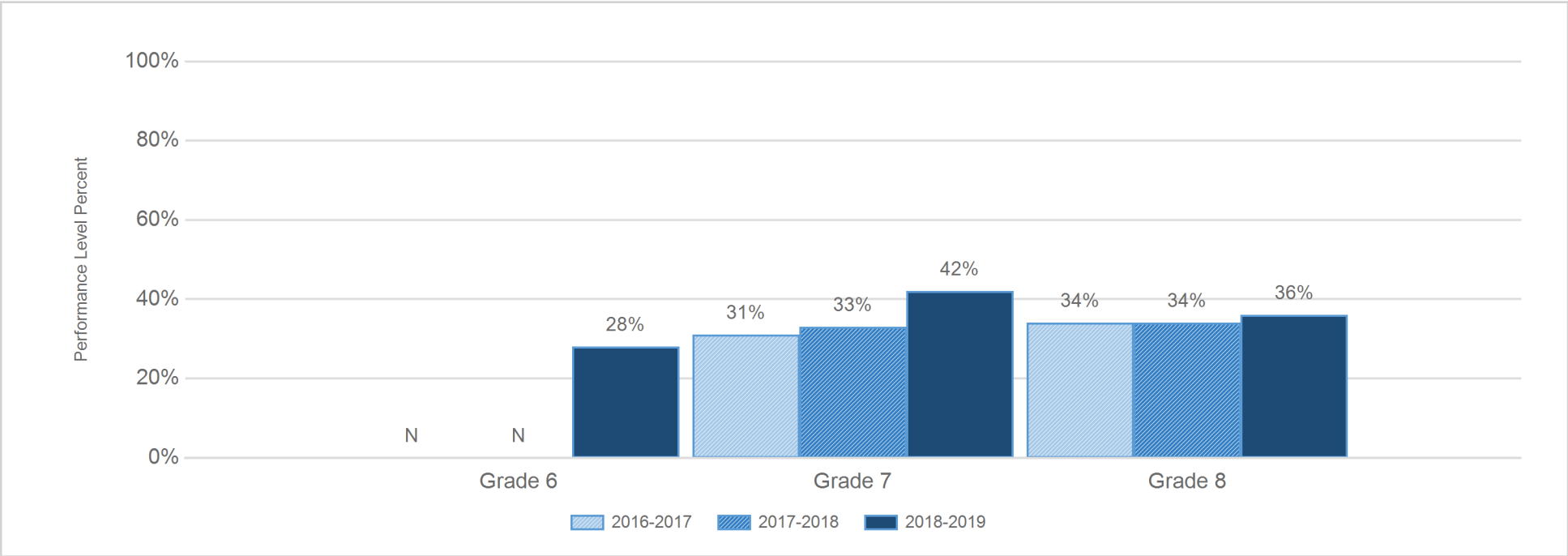


Howard M. Phifer Middle School  
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	362	733	733	754	15%	28%	28%	23%	5%	28%	56%
White	44	729	729	762	23%	*	34%	*	*	25%	65%
Hispanic	162	730	730	743	15%	31%	28%	*	*	27%	43%
Black or African American	116	733	733	738	15%	33%	26%	*	*	27%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	169	743	743	762	10%	20%	30%	*	*	40%	64%
Male	193	723	723	748	20%	35%	26%	*	*	19%	48%
Economically Disadvantaged Students	256	731	731	740	17%	29%	27%	*	*	27%	39%
Non-Economically Disadvantaged Students	106	737	737	763	12%	25%	31%	*	*	32%	67%
Students with Disabilities	76	709	709	722	*	*	*	*	*	*	19%
Students without Disabilities	286	739	739	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	359	739	739	761	16%	16%	26%	31%	10%	42%	63%
White	*	*	*	769	*	*	*	*	*	*	72%
Hispanic	160	735	735	747	16%	16%	33%	29%	6%	36%	50%
Black or African American	111	731	731	741	23%	20%	23%	*	*	34%	43%
Asian, Native Hawaiian, or Pacific Islander	50	766	766	790	*	*	20%	42%	28%	70%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	174	748	748	769	9%	17%	24%	39%	12%	51%	71%
Male	185	730	730	753	24%	15%	28%	25%	8%	33%	55%
Economically Disadvantaged Students	252	737	737	743	17%	16%	30%	27%	10%	37%	45%
Non-Economically Disadvantaged Students	107	744	744	771	16%	15%	17%	41%	11%	52%	73%
Students with Disabilities	57	700	700	720	*	*	*	*	*	*	22%
Students without Disabilities	302	746	746	769	*	*	*	*	*	*	71%
English Learners	10	712	712	706	*	*	*	*	*	20%	12%
Non-English Learners	349	740	740	763	*	*	*	*	*	42%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	399	736	736	762	19%	19%	26%	27%	8%	36%	63%
White	48	744	744	770	*	*	31%	*	*	42%	72%
Hispanic	193	734	734	747	19%	20%	27%	26%	7%	34%	49%
Black or African American	110	721	721	741	30%	23%	25%	*	*	22%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	184	747	747	771	7%	15%	34%	33%	11%	44%	71%
Male	215	725	725	753	30%	22%	20%	23%	6%	28%	55%
Economically Disadvantaged Students	253	733	733	743	19%	21%	27%	26%	6%	32%	45%
Non-Economically Disadvantaged Students	146	739	739	772	19%	16%	24%	29%	12%	41%	72%
Students with Disabilities	77	696	696	721	*	*	*	*	*	*	22%
Students without Disabilities	322	745	745	770	*	*	*	*	*	*	71%
English Learners	14	696	696	708	*	*	*	*	*	*	12%
Non-English Learners	385	737	737	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1120	99.0	27.4	28.6	44.5	27.4	37.7	Not Met
White	122	98.5	*	36.2	54.1	*	37.6	Met Target†
Hispanic	517	98.5	22.2	23.2	28.8	22.2	33.4	Not Met
Black or African American	337	99.4	20.2	21.2	23.0	20.2	32.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	133	100.0	63.2	60.2	76.5	63.2	66.7	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	11	100.0	*	*	53.3	*	**	**
Female	525	98.9	28.4	30.1	44.9	28.4		
Male	595	99.0	26.6	27.1	44.2	26.6		
Economically Disadvantaged Students	767	99.2	25.6	26.6	26.3	25.6	34.4	Not Met
Non-Economically Disadvantaged Students	353	98.5	31.4	32.9	54.9	31.4		
Students with Disabilities	239	98.0	*	10.3	17.4	*	16.7	Not Met
Students without Disabilities	881	99.2	*	33.6	50.0	*		
English Learners	78	97.8	28.2	28.3	25.0	28.2	27.2	Met Target
Non-English Learners	1042	99.1	27.4	28.6	46.5	27.4		
Homeless Students	10	100.0	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

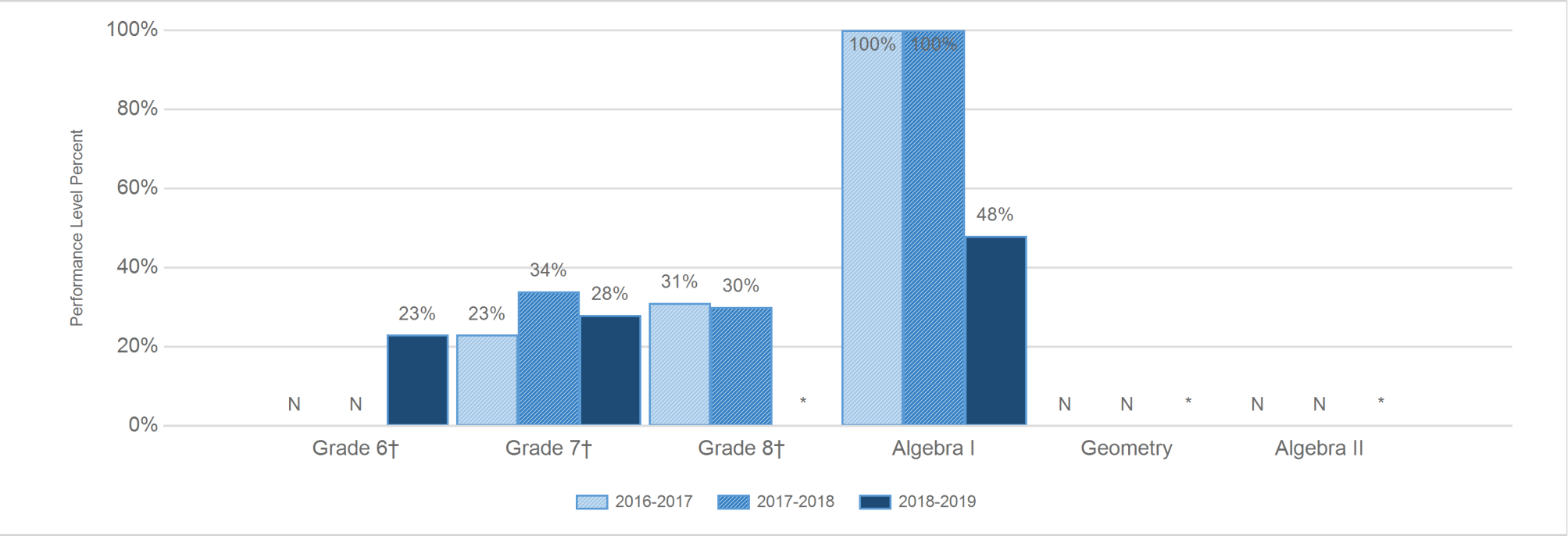


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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## Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	365	728	728	741	14%	35%	28%	*	*	23%	41%
White	43	738	738	749	*	33%	40%	*	*	26%	51%
Hispanic	165	724	724	729	18%	36%	30%	*	*	16%	24%
Black or African American	117	724	724	722	15%	38%	24%	*	*	22%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	170	729	729	742	11%	38%	28%	*	*	22%	42%
Male	195	727	727	740	16%	33%	28%	*	*	23%	40%
Economically Disadvantaged Students	256	726	726	726	13%	40%	26%	*	*	20%	21%
Non-Economically Disadvantaged Students	109	732	732	750	15%	24%	33%	*	*	28%	53%
Students with Disabilities	77	710	710	716	31%	48%	*	*	*	10%	12%
Students without Disabilities	288	732	732	746	9%	32%	*	*	*	26%	46%
English Learners	10	706	706	709	*	*	*	*	*	*	*
Non-English Learners	355	728	728	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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### Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	333	732	732	744	9%	30%	33%	*	*	28%	42%
White	33	737	737	751	*	36%	*	*	*	36%	53%
Hispanic	158	732	732	733	7%	32%	35%	*	*	25%	26%
Black or African American	106	728	728	727	14%	29%	35%	*	*	22%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	159	733	733	744	11%	25%	36%	*	*	28%	42%
Male	174	732	732	743	8%	34%	30%	*	*	28%	42%
Economically Disadvantaged Students	234	733	733	731	9%	32%	31%	*	*	29%	24%
Non-Economically Disadvantaged Students	99	732	732	751	11%	26%	36%	*	*	26%	53%
Students with Disabilities	57	712	712	718	*	*	*	*	*	*	13%
Students without Disabilities	276	737	737	749	*	*	*	*	*	*	48%
English Learners	15	723	723	716	*	*	*	*	*	20%	10%
Non-English Learners	318	733	733	745	*	*	*	*	*	28%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%





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### Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	173	700	700	728	*	*	*	*	*	*	29%
White	18	707	707	737	*	*	*	*	*	11%	38%
Hispanic	98	702	702	722	*	*	*	*	*	*	22%
Black or African American	51	692	692	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	72	703	703	731	*	*	*	*	*	*	31%
Male	101	698	698	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	110	700	700	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	63	702	702	735	*	*	*	*	*	*	36%
Students with Disabilities	57	695	695	707	*	*	*	*	*	*	10%
Students without Disabilities	116	703	703	734	*	*	*	*	*	*	35%
English Learners	16	704	704	706	*	*	*	*	*	*	10%
Non-English Learners	157	700	700	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



**Howard M. Phifer Middle School**  
(07-4060-055)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

### Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	254	748	733	744	*	22%	27%	*	*	48%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	104	745	726	728	*	23%	30%	*	*	42%	24%
Black or African American	62	734	725	725	*	37%	32%	*	*	27%	20%
Asian, Native Hawaiian, or Pacific Islander	56	769	761	775	0%	*	*	*	*	80%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	126	749	733	745	*	23%	29%	*	*	48%	44%
Male	128	747	732	743	*	22%	25%	*	*	47%	41%
Economically Disadvantaged Students	162	745	730	727	*	25%	28%	*	*	43%	23%
Non-Economically Disadvantaged Students	92	753	738	752	*	18%	24%	*	*	55%	52%
Students with Disabilities	18	725	709	717	*	*	*	*	*	22%	12%
Students without Disabilities	236	750	737	748	*	*	*	*	*	50%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	*	*	720	737	*	*	*	*	*	*	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	705	712	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	709	708	N	N	N	N	N	N	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	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	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	*	*	726	755	*	*	*	*	*	*	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	N	N	717	731	N	N	N	N	N	N	34%
Black or African American	N	N	717	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	744	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	N	N	721	752	N	N	N	N	N	N	55%
Male	*	*	*	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	N	N	723	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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## DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*
7	19	18
8	*	*

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	40.0%	40.9%	Met Target†

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	21	*	*
3-4	15	73.3%	26.7%
5 or more	*	*	*



