

Voorhees Middle School

2016-2017

County: CAMDEN
 District: VOORHEES TWP
 Principal: Mrs. Calabria
 1000 HOLLY OAK DR
 VOORHEES, NJ 08043
www.voorhees.k12.nj.us
 (826)795-2025



Total students:
1,067

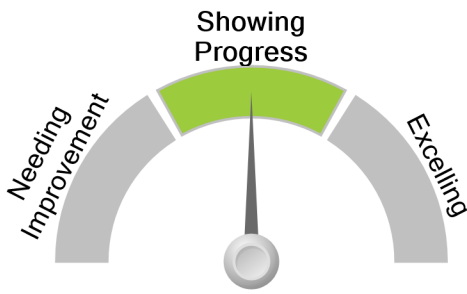
Grades offered: **06-08**
 Teachers-average years experience: **15.2**
 Student/Teacher Ratio: **12:1**

Students with Disabilities: **15%**
 Economically Disadvantaged: **11%**
 English Language Learners: **1%**

Are students on track for success?

English

Students meeting/exceeding expectations on state assessment

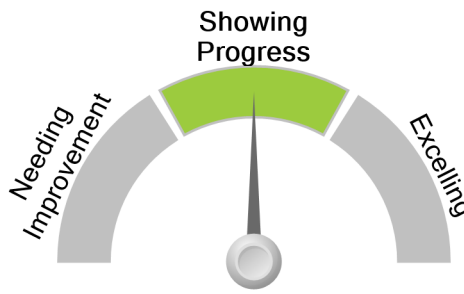


School **67%**

(Showing Progress: 40-79%, Excelling: 80-100%)

Math

Students meeting/exceeding expectations on state assessment

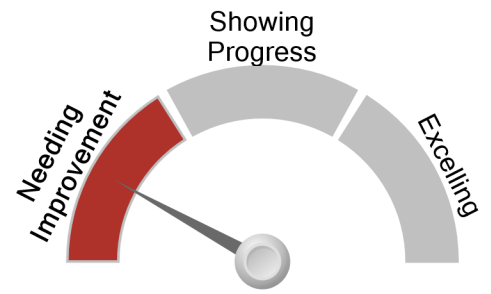


School **52.5%**

(Showing Progress: 40-79%, Excelling: 80-100%)

Chronic Absenteeism

Students absent for 10% or more of days enrolled



School **10.3%**

(Showing Progress: 5.1-10%, Excelling: 0-5%)

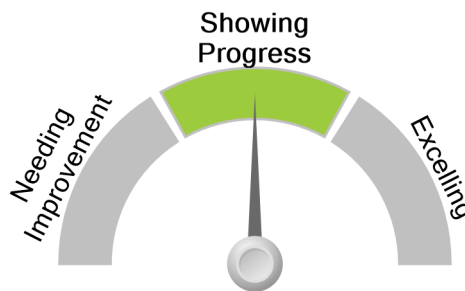
How much are students learning?

Median Student Growth Percentile

Each student gets a **student growth percentile** for English (4th to 8th grade) and Math (4th to 7th grade) from 1 to 99 that explains their progress compared to students who had similar test scores in the past.

If the student growth percentile for all students in the school are ordered from smallest to largest, the **median student growth percentile** is the percentile in the middle of that list.

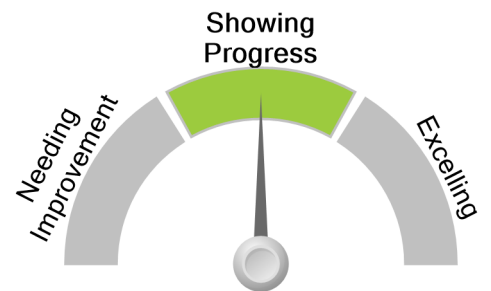
English



School **45**

(Showing Progress: 40-59.5, Excelling: 60-99)

Math



School **57**

(Showing Progress: 40-59.5, Excelling: 60-99)

School Highlights



- Senator Beach honored students for their math achievements.
- Girls and Boys soccer champions. Girls basketball champions.
- Veterans Assembly-veterans come in to share their stories

How to use this report?

- 1 **Learn More:** This report provides an overview of school performance. Learn more about your school by viewing the [full performance report](#)
- 2 **Ask Questions:** Use the contact information included above to reach out to your school and ask how they are working to improve school performance and student outcomes.
- 3 **Get Involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent groups.



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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	342	341	352
7	355	356	348
8	393	357	362
Ungraded	14	6	5
Total	1104	1060	1067

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	48%	49%
Male	51%	52%	52%
Economically Disadvantaged Students	10%	12%	11%
Students with Disabilities	14%	14%	15%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	55.6%
Asian	19.2%
Black or African American	11.2%
Hispanic	8.9%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	5.0%

