

HADDON TOWNSHIP SCHOOL DISTRICT

Report of District Data

October 17, 2019

ASSESSMENT INSTRUMENTS

- Science (NJSLA-S)
 - Grades 5, 8, and 11
 - No scores yet reported for Spring 2019
- Scholastic Assessment Test (SATs)
 - Evidence-based Reading and Writing
 - Mathematics
 - Writing (optional since 2017)
 - Recognized as key indicator of a high school's standing when compared to other districts; non-mandatory
 - One of top three college/university admission factors in addition to high school grades and strength of schedule/courses.

ASSESSMENT INSTRUMENTS

- Preliminary Scholastic Assessment Test (PSAT)
 - Grades 10 & 11
 - Mathematics
 - Evidence-based Reading & Writing
 - Practice for the SAT and an alternate option to meet current graduation requirements until 2025 (scores range from 320-1520)
 - Students receive personalized feedback to prepare for the SAT

SCHOLASTIC ASSESSMENT TEST (SAT)

Subtest Area/Year	HT Students	State	National	Difference State/Nat'l	Seniors	Tested	% Tested
Critical Reading							
2015	497	500	495	-3/+2	179	135	75%
2016	505	495	494	+10/+11	152	135	89%
Evidenced-based Reading and Writing							
2017	566	539	538	+27/+28	157	130	83%
2018	554	544	531	+10/+23	154	130	84%
Mathematics							
2015	531	521	511	+10 /+ 20	179	135	75%
2016	521	517	508	+4 /+13	152	135	89%
2017	579	537	533	+42/+46	157	130	83%
2018	551	545	528	+6/+23	154	130	84%

PRELIMINARY SCHOLASTIC ASSESSMENT TEST (PSAT)

Year	Grade Level	# HT Students Assessed	HT Mean Total Score	State	National	Difference State/Nat'l
2016	10	156	963	949	937	+14/+26
2016	11	139	1030	998	1018	+32/+12
2017	10	144	965	938	933	+27/+32
2017	11	145	1004	989	1014	+15/-10
2018	10	159	948	935	932	+13/+16
2018	11	147	1025	982	1013	+43/+12

MORE ASSESSMENT INSTRUMENTS

- American College Testing (ACT) grades 11 & 12
 - English
 - Mathematics
 - Reading
 - Science
- Advanced Placement (AP) Tests
 - Thirteen subject areas taken

AMERICAN COLLEGE TESTING (ACT)

Subtest Area	HT Students	State	Difference
English	22.7	24.3	-1.6
Mathematics	21.6	24.0	-2.4
Reading	21.5	24.6	-3.10
Science	19.6	23.6	-4.0
Composite	21.4	24.2	-2.8

Of 153 graduating seniors, 14 took the ACT (9%of the class)

ADVANCED PLACEMENT (AP) RESULTS

Subject	Students Tested		Scoring 3 or Better		% Scoring 3 or Better	
	2018	2019	2018	2019	2018	2019
Biology	22	11	14	11	63.6%	100%
Calculus AB	20	16	10	10	50%	62.5%
Calculus BC	--	1	--	0	--	0
Chemistry	--	11	--	8	--	72.7%
English Language/Comp	--	28	--	24	--	85.7%
English Lit/Comp	1	9	1	5	100%	55.6%

ADVANCED PLACEMENT (AP) RESULTS

Subject	Students Tested		Scoring 3 or Better		% Scoring 3 or Better	
	2018	2019	2018	2019	2018	2019
German	6	5	5	2	83.3%	40%
French	1	1	1	1	100%	100%
US Gov. & Politics	26	26	12	23	46%	88.5%
US History	25	7	21	7	84%	100%

ADVANCED PLACEMENT (AP) RESULTS

Subject	Students Tested		Scoring 3 or Better		% Scoring 3 or Better	
	2018	2019	2018	2019	2018	2019
Physics	7	3	7	1	100%	33%
Spanish	9	2	4	2	44.4%	100%
Statistics	19	23	14	13	73.7%	56.5%
TOTAL	140	143	90	107	64.3%	75%

GRADUATION PATHWAYS

	White	African American	Hispanic	Asian	American Indian	Pacific Islander	Two or More Races	Total
NJSLA	60	2	4	5	0	0	0	70
Substitute Competency Exam	21	1	3	0	0	0	3	28
Portfolio Appeals Process	0	0	0	0	0	0	0	0
Alternate Requirements Through IEP	12	2	4	0	0	0	0	18
Multiple Pathways	32	2	2	2	0	0	0	38
Denied Graduation	0	0	0	0	0	0	0	0
Denied Graduation (only because of failure to pass NJSLA/PARCC, substitute assessment, or portfolio)	0	0	0	0	0	0	0	0