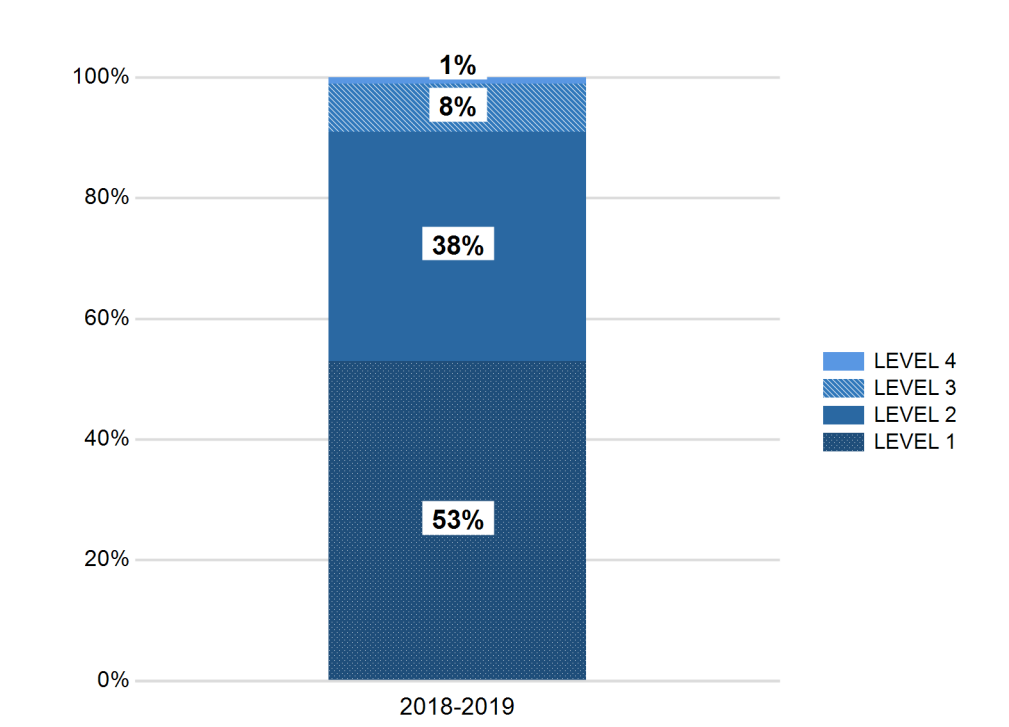
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	53	38	8	1
White	*	*	*	*
Hispanic	56	36	7	0
Black or African American	69	28	3	0
Asian, Native Hawaiian, or Pacific Islander	7	67	15	11
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	49	41	10	1
Male	57	35	6	2
Economically Disadvantaged Students	57	36	6	1
Non-Economically Disadvantaged Students	46	41	10	3
Students with Disabilities	82	17	1	0
Students without Disabilities	46	43	9	2
English Learners	69	31	0	0
Non-English Learners	53	38	8	2
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	396
7	36	3	368
8	281	24	390
Total	317	27	1154

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	370	0	0	0	0	0	0
7	368	0	0	0	0	0	0
8	394	0	0	0	0	0	0
Total	1132	0	0	0	0	0	0



Howard M. Phifer Middle School  
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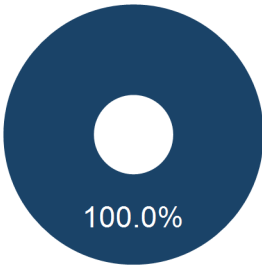
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Visual and Performing Arts – Course Participation

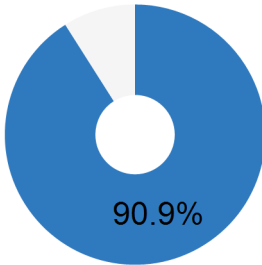
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

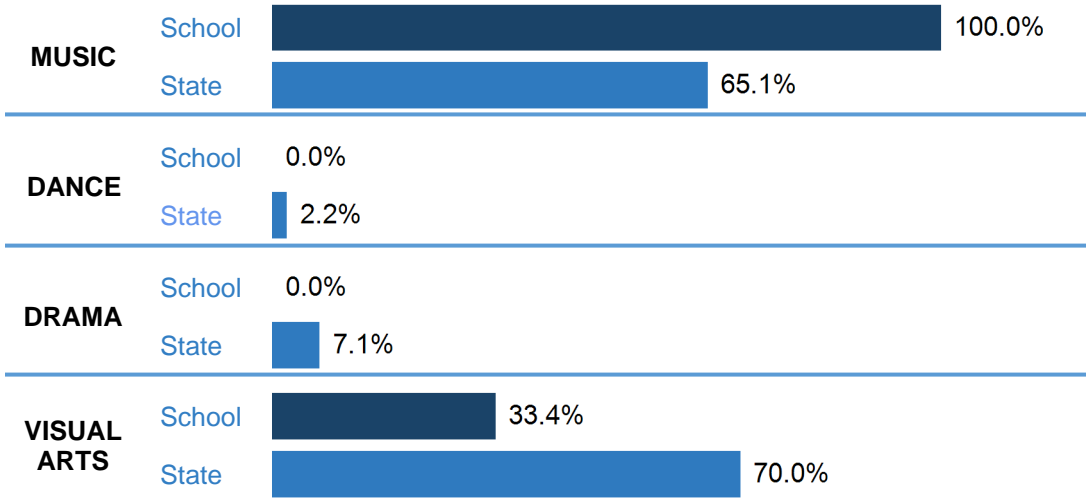


School



State

Students enrolled in one or more classes by discipline:







## Howard M. Phifer Middle School

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

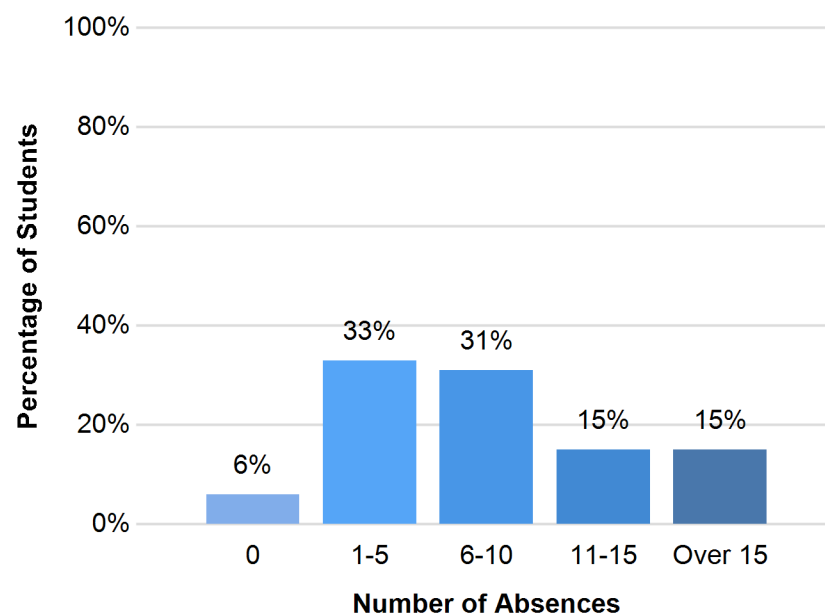
## Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	123	10.5	9.1	Not Met
White	20	16.5	9.1	Not Met
Hispanic	63	11.3	9.1	Not Met
Black or African American	37	10.7	9.1	Not Met
Asian, Native Hawaiian, or Pacific	3	2.2	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	49	8.9		
Male	74	11.9		
Economically Disadvantaged Students	100	12.2	9.1	Not Met
Students with Disabilities	36	14.1	9.1	Not Met
English Learners	4	8.2	9.1	Met
Homeless Students	2	20.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

## Days Absent

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





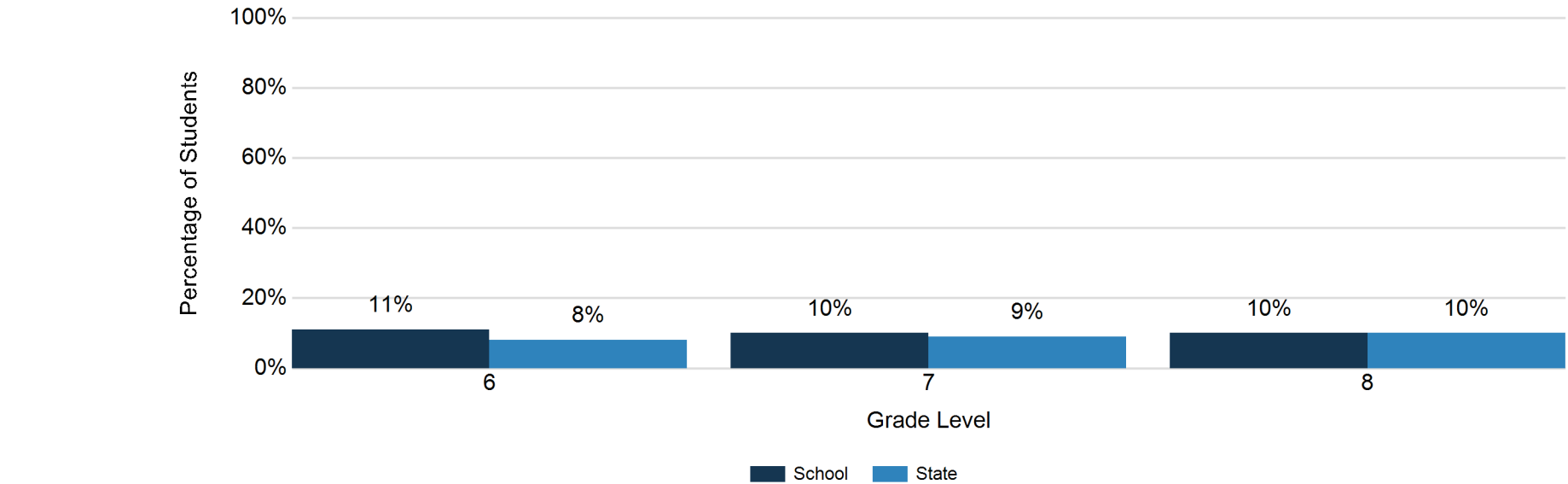
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Chronic Absenteeism by Grade

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





Howard M. Phifer Middle School

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	1
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	17
Total Unique Incidents	23
Incidents Per 100 Students Enrolled	1.99

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	4	4
Sexual Orientation	1	8	9
Disability	4	0	4
Other	0	7	7
No Identified Nature	1		1

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	17	1.5%
Any Suspension	21	1.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
89



## Howard M. Phifer Middle School

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## School Day

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

Category	School
Typical Start Time	7:35 AM
Typical End Time	2:50 PM
Length of School Day	7 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 51 Mins
Shared Time - Instructional Time	5 Hrs. 51 Mins.

## Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	2.4:1



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**Key terms for staff data:**  
**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)  
**Teachers:** All classroom teachers  
**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	93	118,214
Average years experience in public schools	13.1	12.1
Average years experience in district	12.3	10.8
Percentage of Teachers with 4 or more years experience in the district	83.9%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,530
Average years experience in public schools	13.0	16.0
Average years experience in district	10.9	12.0
Percentage of Administrators with 4 or more years experience in the district	70.4%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	231:1	167:1
Teachers to Administrators	19:1	14:1
Students to Librarians/Media Specialists		2342:1
Students to Nurses		520:1
Students to Counselors		312:1
Students to Child Study Team Members		275:1



**Howard M. Phifer Middle School**  
(07-4060-055)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.4%	68.8%	60.0%	48.4%	77.1%	54.9%
Male	52.6%	31.2%	40.0%	51.6%	22.9%	45.1%
White	10.1%	82.8%	60.0%	42.4%	83.6%	77.4%
Hispanic	47.7%	2.2%	20.0%	29.9%	7.3%	7.2%
Black or African American	29.6%	14.0%	20.0%	15.0%	6.6%	13.9%
Asian	11.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	1.1%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Howard M. Phifer Middle School  
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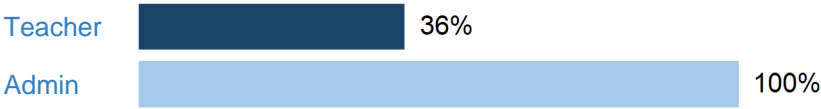
Teachers and Administrators - Level of Education

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

Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.3%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.