Enrollment by Home Language

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

Home Language	% of Students
English	76.6%
Spanish	3.3%
Gujarati	3.1%
Hindi	2.3%
Russian	1.9%
<i>Other</i>	13.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	974	96.1	67.00	68.90	54.90	67	60.9	Met Target
White	547	95.8	67.80	70.90	63.90	67.8	60.9	Met Target
Hispanic	84	93.7	52.30	54.40	39.80	51.5	48.3	Met Target
Black or African American	103	94.2	48.50	*	35.20	48.5	34	Met Target
Asian, Native Hawaiian, or Pacific Islander	189	99.0	78.30	78.80	80.70	78.3	77.4	Met Target
American Indian or Alaska Native	N	N	*	0.00	53.70	*	**	**
Two or More Races	51	96.2	78.40	72.00	54.90	78.4	68.9	Met Target
Female	476	96.9	78.10	77.10	62.20	78.1		
Male	498	95.3	56.50	60.60	48.10	56.5		
Economically Disadvantaged Students	101	90.7	40.60	*	36.20	39.2	42.1	Met Target†
Non-Economically Disadvantaged Students	873	96.7	70.10	*	65.80	70.1		
Students with Disabilities	145	94.4	18.70	26.10	20.50	18.6	20.9	Met Target†
Students without Disabilities	829	96.4	75.50	77.30	61.90	75.5		
English Learners	16	100.0	31.30	37.50	25.20	31.3	**	**
Non-English Learners	958	96.0	67.70	69.90	57.40	67.7		
Homeless Students	*	*	*	60.00	26.40	*		
Students In Foster Care	N	N	*	50.00	24.80	*		
Military-Connected Students	*	*	*	66.60	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	338	762	762	751	3%	10%	18%	50%	18%	68%	54%
White	181	761	761	758	*	*	19%	51%	18%	69%	63%
Hispanic	36	752	752	740	*	*	*	58%	*	67%	38%
Black or African American	36	742	742	735	*	*	31%	39%	*	44%	32%
Asian, Native Hawaiian, or Pacific Islander	69	778	778	775	*	*	17%	46%	33%	80%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	16	763	763	753	0%	*	*	63%	*	75%	56%
Female	178	772	772	758	*	*	11%	52%	29%	81%	61%
Male	160	750	750	745	*	*	26%	48%	6%	54%	46%
Economically Disadvantaged Students	33	737	737	737	*	*	*	30%	*	33%	34%
Non-Economically Disadvantaged Students	305	764	764	760	*	*	*	52%	*	72%	65%
Students with Disabilities	53	730	730	722	*	*	28%	23%	*	26%	17%
Students without Disabilities	285	768	768	757	*	*	17%	55%	*	76%	61%
English Learners	*	*	*	709	*	*	*	*	*	*	N
Non-English Learners	*	*	*	752	*	*	*	*	*	*	N
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	55%
Migrant Students	N	N	N	721	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	333	762	762	756	5%	8%	19%	39%	29%	68%	59%
White	183	762	762	763	6%	10%	15%	41%	28%	69%	69%
Hispanic	28	748	748	741	*	*	39%	36%	*	46%	44%
Black or African American	33	747	747	737	*	*	33%	33%	*	46%	38%
Asian, Native Hawaiian, or Pacific Islander	67	776	776	783	0%	*	*	36%	46%	82%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	22	766	766	756	*	0%	*	46%	*	73%	59%
Female	151	774	774	764	*	*	16%	36%	42%	78%	68%
Male	182	752	752	748	*	*	21%	41%	18%	59%	51%
Economically Disadvantaged Students	35	741	741	738	*	*	37%	34%	*	40%	40%
Non-Economically Disadvantaged Students	298	765	765	765	*	*	17%	40%	*	71%	70%
Students with Disabilities	45	718	718	719	*	*	24%	*	*	18%	19%
Students without Disabilities	288	769	769	763	*	*	18%	*	*	75%	67%
English Learners	*	*	*	700	*	*	*	*	*	*	N
Non-English Learners	*	*	*	757	*	*	*	*	*	*	N
Homeless Students	*	*	*	730	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	348	763	763	757	4%	12%	18%	43%	23%	65%	59%
White	199	765	765	764	*	*	16%	44%	24%	67%	68%
Hispanic	24	745	745	742	0%	*	*	*	*	38%	44%
Black or African American	44	742	742	737	*	*	*	50%	*	52%	39%
Asian, Native Hawaiian, or Pacific Islander	68	773	773	785	*	*	19%	38%	34%	72%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	13	789	789	757	0%	0%	*	*	*	92%	60%
Female	170	775	775	765	*	*	17%	45%	31%	76%	68%
Male	178	752	752	748	*	*	20%	40%	15%	55%	50%
Economically Disadvantaged Students	31	756	756	739	*	*	*	42%	*	61%	40%
Non-Economically Disadvantaged Students	317	764	764	766	*	*	*	43%	*	66%	69%
Students with Disabilities	45	718	718	717	*	*	24%	*	*	11%	18%
Students without Disabilities	303	770	770	764	*	*	18%	*	*	73%	67%
English Learners	*	*	*	700	*	*	*	*	*	*	N
Non-English Learners	*	*	*	758	*	*	*	*	*	*	N
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	720	N	N	N	N	N	N	21%