GRADUATION PATHWAYS

	Total	Students w/ Disability	Economically Disadvantaged	English Language Learners
NJSLA	70	5	5	0
Substitute Competency Exam	28	2	4	0
Portfolio Appeals Process	0	0	0	0
Alternate Requirements Through IEP	18	18	2	0
Multiple Pathways	38	5	6	0
Denied Graduation	0	0	0	0
Denied Graduation (only because of failure to pass NJSLA/PARCC, substitute assessment, or portfolio)	0	0	0	0

GRADUATION RATE

- **The Graduation Rate for the Class of 2019:**
 - **97.5 %**

INTERVENTION AND REFERRAL SERVICES (I&RS)

- **Definition:** [N.J.A.C. 6A:16-7.1(a)]: *"... establish and implement a coordinated system in each school building for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior, or health difficulties..."* *"This is to be provided to students in the general education program."*
- **Designed to:** *"...assist staff who have difficulties in addressing students' learning, behavior, or health needs."*
- I&RS activities focus on concerns with students. The end result of I&RS activities is student improvement.
- An I&RS program consists of a formal, coordinated and well-articulated system of supportive activities and services.

INTERVENTION AND REFERRAL SERVICES (I&RS)

School	Referral Services
Edison	9
Jennings	15
Stoy	16
Strawbridge	14
Van Sciver	20
Rohrer Middle School	8
HTHS	3

SECTION 504

- **Definition ~ *Section 504 of the Rehabilitation Act of 1973***
 - *National law that protects individuals from discrimination based on a mental or physical disability.*
 - *Forbids organizations and employers that receive financial assistance from the federal government, including school districts, from denying individuals with disabilities an equal opportunity to receive program benefits and services.*
- **The disability only needs to substantially limit one major life activity in order for the student to be eligible.**
- **Disability: an exhaustive list of physical or mental impairments that substantially limit a Major Life Activity. Two step process, diagnosis of the disability and qualified as such**
- **Major Life Activity for school purposes include, reading, thinking, concentrating and communicating**

504 PLANS

School	504 Plans
Edison	8
Jennings	7
Stoy	9
Strawbridge	16
Van Sciver	28
Rohrer Middle School	53
HTHS	45

CHILD STUDY TEAM AND SPECIAL EDUCATION

Classification Type	Number	% of Classifications
Autistic	21	4.5
AI-Hearing Impairment	1	0.5
Communication Impaired	51	15.2
Emotionally Disturbed	15	3.3
Multiply Disabled	37	9.5
Intellectually Impaired	2	0.5
Other Health Impaired	62	17.8
Preschool Disabled	17	5.3
Specific Learning Disability	136	43.1
Traumatic Brain Injury	0	0
Total	342	
District % Classified		16.4
ESLS – Speech Only	36	
District % w/ ESLS		18

STUDENTS WITH DISABILITIES OUT OF DISTRICT

Out of District Student Classification Type	Number
Preschool Disabled	0
Autistic	2
Multiply Disabled	16
Other Health Impairment	2
Intellectually Disabled	1
Emotionally Disturbed	1
Specific Learning Disability	1
Total Percent of District: 1.1%	23

STUDENTS WITH DISABILITIES OUT OF DISTRICT

Out of District Students by Level

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Preschool	2	1	0	1	0	0
Elementary	6	6	8	4	4	4
Middle school	5	5	5	11	10	6
High school	20	14	9	4	5	10
Post (18-21)	3	5	7	5	6	3
Total	36	31	29	25	25	23

RETENTIONS BY SCHOOL

Edison	Jennings	Stoy	Strawbridge	Van Sciver	RMS
0	0	0	0	3	0

STUDENT ATTENDANCE

Edison	Jennings	Stoy	Strawbridge	Van Sciver	RMS	HTHS
92.20%	96.3%	97.10%	97.4%	93.40%	96.20%	92.70%
<p>District –94.60 %</p> <p>NJ State Requirement – 90% or above</p>						

CERTIFIED STAFF ATTENDANCE

	Edison	Jennings	Stoy	Strawbridge	Van Sciver	RMS	HTHS
Total Days	4.19%	4.6%	5.46%	6.95%	4.72%	4.43%	2.85%
Sick Only	2.58%	3.15%	3.85%	5.76%	3.45%	3.03%	1.71%
District Total– 4.17% District Sick Only – 2.88% State Board of Education & District Policy – Less than 3.5%							