Howard M. Phifer Middle School  
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	33.4%	33.4%	36.1%
Math Proficiency	30.4%	35.2%	27.4%
ELA Growth	47	44	41
Math Growth	56	55	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		44.4%	40.0%
Chronic Absenteeism	5.7%	12.4%	10.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Howard M. Phifer Middle School

(07-4060-055)

Grades Offered: 06-08

2018-2019

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Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	Met Target†	Not Met	No
White	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Hispanic	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Not Met	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target	Not Met	Met Standard	Met Standard	Met	No

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




Howard M. Phifer Middle School  
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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"><li>Howard M. Phifer Middle School provides a quality educational program for the students of Pennsauken. The middle school houses 6th, 7th and 8th grade students. Each grade is in its own in wing.</li><li>Each grade is located in its own instructional wing and is assigned an assistant principal.</li></ul>
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Howard M. Phifer Middle School  
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 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cheerleading (Girls), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Lacrosse (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys)</p>
 <p>Clubs and Activities:</p>	<p>The middle school also offers a full range of co-curricular activities. These activities include student council, yearbook, newspaper, Model UN and jazz band, chorale, and STEAM club.</p>





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 <div>Before and After School Programs:</div>	Extended day program for Mathematics and English Language Arts
 <div>Staff and Professional Learning:</div>	Monthly Professional Learning Community (PLCs) Monthly Professional Learning/Data (PLDs) Monthly Faculty Meetings




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 <div>Technology and STEM:</div>	6th grade Coding 7th grade Robotics 8th grade Engineering
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**Pennsauken High School**  
 (07-4060-050)  
 Grades Offered: 09-12  
 2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



**Pennsauken High School**  
 (07-4060-050)  
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 2018-2019

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School Contact Information

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

Type	Contact Information
County	Camden
District	Pennsauken Township Board of Education School District
Principal Name	Mr. Richard Bonkowski
Address	800 HYLTON ROAD PENNSAUKEN, NJ 08110
Phone Number	856-662-8500
Email Address	<a href="mailto:rbonkowski@pennsauken.net">rbonkowski@pennsauken.net</a>
Website	<a href="https://high.pennsauken.net/">https://high.pennsauken.net/</a>
Facebook	<a href="https://www.facebook.com/pages/Pennsauken-High-School">https://www.facebook.com/pages/Pennsauken-High-School</a>
Twitter	<a href="https://twitter.com/pennsaukenedu?lang=en">https://twitter.com/pennsaukenedu?lang=en</a>



**Pennsauken High School**  
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	316	311	341
10	298	312	313
11	367	325	329
12	340	338	311
Total	1,321	1,286	1,294

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.6%	47.4%	46.9%
Male	53.4%	52.6%	53.1%
Economically Disadvantaged Students	63.2%	69.2%	67.2%
Students with Disabilities	19.2%	18.6%	19.6%
English Learners	5.5%	6.5%	9.2%
Homeless Students	1.1%	1.6%	1.3%
Students in Foster Care	0.6%	0.2%	0.2%
Military-Connected Students	0.0%	0.1%	0.1%
Migrant Students	0.0%	0.0%	0.1%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	10.9%	10.0%	10.0%
Hispanic	43.6%	45.7%	46.0%
Black or African American	33.5%	31.6%	30.1%
Asian	11.5%	12.1%	12.6%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.3%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.4%	0.4%	0.9%

### Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,321	1,286	1,294
Shared Time Students	0	0	0
Full Time Equivalent	1,321	1,286	1,294

### Enrollment by Home Language

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

Home Language	% of Students
English	72.5%
Spanish	17.9%
Vietnamese	6.3%
Other Languages	3.2%

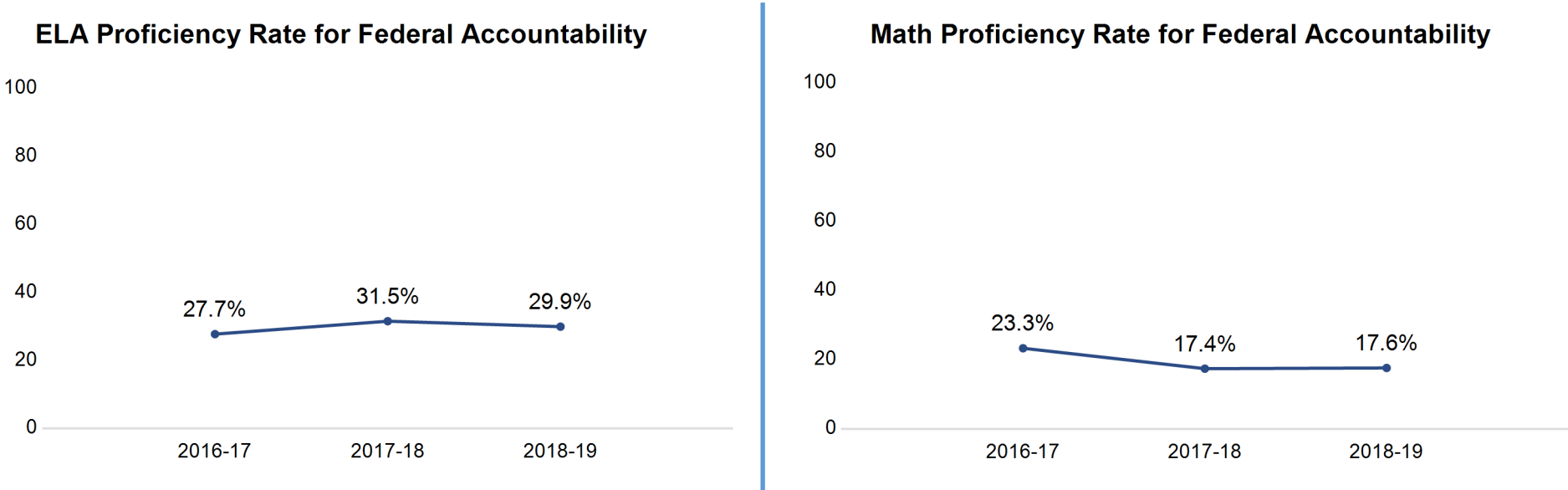


Pennsauken High School  
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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.1%	98.8%	98.4%	96.1%	96.9%	98.1%
Proficiency Rate for Federal Accountability	27.7%	31.5%	29.9%	23.3%	17.4%	17.6%
Annual Target	36.9%	39.1%	41.4%	28.7%	31.4%	34.1%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	629	98.4	29.9	35.1	57.9	29.9	41.4	Not Met
White	64	97.1	42.2	41.7	66.9	42.2	54.5	Not Met
Hispanic	280	98.0	22.9	30.3	43.9	22.9	36.1	Not Met
Black or African American	190	98.5	25.8	*	38.5	25.8	34.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	85	100.0	54.1	59.8	82.9	54.1	67.4	Not Met
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	303	97.8	35.0	42.9	64.8	35.0		
Male	326	98.9	25.2	28.1	51.3	25.2		
Economically Disadvantaged Students	407	97.9	27.5	32.1	40.0	27.5	39	Not Met
Non-Economically Disadvantaged Students	222	99.2	34.2	41.7	67.9	34.2		
Students with Disabilities	114	95.3	*	*	22.7	*	17.7	Not Met
Students without Disabilities	515	99.1	*	*	65.1	*		
English Learners	57	98.5	10.5	25.0	29.3	10.5	15.1	Met Target†
Non-English Learners	572	98.3	31.8	36.1	60.6	31.8		
Homeless Students	*	*	*	20.0	29.1	*		
Students In Foster Care	*	*	*	30.0	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

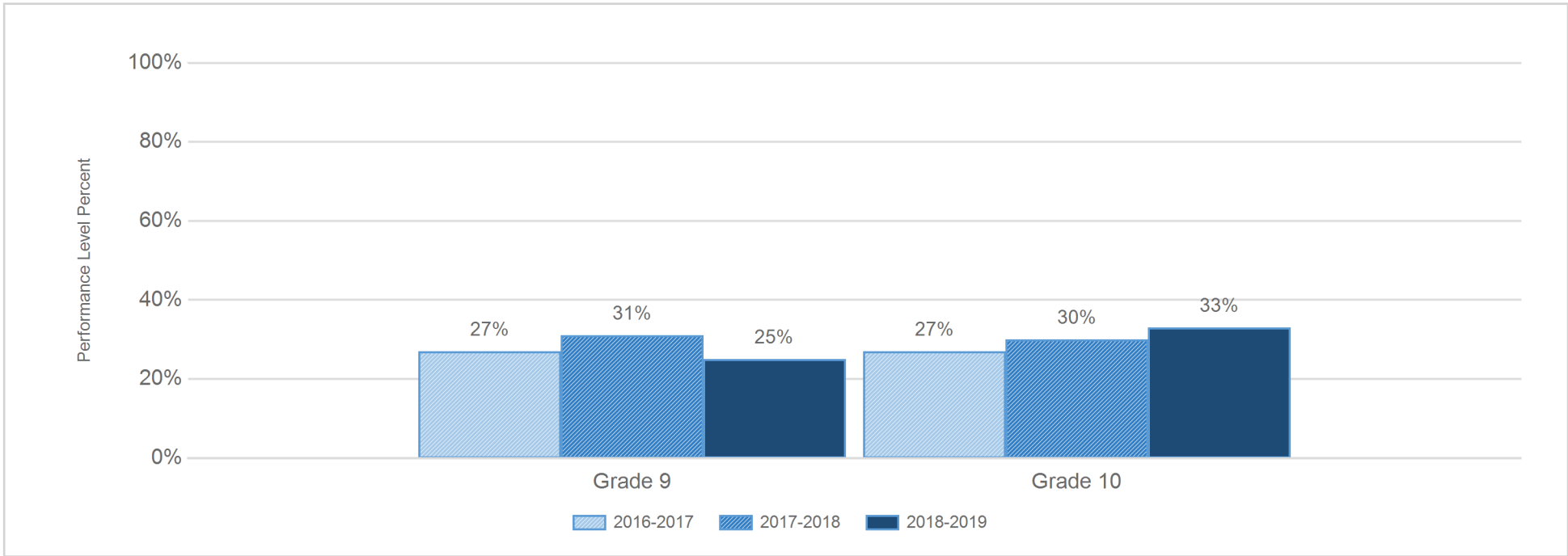


Pennsauken High School  
(07-4060-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**  
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





**Pennsauken High School**  
 (07-4060-050)  
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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	343	725	725	753	26%	22%	27%	20%	4%	25%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	151	720	720	737	30%	21%	28%	*	*	20%	40%
Black or African American	104	716	716	732	33%	30%	21%	*	*	16%	33%
Asian, Native Hawaiian, or Pacific Islander	44	751	751	783	*	*	27%	*	*	50%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	158	732	732	760	18%	22%	28%	*	*	33%	63%
Male	185	719	719	746	32%	23%	26%	*	*	18%	49%
Economically Disadvantaged Students	221	723	723	734	29%	24%	23%	*	*	24%	36%
Non-Economically Disadvantaged Students	122	730	730	762	20%	20%	34%	*	*	26%	65%
Students with Disabilities	64	693	693	717	*	*	*	*	*	*	17%
Students without Disabilities	279	733	733	760	*	*	*	*	*	*	63%
English Learners	28	684	684	693	*	*	*	*	*	*	*
Non-English Learners	315	729	729	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	*	*	*	715	*	*	*	*	*	*	23%



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## English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	315	728	728	757	31%	14%	22%	23%	9%	33%	58%
White	29	736	736	767	*	*	*	*	*	45%	67%
Hispanic	145	716	716	738	40%	14%	22%	*	*	23%	43%
Black or African American	95	731	731	733	27%	16%	23%	*	*	34%	38%
Asian, Native Hawaiian, or Pacific Islander	41	763	763	792	*	*	*	32%	27%	59%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	153	736	736	766	25%	15%	25%	24%	12%	35%	66%
Male	162	721	721	749	37%	14%	19%	23%	7%	30%	51%
Economically Disadvantaged Students	204	723	723	735	35%	15%	21%	20%	9%	29%	40%
Non-Economically Disadvantaged Students	111	737	737	767	23%	13%	24%	30%	10%	40%	67%
Students with Disabilities	57	693	693	711	*	*	*	*	*	*	19%
Students without Disabilities	258	736	736	765	*	*	*	*	*	*	65%
English Learners	21	679	679	687	*	*	*	*	*	*	*
Non-English Learners	294	732	732	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%





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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	598	98.1	17.6	28.6	44.5	17.6	34.1	Not Met
White	61	98.5	27.9	36.2	54.1	27.9	43.9	Not Met
Hispanic	270	96.6	11.5	23.2	28.8	11.5	28.2	Not Met
Black or African American	181	99.5	11.0	21.2	23.0	11.0	28.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	77	100.0	46.8	60.2	76.5	46.8	59.5	Not Met
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	290	98.0	19.7	30.1	44.9	19.7		
Male	308	98.2	15.6	27.1	44.2	15.6		
Economically Disadvantaged Students	390	97.6	16.2	26.6	26.3	16.2	32.7	Not Met
Non-Economically Disadvantaged Students	208	99.1	20.2	32.9	54.9	20.2		
Students with Disabilities	104	92.4	*	10.3	17.4	*	15.1	Not Met
Students without Disabilities	494	99.4	*	33.6	50.0	*		
English Learners	54	98.3	*	28.3	25.0	*	21.4	Not Met
Non-English Learners	544	98.1	*	28.6	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