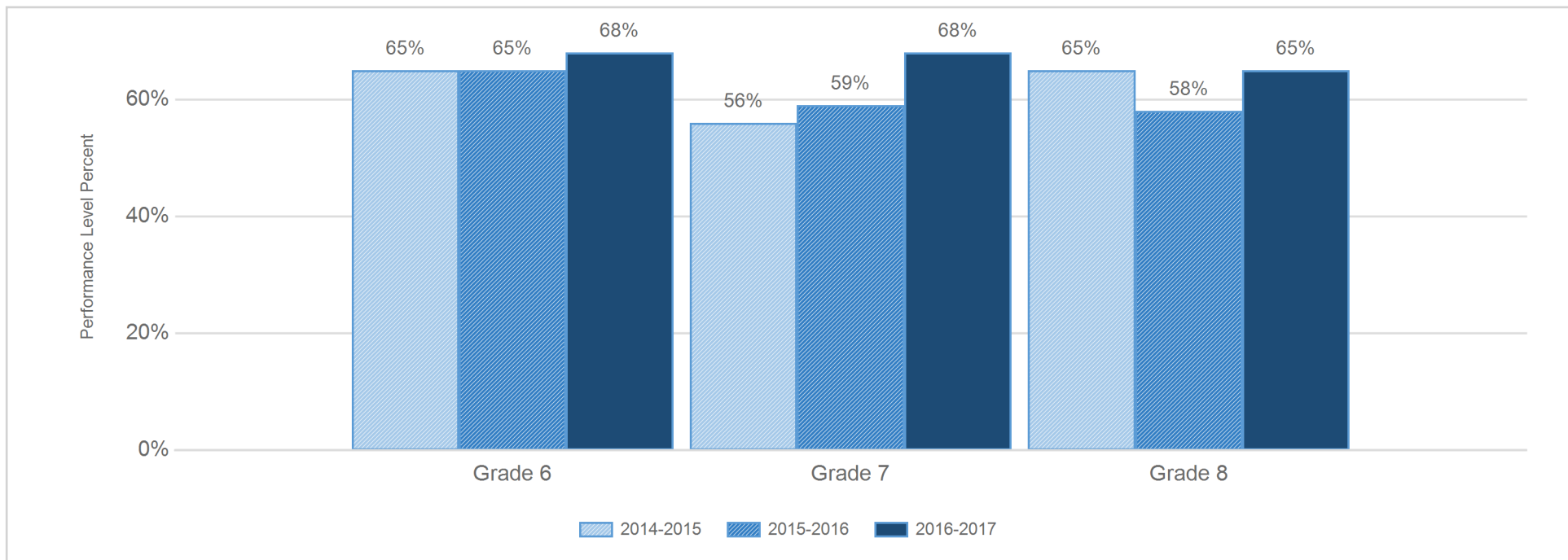


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English Language Arts/Literacy Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	974	96.1	52.50	58.30	43.50	52.5	48.3	Met Target
White	547	95.8	53.70	60.90	52.40	53.7	48.6	Met Target
Hispanic	84	93.7	29.80	35.50	27.60	29.3	25.3	Met Target
Black or African American	103	94.2	19.40	*	21.70	19.4	18.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	189	99.1	74.60	77.60	75.60	74.6	71	Met Target
American Indian or Alaska Native	N	N	*	0.00	42.50	*	**	**
Two or More Races	51	96.2	60.80	56.00	44.90	60.8	50	Met Target
Female	476	96.9	56.90	60.30	44.10	56.9		
Male	498	95.3	48.20	56.30	42.90	48.2		
Economically Disadvantaged Students	101	90.8	26.80	*	25.10	25.9	25.2	Met Target
Non-Economically Disadvantaged Students	873	96.8	55.50	*	54.30	55.5		
Students with Disabilities	145	94.4	11.00	23.10	16.50	11	16.3	Not Met
Students without Disabilities	829	96.4	59.70	65.20	48.80	59.7		
English Learners	16	100.0	43.80	54.30	23.30	43.8	N	N
Non-English Learners	958	96.0	52.60	58.50	45.20	52.6		
Homeless Students	*	*	*	60.00	16.40	*		
Students In Foster Care	N	N	*	0.00	15.10	*		
Military-Connected Students	*	*	*	44.40	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	339	749	749	743	7%	12%	29%	41%	11%	53%	44%
White	181	750	750	750	6%	10%	33%	43%	9%	51%	54%
Hispanic	36	739	739	730	*	*	39%	33%	*	39%	27%
Black or African American	36	720	720	724	*	39%	*	*	0%	17%	20%
Asian, Native Hawaiian, or Pacific Islander	70	767	767	770	*	*	14%	51%	27%	79%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	16	756	756	744	0%	0%	*	*	*	63%	46%
Female	178	754	754	744	*	*	31%	46%	12%	58%	45%
Male	161	744	744	742	*	*	27%	37%	10%	47%	43%
Economically Disadvantaged Students	33	727	727	728	*	*	*	*	*	30%	24%
Non-Economically Disadvantaged Students	306	752	752	752	*	*	*	*	*	55%	56%
Students with Disabilities	53	721	721	716	*	*	26%	*	*	17%	13%
Students without Disabilities	286	755	755	748	*	*	29%	*	*	59%	50%
English Learners	*	*	*	709	*	*	*	*	*	*	N
Non-English Learners	*	*	*	744	*	*	*	*	*	*	N
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	331	752	752	741	5%	11%	29%	42%	13%	55%	40%
White	182	751	751	748	7%	9%	28%	45%	12%	56%	49%
Hispanic	28	741	741	729	*	*	54%	*	*	29%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	66	767	767	764	*	*	17%	55%	23%	77%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	22	758	758	740	0%	*	*	*	*	64%	39%
Female	151	755	755	742	*	*	31%	42%	16%	58%	41%
Male	180	749	749	739	*	*	27%	42%	11%	53%	38%
Economically Disadvantaged Students	35	733	733	728	*	*	43%	*	*	23%	22%
Non-Economically Disadvantaged Students	296	754	754	748	*	*	27%	*	*	59%	50%
Students with Disabilities	45	712	712	716	*	*	*	*	*	11%	11%
Students without Disabilities	286	758	758	746	*	*	*	*	*	62%	45%
English Learners	*	*	*	711	*	*	*	*	*	*	N
Non-English Learners	*	*	*	742	*	*	*	*	*	*	N
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	N

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	227	729	729	727	21%	*	38%	23%	*	24%	28%
White	118	731	731	735	18%	14%	43%	25%	0%	25%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	42	722	722	714	24%	*	38%	*	0%	17%	15%
Asian, Native Hawaiian, or Pacific Islander	38	738	738	746	*	*	29%	32%	*	34%	51%
American Indian or Alaska Native	N	N	N	727	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	100	734	734	730	*	*	40%	25%	*	26%	30%
Male	127	724	724	725	*	*	36%	22%	*	22%	26%
Economically Disadvantaged Students	27	727	727	719	*	*	*	*	*	22%	19%
Non-Economically Disadvantaged Students	200	729	729	734	*	*	*	*	*	24%	34%
Students with Disabilities	44	698	698	705	*	*	*	*	*	*	N
Students without Disabilities	183	736	736	734	*	*	*	*	*	*	N
English Learners	*	*	*	702	*	*	*	*	*	*	N
Non-English Learners	*	*	*	729	*	*	*	*	*	*	N
Homeless Students	N	N	N	709	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	712	N	N	N	N	N	N	N

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	126	784	784	742	*	*	*	80%	14%	94%	42%
White	84	783	783	750	*	*	*	82%	12%	94%	52%
Hispanic	*	*	*	727	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	72	782	782	743	0%	0%	*	81%	*	93%	43%
Male	54	787	787	741	0%	0%	*	80%	*	96%	40%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	707	*	*	*	*	*	*	N
Non-English Learners	*	*	*	744	*	*	*	*	*	*	N
Homeless Students	*	*	*	717	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	N
Military-Connected Students	*	*	*	741	*	*	*	*	*	*	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	733	*	*	*	*	*	*	30%
White	N	N	N	739	N	N	N	N	N	N	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	718	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	757	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	N	N	N	734	N	N	N	N	N	N	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	N
Students without Disabilities	*	*	*	737	*	*	*	*	*	*	N
English Learners	N	N	N	709	N	N	N	N	N	N	N
Non-English Learners	*	*	*	734	*	*	*	*	*	*	N
Homeless Students	N	N	N	717	N	N	N	N	N	N	N
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	726	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	N

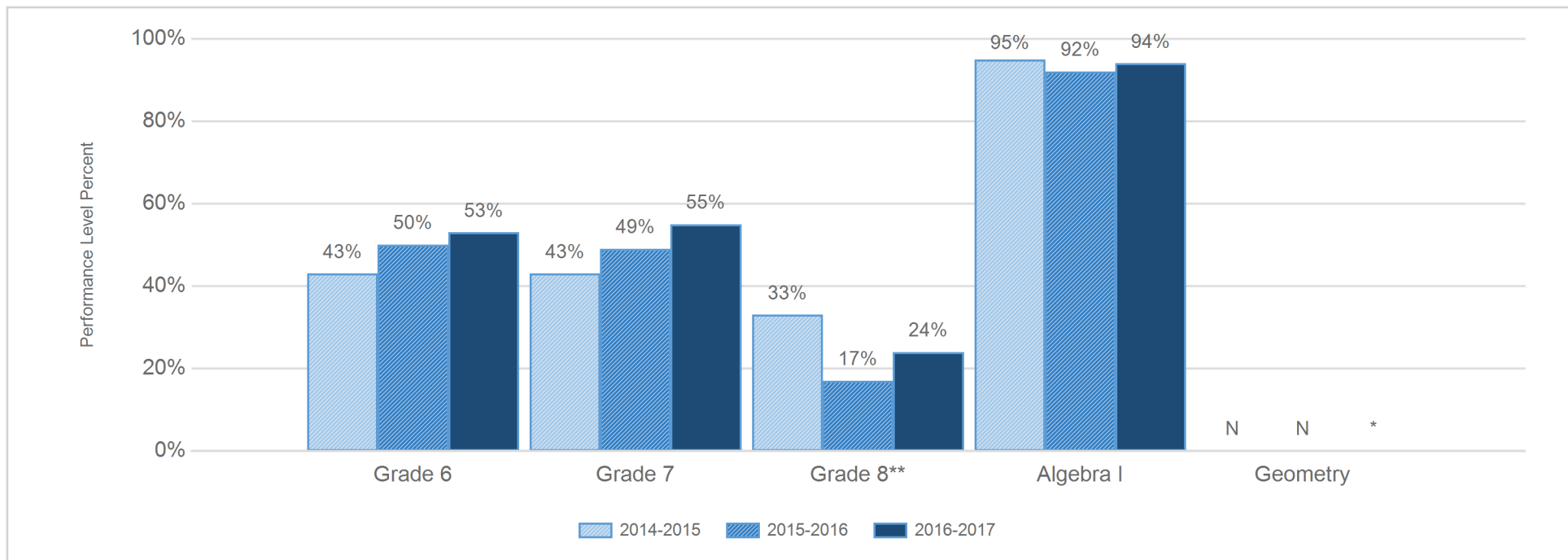


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Mathematics Assessment – Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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