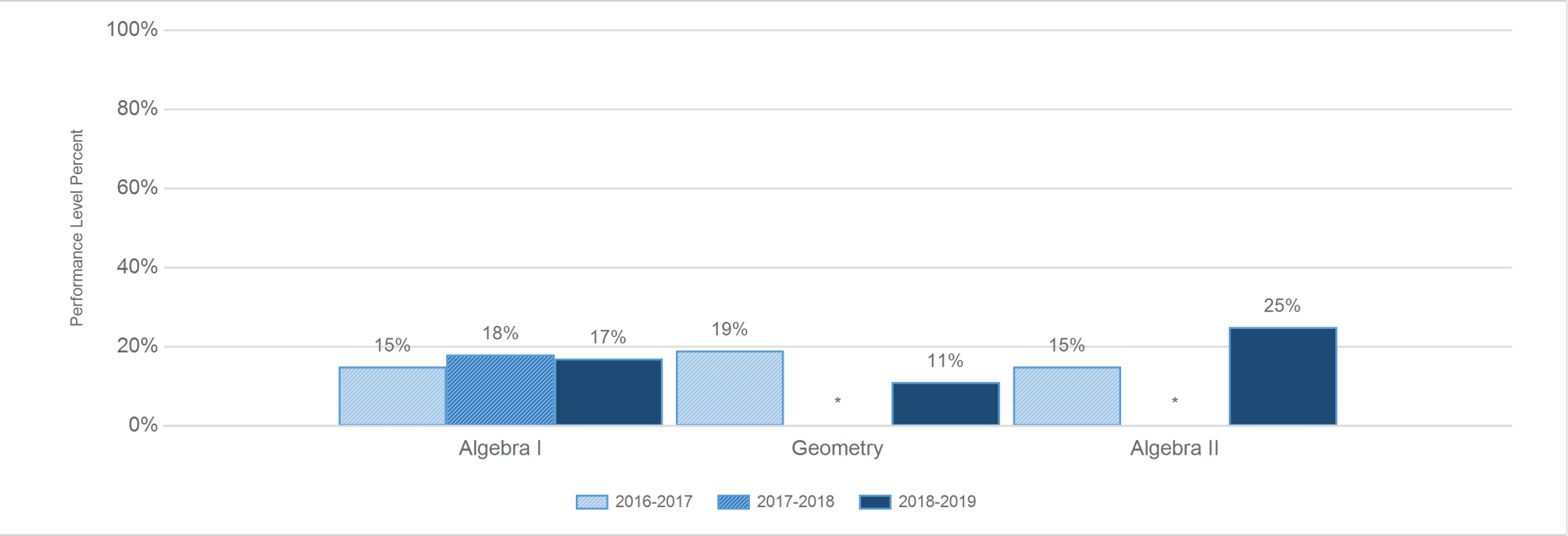


Pennsauken High School  
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2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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## Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	356	722	733	744	18%	38%	27%	*	*	17%	42%
White	37	732	*	752	*	*	32%	*	*	30%	53%
Hispanic	172	715	726	728	26%	39%	24%	*	*	11%	24%
Black or African American	106	720	725	725	15%	47%	27%	10%	0%	10%	20%
Asian, Native Hawaiian, or Pacific Islander	35	748	761	775	*	*	29%	57%	0%	57%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	162	721	733	745	19%	39%	25%	*	*	18%	44%
Male	194	722	732	743	18%	37%	28%	*	*	16%	41%
Economically Disadvantaged Students	236	719	730	727	21%	41%	22%	*	*	16%	23%
Non-Economically Disadvantaged Students	120	727	738	752	13%	32%	36%	*	*	20%	52%
Students with Disabilities	73	705	709	717	*	*	*	*	*	*	12%
Students without Disabilities	283	726	737	748	*	*	*	*	*	*	47%
English Learners	33	707	*	710	*	*	*	*	*	*	*
Non-English Learners	323	723	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	*	707	*	*	*	*	*	*	12%



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## Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	148	718	720	737	18%	46%	26%	11%	0%	11%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	70	716	*	724	*	*	*	*	*	*	17%
Black or African American	45	714	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	17	731	*	762	*	*	*	*	*	35%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	72	722	*	738	*	*	*	*	*	*	36%
Male	76	713	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	99	717	*	722	*	49%	22%	*	*	11%	16%
Non-Economically Disadvantaged Students	49	720	*	743	*	39%	33%	*	*	10%	43%
Students with Disabilities	33	705	705	712	*	*	*	*	*	*	*
Students without Disabilities	115	721	*	741	*	*	*	*	*	*	*
English Learners	12	709	709	708	*	*	*	*	*	*	*
Non-English Learners	136	718	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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## Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	120	725	726	755	25%	25%	25%	*	*	25%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	42	717	717	731	29%	31%	*	*	*	19%	34%
Black or African American	39	717	717	725	38%	26%	*	*	*	18%	27%
Asian, Native Hawaiian, or Pacific Islander	25	744	744	777	0%	*	*	*	*	40%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	64	721	721	752	30%	27%	19%	*	*	25%	55%
Male	56	731	*	758	20%	23%	32%	*	*	25%	62%
Economically Disadvantaged Students	72	723	723	729	28%	25%	25%	*	*	22%	32%
Non-Economically Disadvantaged Students	48	729	*	761	21%	25%	25%	*	*	29%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	120	725	*	755	25%	25%	25%	*	*	25%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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### DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*

### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	21.3%	40.9%	Not Met

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	54	*	*
3-4	43	*	*
5 or more	14	*	*



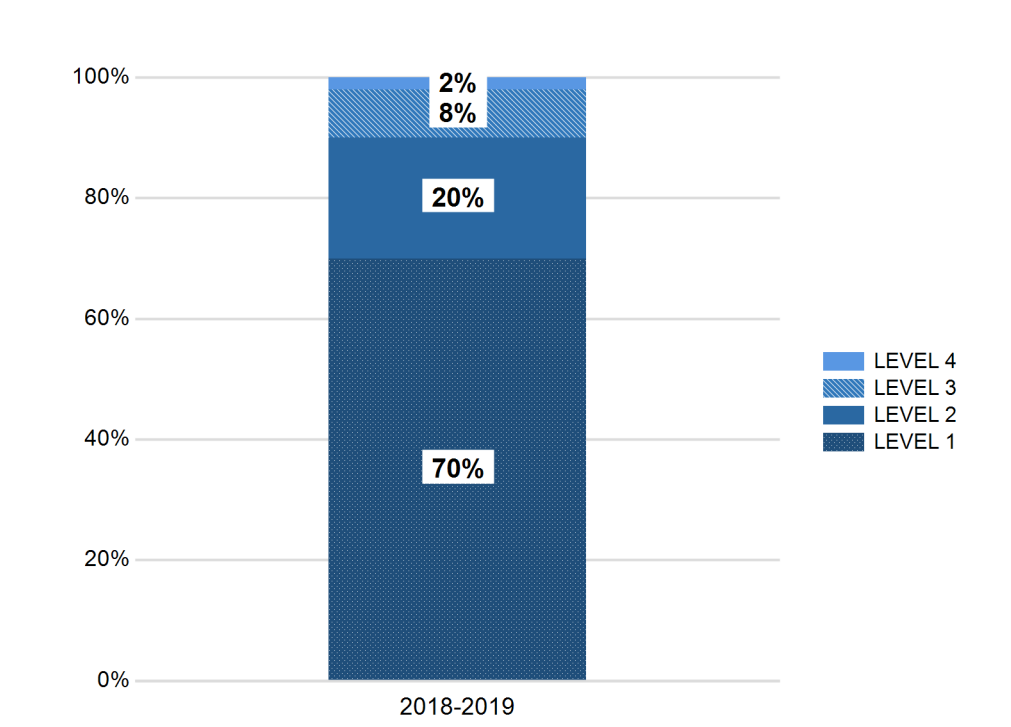
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	70	20	8	2
White	*	*	*	*
Hispanic	78	16	5	1
Black or African American	80	15	5	0
Asian, Native Hawaiian, or Pacific Islander	29	36	29	7
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	68	23	7	1
Male	71	18	9	2
Economically Disadvantaged Students	72	19	7	2
Non-Economically Disadvantaged Students	66	22	11	1
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	89	11	0	0
Non-English Learners	67	22	9	2
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

### PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	88.6%	84.5%
12th graders taking SAT in 2018-19 or prior years	59.8%	72.1%
12th graders taking ACT in 2018-19 or prior years	4.2%	19.6%

### PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	409	476	Grade 10: 430 Grade 11: 460	32%	61%
PSAT 10/NMSQT - Math	416	477	Grade 10: 480 Grade 11: 510	20%	43%
SAT - Reading and Writing	467	539	480	45%	70%
SAT - Math	474	541	530	27%	53%
ACT - Reading	14	25	22	*	66%
ACT - English	14	24	18	15%	81%
ACT - Math	17	24	22	15%	65%
ACT - Science	15	24	23	*	57%





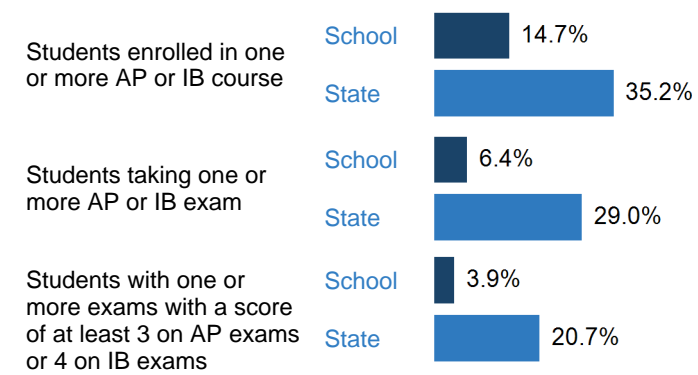
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

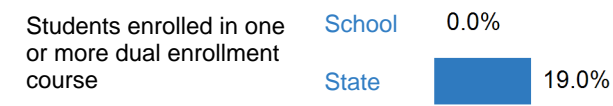
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. 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 list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. 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 AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	32	23
AP Calculus AB	43	23
AP Calculus BC	18	15
AP Chemistry	13	11
AP English Language and Composition	15	12
AP English Literature and Composition	7	4
AP French Language and Culture	23	3
AP Government	28	0
AP Latin (Virgil, Catullus and Horace)	5	2
AP Physics 1	0	3
AP Physics B	7	0
AP Spanish Language	8	1
AP U.S. Government and Politics	0	11
AP U.S. History	19	14
AP World History	19	9
Exams with scores of at least 3 on AP exams or 4 on IB exams		63



Pennsauken High School

(07-4060-050)

Grades Offered: 09-12

2018-2019

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		131



Pennsauken High School  
(07-4060-050)  
Grades Offered: 09-12  
2018-2019

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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

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



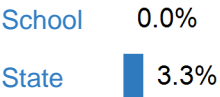
**CTE Concentrators**  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**





**Pennsauken High School**  
(07-4060-050)  
Grades Offered: 09-12  
2018-2019

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	7.7%	10.9%	7.7%	10.3%
White	10.8%	10.8%	6.1%	9.6%
Hispanic	8.1%	11.3%	10.3%	11.3%
Black or African American	7.5%	12.3%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	6.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	5.6%	6.8%	7.3%	10.6%
Male	9.5%	14.6%	8.0%	10.1%
Economically Disadvantaged Students	7.6%	11.6%	10.4%	11.8%
Students with Disabilities	8.7%	16.6%	6.6%	9.2%
English Learners	9.2%	12.6%	8.7%	3.2%
Homeless Students	0.0%	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	*	*	10.4%	*



Pennsauken High School  
(07-4060-050)  
Grades Offered: 09-12  
2018-2019

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	57		
Hospitality & Tourism	53		
Human Services	45		
Manufacturing	27		
Transportation, Distribution & Logistics	58		
Total (All Clusters)	240	0	0



**Pennsauken High School**  
 (07-4060-050)  
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 2018-2019

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	318	184	28	14	0	0	12
10	64	167	124	49	16	1	6
11	16	61	148	52	43	2	39
12	4	20	43	13	48	11	113
Total	402	432	343	128	107	14	170
Enrolled in AP/IB Course					59	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	335	0	0	2	0	17
10	182	136	0	31	6	11
11	42	160	0	103	43	27
12	15	12	0	29	38	59
Total	574	308	0	165	87	114
Enrolled in AP/IB Course	32	13		0	7	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



**Pennsauken High School**  
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2018-2019

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	335	0	0	0	0	13
10	38	249	0	18	5	4
11	18	294	0	22	3	12
12	8	253	0	57	11	30
Total	399	796	0	97	19	59
Enrolled in AP/IB Course	19	19	0	0		28
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	112	45	0	42	0	0	0
10	158	77	0	39	0	0	0
11	64	41	0	29	0	0	0
12	62	30	0	5	0	0	1
Total	396	193	0	115	0	0	1
Enrolled in AP/IB Course	8	23	0	5	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	60	39	0	28	0	0	0



Pennsauken High School

(07-4060-050)

Grades Offered: 09-12

2018-2019

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology– Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	8	0	0	0	0	0
11	5	0	0	0	0	0
12	6	0	0	0	0	0
Total	19	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0





Pennsauken High School  
(07-4060-050)  
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2018-2019

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Total	0



Pennsauken High School  
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2018-2019

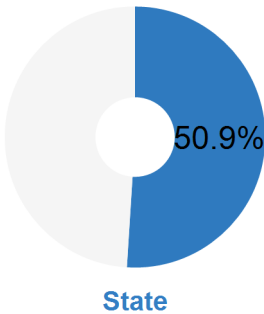
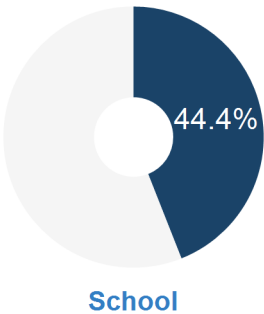
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Visual and Performing Arts – Course Participation

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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:

MUSIC	School	11.1%
	State	17.6%
DANCE	School	0.0%
	State	2.3%
DRAMA	School	5.5%
	State	3.9%
VISUAL ARTS	School	31.9%
	State	32.9%



Pennsauken High School  
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2018-2019

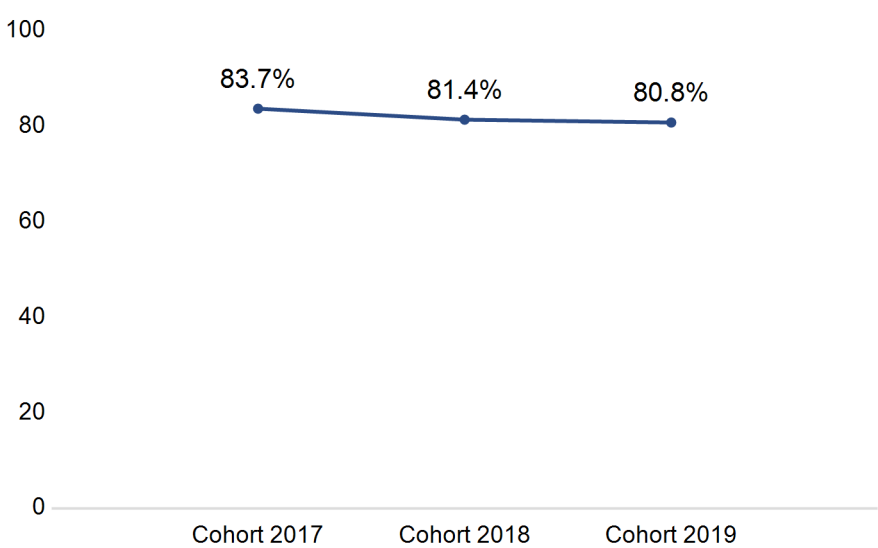
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