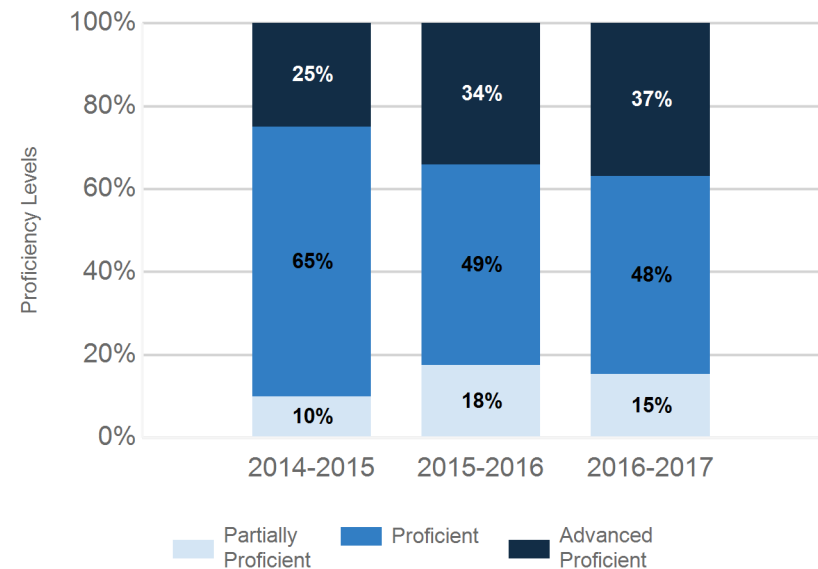
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	37%	48%	15%
White	44%	43%	13%
Hispanic	8%	68%	24%
Black or African American	13%	57%	30%
Asian, Native Hawaiian, or Pacific Islander	40%	49%	11%
American Indian or Alaska Native	N	N	N
Two or More Races	54%	39%	8%
Economically Disadvantaged Students	22%	56%	22%
Students with Disabilities	4%	38%	57%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	45	46	50	Met Target	57	58	50	Met Target
White	42	46	50	Met Target	57	58	52	Met Target
Hispanic	35	43	49	Not Met	50	46	47	Met Target
Black or African American	45	*	45	Met Target	39	*	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	54	54	60	Met Target	61	65.5	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	46	46	51	Met Target	67	68.5	52	Exceeds Target
Economically Disadvantaged	41	44	47	Met Target	44	42	46	Met Target
Students with Disabilities	39	41	41	Not Met	34.5	37	43	Not Met
English Learners	57	60	53	**	*	80	51	**

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



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

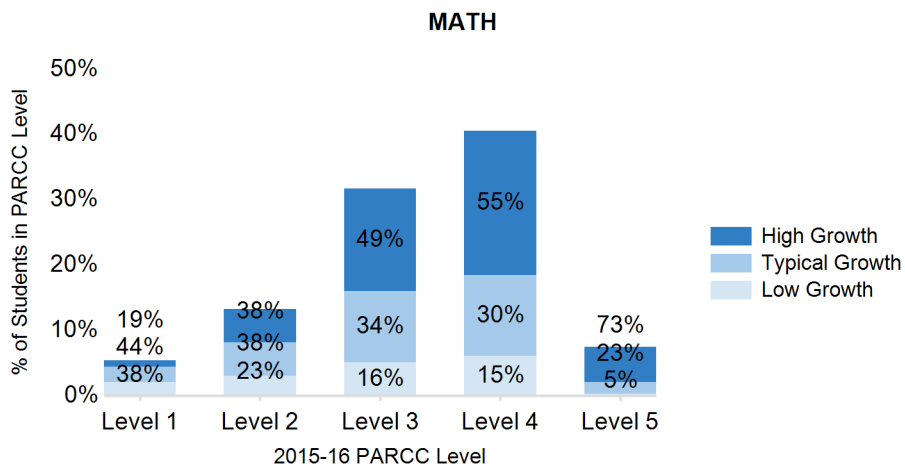
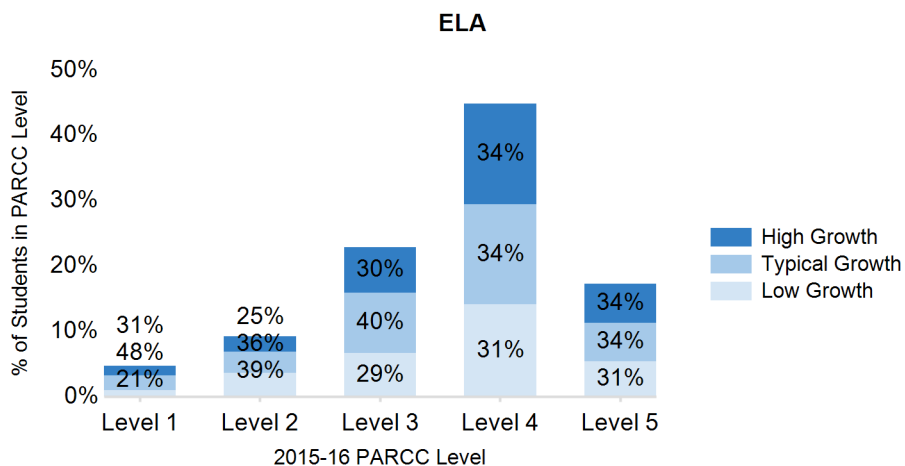
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

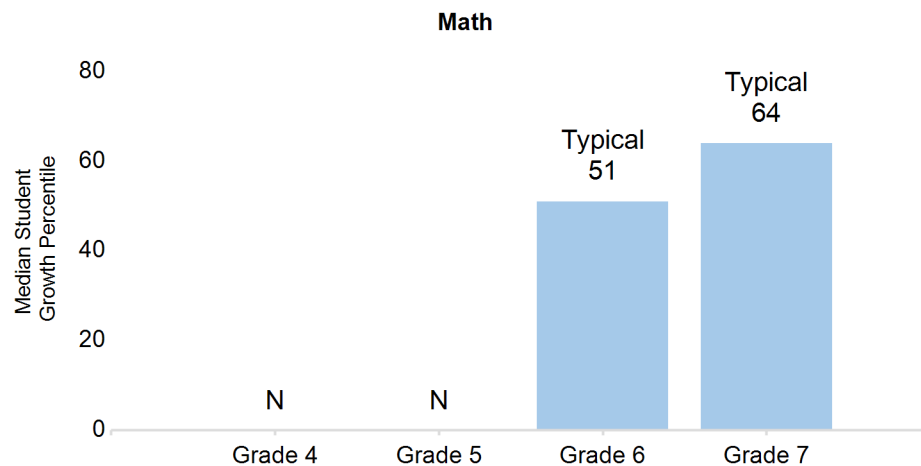
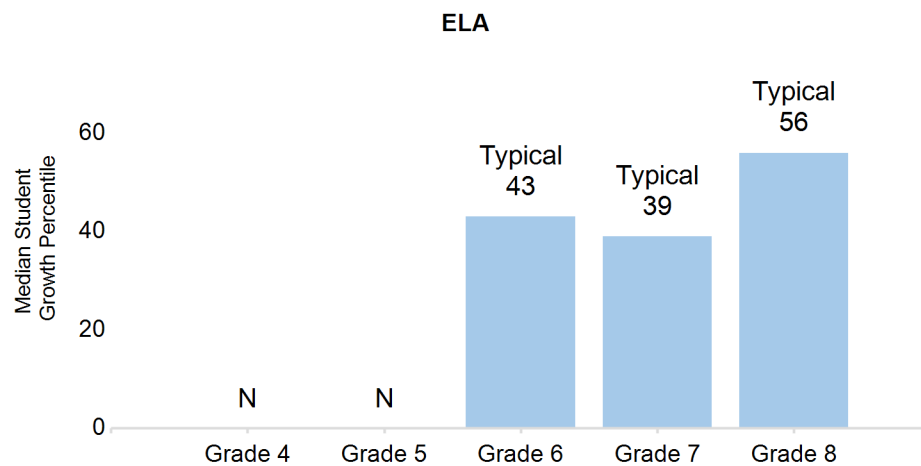
Student Growth by Performance Level

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



Student Growth by Grade

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



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



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0					360
7	3	1					351
8	125	1					240
Schoolwide	128	2	0	0	0	0	951

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	352
7	202	143	0	0	0	0	0
8	227	85	0	0	0	0	0
Schoolwide	429	228	0	0	0	0	352
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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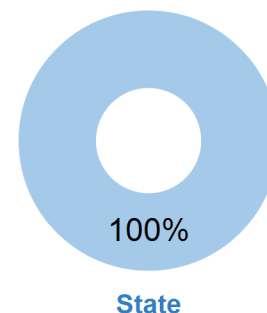
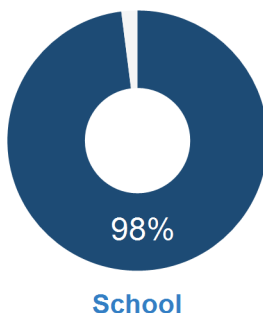
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Visual and Performing Arts – Course Participation

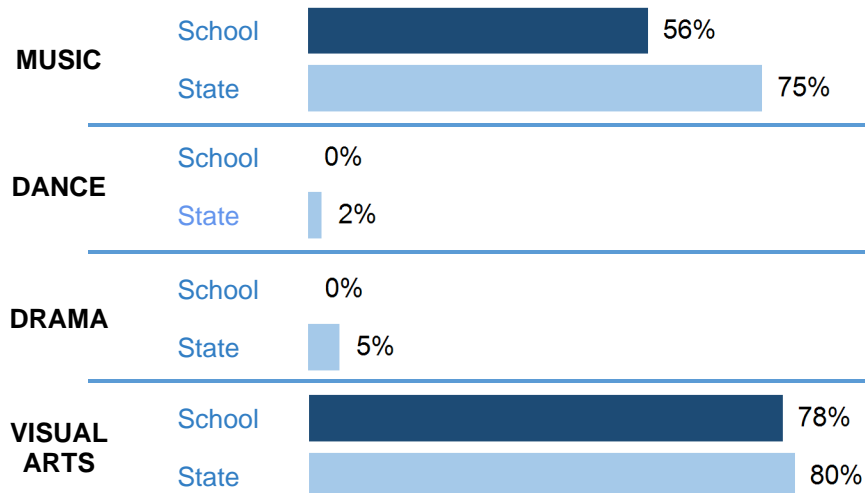
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