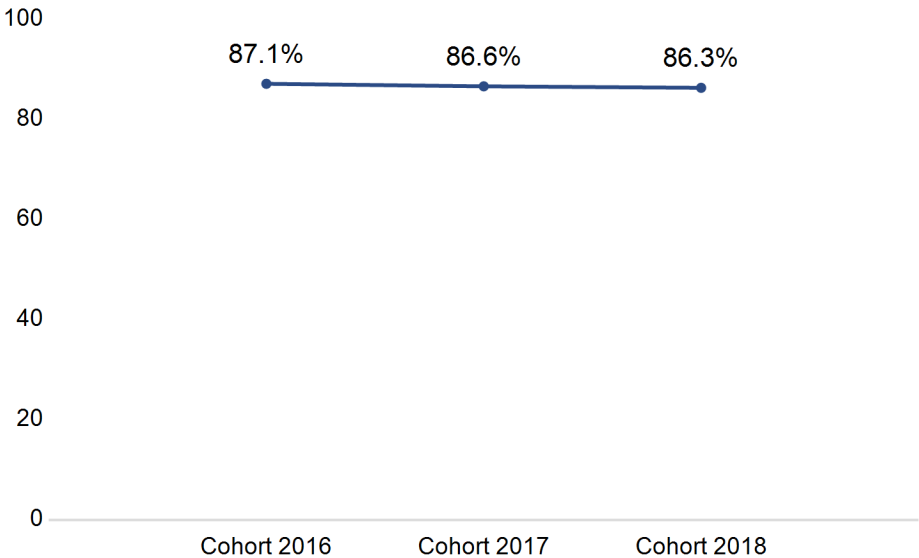
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	83.7%	81.4%	80.8%	87.1%	86.6%	86.3%
Annual Target	79.4%	80.3%		82.1%	82.8%	
Met Annual Target?	Met Target	Met Target		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

## Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	80.8%	90.6%	86.3%	92.5%	81.4%	80.3%	Met Target	86.6%	82.8%	Met Target
White	79.4%	94.9%	88.9%	95.9%	84.8%	84.6%	Met Target	88.3%	85.0%	Met Target
Hispanic	78.5%	84.5%	83.1%	87.3%	80.4%	76.2%	Met Target	81.7%	77.9%	Met Target
Black or African American	80.5%	83.3%	86.0%	87.1%	76.4%	79.4%	Not Met	90.0%	84.2%	Met Target
Asian, Native Hawaiian or Pacific Islander	91.7%	96.9%	100.0%	97.8%	97.5%	N	Met Goal	*	N	Met Goal
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	*	**	**
Female	82.1%	92.8%	88.2%	94.4%	85.5%			87.8%		
Male	79.7%	88.5%	84.8%	90.8%	78.1%			85.6%		
Economically Disadvantaged Students	82.6%	84.0%	87.1%	87.3%	82.3%	79.9%	Met Target	86.6%	81.0%	Met Target
Students with Disabilities	71.4%	79.2%	76.1%	83.8%	71.0%	75.8%	Not Met	88.9%	70.3%	Met Target
English Learners	71.9%	75.4%	77.3%	80.1%	68.2%	N	N	93.8%	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



**Pennsauken High School**  
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 2018-2019

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	54.2%	42.3%
Substitute Competency Test	10.1%	16.4%
Portfolio Appeals Process	21.3%	24.1%
Alternate Requirements specified in IEP	14.3%	17.1%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	2.2%	1.2%
2017-2018	2.6%	1.2%
2016-2017	1.2%	1.1%



Pennsauken High School  
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2018-2019

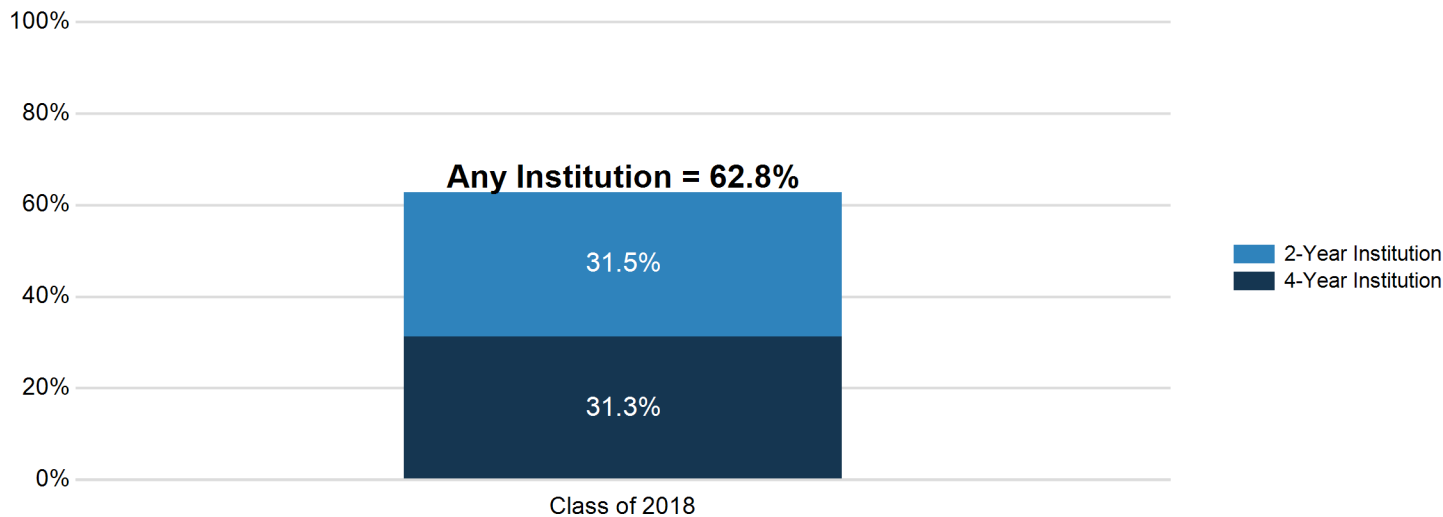
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	31.5%
% Enrolled in 4-Year Institution	31.3%
% Enrolled in Any Postsecondary Institution	62.8%



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Information about students enrolling in colleges and universities after graduation 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 information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	48.5%	45.9%	54.1%
White	51.7%	46.7%	53.3%
Hispanic	37.3%	66%	34%
Black or African American	52.5%	37.7%	62.3%
Asian, Native Hawaiian, or Pacific Islander	82.4%	25%	75%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	44.4%	54.3%	45.7%
Students with Disabilities	23.8%	73.3%	26.7%
English Learners	44.4%	75%	25%

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	62.8%	50.2%	49.8%	84.4%	15.6%	80.6%	19.4%
White	58.5%	58.3%	41.7%	79.2%	20.8%	70.8%	29.2%
Hispanic	54.5%	56.5%	43.5%	80%	20%	76.5%	23.5%
Black or African American	64.4%	46.2%	53.8%	83.1%	16.9%	84.6%	15.4%
Asian, Native Hawaiian, or Pacific Islander	97.4%	37.8%	62.2%	100%	0%	89.2%	10.8%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	60.3%	51.2%	48.8%	86.2%	13.8%	82.9%	17.1%
Students with Disabilities	42.9%	85.2%	14.8%	92.6%	7.4%	88.9%	11.1%
English Learners	33.3%	50%	50%	75%	25%	75%	25%



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2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

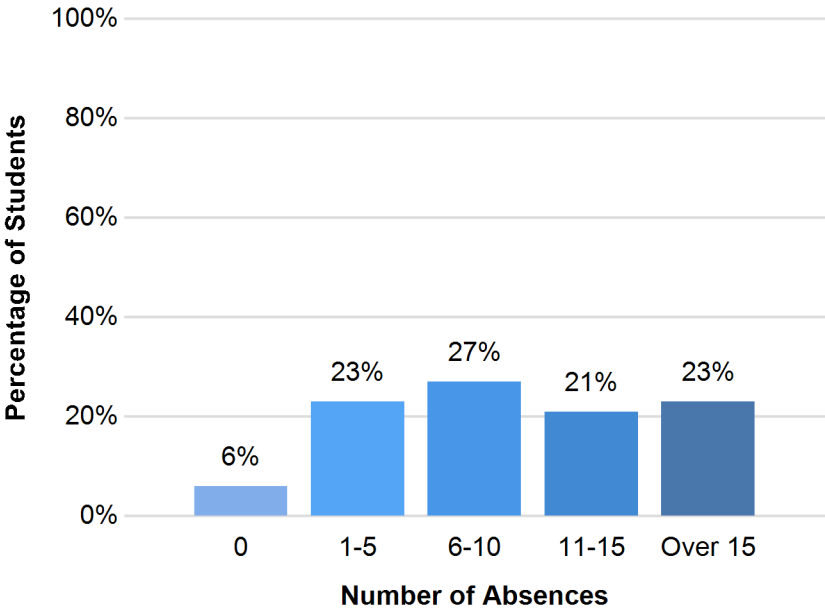
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	243	18.2	14.2	Not Met
White	25	17.7	14.2	Not Met
Hispanic	129	21.3	14.2	Not Met
Black or African American	78	19.1	14.2	Not Met
Asian, Native Hawaiian, or Pacific	10	6.0	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	120	19.2		
Male	123	17.3		
Economically Disadvantaged Students	185	21.0	14.2	Not Met
Students with Disabilities	65	21.7	14.2	Not Met
English Learners	23	19.7	14.2	Not Met
Homeless Students	7	41.2		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

Days Absent

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







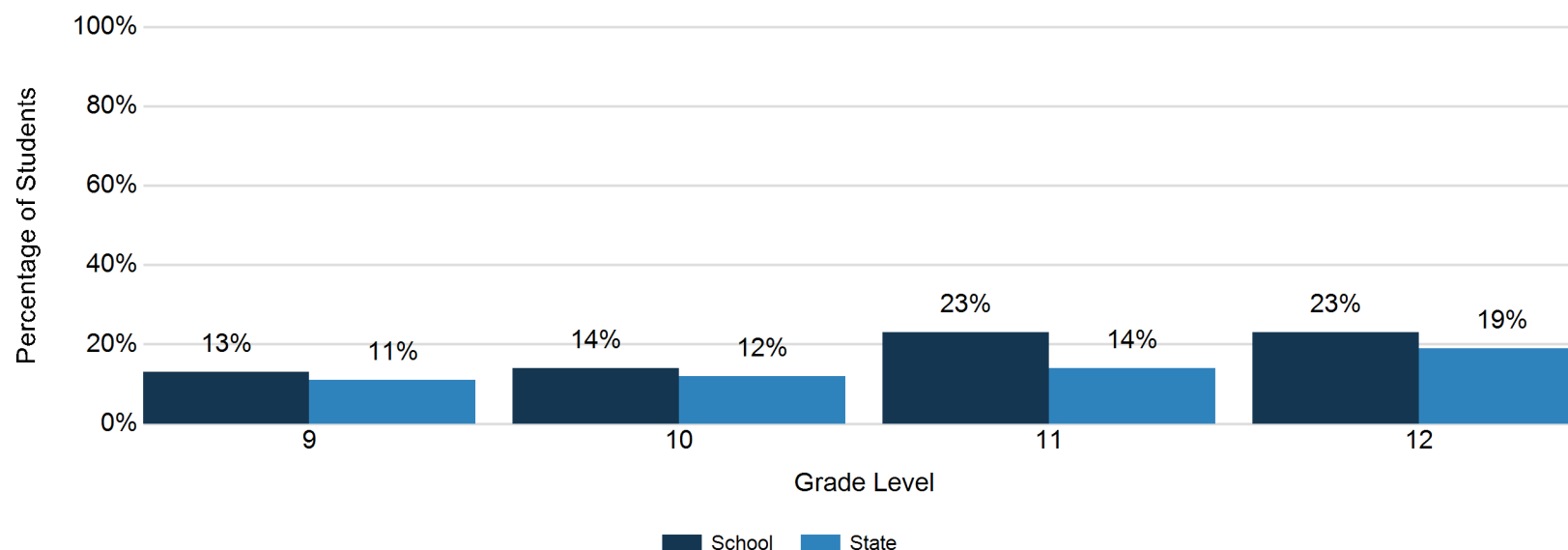
Pennsauken High School  
(07-4060-050)  
Grades Offered: 09-12  
2018-2019

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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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





Pennsauken High School

(07-4060-050)

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	53
Weapons	0
Vandalism	4
Substances	8
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	67
Incidents Per 100 Students Enrolled	5.18

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	15		15

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	19
Weapons	0
Vandalism	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	84	6.5%
Any Suspension	89	6.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
539



**Pennsauken High School**  
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School Day

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

Category	School
Typical Start Time	7:00 AM
Typical End Time	2:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 44 Mins
Shared Time - Instructional Time	5 Hrs. 44 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

**Teachers – Experience**

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	99	118,214
Average years experience in public schools	13.9	12.1
Average years experience in district	13.1	10.8
Percentage of Teachers with 4 or more years experience in the district	78.6%	75.3%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,530
Average years experience in public schools	13.0	16.0
Average years experience in district	10.9	12.0
Percentage of Administrators with 4 or more years experience in the district	70.4%	76.9%

**Student and Staff Ratios**

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	81:1	167:1
Teachers to Administrators	6:1	14:1
Students to Librarians/Media Specialists		2342:1
Students to Nurses		520:1
Students to Counselors		312:1
Students to Child Study Team Members		275:1



**Pennsauken High School**  
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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.9%	52.5%	56.3%	48.4%	77.1%	54.9%
Male	53.1%	47.5%	43.8%	51.6%	22.9%	45.1%
White	10.0%	81.8%	81.3%	42.4%	83.6%	77.4%
Hispanic	46.0%	2.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	30.1%	14.1%	18.8%	15.0%	6.6%	13.9%
Asian	12.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	2.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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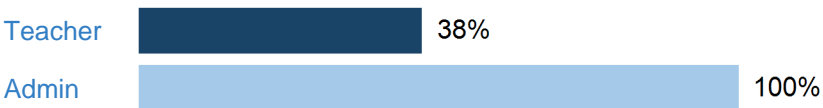
Teachers and Administrators - Level of Education

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

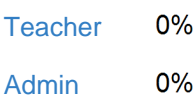
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Pennsauken High School

(07-4060-050)

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.





Pennsauken High School

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

## ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	27.7%	31.5%	29.9%
Math Proficiency	23.3%	17.4%	17.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	83.7%	81.4%	80.8%
5-Year Graduation Rate†	87.1%	86.6%	86.3%
Progress toward English Language Proficiency		25.8%	21.3%
Chronic Absenteeism	10.7%	21.4%	18.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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 Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
 Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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## Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Target	Met Target	Not Met	Not Met	No
White	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Hispanic	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Not Met	Not Met	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
English Learners	Met Target†	Not Met	N	**	**	Not Met	No

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





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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>• Pennsauken High School offers students multiple pathways to post secondary success: Traditional CTE programs Academy Programs College Prep</li> <li>• Pennsauken High School has state of the art Career and Technical Education (CTE) facilities housing 7 Fully Operational CTE Programs.</li> <li>• Pennsauken High School has added an Air Force JRROTC Program as well as improved instructional and athletic facilities.</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>The Mission of the Pennsauken Public School District is to provide a safe, challenging, and enriching learning environment for all students that leads to academic success and the development of personal responsibility and self-directed lifelong learning needed to become contributing members of a diverse, global society.</p>






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## School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Pennsauken High School is a true comprehensive Public High School offering Academic Academies featuring College Dual Credit as well as Career and Technical Education with Certifications available to students.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (Coed), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Ice Hockey (Boys), Lacrosse (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Boys &amp; Girls)</p> <p>Pennsauken High school offers 25 NJSIAA Varsity Sports as well as Unified Sports.</p>
 <p>Clubs and Activities:</p>	<p>Pennsauken High School offers a full complement of Extracurricular Activities and Honor Societies (Math, Science, Foreign Language and National) as well as extensive Summer Enrichment Programs.</p>





**Pennsauken High School**  
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<div>  <div>Before and After School Programs:</div> </div>	<p>Pennsauken High School offers an Extended Day Enrichment Program as well as an Enrichment Program in conjunction with Camden County College.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>Pennsauken High School conducts monthly half day professional development throughout the school year.</p>




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<div><div>Student Health and Wellness:</div></div>	District received a \$1.3 million grant over 5 years to help address mental health concerns.
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Pennsauken High School

(07-4060-050)

Grades Offered: 09-12

2018-2019

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<div>  <div>Climate Surveys:</div> </div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Climate survey conducted by Rutgers University, results will be used by the District's S.T.E.P. Committee t improve and implement programs</div>
<div>  <div>School Safety:</div> </div>	<div>Pennsauken High School is in the process of adding a state of the art Security Vestibule.</div>





**Pennsauken Intermediate School**  
(07-4060-175)  
Grades Offered: 04-05  
2018-2019

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## How to use this report:

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

## Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
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## Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
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## Notes from the New Jersey Department of Education:

**Pennsauken Intermediate School**

(07-4060-175)

Grades Offered: 04-05

2018-2019

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## School Contact Information

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

Type	Contact Information
County	Camden
District	Pennsauken Township Board of Education School District
Principal Name	Mrs. Tanya Harmon
Address	8125 PARK AVENUE PENNSAUKEN, NJ 08109
Phone Number	856-662-8501
Email Address	<a href="mailto:tharmon@pennsauken.net">tharmon@pennsauken.net</a>
Website	<a href="https://intermediate.pennsauken.net/">https://intermediate.pennsauken.net/</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
5	381	366	351
6	387	363	0
Total	768	729	699

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.4%	49.0%	48.6%
Male	52.6%	51.0%	51.4%
Economically Disadvantaged Students	67.4%	78.6%	72.1%
Students with Disabilities	19.7%	20.3%	24.0%
English Learners	2.3%	3.0%	4.9%
Homeless Students	0.9%	1.1%	0.9%
Students in Foster Care	0.4%	0.4%	0.3%
Military-Connected Students	0.0%	0.0%	0.1%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	10.7%	9.9%	9.7%
Hispanic	46.0%	46.4%	49.6%
Black or African American	29.9%	31.4%	27.0%
Asian	12.5%	11.7%	11.4%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.3%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	0.5%	0.7%	1.9%

Enrollment by Home Language

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

Home Language	% of Students
English	75.1%
Spanish	18.0%
Vietnamese	4.9%
Other Languages	2.0%



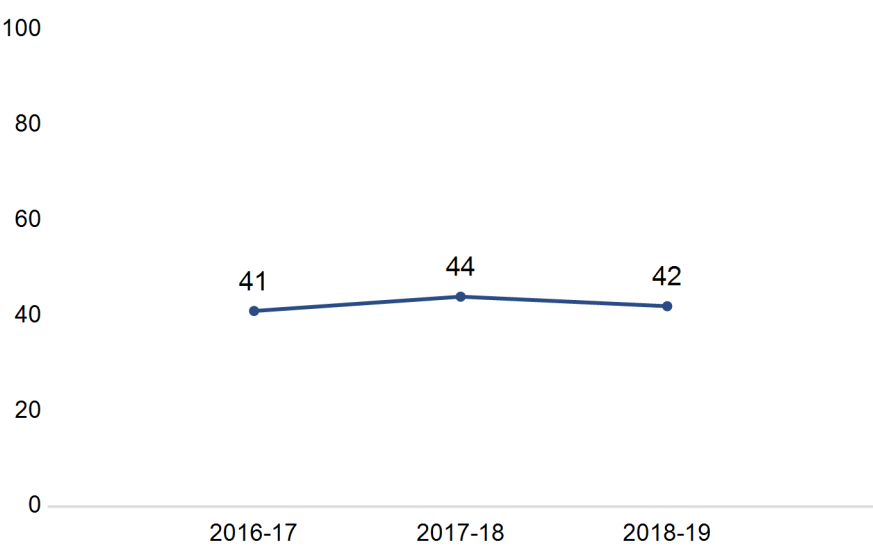
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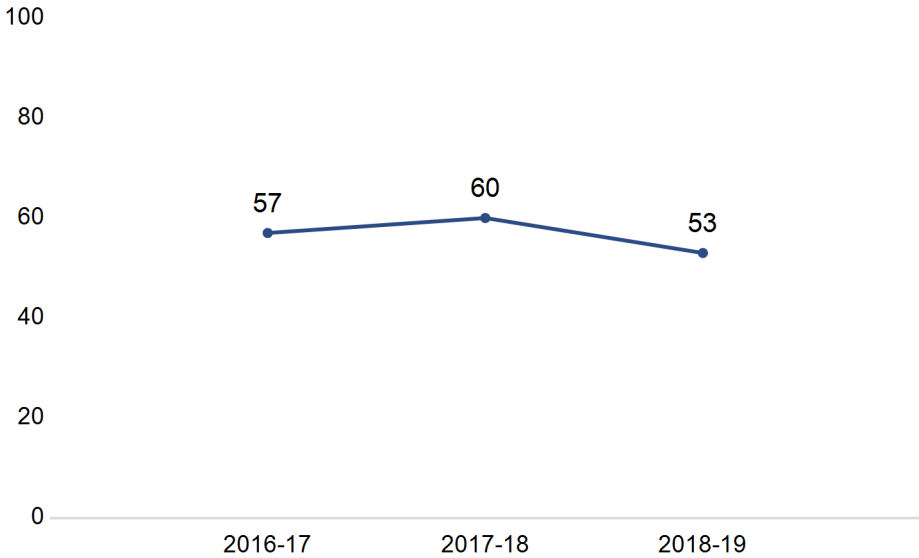
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	41	44	42	57	60	53
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	42	41	50	Met Standard	53	47	50	Met Standard
White	42.5	39.5	50	Met Standard	56	52	52	Met Standard
Hispanic	43	41	49	Met Standard	51	47	47	Met Standard
Black or African American	41	39.5	45	Met Standard	52	45	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	45	50	59	Met Standard	60.5	49.5	60	Exceeds Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	45	45	49	**	41	41.5	52	**
Female	48.5	46	53	N	58	47	50	N
Male	37	36	47	N	50	47	51	N
Economically Disadvantaged Students	41	40	48	Met Standard	53.5	46	46	Met Standard
Students with Disabilities	35	35	43	Not Met	58	48	45	Met Standard
English Learners	40	38	52	Met Standard	56	50.5	50	Met Standard
Homeless Students	*	44	43	N	*	39	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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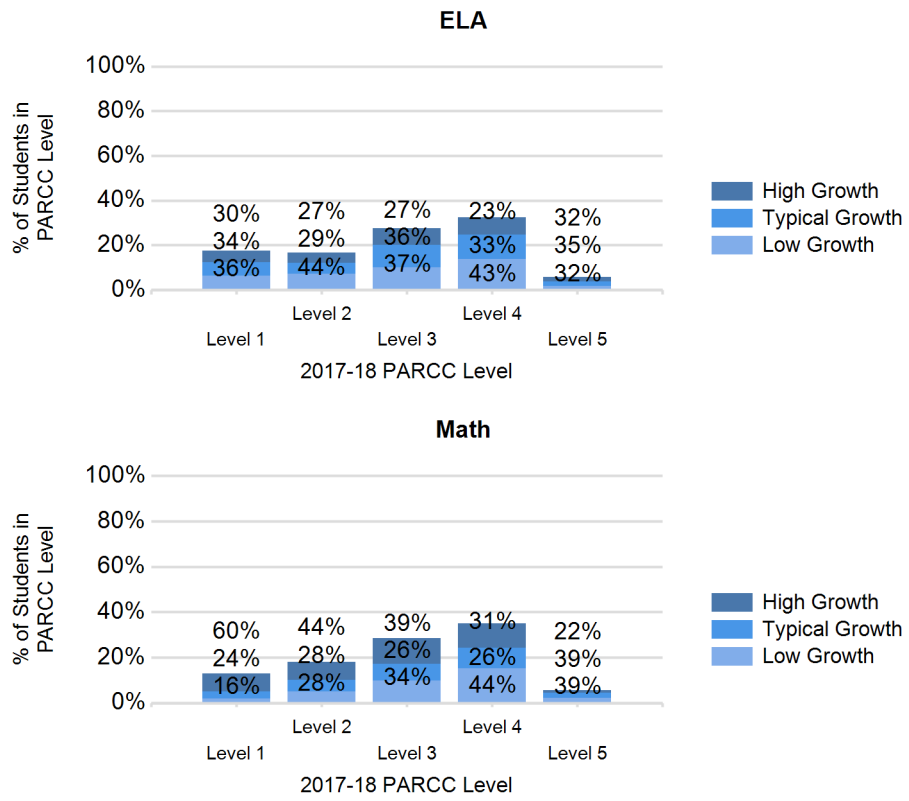
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

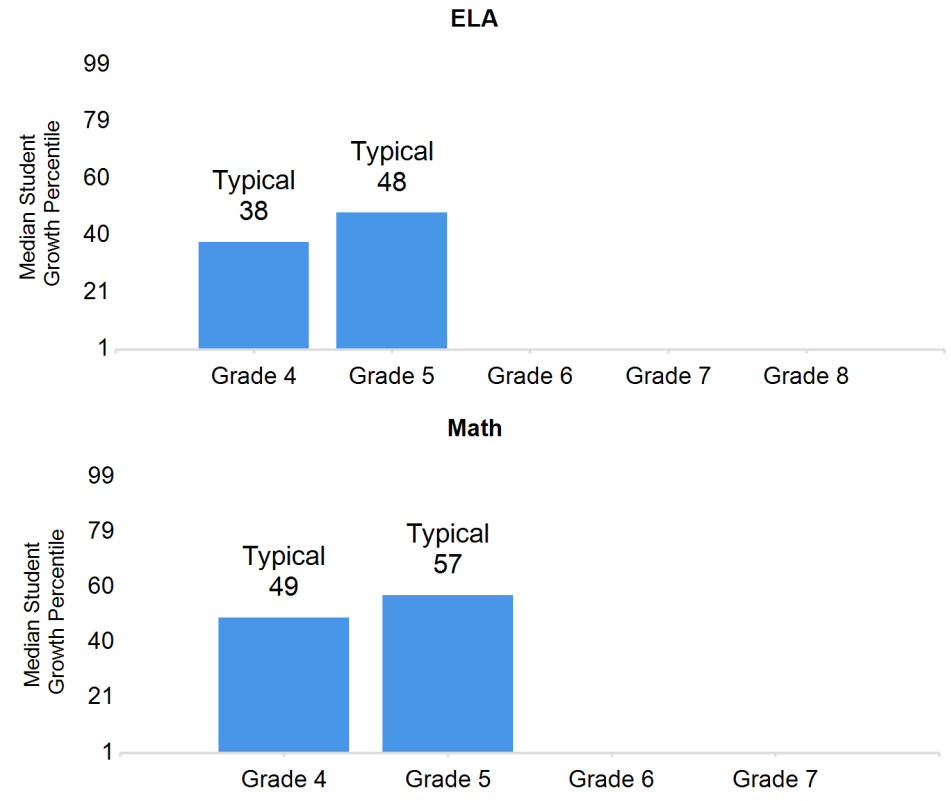
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



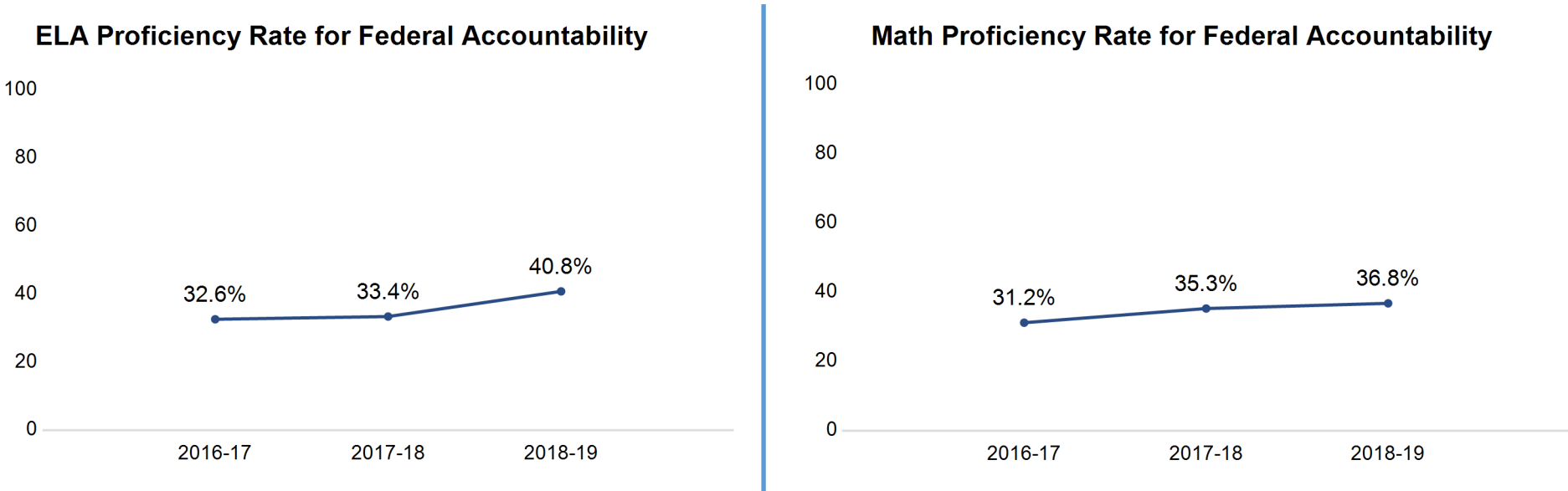


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	99.1%	98.6%	98.7%	99.1%	98.2%
Proficiency Rate for Federal Accountability	32.6%	33.4%	40.8%	31.2%	35.3%	36.8%
Annual Target	30.5%	33.1%	N	33.0%	35.4%	N
Met Annual Target?	Met Target	Met Target	N	Met Target†	Met Target†	N
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	692	98.6	40.8	35.1	57.9	40.8	N	N
White	68	97.1	45.6	41.7	66.9	45.6	N	N
Hispanic	335	98.0	37.0	30.3	43.9	37.0	N	N
Black or African American	195	99.5	34.4	*	38.5	34.4	N	N
Asian, Native Hawaiian, or Pacific Islander	81	100.0	65.4	59.8	82.9	65.4	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	13	100.0	53.8	*	64.4	53.8	**	**
Female	329	98.6	48.9	42.9	64.8	48.9		
Male	363	98.7	33.3	28.1	51.3	33.3		
Economically Disadvantaged Students	489	98.4	37.6	32.1	40.0	37.6	N	N
Non-Economically Disadvantaged Students	203	99.1	48.3	41.7	67.9	48.3		
Students with Disabilities	176	96.7	*	*	22.7	*	N	N
Students without Disabilities	516	99.3	*	*	65.1	*		
English Learners	65	95.9	33.8	25.0	29.3	33.8	N	N
Non-English Learners	627	98.9	41.5	36.1	60.6	41.5		
Homeless Students	*	*	*	20.0	29.1	*		
Students In Foster Care	*	*	*	30.0	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



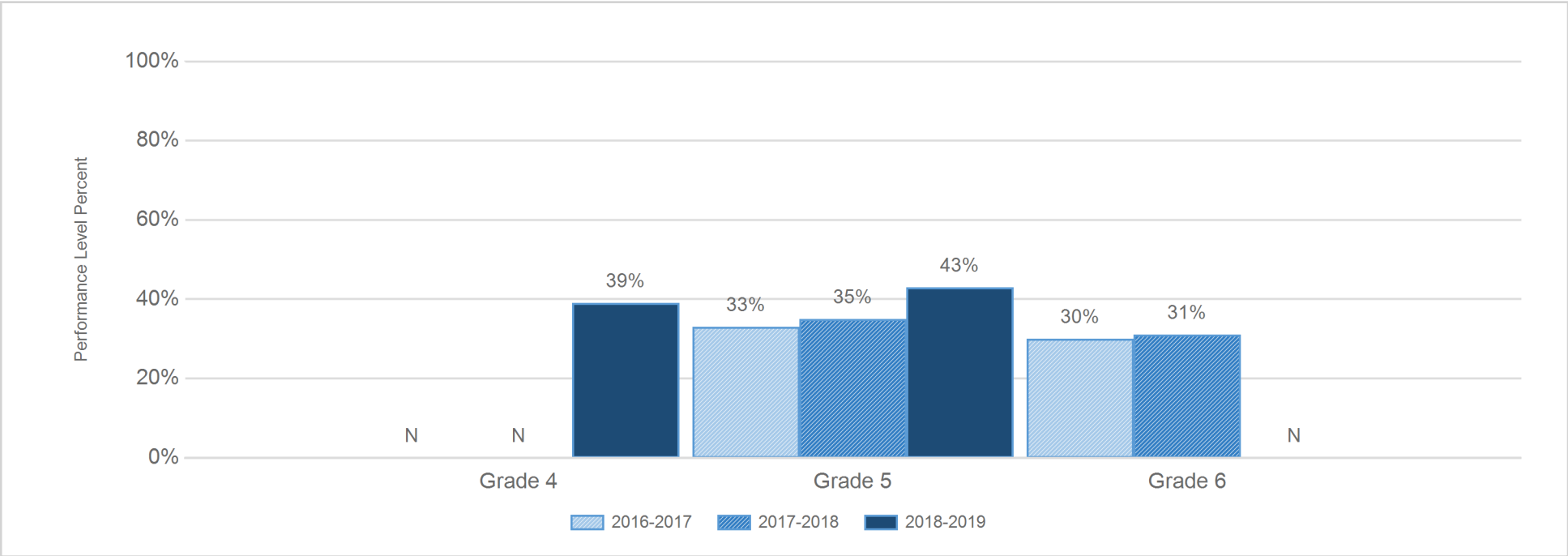


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	343	737	737	755	17%	18%	26%	33%	6%	39%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	168	736	736	743	17%	17%	27%	*	*	39%	44%
Black or African American	94	726	726	739	24%	27%	20%	*	*	29%	39%
Asian, Native Hawaiian, or Pacific Islander	41	752	752	779	*	*	32%	*	*	56%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	167	742	742	760	10%	19%	28%	*	*	43%	62%
Male	176	731	731	750	23%	18%	25%	*	*	35%	53%
Economically Disadvantaged Students	231	732	732	740	*	21%	24%	*	*	35%	40%
Non-Economically Disadvantaged Students	112	746	746	765	*	13%	31%	*	*	47%	69%
Students with Disabilities	83	705	705	725	*	*	*	*	*	*	25%
Students without Disabilities	260	746	746	761	*	*	*	*	*	*	64%
English Learners	15	731	731	720	*	*	*	*	*	47%	17%
Non-English Learners	328	737	737	758	*	*	*	*	*	38%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	353	741	741	756	13%	18%	25%	40%	3%	43%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	175	736	736	743	15%	21%	29%	*	*	35%	44%
Black or African American	99	737	737	739	15%	20%	24%	*	*	40%	38%
Asian, Native Hawaiian, or Pacific Islander	39	768	768	781	*	*	*	*	*	77%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	170	749	749	761	8%	15%	22%	*	*	54%	64%
Male	183	734	734	750	18%	21%	28%	*	*	33%	52%
Economically Disadvantaged Students	264	739	739	740	14%	19%	27%	*	*	40%	39%
Non-Economically Disadvantaged Students	89	748	748	766	11%	15%	21%	*	*	53%	69%
Students with Disabilities	78	707	707	724	*	*	*	*	*	*	23%
Students without Disabilities	275	751	751	762	*	*	*	*	*	*	65%
English Learners	10	708	708	713	*	*	*	*	*	10%	11%
Non-English Learners	343	742	742	758	*	*	*	*	*	44%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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## Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	691	98.2	36.8	28.6	44.5	36.8	N	N
White	68	95.8	45.6	36.2	54.1	45.6	N	N
Hispanic	336	98.1	33.0	23.2	28.8	33.0	N	N
Black or African American	193	98.5	27.5	21.2	23.0	27.5	N	N
Asian, Native Hawaiian, or Pacific Islander	81	100.0	64.2	60.2	76.5	64.2	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	13	100.0	53.8	*	53.3	53.8	**	**
Female	330	98.3	39.7	30.1	44.9	39.7		
Male	361	98.1	34.1	27.1	44.2	34.1		
Economically Disadvantaged Students	490	98.1	33.9	26.6	26.3	33.9	N	N
Non-Economically Disadvantaged Students	201	98.6	43.8	32.9	54.9	43.8		
Students with Disabilities	174	96.2	10.9	10.3	17.4	10.9	N	N
Students without Disabilities	517	98.9	45.5	33.6	50.0	45.5		
English Learners	68	96.2	36.8	28.3	25.0	36.8	N	N
Non-English Learners	623	98.5	36.8	28.6	46.5	36.8		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

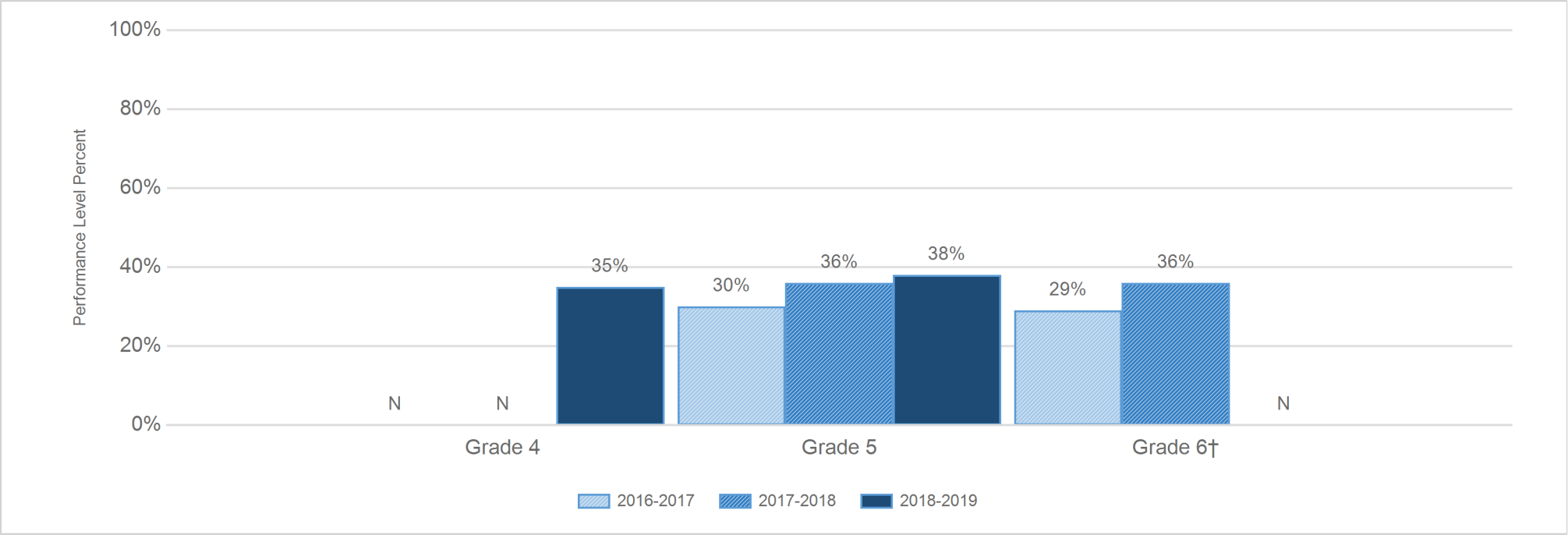


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	343	740	740	749	8%	24%	33%	*	*	35%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	169	739	739	737	7%	21%	38%	33%	0%	33%	36%
Black or African American	93	730	730	731	15%	33%	28%	*	*	24%	29%
Asian, Native Hawaiian, or Pacific Islander	41	758	758	776	*	*	32%	*	*	59%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	168	741	741	749	6%	23%	35%	*	*	36%	50%
Male	175	739	739	749	10%	25%	31%	*	*	34%	52%
Economically Disadvantaged Students	232	738	738	734	*	28%	31%	*	*	33%	32%
Non-Economically Disadvantaged Students	111	744	744	759	*	16%	37%	*	*	40%	63%
Students with Disabilities	81	720	720	726	19%	48%	22%	*	*	11%	25%
Students without Disabilities	262	746	746	754	5%	16%	36%	*	*	42%	56%
English Learners	17	735	735	722	*	*	*	*	*	35%	18%
Non-English Learners	326	740	740	751	*	*	*	*	*	35%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Pennsauken Intermediate School

(07-4060-175)

Grades Offered: 04-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	353	741	741	747	6%	28%	28%	31%	7%	38%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	177	736	736	735	6%	34%	28%	*	*	32%	30%
Black or African American	98	735	735	729	*	28%	33%	*	*	31%	23%
Asian, Native Hawaiian, or Pacific Islander	39	767	767	775	0%	*	26%	*	*	69%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	171	744	744	747	*	28%	26%	*	*	41%	47%
Male	182	738	738	747	*	27%	30%	*	*	35%	47%
Economically Disadvantaged Students	265	738	738	732	*	29%	30%	*	*	34%	27%
Non-Economically Disadvantaged Students	88	748	748	757	*	24%	23%	*	*	49%	59%
Students with Disabilities	78	722	722	725	*	*	*	*	*	*	19%
Students without Disabilities	275	746	746	752	*	*	*	*	*	*	52%
English Learners	12	712	712	718	*	*	*	*	*	*	12%
Non-English Learners	341	742	742	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
4	10	10
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	56.3%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	13	84.6%	15.4%
3-4	*	*	*
5 or more	*	*	*





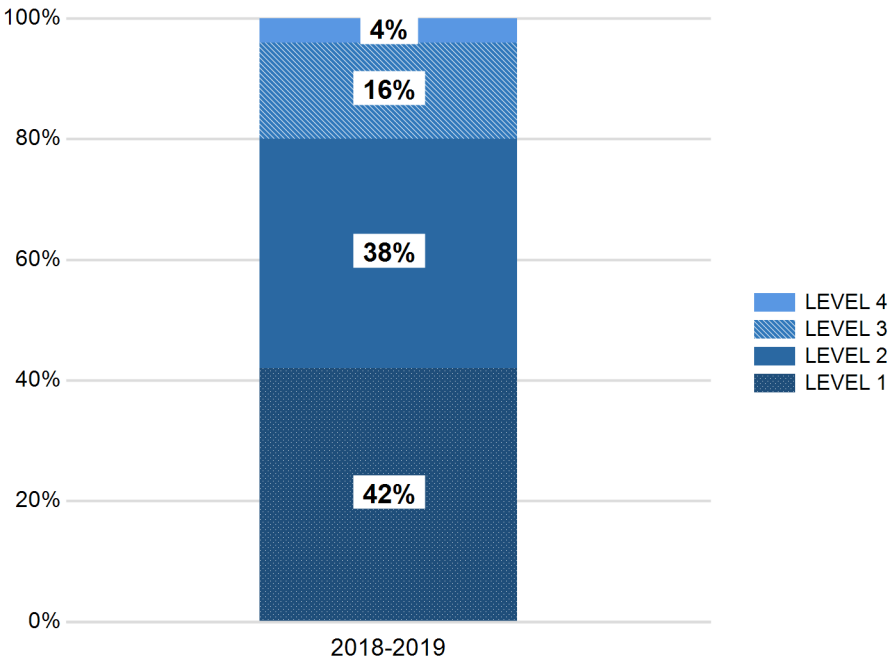
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	42	38	16	4
White	*	*	*	*
Hispanic	47	40	10	3
Black or African American	46	39	13	2
Asian, Native Hawaiian, or Pacific Islander	18	28	36	18
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	38	39	16	6
Male	45	37	15	2
Economically Disadvantaged Students	45	37	14	3
Non-Economically Disadvantaged Students	31	41	20	8
Students with Disabilities	80	18	1	1
Students without Disabilities	31	44	20	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

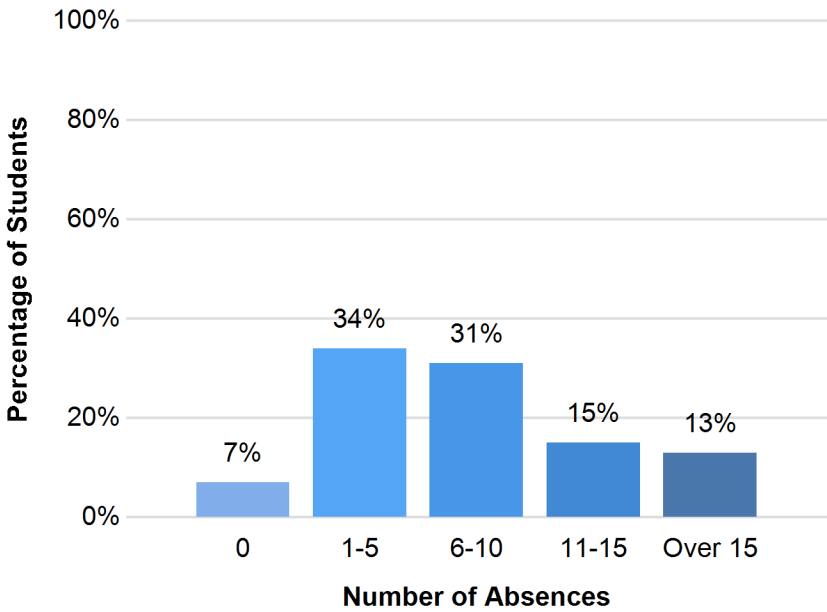
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	58	8.1	7.5	Not Met
White	5	7.1	7.5	Met
Hispanic	29	8.3	7.5	Not Met
Black or African American	21	10.7	7.5	Not Met
Asian, Native Hawaiian, or Pacific	3	3.7	7.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	25	7.3		
Male	33	8.9		
Economically Disadvantaged Students	49	9.8	7.5	Not Met
Students with Disabilities	24	13.0	7.5	Not Met
English Learners	1	3.1	7.5	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





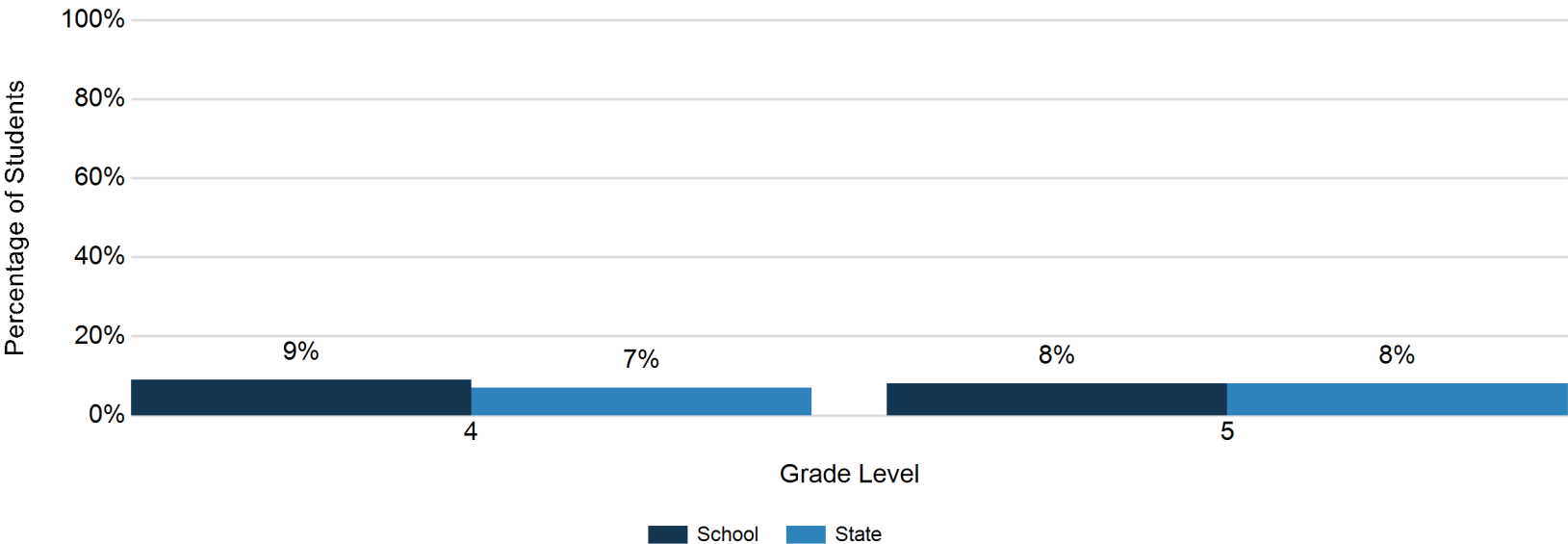
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.57

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
20



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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	3:15 PM
Length of School Day	7 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 4 Mins
Shared Time - Instructional Time	6 Hrs. 4 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	67	118,214
Average years experience in public schools	14.9	12.1
Average years experience in district	14.1	10.8
Percentage of Teachers with 4 or more years experience in the district	88.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,530
Average years experience in public schools	13.0	16.0
Average years experience in district	10.9	12.0
Percentage of Administrators with 4 or more years experience in the district	70.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	350:1	167:1
Teachers to Administrators	34:1	14:1
Students to Librarians/Media Specialists		2342:1
Students to Nurses		520:1
Students to Counselors		312:1
Students to Child Study Team Members		275:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.6%	82.1%	50.0%	48.4%	77.1%	54.9%
Male	51.4%	17.9%	50.0%	51.6%	22.9%	45.1%
White	9.7%	85.1%	0.0%	42.4%	83.6%	77.4%
Hispanic	49.6%	4.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	27.0%	9.0%	100.0%	15.0%	6.6%	13.9%
Asian	11.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	1.5%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%





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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	32.6%	33.4%	40.8%
Math Proficiency	31.2%	35.3%	36.8%
ELA Growth	41	44	42
Math Growth	57	60	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		46.7%	56.3%
Chronic Absenteeism	4.8%	11.3%	8.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Pennsauken Intermediate School

(07-4060-175)

Grades Offered: 04-05

2018-2019

Report Key:

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\*\* Accountability calculations require 20 or more students

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

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	N	N	Met Standard	Met Standard	**	Not Met	No
White	N	N	Met Standard	Met Standard	n/a	Met	No
Hispanic	N	N	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	N	N	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	N	N	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	N	N	Not Met	Met Standard	n/a	Not Met	No
English Learners	N	N	Met Standard	Met Standard	Met Standard	Met	No

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






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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>Curriculum include double periods (78 minutes) of language arts, mathematics periods, science, and social studies programs.</li> <li>Technology is apart of each school day, with all students utilizing 1:1 personal Chromebooks.</li> <li>In addition to the core subject areas, students experience 78 minutes of instruction in Music, Computers, Spanish, Art, Physical Education and Health.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>The Pennsauken Intermediate School community shall provide exemplary educational opportunities to meet the intellectual, emotional, physical, and social needs of our diverse student population.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>We recognize the achievements of our students through: Awards Assembly program per marking period; Monthly student recognition for academic excellence and character traits; Morning Student Shout-outs.</p>







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 <div>Before and After School Programs:</div>	LAM before and after care programs are housed at the Intermediate School.
 <div>Staff and Professional Learning:</div>	Collaborative opportunities and professional learning communities are offered during monthly PLDs and bimonthly Common Planning meetings. During these meetings, staff to conduct data analysis, create common unit assessments, discuss content standards and curriculum pacing, and share best practices and strategies.








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 <div>Student Supports and Services:</div>	<p>English Language Learners - Supports and services for Students with disabilities - Supports and services for students who are struggling - i.e. tutoring, extra help, etc. Masonic Model Intervention and referral services are available to assist students who are experiencing learning, behavior, or health challenges. Basic Skills Intervention Program are also available to support students who are one or more grade level behind.</p>
 <div>Student Health and Wellness:</div>	<p>Breakfast is offered daily in the classrooms; Wellness Screenings conducted by the school nurse (eyes, dental, growth, etc...); lessons delivered in health classes in the management of chronic illnesses, healthy eating, hygiene, and substance abuse.</p>
 <div>Parent and Community Involvement:</div>	<p>Active PTA holds Book Fairs and Sponsors Assemblies. Parents have access to Genesis Parent Portal and the school's website. Parents attend a variety of events and programs within the school such as: Parent-Teacher Conferences, Back-to-School Activities, Title I Parent Involvement Nights, Book Bingo Nights, Family Movie Nights, Family Game Nights, Special Tea for Moms, and Donuts with special Dudes.</p>






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: No; Who is surveyed: Teachers SCIP committee generated teacher surveys completed. Bimonthly SCIP meetings to analyze and discuss the data ascertained from the surveys. Survey results used to affect positive changes in the building.</p>
 <div>Facilities:</div>	<p>Pennsauken Intermediate School is a modern, air-conditioned facility with a newly remodeled gymnasium. Each classroom has computer access and Smartboards or Epson Boards. The building has two functional Science labs, one computer lab, and a full library managed by a Park Avenue campus librarian assistant.</p>
 <div>School Safety:</div>	<p>A newly constructed Security Vestibule is present in the front entrance of the building; Monthly security drills are conducted and monitored by an officer from the Office of Emergency Management Safety Team.</p>



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<div>Other Information</div>	<p>The school provides a ten-period day consisting of the core subject areas of Language Arts, Mathematics, Science, Social Studies and Enrichment.</p>
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