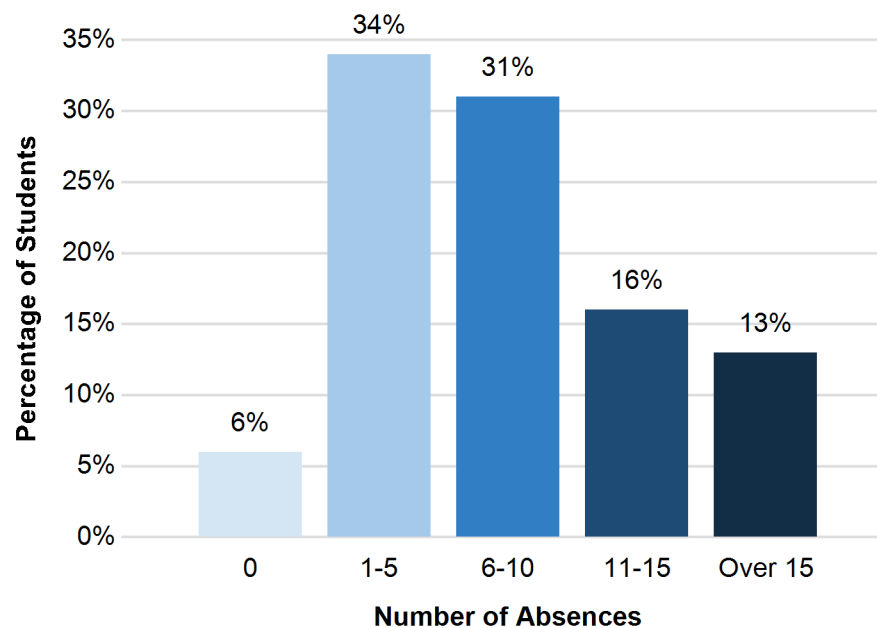
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.30	8.70	Not Met
White	11.10	8.70	Not Met
Hispanic	12.60	8.70	Not Met
Black or African American	9.20	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	5.30	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	18.90	8.70	Not Met
Economically Disadvantaged Students	18.80	8.70	Not Met
Students with Disabilities	23.50	8.70	Not Met
English Learners	0	**	**

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

Days Absent

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



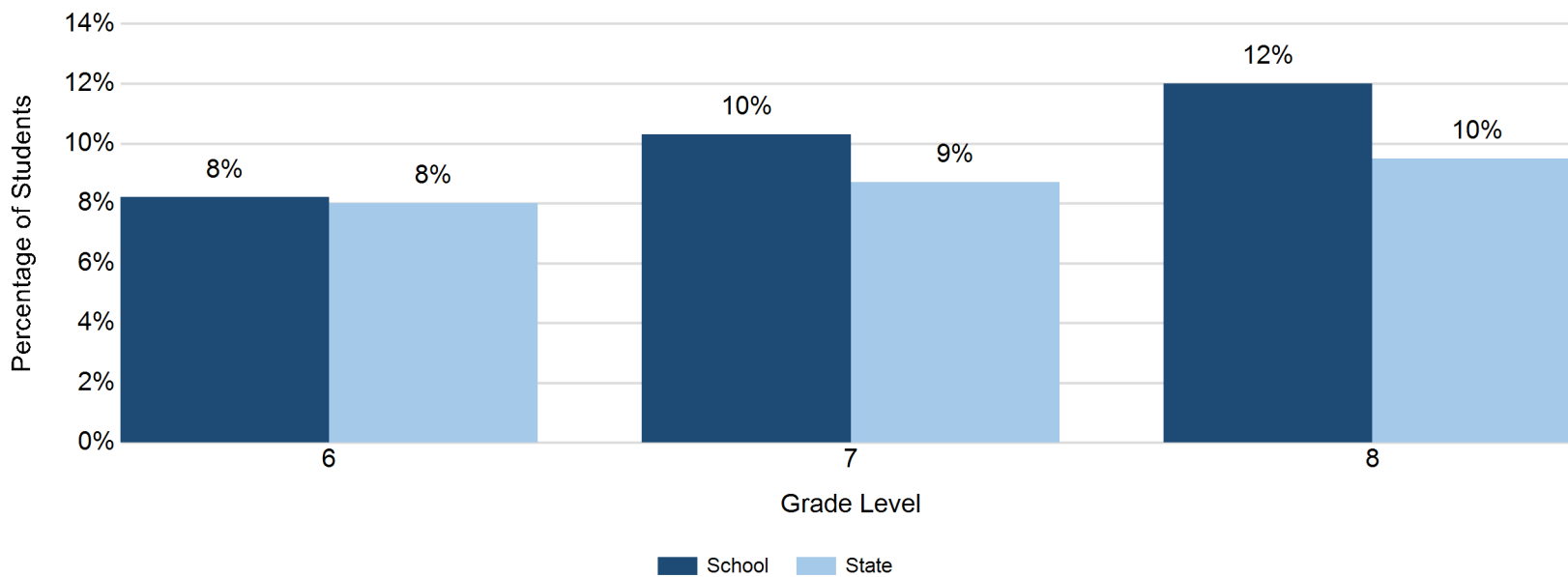


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:25AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	8
Vandalism	0
Weapons	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	1.78

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	8.2%
Out-of-School Suspensions	1.5%
Any Suspension	9.7%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1.6	169.5 kbps	100 kbps	Yes	N	Fiber	No

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$394	\$13,845	\$14,239



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	91	115,100
Average years experience in public schools	15.2	11.8
Average years experience in district	13.7	10.5
Teachers in district for 4 or more years	82%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,476
Average years experience in public schools	25.5	15.7
Average years experience in district	19.9	11.5
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	267:1	173:1
Librarian/Media Specialists		590:1
Nurses		492:1
Counselors		492:1
Child Study Team		328:1



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

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

Teachers: All classroom teachers

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

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

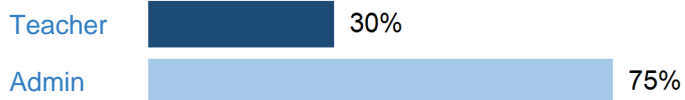
Teachers and Administrators - Level of Education

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

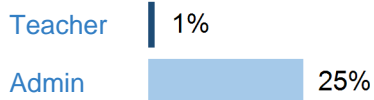
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	77%
2015-16 Administrators: Same district 2016-17	100%	85%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	63	17.5%
Mathematics Proficiency	51	17.5%
English Language Arts Growth	26	25%
Mathematics Growth	63	25%
Chronic Absenteeism	19	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		45
Summative Rating: Percentile rank of Summative Score		42 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	45	12	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	41	12	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	41	12	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Black or African American	52	12	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	36	12	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	55	12	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Economically Disadvantaged Students	36	12	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	33	12	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	N	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Calabria	Email Address:	calabria@voorhees.k12.nj.us
Address:	1000 HOLLY OAK DR VOORHEES, NJ 08043	Website:	www.voorhees.k12.nj.us
Phone:	(826)795-2025	Facebook:	https://www.facebook.com/voorheestwppublicschools
		Twitter:	https://www.twitter.com/voorheestwppublicschools

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Senator Beach honored students for their math achievements. • Girls and Boys soccer champions. Girls basketball champions. • Veterans Assembly-veterans come in to share their stories
 <p>Mission, Vision, Theme:</p>	<p>Voorhees Township School District strives to meet the unique needs of all stakeholders by providing an innovative, comprehensive and creative instructional program that prepares life long learners to succeed in an ever changing global society.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Senator Beach honored 4 students for outstanding achievement in mathematics. Camden County 8th Grade School of Character Honorable Mention Recognition awarded. Math Counts 1st Place individual winner.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>Our school recognizes that shifts in instructional practices are required to meet the needs of 21st Century learners. Thus we implemented our 1:1 iPad program. We have also implemented a digital citizenship curriculum to foster a healthy and safe digital environment for our students. Enrichment & Accelerated courses are also part of our curriculum.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Co-ed), Field Hockey (Girls), Soccer (Co-ed), Softball (Girls), Track and Field - Spring (Co-ed), Wrestling (Boys)</p> <p>Girls-Soccer and Basketball Champs, Boys-Soccer Champs</p>
 <p>Clubs and Activities:</p>	<p>Clubs-Drama, Viking Band, Newspaper, computers, world language, Voorhees Viking Volunteers, stage crew, Adopt-a-Grandparent, Student Council, Student Mentors and Homework Club.</p>
 <p>Before and After School Programs:</p>	<p>After School Enrichment to support literacy and math.</p>







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 <p>Staff and Professional Learning:</p>	<p>Workshop Wednesday-technology based, HIB Training for administrators, shared prep times for PLCs.</p>
 <p>Student Supports and Services:</p>	<p>Teaching staff, along with guidance counselors and child study team, are always here to support our students. Homework Club and afterschool help is available.</p>
 <p>Student Health and Wellness:</p>	<p>L.E.A.D. (Law Enforcement Against Drugs). Our Voorhees Police teach students the dangers of drugs.</p>
 <p>Parent and Community Involvement:</p>	<p>Our PFA supports our VMS programs, facilities, students and staff. Community involvement continues to upgrade technology, enhance the beauty of our school. Also assists students and staff and offers a variety of special programs throughout the school year.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>We provide a survey to our community that is reflected upon and drives our instruction and school programs and training. Students, parents and staff feel safe in our schools and have a positive experience.</p>
 <p>Facilities:</p>	<p>Buildings are renovated in accordance with district strategic plan. School is air conditioned. Air conditioning added to gym in summer of 2017. State of the Art Theater for drama club and community theater programs. Voorhees Middle School was built in 1973.</p>



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School day is 6.25 hours with 5.75 hours of instruction. VMS students get actively involved with their community. Through Student Council, volunteer groups and fundraisers VMS students have helped the under privileged in Voorhees as well as the statem, country and around the world.



Other Information: