

CHERRY HILL
PUBLIC SCHOOLS

Annual
Testing Report

2010-2011



DECEMBER, 2011

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CHERRY HILL STUDENT ACHIEVEMENT GOAL:

Continue to improve student achievement at all grade levels for all students and close achievement gaps where they exist.

EXECUTIVE SUMMARY

New Jersey testing continues to change. In 2008 there was a philosophical change in testing at the high school level to move away from comprehensive assessments in math and science, assessing numerous content areas at once, to an assessment system that measures achievement for specific subjects. The effects of this philosophical change began in May 2008 with the administration of the End of Course (EOC) Biology test (now the New Jersey Comprehensive Biology Test (NJBCCT)) for all first year biology students at the high schools. In 2010, an End of Course (EOC) Algebra 1 assessment was administered to all students in the district, middle school and high school, taking Algebra 1. However, in 2011 it was announced that the last administration of the EOC Algebra would be in Spring 2011.

In 2011, the State also announced that it would be a governing state in the Partnership for Assessment for College and Career (PARCC), a consortium of states working to develop a next-generation assessment system. The PARCC assessment system has a goal of on-line assessments multiple times per year by 2014.

In 2008 and 2009 there were significant changes over these years in the design and scoring of the NJASK for grades 3 through 8. On each of these grade level tests, the number of possible points increased and at the same time the State increased the proficiency level standards, making it more difficult for students to achieve the proficient and advanced proficient levels than in the past. The changes were made for grades 5-8 in 2008, and for grades 3 and 4 in 2009.

Additionally, in 2011, the state adequate yearly progress (AYP) benchmarks increased significantly for each school level and each subject, making it increasingly challenging for schools throughout the state to make AYP. The following table shows the state AYP benchmarks for 2011-2013 compared to 2010. Under the current NCLB law, all students are to be proficient by 2014.

TEST	LANGUAGE ARTS		MATHEMATICS	
	2010	2011-2013	2010	2011-2013
HSPA	85%	92%	74%	86%
NJASK6-8	72%	86%	61%	80%
NJASK3-5	59%	79%	66%	83%

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In November 2011, the State applied for a waiver from certain provisions of the NCLB law, including the requirement that all students become proficient by 2014. The waiver is currently under review by the federal government.

The 2010-2011 AYP statuses for the Cherry Hill Schools are as follows:

- West passed 39 of 41 indicators, not passing in the Students with Disabilities subgroup in language arts and mathematics
- Beck passed 39 of 41 indicators, not passing in mathematics in the Economically Disadvantaged and Students with Disabilities subgroups
- Carusi passed 37 of 41 indicators, not passing in language arts in the Total Students, White Students, and Students with Disabilities subgroups and not passing in mathematics in the Students with Disabilities subgroup.
- Cooper passed 40 of 41 indicators, not passing in mathematics in the Students with Disabilities subgroup
- Paine passed 40 of 41 indicators, not passing in language arts in the Economically Disadvantaged subgroup
- All other schools met AYP.

Cohort exhibits are a part of the Testing Report again this year. These exhibits show the progress of the same group of students over the years, reducing some of the variation that is caused by reviewing results of different groups of students in a grade level over time.

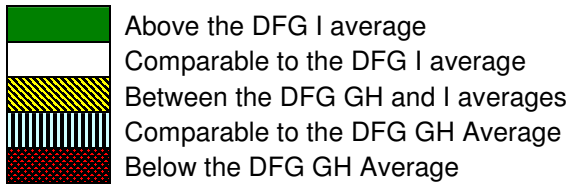
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In general, Cherry Hill students continue to perform well on state and national assessments. The following table shows how the total student population in the district performed compared to the DFG GH and I averages on the State Assessments in 2011:

2011 STATE ASSESSMENTS

Total Students

Grade	Proficient or Advanced Proficient			Advanced Proficient		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Science
3			N/A			N/A
4						
5			N/A			N/A
6			N/A			N/A
7			N/A			N/A
8						
11			N/A			N/A

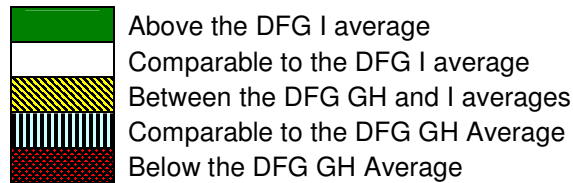


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The following table shows how the students with disabilities population in the district performed compared to the DFG GH and I averages on the State Assessments:

Students with Disabilities

Grade	Proficient or Advanced Proficient		
	Language Arts	Mathematics	Science
3			N/A
4			
5			N/A
6			N/A
7			N/A
8			
11			N/A



The above tables for both the total student populations and the student with disabilities subgroups show that in most cases the district averages are above the DFG GH, our current district factor group, averages.

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On the SATs, both East and West were above the state and national averages in all subjects. 2011 DFG results are not yet available, but the following table shows how the 2011 District SAT results compared to the 2010 DFG GH and I results:

2011 District to 2010 DFG SAT Scores

	East	West	District
Critical Reading			
Mathematics			
Writing			

	Above the DFG I average
	Comparable to the DFG I average
	Between the DFG GH and I averages
	Comparable to the DFG GH Average
	Below the DFG GH Average

The district average SAT is above the DFG GH in all subjects. East was comparable to the I average in all subjects and West was comparable to the GH average in Writing, but below the DFG GH average in Critical Reading and Mathematics. Both East and West's SAT averages in 2011 declined from the 2010 averages.

INTRODUCTION

The Cherry Hill Board of Education is committed to improving student achievement for all students and to providing each of our students with a preeminent education. There are many aspects of a preeminent education, including but not limited to: academic challenges, character building, opportunities for social growth, learning civic responsibilities and building the foundation for lifelong learning.

The result on a standardized test is only one of many measures of student achievement. Less easily collected and quantified, but still important, are general classroom work and assessments, projects, oral presentations, participation in classroom discussions, participation in the arts, community service, extracurricular activities and the list continues. Student achievement cannot be solely defined by how our students perform on group administered paper and pencil standardized tests in language arts, mathematics and science, but they are important indicators of academic success.

New Jersey testing continues to change. In 2008 there was a philosophical change in testing at the high school level to move away from comprehensive assessments in math and science, assessing numerous content areas at once, to an assessment system that measures achievement for specific subjects. The effects of this philosophical change began in May 2008 with the administration of the End of Course (EOC) Biology test (now the New Jersey Comprehensive Biology Test (NJBCT)) for all first year biology students at the high schools. In 2010, an End of Course (EOC) Algebra 1 assessment was administered to all students in the district, middle school and high school, taking Algebra 1. However, in 2011 it was announced that the last administration of the EOC Algebra would be in Spring 2011.

In 2011, the State also announced that it would be a governing state in the Partnership for Assessment for College and Career (PARCC), a consortium of states working to develop a next-generation assessment system. The PARCC assessment system has a goal of on-line assessments multiple times per year by 2014.

In 2008 and 2009 there were significant changes over these years in the design and scoring of the NJASK for grades 3 through 8. In each of these grade level tests, the number of possible points increased and at the same time the State increased the proficiency level standards, making it more difficult for students to achieve the proficient and advanced proficient levels than in the past. The changes were made for grades 5-8 in 2008, and for grades 3 and 4 in 2009.

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Additionally, in 2011, the state adequate yearly progress (AYP) benchmarks increased significantly for each school level and each subject, making it increasingly challenging for schools throughout the state to make AYP. The following table shows the state AYP benchmarks for 2011-2013 compared to 2010. Under the current NCLB law, all students are to be proficient by 2014.

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- Cooper passed 40 of 41 indicators, not passing in mathematics in the Students with Disabilities subgroup
- Paine passed 40 of 41 indicators, not passing in language arts in the Economically Disadvantaged subgroup
- All other schools met AYP.

Historical trends provide a general picture of how the district or the school is performing, but there can be variation when each year's results reflect a different group of students. This fluctuation can be particularly significant when the number of students taking the test is relatively small, for example, a small NCLB subgroup. For this reason, for these exhibits, it is important not to focus on the results of an individual year, but to look at the general trends over time.

In an attempt to mitigate this variation due to differing groups of students from year to year; cohort exhibits have been included in the Testing Report, which follow the state testing results of the same groups of students over time.

STATE ASSESSMENTS

Language Arts – HSPA and NJASK

Introduction

In high school, in the spring of each year, all students who are first time eleventh grade students take the High School Proficiency Assessment (HSPA). The HSPA measures knowledge and skills in the New Jersey Core Curriculum Content Standards, which are designed to make sure that students have the skills needed to become productive citizens and to succeed in college, on the job or in the military. Students must pass the HSPA to graduate from high school. If a student does not pass the HSPA in March of his/her junior year, the student will have the opportunity to take the HSPA again in October and March of his/her senior year. In addition, if a student does not pass the HSPA in March of his/her junior year, the student will begin the Alternative High School Assessment (AHSA), formerly the Special Review Assessment (SRA), for the HSPA in the fall of his/her senior year. The AHSA is an alternative assessment that will enable the student to show whether or not he/she has mastered the same knowledge and skills assessed by the HSPA.

At the middle school, the state testing began in 1999 with the Grade Eight Proficiency Assessment (GEPA). The GEPA was intended to indicate the progress students were making in mastering the knowledge and skills they needed to pass the HSPA. In 2008, the GEPA was replaced by the NJASK8.

In April 2006, NJASK tests were first administered to fifth, sixth, and seventh grade students statewide, assessing Language Arts and Mathematics. New Jersey was required by NCLB regulations to administer state assessments in these subjects to these grade levels during the 2005-2006 school year. The new NJASK was of a similar format to the GEPA, had both multiple choice and open ended questions, but had a greater proportion of multiple choice than the GEPA or HSPA.

In 2008, there was a significant change in the design and scoring of the state assessments for grades 5 through 8. In each of these grade level tests, the number of possible points increased and at the same time the State increased the proficiency level standards, making it more difficult for students to achieve the proficient and advanced proficient levels than in the past.

NJASK was first administered as an operational test to fourth grade students (NJASK4) and as a field test to third grade students (NJASK3) in Spring 2003. The tests were modeled after the ESPA, which was first administered in 1999 to fourth grade students, and NJASK4 was considered equivalent to the ESPA for No Child Left Behind accountability requirements. NJASK4/ESPA were developed by the state to align testing with the New Jersey Core Curriculum Content Standards. NJASK/ESPA were designed to serve as an indicator for

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determining those students who may need instructional intervention. Three subjects were operational in March 2005 on NJASK4: language arts literacy, mathematics, and science.

In 2009, the NJASK grades 3 and 4 changed in a manner similar to the 2008 changes to NJASK for grades 5 through 8.

On each section of the HSPA or NJASK, students attain one of three proficiency levels: advanced proficient, proficient, or partially proficient. All NJASK tests are intended to indicate the progress students are making in mastering the knowledge and skills they will need to pass the HSPA.

Language Arts Literacy

The language arts literacy assessment assesses knowledge and skills in the following content clusters:

- Reading
 - Working with Text
 - Analyzing/Critiquing Text
- Writing

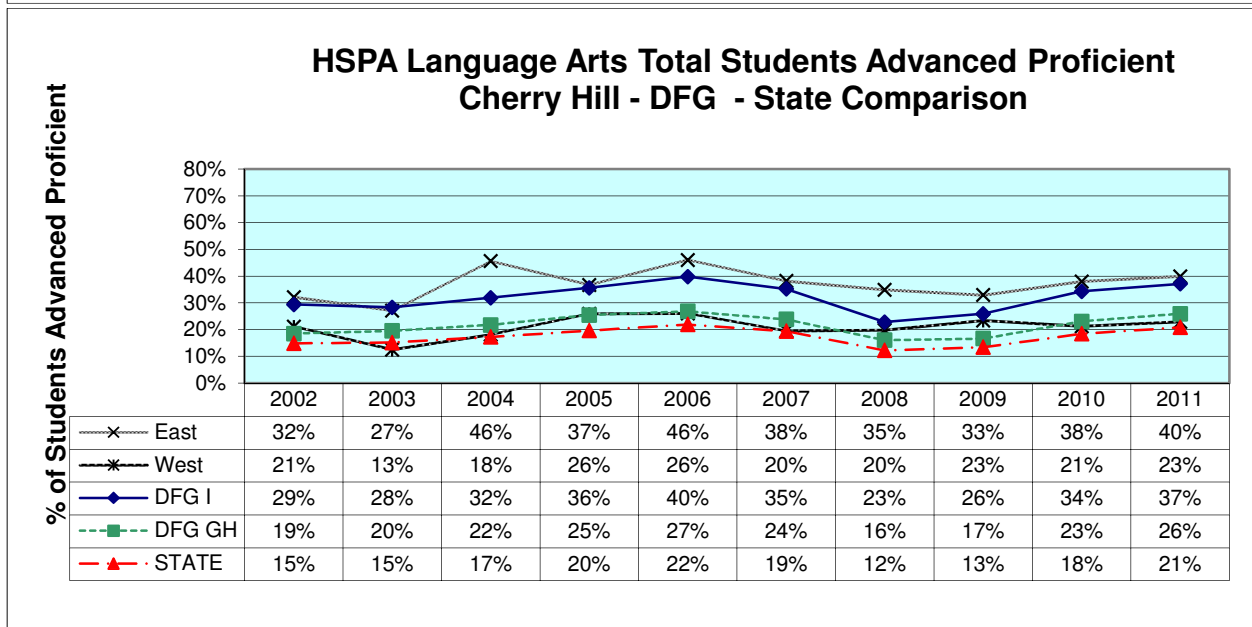
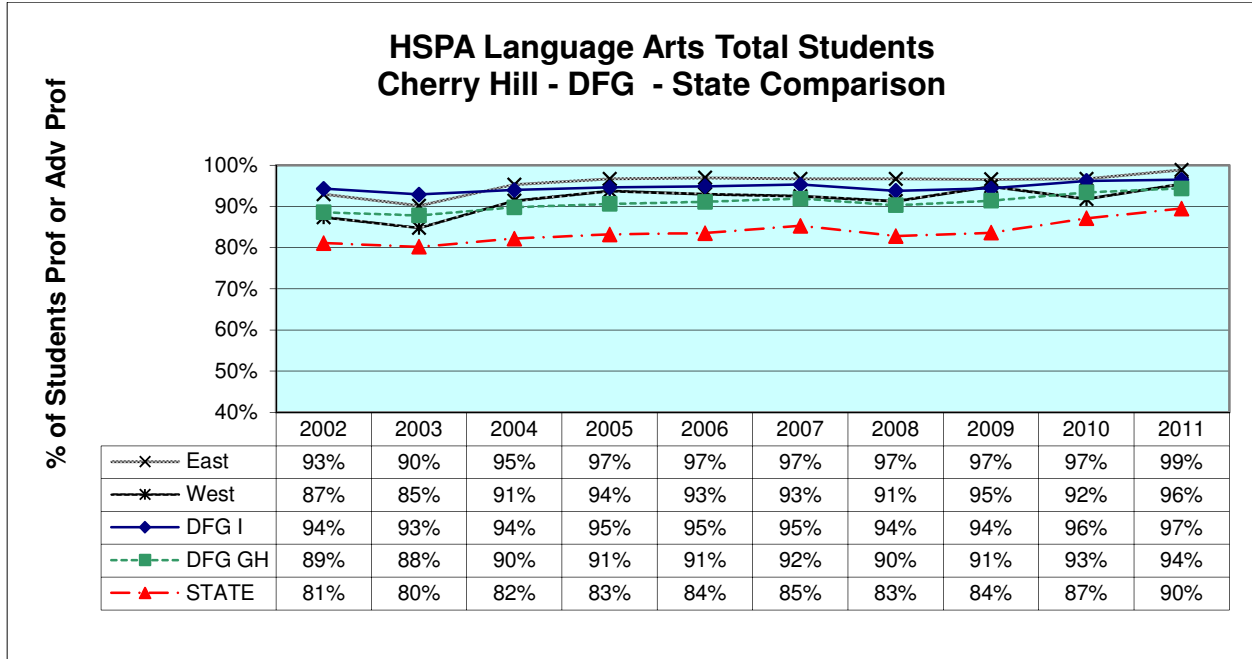
Total Student Results – Language Arts

The following exhibits show results reported on an NCLB basis for Total Students, which means that students who are new to the school are not included, but Alternate Proficiency Assessment (APA) scores are included. DFG GH, I and State results are not available on the same basis, but represent the Total Student Population, including all students and excluding the APA results.

These exhibits show a comparison of the percentage of students who were proficient or advanced proficient at each of the schools, compared to the state and District Factor Group (DFG) GH and DFG I. The district factor groups were originally established in 1975 by the state for the purpose of grouping and comparing results of districts based on similar socioeconomic factors. They are updated every 10 years based on Decennial Census data. District factor groups were recently updated in 2004 based on 2000 Census data, which resulted in a change in district factor group for Cherry Hill from I to GH. Cherry Hill results are compared to both DFG GH, our current district factor group and to DFG I, our past benchmark for excellence. Other districts in the DFG GH include: Lenape Regional High School, Eastern Regional High School, Shamong Township, Tabernacle Township, and Haddon Heights. Districts in DFG I include Evesham, Mount Laurel, Moorestown and Voorhees. Haddonfield has been changed to a DFG J, the highest district factor group.

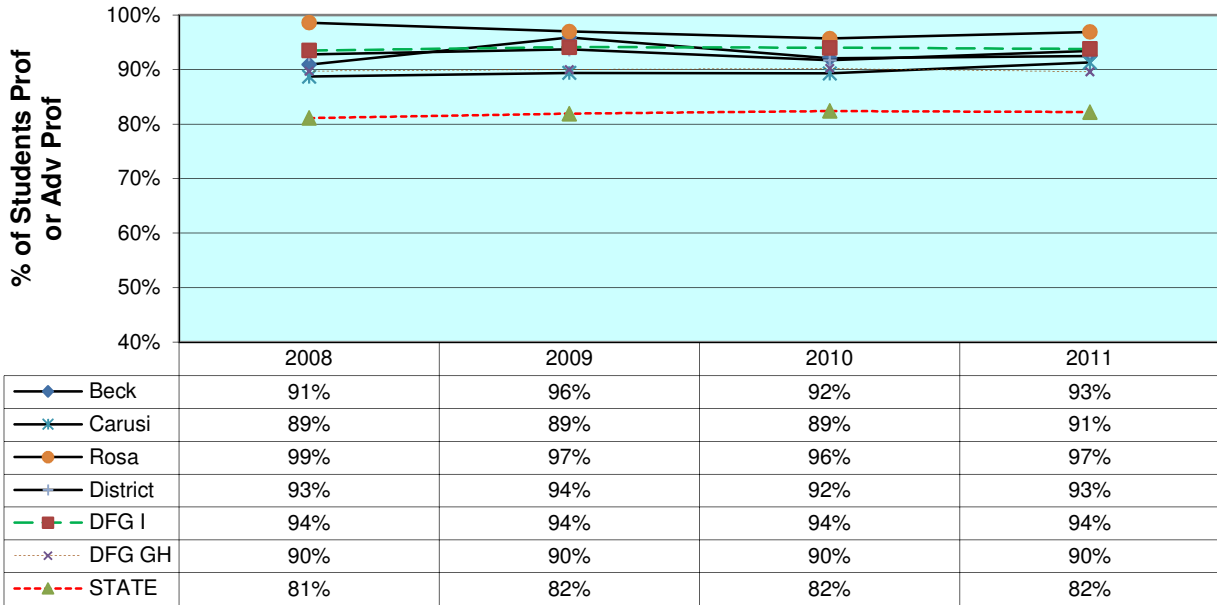
In 2011, in 4th grade, the district average for the percentage of students proficient or above is above the District Factor Group (DFG) I; in 3rd, 8th, and 11th grades, are comparable to the DFG I averages; and in 5th, 6th, and 7th grades are between the DFG GH and DFG I averages. The percentage of students advanced proficient was higher than the DFG I averages in 3rd and 4th grades, comparable to the DFG I averages in 5th and 6th grades, between the GH and I averages in 8th and 11th grades and comparable to the GH averages in 7th grade.

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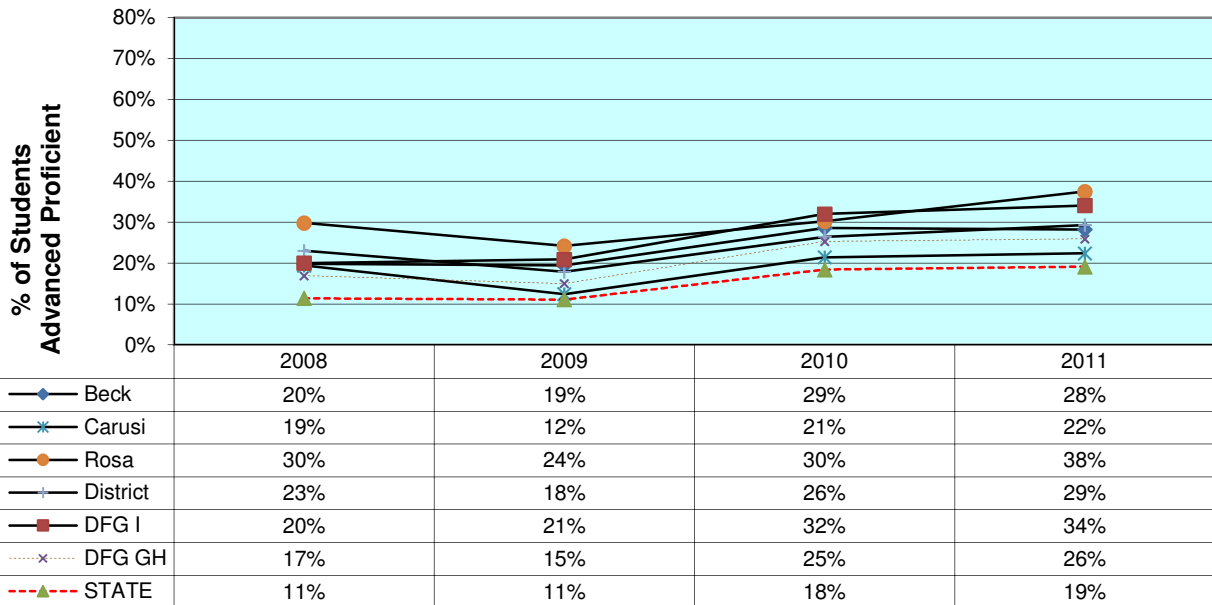


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**NJASK8 Language Arts
Cherry Hill Schools - DFG - State Comparison
Total Students**

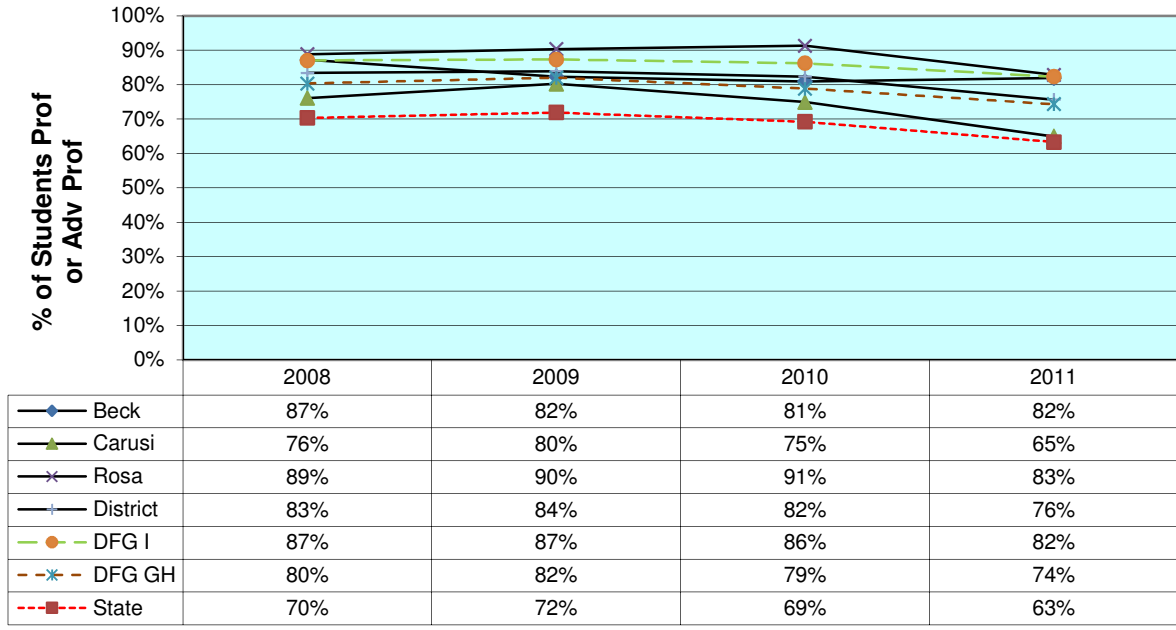


**NJASK8 Language Arts Advanced Proficient
Cherry Hill Schools - DFG - State Comparison
Total Students**

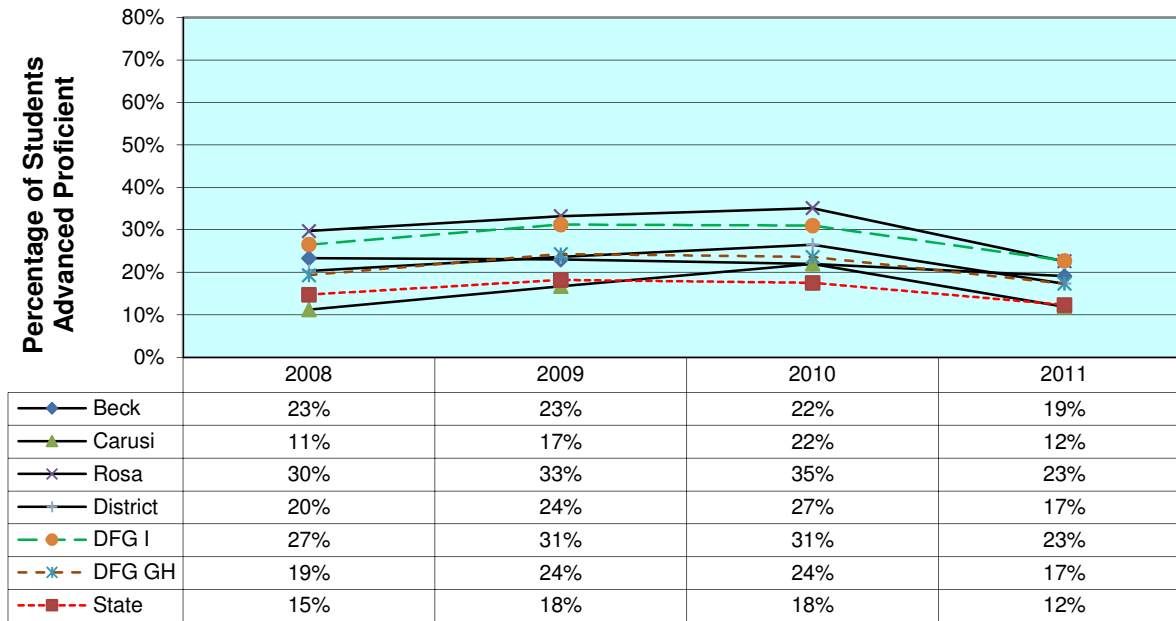


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**NJASK 7 Language Arts
Cherry Hill - DFG - State Comparison
Total Students**

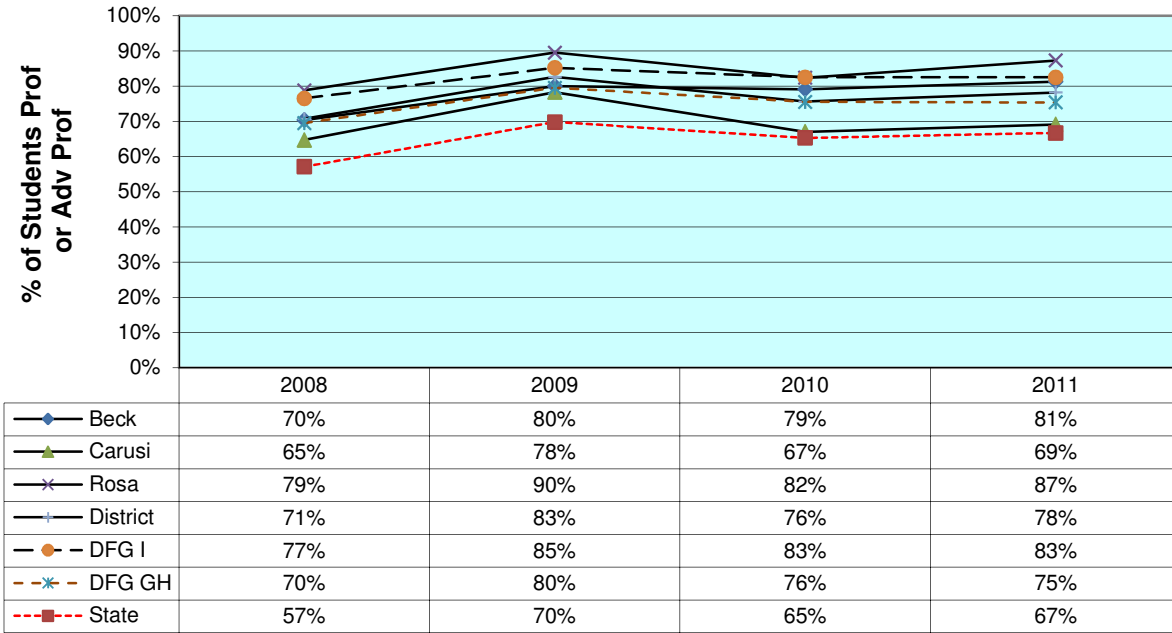


**NJASK 7 Language Arts - Advanced Proficient
Cherry Hill - DFG - State Comparison
Total Students**

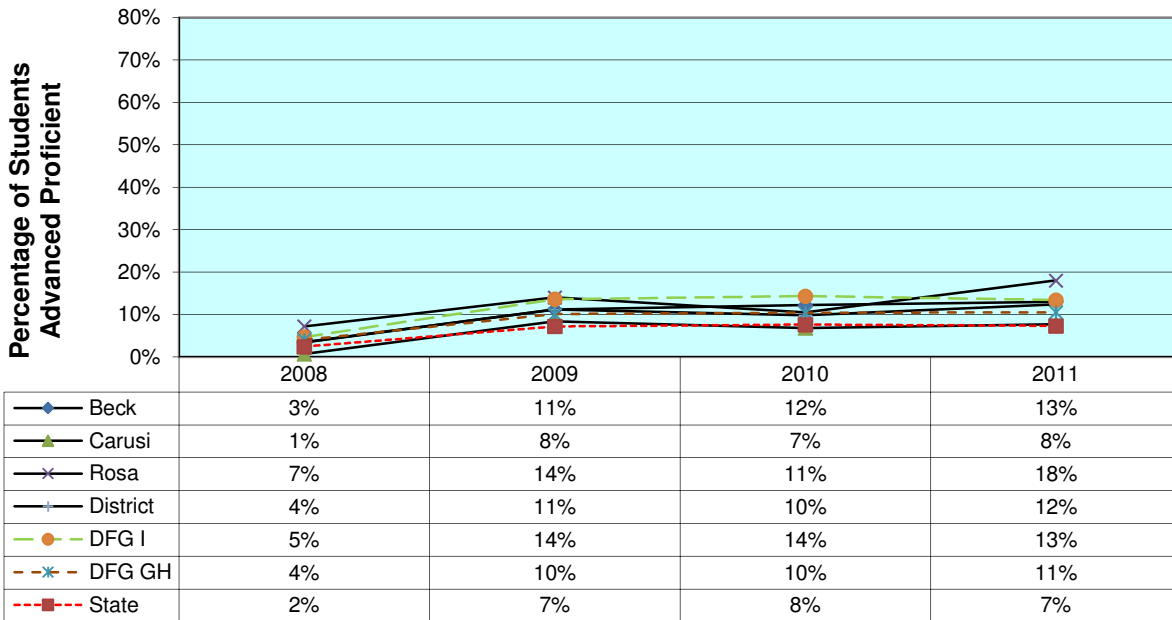


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**NJASK 6 Language Arts
 Cherry Hill - DFG - State Comparison
 Total Students**

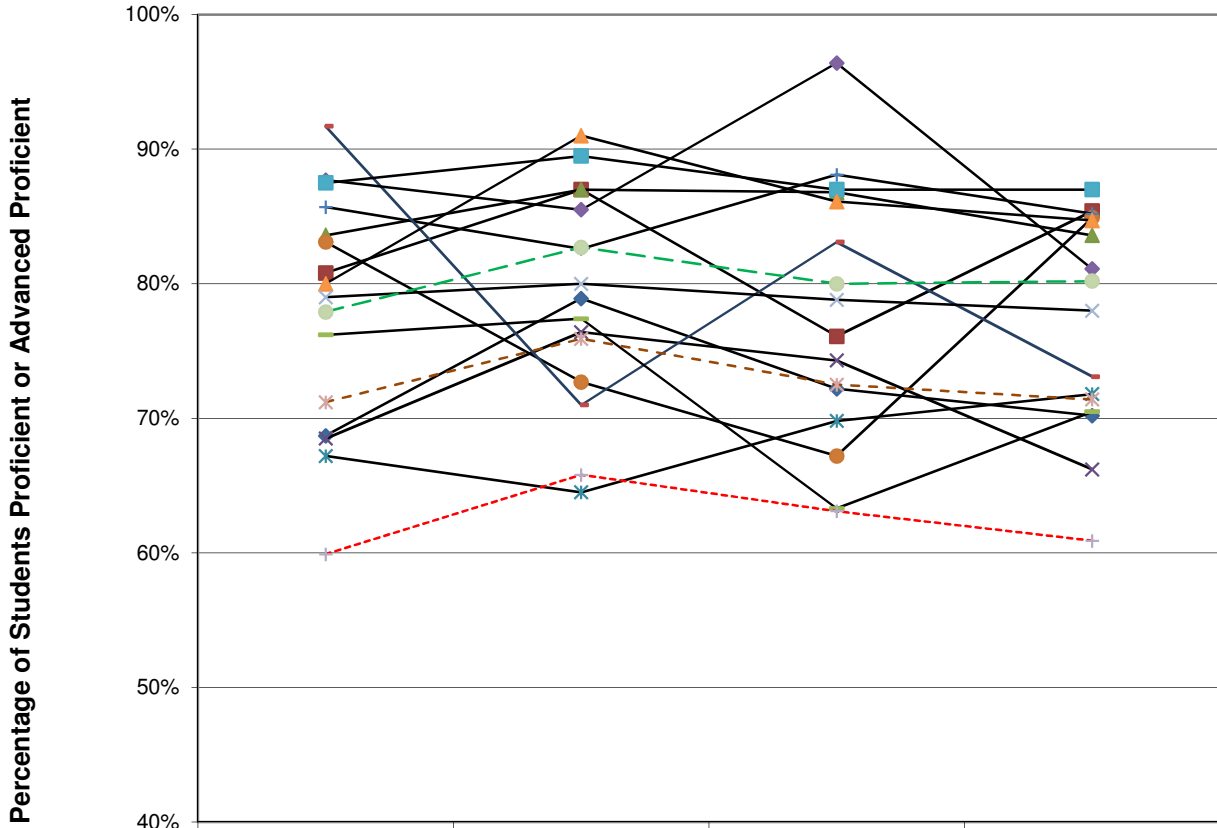


**NJASK 6 Language Arts - Advanced Proficient
 Cherry Hill - DFG - State Comparison
 Total Students**



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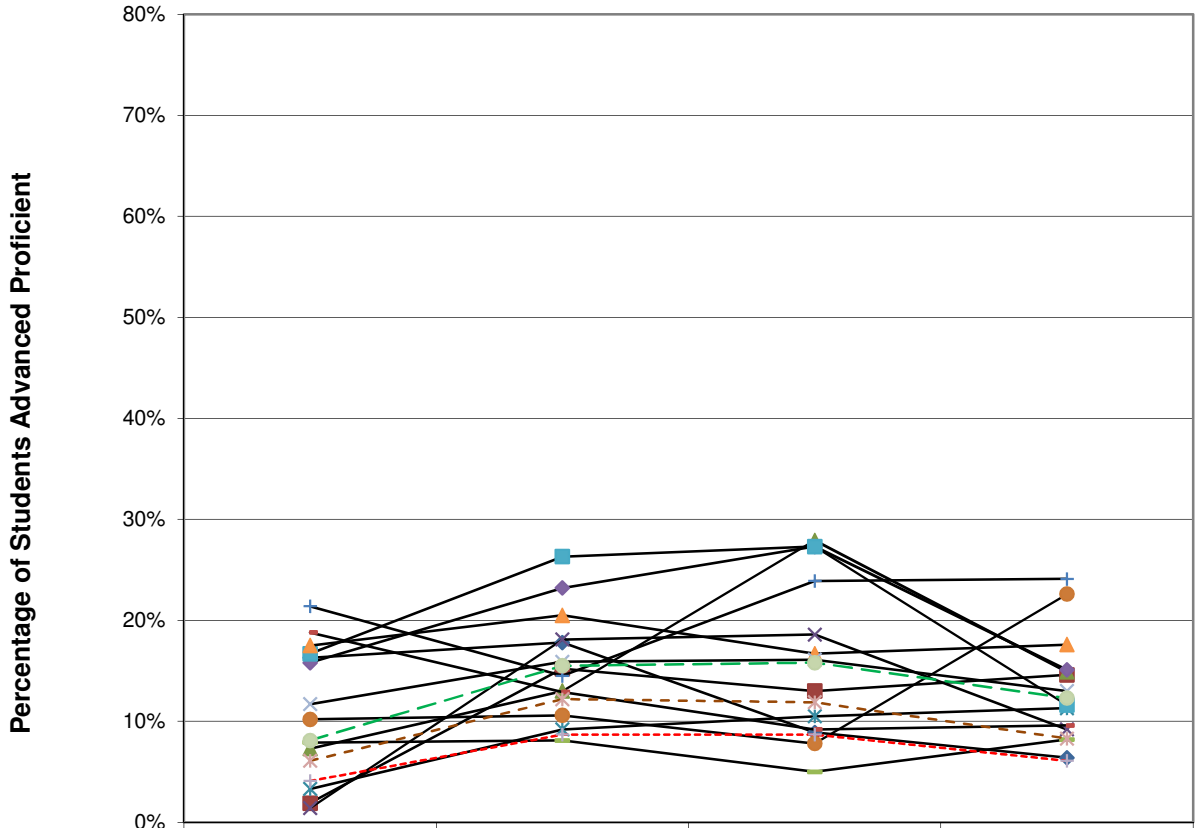
**NJASK 5 Language Arts
 Cherry Hill - DFG - State Comparison
 Total Students**



	2008	2009	2010	2011
◆ Barton	69%	79%	72%	70%
■ Cooper	81%	87%	76%	85%
▲ Harte	84%	87%	87%	84%
✕ Johnson	69%	76%	74%	66%
* Kilmer	67%	65%	70%	72%
● Kingston	83%	73%	67%	85%
+ Knight	86%	83%	88%	85%
— Mann	92%	71%	83%	73%
— Paine	76%	77%	63%	71%
◆ Sharp	88%	86%	96%	81%
■ Stockton	88%	90%	87%	87%
▲ Woodcrest	80%	91%	86%	85%
* District	79%	80%	79%	78%
- - - DFG GH	71%	76%	73%	71%
- - - DFG I	78%	83%	80%	80%
- - - State	60%	66%	63%	61%

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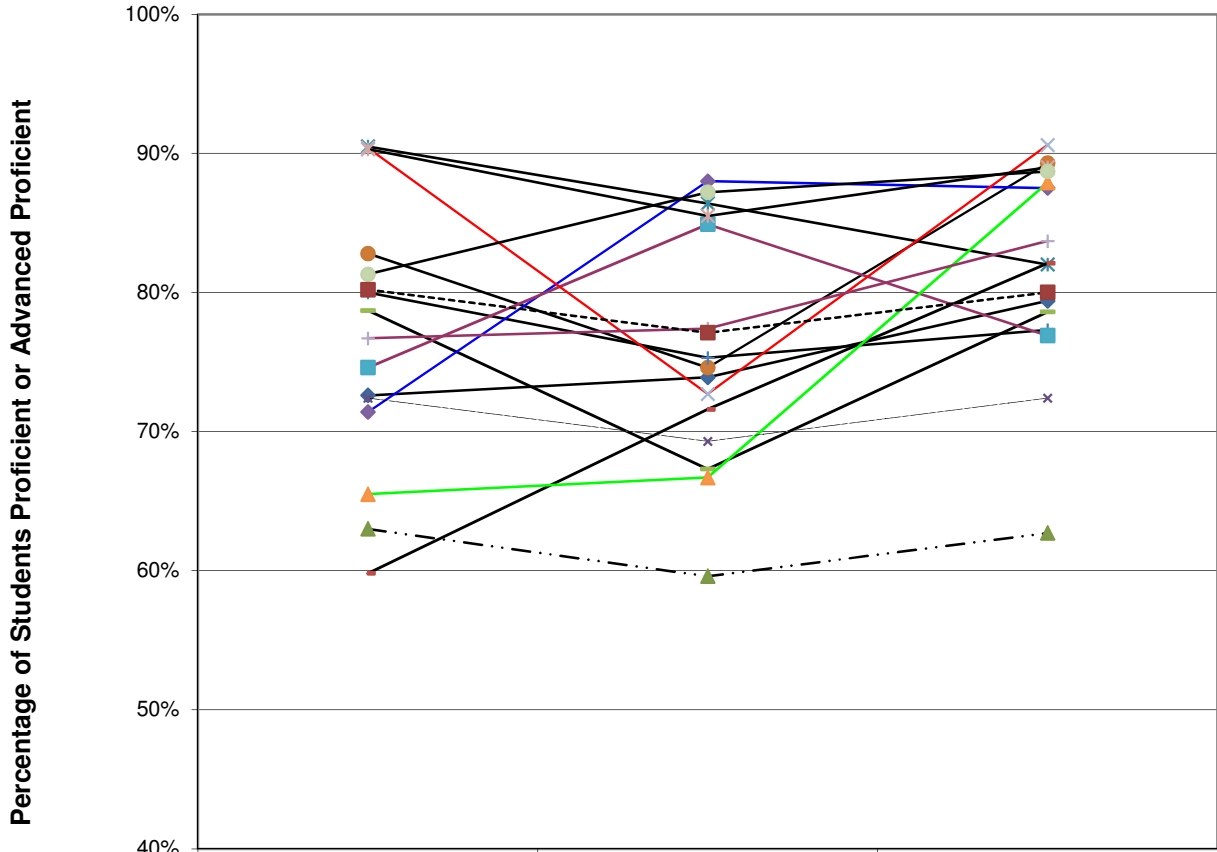
**NJASK 5 Language Arts Advanced Proficient
Cherry Hill - DFG - State Comparison
Total Students**



	2008	2009	2010	2011
—◆— Barton	16%	18%	9%	6%
—■— Cooper	2%	15%	13%	15%
—▲— Harte	7%	13%	28%	15%
—×— Johnson	1%	18%	19%	9%
—*— Kilmer	3%	9%	11%	11%
—●— Kingston	10%	11%	8%	23%
—+— Knight	21%	15%	24%	24%
—■— Mann	19%	13%	9%	10%
—■— Paine	8%	8%	5%	8%
—◆— Sharp	16%	23%	27%	15%
—■— Stockton	17%	26%	27%	12%
—▲— Woodcrest	18%	21%	17%	18%
—+— District	12%	16%	16%	13%
- - * - - DFG GH	6%	12%	12%	8%
- - o - - DFG I	8%	16%	16%	12%
- - + - - State	4%	9%	9%	6%

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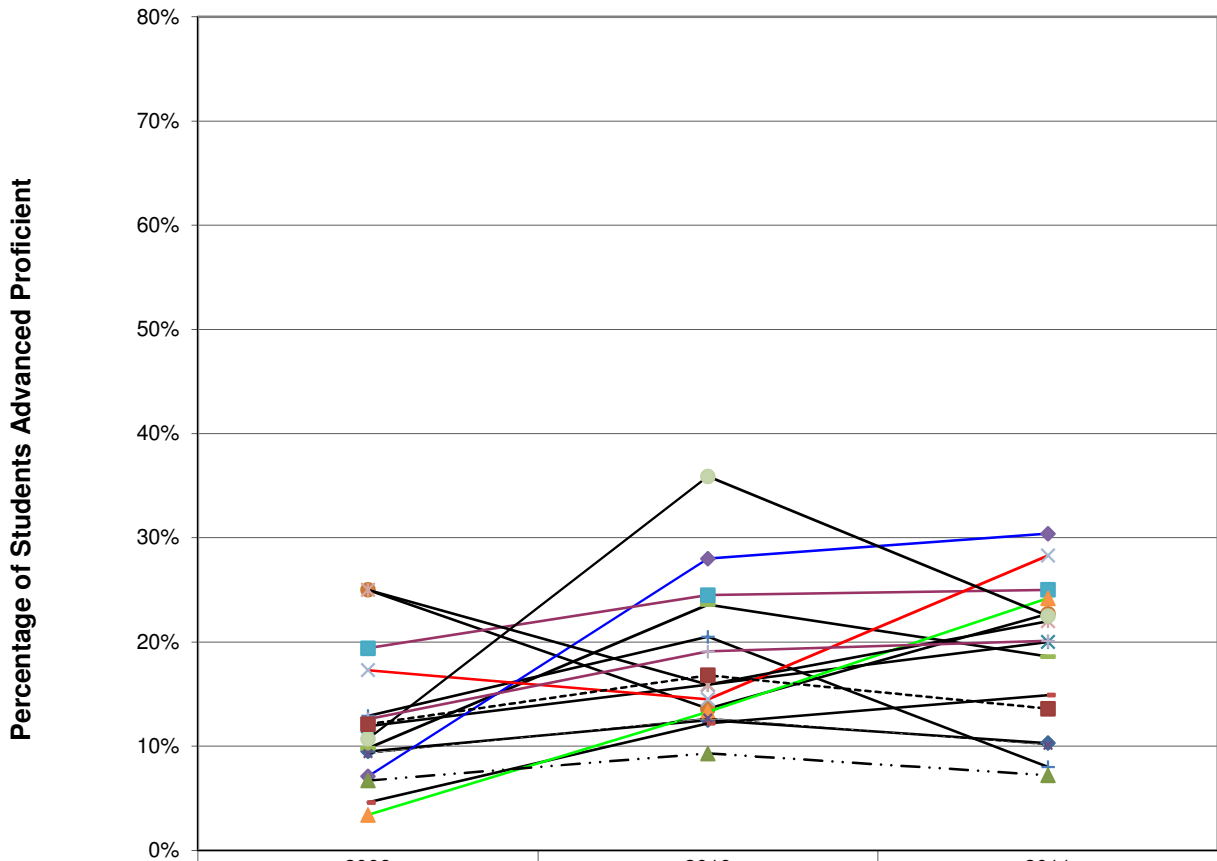
**NJASK4 Language Arts
 Cherry Hill Schools - DFG - State Comparison
 Total Students**



	2009	2010	2011
—◆— Barton	73%	74%	79%
—*— Cooper	91%	86%	82%
—●— Harte	83%	75%	89%
—+— Johnson	80%	75%	77%
—x— Kilmer	60%	72%	82%
—■— Kingston	79%	67%	79%
—◇— Knight	71%	88%	88%
—■— Mann	75%	85%	77%
—▲— Paine	66%	67%	88%
—x— Sharp	90%	73%	91%
—x— Stockton	90%	86%	89%
—●— Woodcrest	81%	87%	89%
—+— District	77%	77%	84%
---■--- DFG I	80%	77%	80%
---x--- DFG GH	72%	69%	72%
---▲--- STATE	63%	60%	63%

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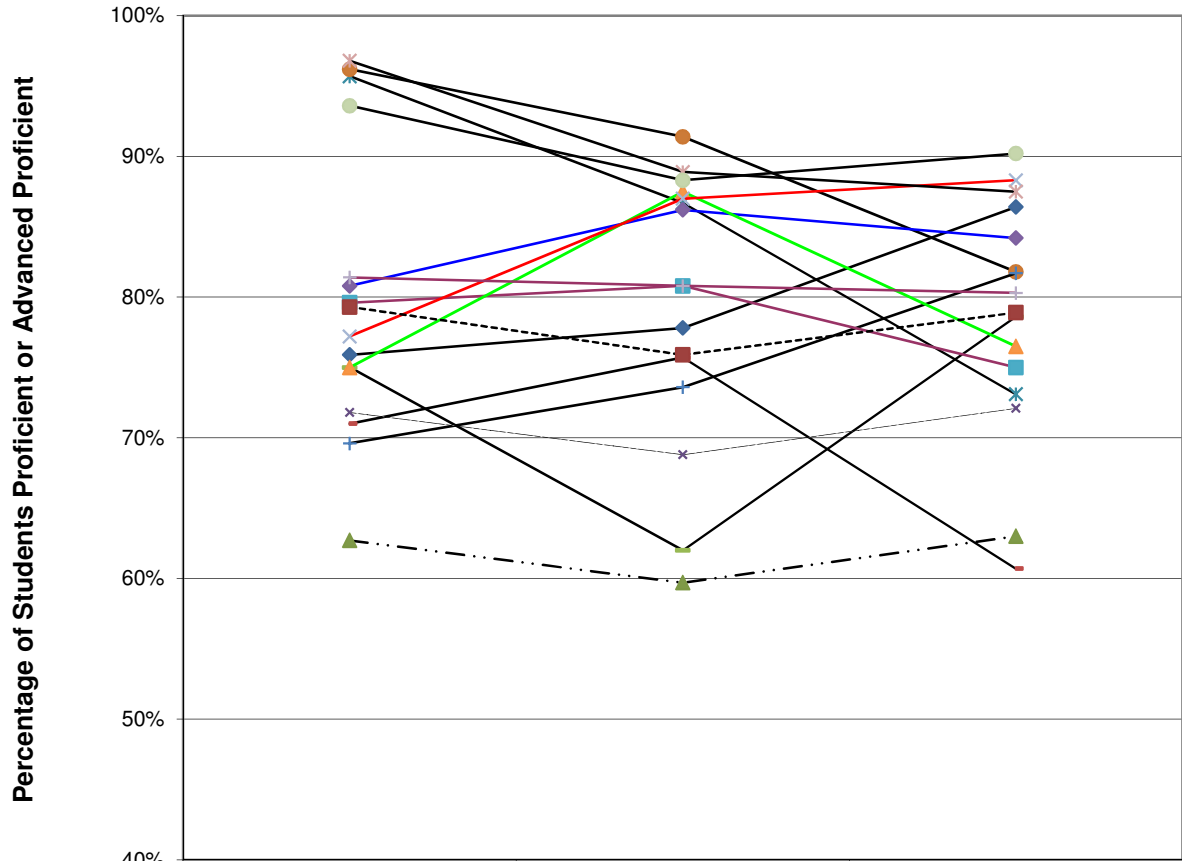
**NJASK4 Language Arts - Advanced Proficient
 Cherry Hill Schools - DFG - State Comparison
 Total Students**



	2009	2010	2011
—◆— Barton	10%	13%	10%
—*— Cooper	12%	16%	20%
—●— Harte	25%	14%	23%
—+— Johnson	13%	21%	8%
—▲— Kilmer	5%	12%	15%
—■— Kingston	10%	24%	19%
—◆— Knight	7%	28%	30%
—■— Mann	19%	25%	25%
—▲— Paine	3%	13%	24%
—*— Sharp	17%	15%	28%
—*— Stockton	25%	16%	22%
—●— Woodcrest	11%	36%	23%
—+— District	13%	19%	20%
---■--- DFG I	12%	17%	14%
---*--- DFG GH	9%	13%	10%
---▲--- STATE	7%	9%	7%

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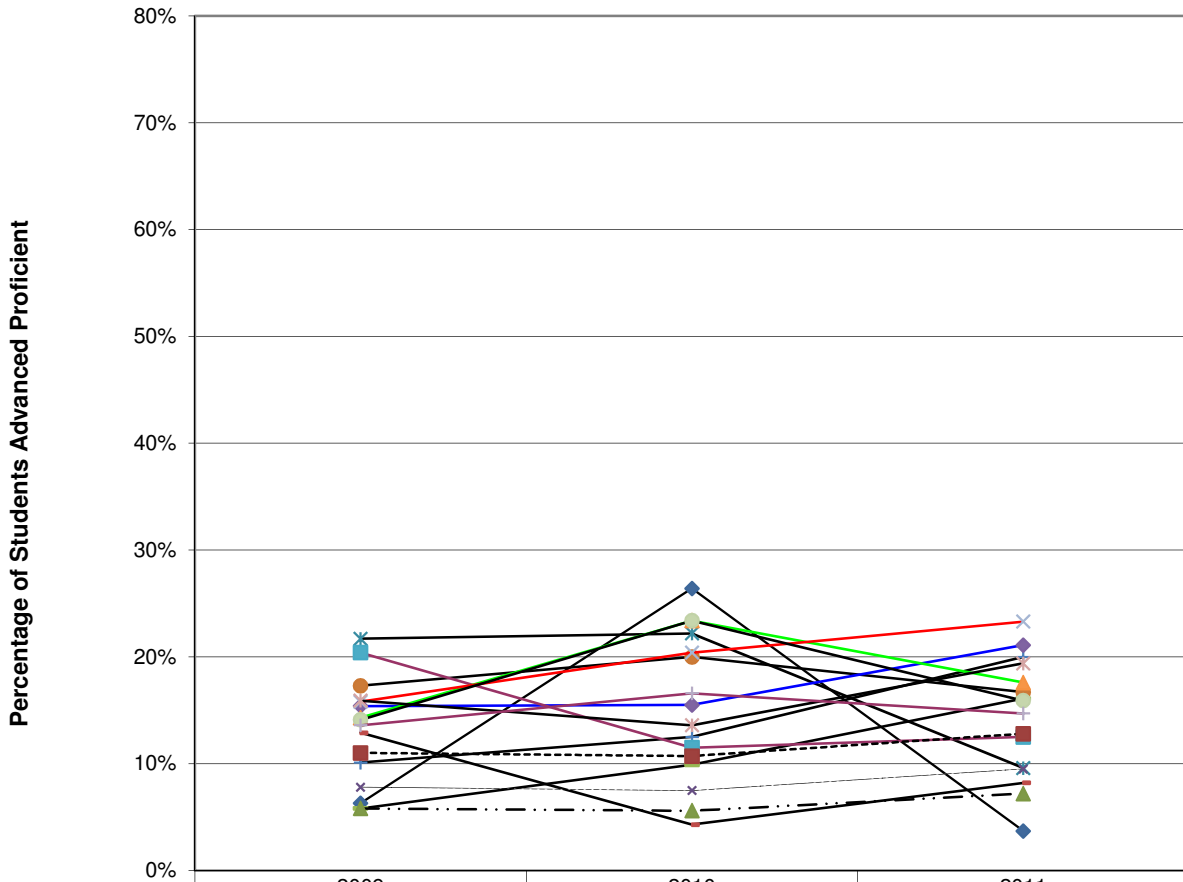
**NJASK3 Language Arts
 Cherry Hill Schools - DFG - State Comparison
 Total Students**



	2009	2010	2011
—◆— Barton	76%	78%	86%
—*— Cooper	96%	87%	73%
—●— Harte	96%	91%	82%
—+— Johnson	70%	74%	82%
—x— Kilmer	71%	76%	61%
—■— Kingston	75%	62%	79%
—◇— Knight	81%	86%	84%
—■— Mann	80%	81%	75%
—▲— Paine	75%	88%	77%
—x— Sharp	77%	87%	88%
—x— Stockton	97%	89%	88%
—●— Woodcrest	94%	88%	90%
—+— District	81%	81%	80%
- - ■ - - DFG I	79%	76%	79%
- - * - - DFG GH	72%	69%	72%
- - ▲ - - STATE	63%	60%	63%

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**NJASK3 Language Arts - Advanced Proficient
 Cherry Hill Schools - DFG - State Comparison
 Total Students**



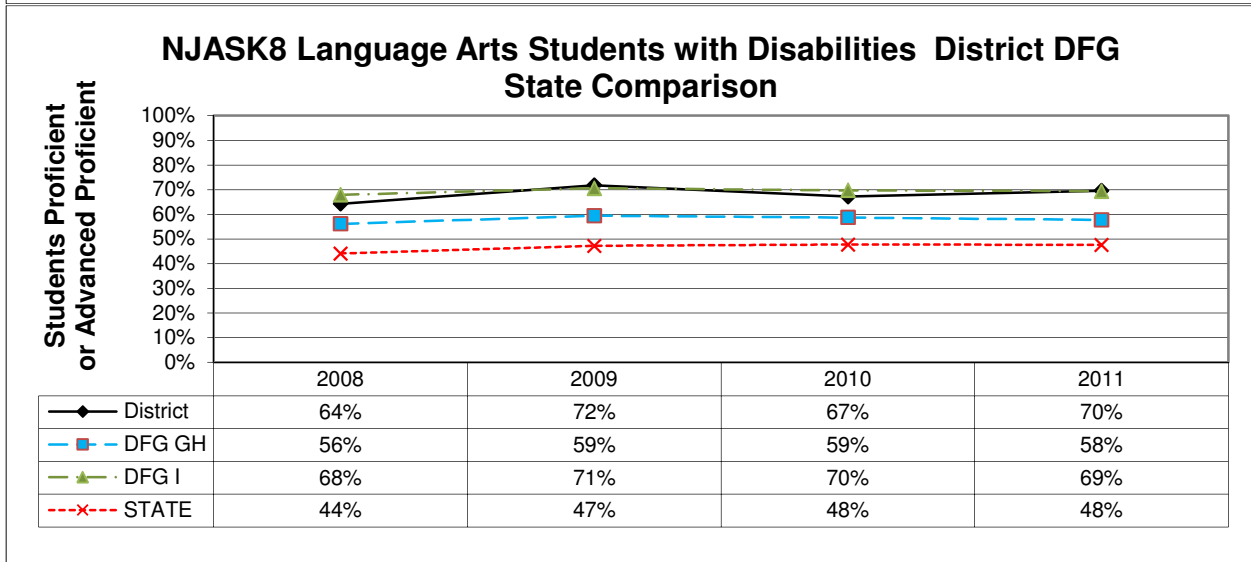
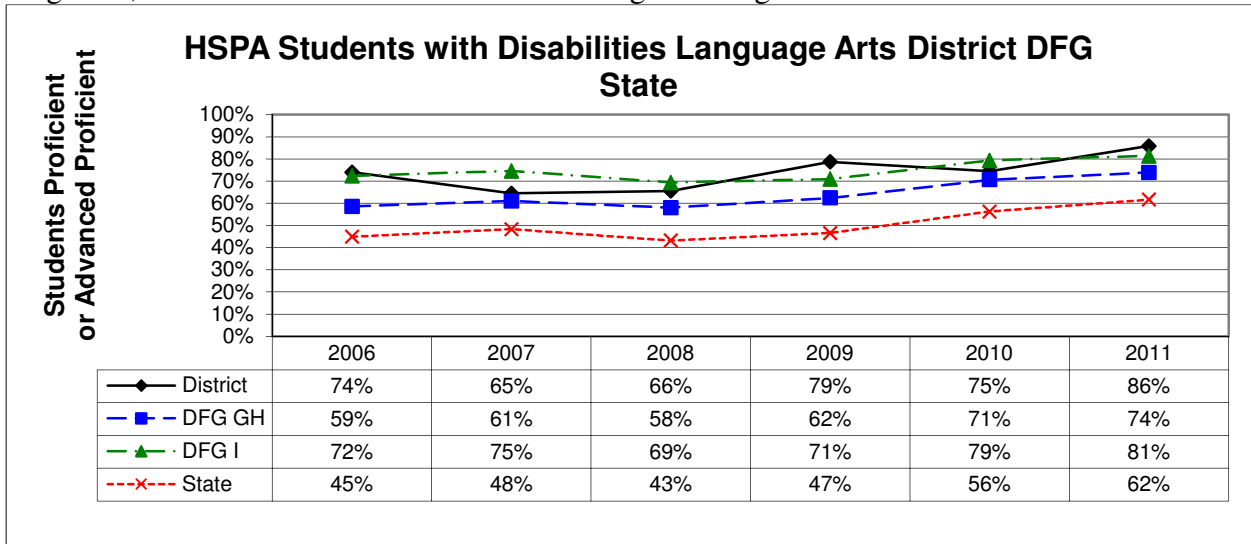
	2009	2010	2011
—◆— Barton	6%	26%	4%
—*— Cooper	22%	22%	10%
—●— Harte	17%	20%	17%
—+— Johnson	10%	13%	20%
—x— Kilmer	13%	4%	8%
—▲— Kingston	6%	10%	16%
—◇— Knight	15%	16%	21%
—■— Mann	20%	12%	13%
—▲— Paine	14%	23%	18%
—x— Sharp	16%	20%	23%
—x— Stockton	16%	14%	19%
—●— Woodcrest	14%	23%	16%
—+— District	14%	17%	15%
---■--- DFG I	11%	11%	13%
---x--- DFG GH	8%	8%	10%
---▲--- STATE	6%	6%	7%

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Students with Disabilities Results – Language Arts

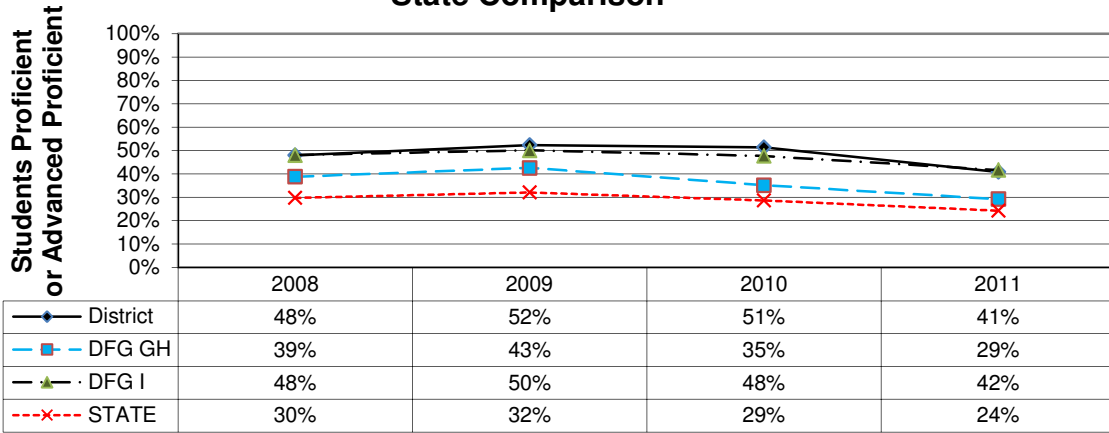
Schools across the state, including Cherry Hill, have the most difficulty making Adequate Yearly Progress (AYP) under No Child Left Behind in the Students with Disabilities subgroup. For this reason, the Testing Report has a separate section for this subgroup of students.

In the 3rd, 4th, 5th and 11th grades, the percentages of students proficient or advanced proficient in language arts were higher than the DFG I averages, comparable to the DFG I average in 7th and 8th grades, and between the DFG GH and I averages in 6th grade.

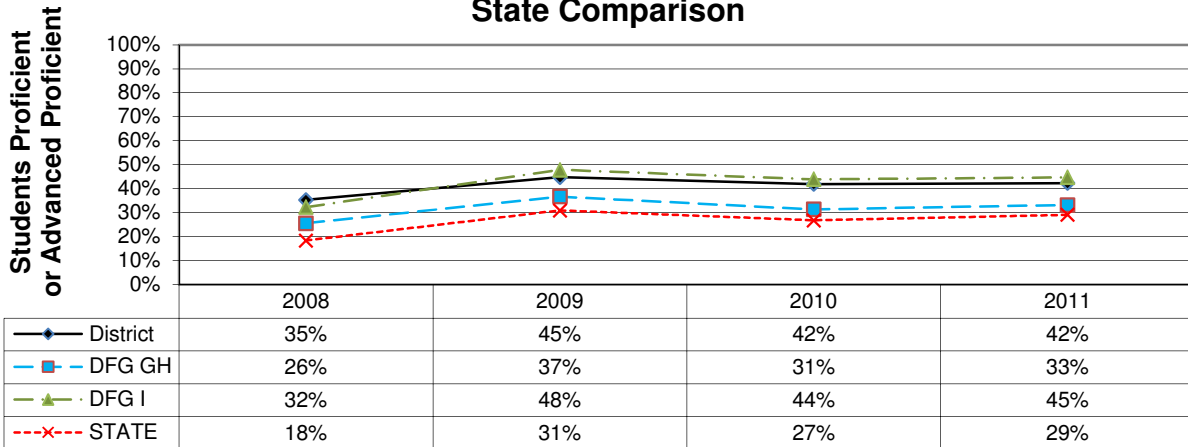


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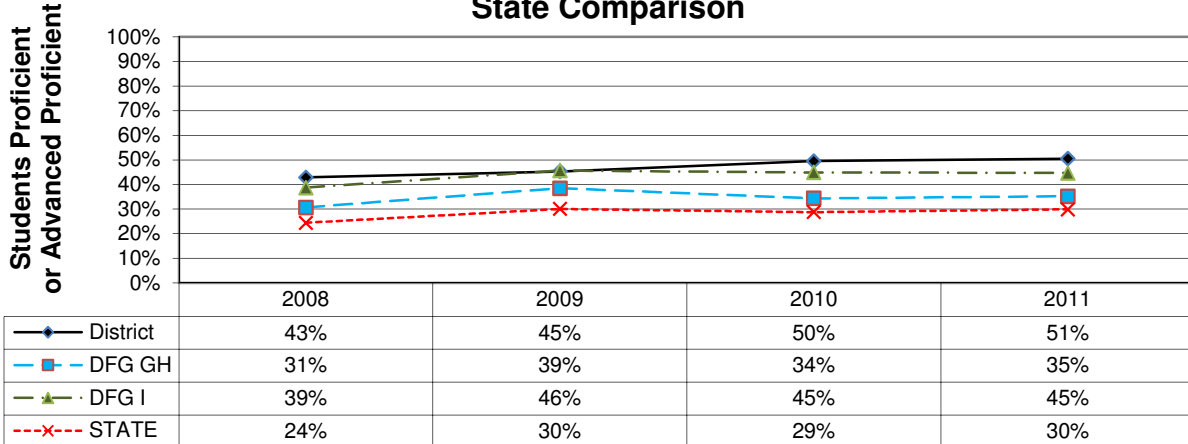
NJASK7 Language Arts Students with Disabilities District DFG State Comparison



NJASK6 Language Arts Students with Disabilities District DFG State Comparison



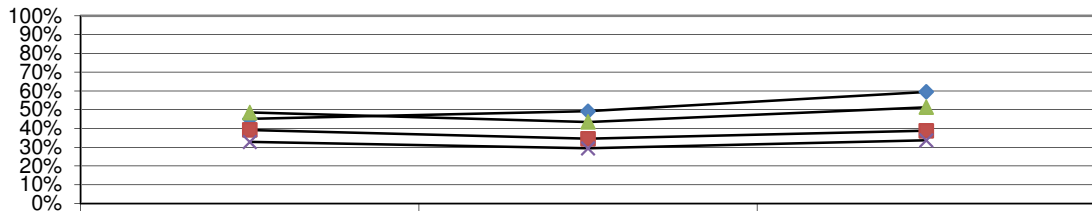
NJASK5 Language Arts Students with Disabilities District DFG State Comparison



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NJASK4 Language Arts Students with Disabilities District DFG State Comparison

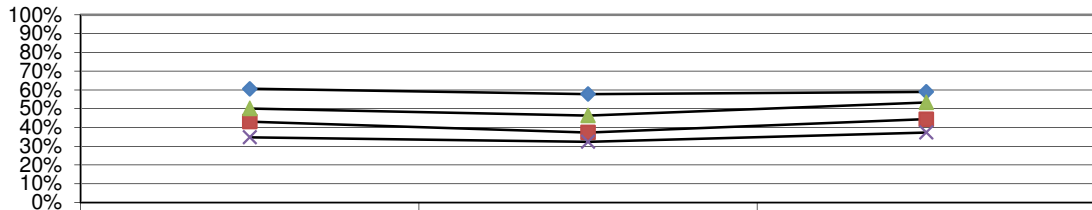
Students Proficient
or Advanced Proficient



	2009	2010	2011
◆ District	45%	49%	60%
■ DFG GH	39%	35%	39%
▲ DFG I	49%	44%	51%
✕ State	33%	29%	34%

NJASK3 Language Arts Students with Disabilities District DFG State Comparison

Students Proficient
or Advanced Proficient



	2009	2010	2011
◆ District	61%	58%	59%
■ DFG GH	43%	37%	44%
▲ DFG I	50%	46%	53%
✕ State	35%	32%	37%

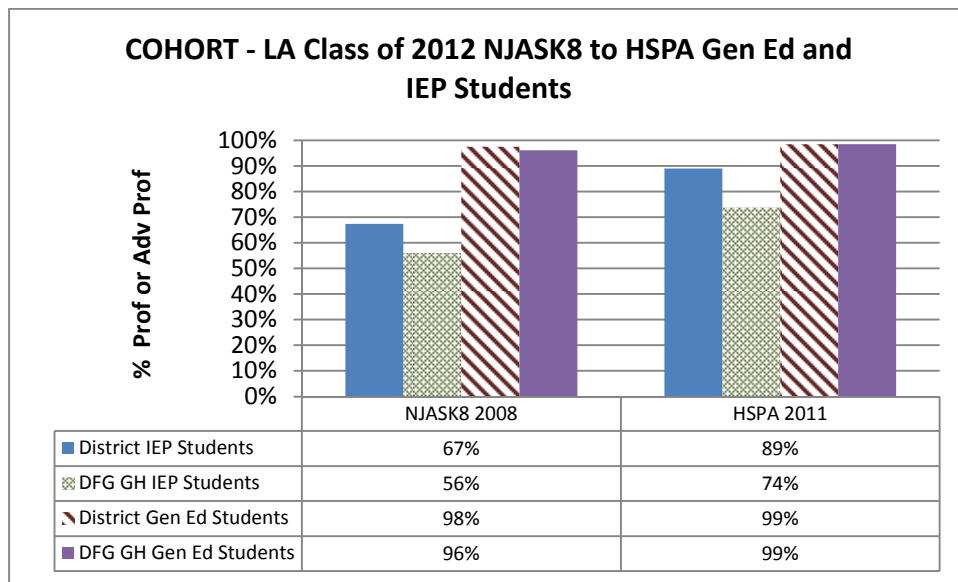
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Cohort Analysis – Language Arts

The previous exhibits showed a snapshot of results for each grade level from year to year, reflecting different groups of students from one year to the next. The following exhibits show the results of several cohorts of students as they progress through the state assessments.

**GRADE 8 ASSESSMENT (NJASK8) TO GRADE 11 ASSESSMENT (HSPA)
SAME COHORT OF STUDENTS**

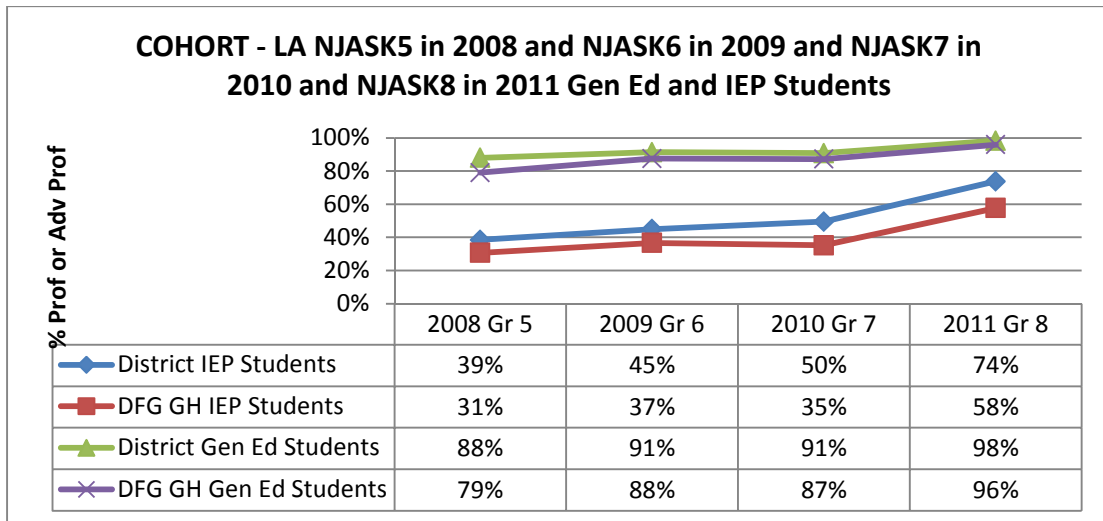
The following exhibit shows how the percentages of students proficient or advanced proficient in language arts for the Class of 2012 changed from when they took the NJASK in 8th grade to when they took the HSPA in 11th for General Education Students and Students with Disabilities compared to the DFG GH for the same subgroups. Only students who took the NJASK8 and the HSPA in the Cherry Hill district are included in this exhibit. The General Education student percentages proficient or above were high for both the NJASK8 and the HSPA for both the District and the DFG GH. The Students with Disabilities (IEP Students) percentages proficient or above improved about 20 percentage points from the NJASK8 to the HSPA for both the district and the DFG GH.



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NJASK GRADE 5 TO GRADE 8 – SAME COHORT OF STUDENTS

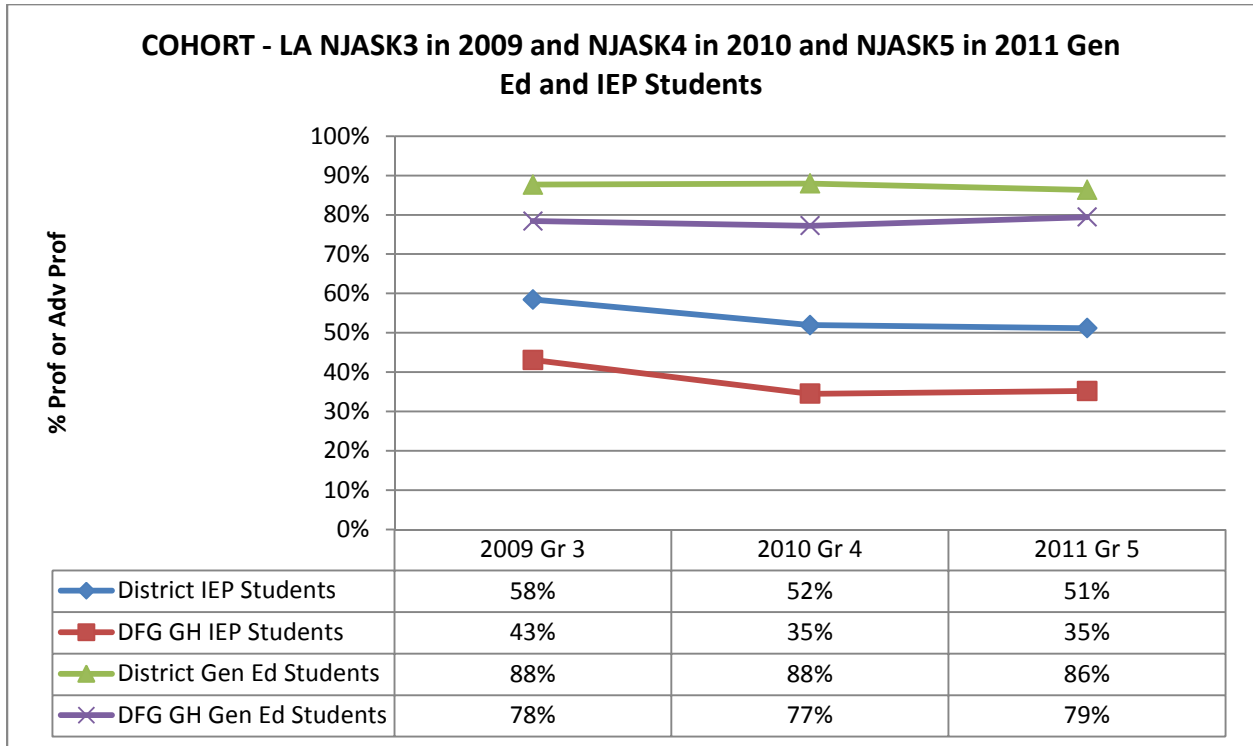
The following exhibit looks at the middle school level. The District percentages proficient or above were higher than the DFG GH for every grade level for both General Education Students and Students with Disabilities. By 8th grade both the District and the DFG GH General Education Students' percentages proficient and above were in the high 90's. The gap between General Education students and Students with Disabilities in 8th grade was 24 percentage points for the District and 38 percentage points for the DFG GH. The 8th grade gaps were the smallest of the grade levels.



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NJASK GRADE 3 TO GRADE 5 – SAME COHORT OF STUDENTS

For every grade level, for both General Education Students and Students with Disabilities, the District’s percentages of students proficient or above were higher than the DFG GH. The General Education students’ percentages proficient or above were generally flat for both the District and the DFG GH, but the Students with Disabilities percentages proficient or above declined from grade 3 to grade 5 for both the District and the DFG GH.

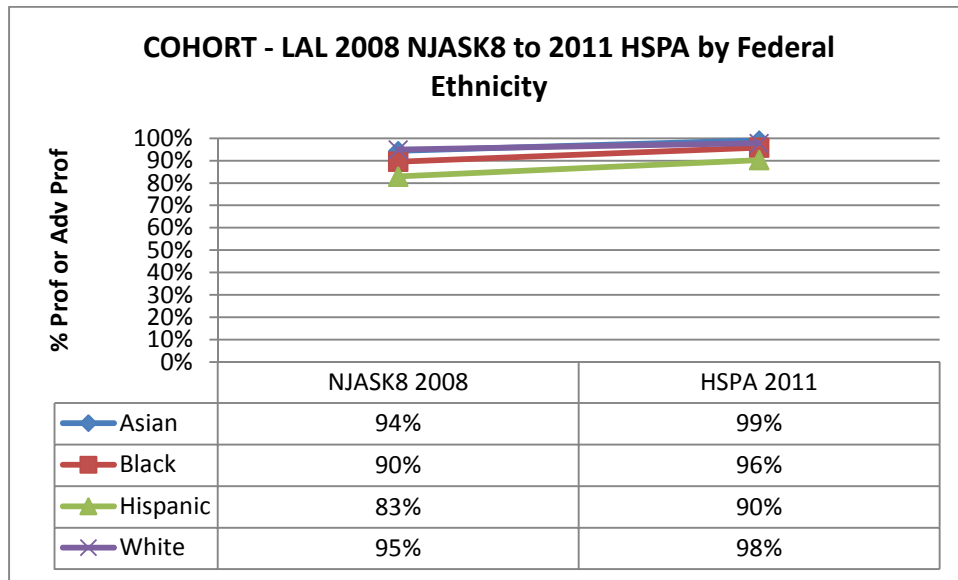


COHORT Results by Ethnic Group – Language Arts

The previous exhibits showed the General Education and Students with Disabilities populations in the specific cohorts. The following exhibits show the cohort of Total Student results broken down by Federal Ethnicity. Cohort exhibits are good for determining changes in achievement gaps because they are looking at the same students results over time. This eliminates variability in results due to attrition or additional members in a group over time.

**GRADE 8 ASSESSMENT (NJASK8) TO GRADE 11 ASSESSMENT (HSPA)
 BY ETHNIC GROUP
 SAME COHORT OF STUDENTS**

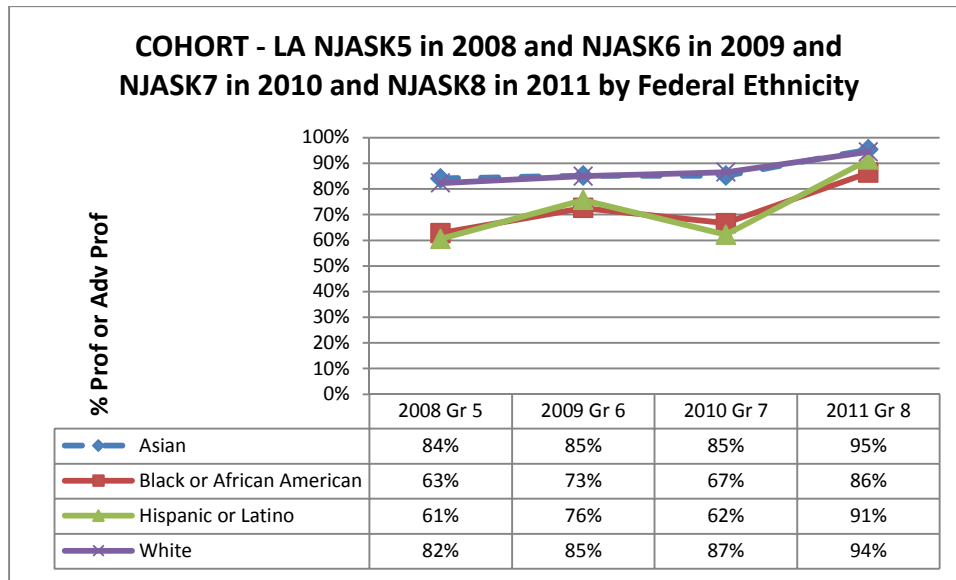
The following exhibits show how the percentages proficient or advanced proficient in language art for the Class of 2012 changed by Federal Ethnicity from when they took the NJASK in 8th grade to when they took the HSPA in 11th. Only students who took the NJASK8 and the HSPA in the Cherry Hill district are included in this exhibit. All ethnic groups improved from the NJASK8 to the HSPA and all were high achieving on the HSPA in 2011.



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**NJASK GRADE 5 TO GRADE 8 BY ETHNIC GROUP
SAME COHORT OF STUDENTS**

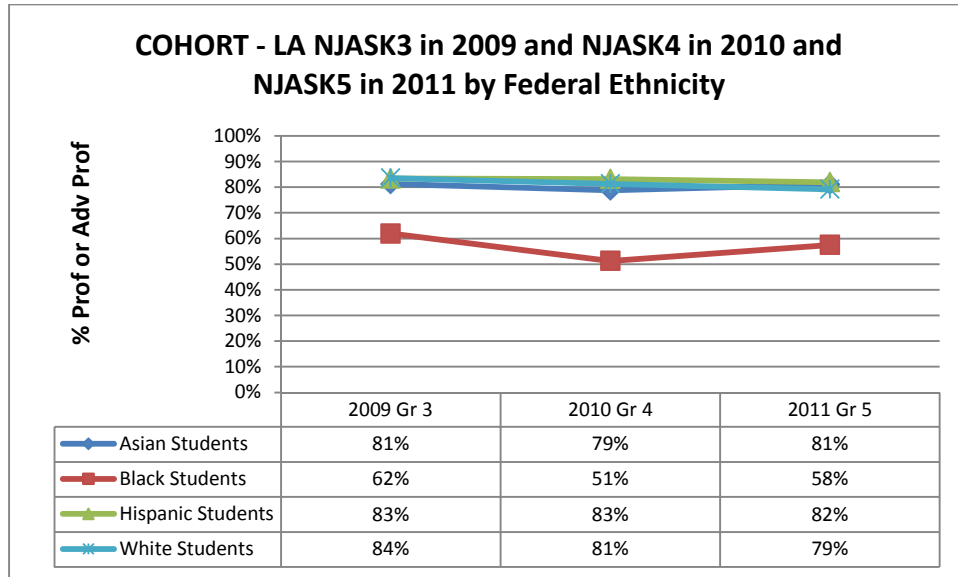
The following exhibit looks at the middle school level by ethnic groups. Only students who took the NJASK in the Cherry Hill district in all four grades from 2008 to 2011 are included in this exhibit. All ethnic groups had an increase in the percentages of students proficient or above from 5th grades to 8th grades, but the Hispanic and Black or African American subgroups had a significant decline in the 7th grade not seen in the White or Asian subgroups.



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**NJASK GRADE 3 TO GRADE 5 BY ETHNIC GROUP
SAME COHORT OF STUDENTS**

The following exhibit looks at the cohort of students by ethnic groups who were in 3rd grade in 2009 and 4th grade in 2010 and 5th grade in 2011. Only students who took the NJASK in the Cherry Hill district in all grades from 2009 to 2011 are included in this exhibit. This exhibit shows similar results for the Asian, Hispanic and White students, but significantly lower percentages for the Black or African American students.



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NCLB Status – Language Arts

In 2011, the state adequate yearly progress (AYP) benchmarks increased significantly for each school level and each subject, making it increasingly challenging for schools throughout the state to make AYP. The following table shows the state AYP benchmarks for 2011-2013 compared to 2010. Under the current NCLB law, all students are to be proficient by 2014.

	LANGUAGE ARTS	
TEST	2010	2011-2013
HSPA	85%	92%
NJASK6-8	72%	86%
NJASK3-5	59%	79%

In November 2011, the State applied for a waiver from certain provisions of the NCLB law, including the requirement that all students become proficient by 2014. The waiver is currently under review by the federal government.

The 2010-2011 AYP statuses for language arts for the Cherry Hill Schools are as follows:

- West passed 19 of 20 language arts indicators, not passing in the Students with Disabilities subgroup
- Carusi passed 17 of 20 language arts indicators, not passing in the Total Students, Students with Disabilities, and White Students subgroups
- Paine passed 19 of 20 language arts indicators, not passing in the Economically Disadvantaged subgroup
- All other schools met AYP in language arts

STATE ASSESSMENTS

Mathematics – HSPA and NJASK

Introduction

In high school, in the spring of each year, all students who are first time eleventh grade students take the High School Proficiency Assessment (HSPA). The HSPA measures knowledge and skills in the New Jersey Core Curriculum Content Standards, which are designed to make sure that students have the skills needed to become productive citizens and to succeed in college, on the job or in the military. Students must pass the HSPA to graduate from high school. If a student does not pass the HSPA in March of his/her junior year, the student will have the opportunity to take the HSPA again in October and March of his/her senior year. In addition, if a student does not pass the HSPA in March of his/her junior year, the student will begin the Alternative High School Assessment (AHSA), formerly the Special Review Assessment (SRA), for the HSPA in the fall of his/her senior year. The AHSA is an alternative assessment that will enable the student to show whether or not he/she has mastered the same knowledge and skills assessed by the HSPA.

At the middle school, the state testing began in 1999 with the Grade Eight Proficiency Assessment (GEPA). The GEPA was intended to indicate the progress students were making in mastering the knowledge and skills they needed to pass the HSPA. In 2008, the GEPA was replaced by the NJASK8.

In April 2006, NJASK tests were first administered to fifth, sixth, and seventh grade students statewide, assessing Language Arts and Mathematics. New Jersey was required by NCLB regulations to administer state assessments in these subjects to these grade levels during the 2005-2006 school year. The new NJASK was of a similar format to the GEPA, had both multiple choice and open ended questions, but had a greater proportion of multiple choice than the GEPA or HSPA.

In 2008, there was a significant change in the design and scoring of the state assessments for grades 5 through 8. In each of these grade level tests, the number of possible points increased and at the same time the State increased the proficiency level standards, making it more difficult for students to achieve the proficient and advanced proficient levels than in the past.

NJASK was first administered as an operational test to fourth grade students (NJASK4) and as a field test to third grade students (NJASK3) in Spring 2003. The tests were modeled after the ESPA, which was first administered in 1999 to fourth grade students, and NJASK4 was considered equivalent to the ESPA for No Child Left Behind accountability requirements. NJASK4/ESPA were developed by the state to align testing with the New Jersey Core Curriculum Content Standards. NJASK/ESPA were designed to serve as an indicator for determining those students who may need instructional intervention. Three subjects were operational in March 2005 on NJASK4: language arts literacy, mathematics, and science.

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In 2009, the NJASK grades 3 and 4 changed in a manner similar to the 2008 changes to NJASK for grades 5 through 8.

On each section of the HSPA or NJASK, students attain one of three proficiency levels: advanced proficient, proficient, or partially proficient. All NJASK tests are intended to indicate the progress students are making in mastering the knowledge and skills they will need to pass the HSPA.

Mathematics

The Mathematics section of the test will measure the students' ability to solve problems by applying mathematical concepts. The areas to be tested are:

- Number sense, concepts and applications;
- Spatial sense and geometry
- Data analysis, probability, statistics and discrete mathematics;
- Patterns, functions, and algebra.

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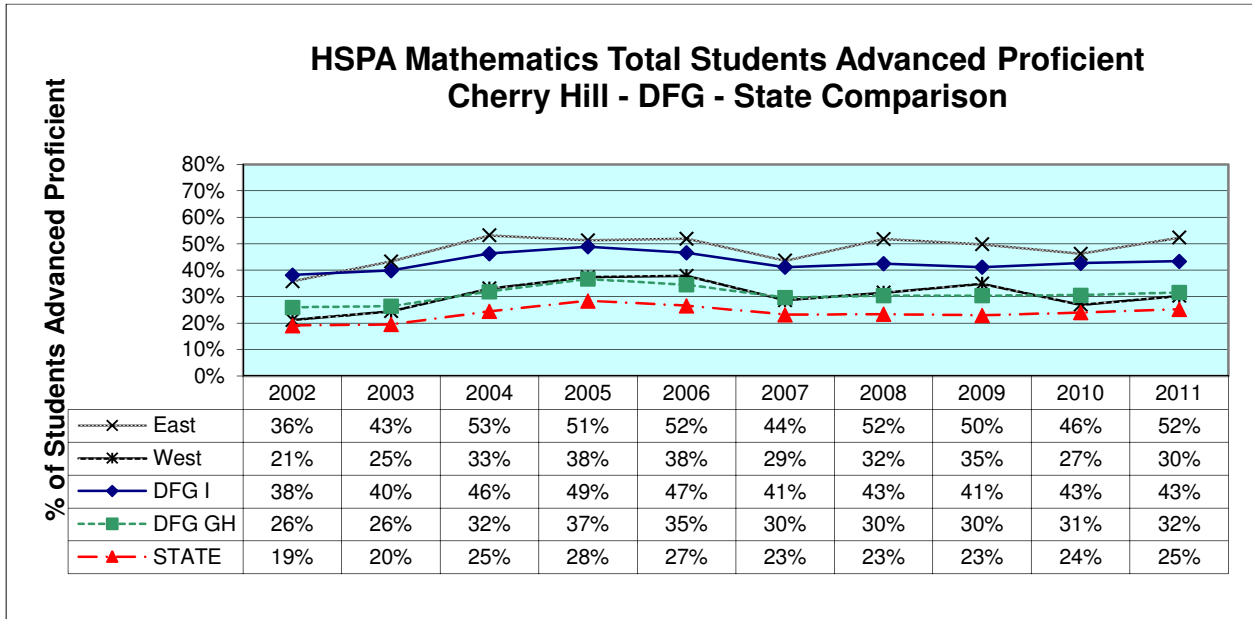
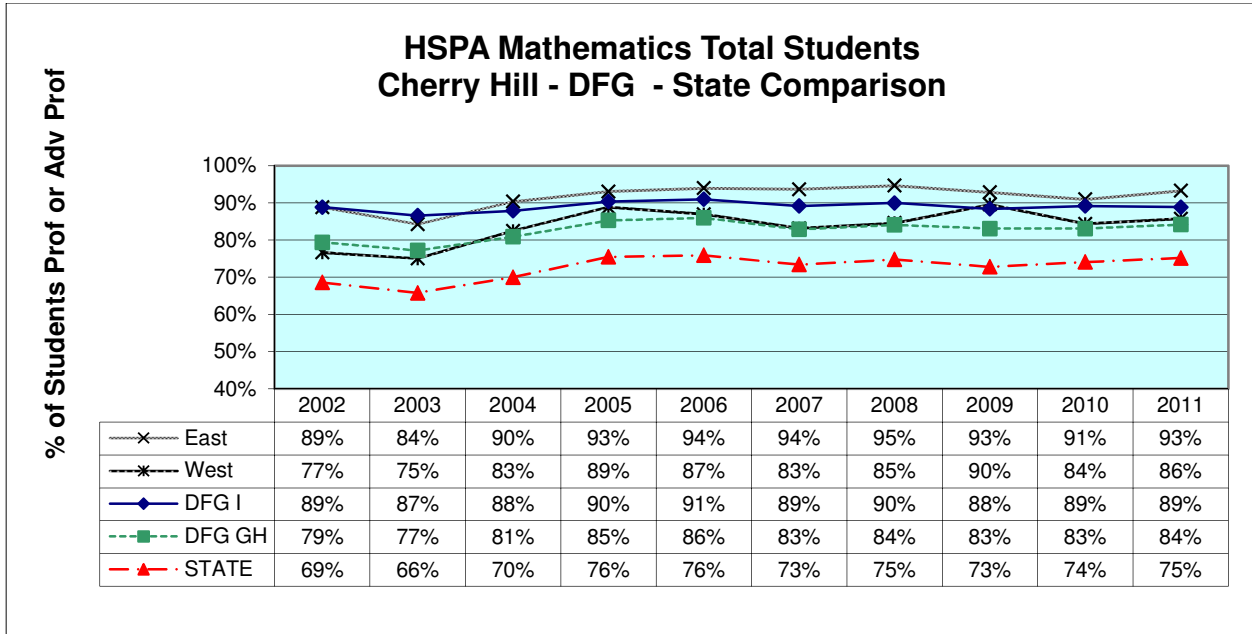
Total Student Results – Mathematics

The following exhibits show results reported on an NCLB basis for Total Students, which means that students who are new to the school are not included, but Alternate Proficiency Assessment (APA) scores are included. DFG GH, I and State results are not available on the same basis, but represent the Total Student Population, including all students and excluding the APA results.

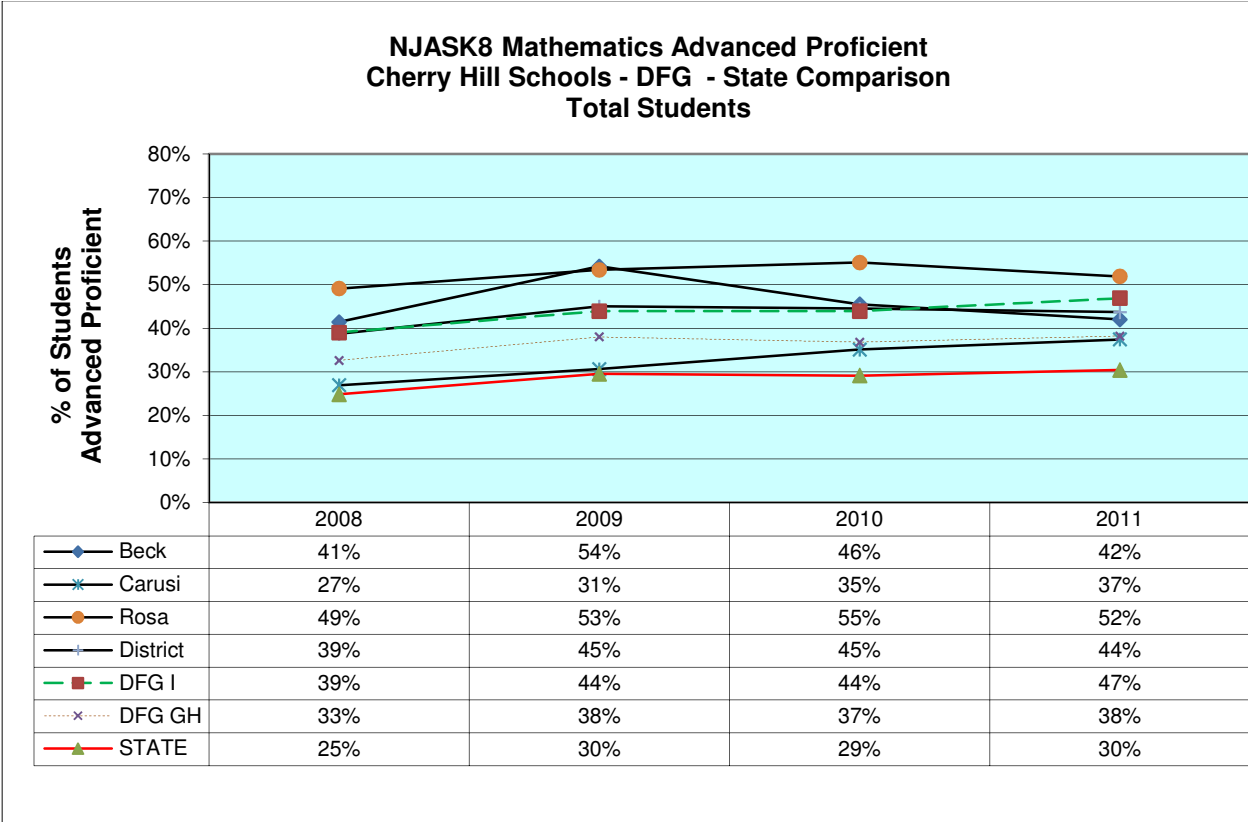
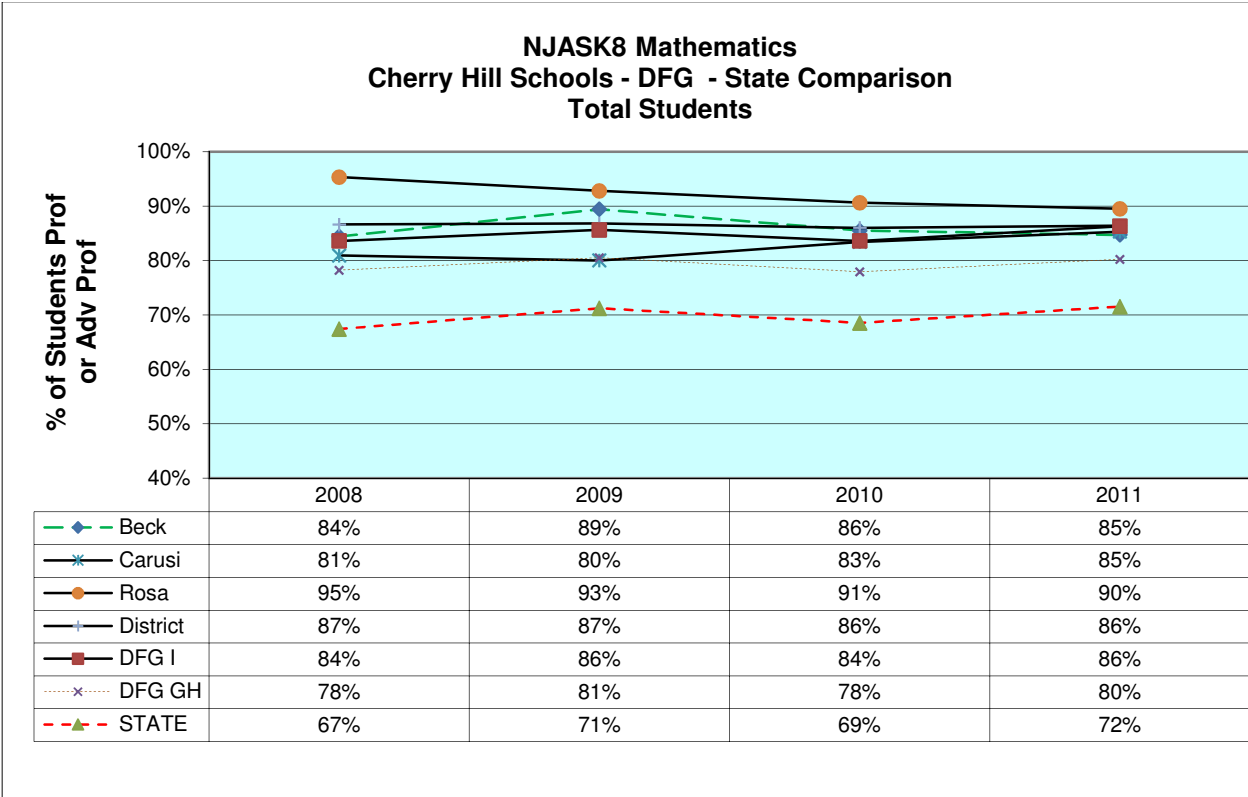
These exhibits show a comparison of the percentage of students who were proficient or advanced proficient at each of the schools, compared to the state and District Factor Group (DFG) GH and DFG I. The district factor groups were originally established in 1975 by the state for the purpose of grouping and comparing results of districts based on similar socioeconomic factors. They are updated every 10 years based on Decennial Census data. District factor groups were recently updated in 2004 based on 2000 Census data, which resulted in a change in district factor group for Cherry Hill from I to GH. Cherry Hill results are compared to both DFG GH, our current district factor group and to DFG I, our past benchmark for excellence. Other districts in the DFG GH include: Lenape Regional High School, Eastern Regional High School, Shamong Township, Tabernacle Township, and Haddon Heights. Districts in DFG I include Evesham, Mount Laurel, Moorestown and Voorhees. Haddonfield has been changed to a DFG J, the highest district factor group.

In 2011, in 3rd and 4th grades, the percentage of students proficient or advanced proficient was above the DFG I average, was comparable to the DFG I average in 5th, 6th, 8th, and 11th grades and was between the DFG GH and DFG I averages in 7th grade. The percentages of student advanced proficient were higher than the DFG I averages in 4th grade, comparable to the DFG I average in 3rd and 11th grades, between the GH and I averages in 5th and 8th grades, and below the DFG GH average in 6th and 7th grades.

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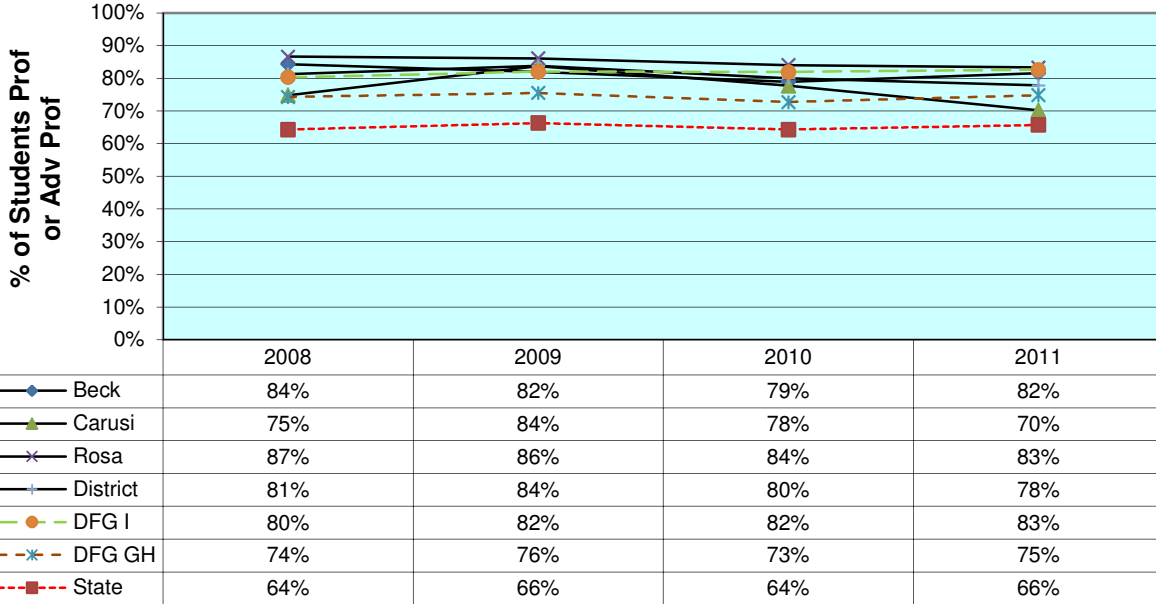


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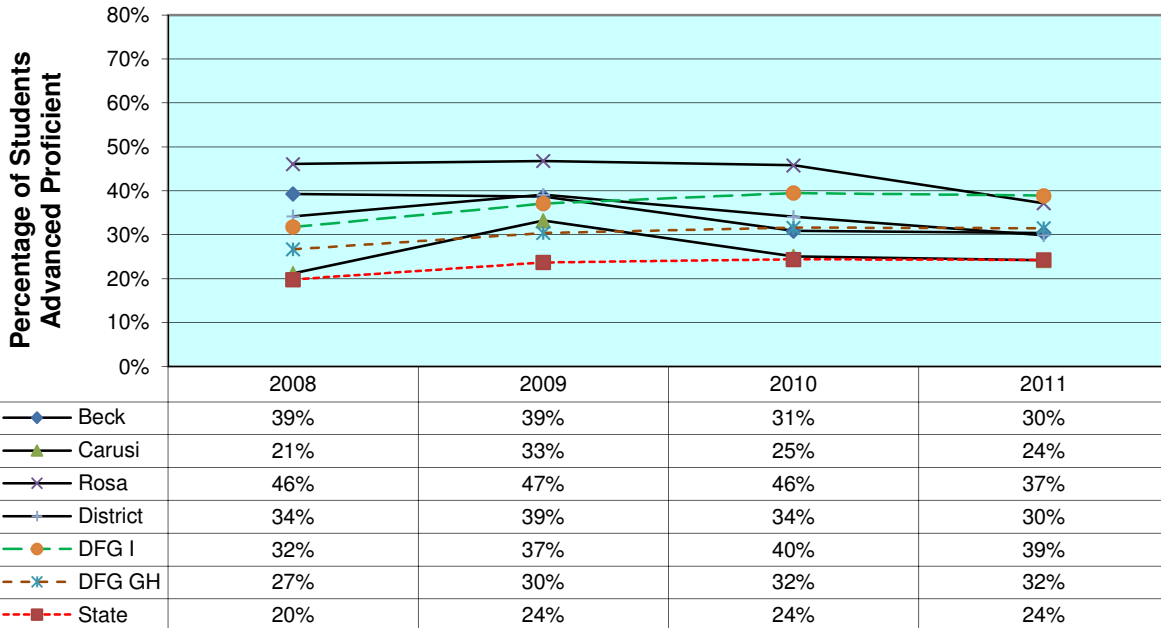


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NJASK7 Mathematics
Cherry Hill - DFG - State Comparison
Total Students

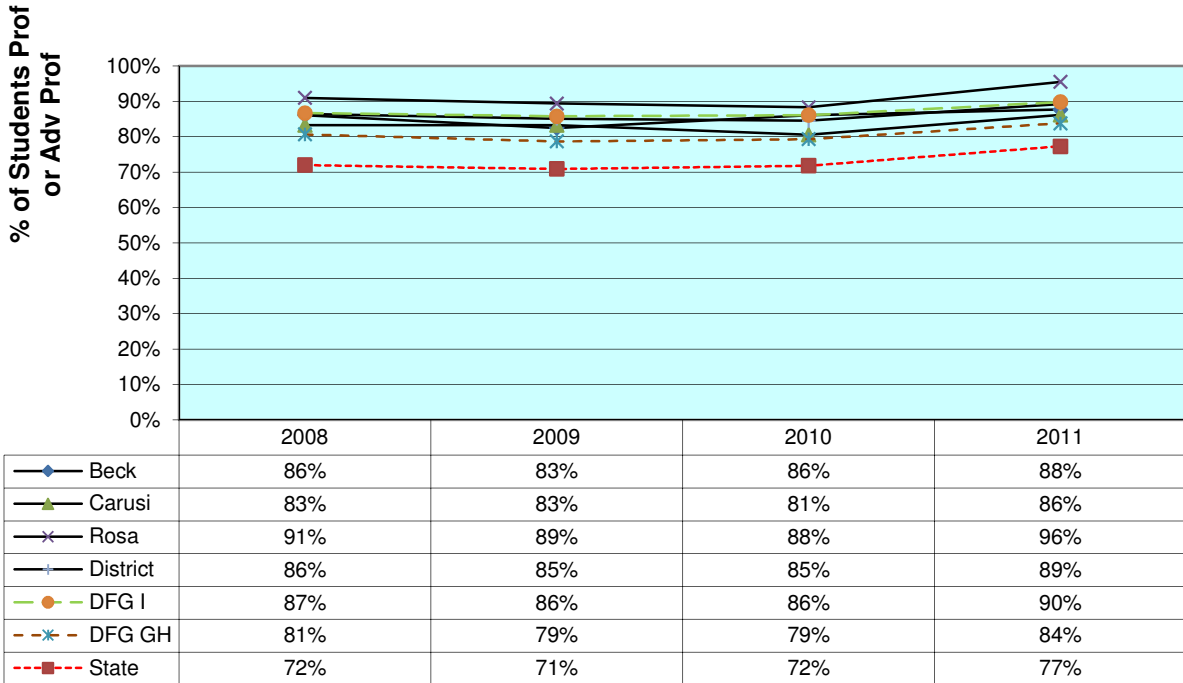


NJASK 7 Mathematics - Advanced Proficient
Cherry Hill - DFG - State Comparison
Total Students

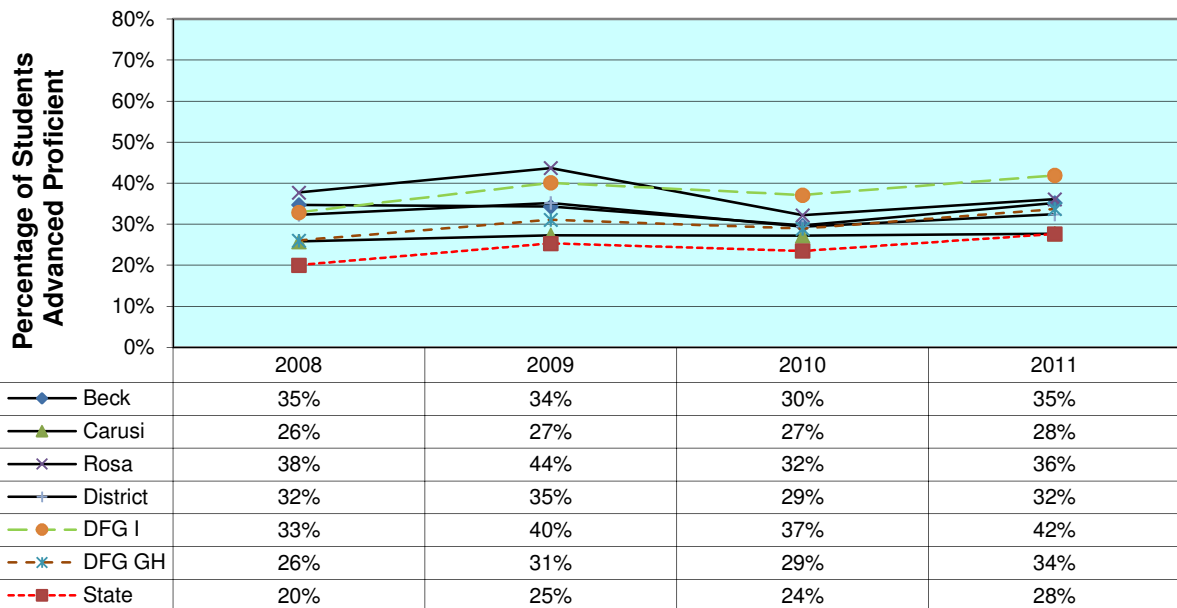


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NJASK6 Mathematics
Cherry Hill - -DFG - State Comparison
Total Students

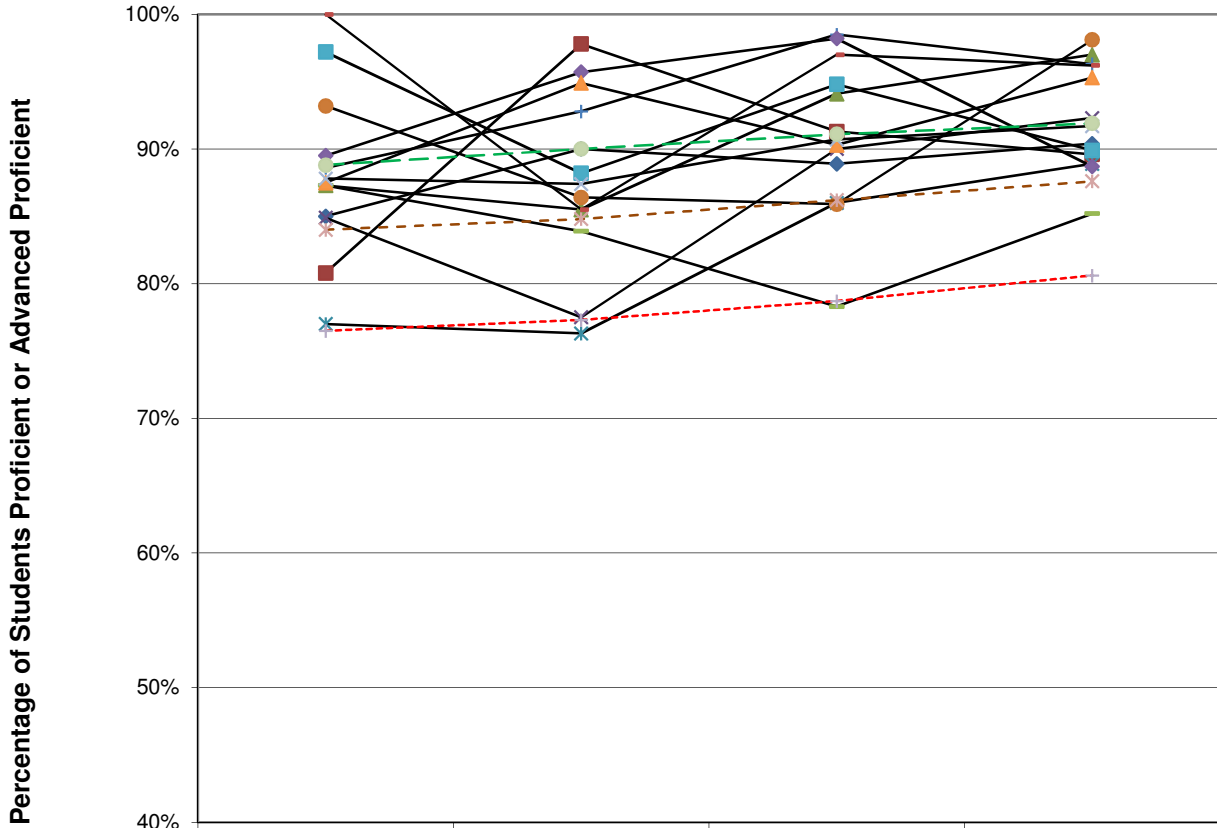


NJASK 6 Mathematics - Advanced Proficient
Cherry Hill - DFG - State Comparison
Total Students



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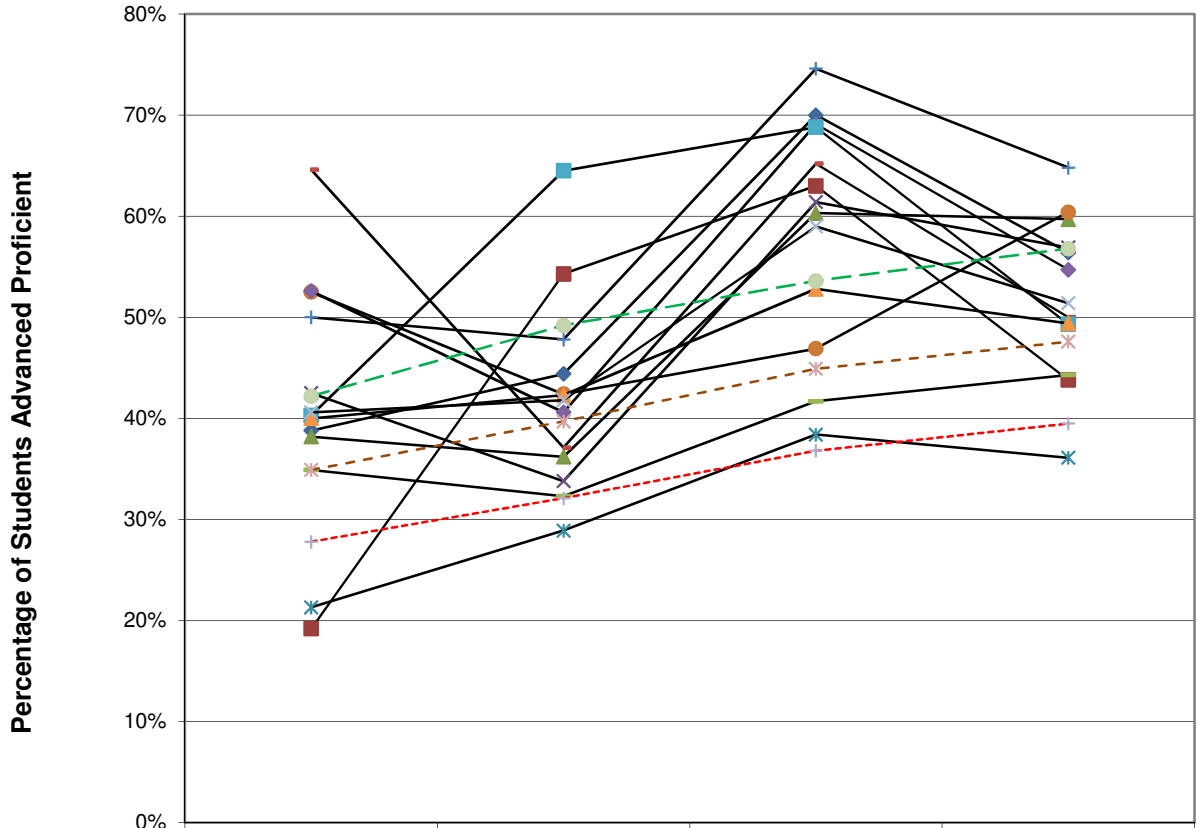
**NJASK 5 Mathematics
 Cherry Hill - DFG - State Comparison
 Total Students**



	2008	2009	2010	2011
—◆— Barton	85%	90%	89%	90%
—■— Cooper	81%	98%	91%	90%
—▲— Harte	87%	86%	94%	97%
—×— Johnson	85%	78%	90%	92%
—*— Kilmer	77%	76%	86%	89%
—●— Kingston	93%	86%	86%	98%
—+— Knight	89%	93%	99%	96%
—■— Mann	100%	86%	97%	96%
—■— Paine	87%	84%	78%	85%
—◆— Sharp	90%	96%	98%	89%
—■— Stockton	97%	88%	95%	90%
—▲— Woodcrest	88%	95%	90%	95%
—*— District	88%	87%	91%	92%
- - * - - DFG GH	84%	85%	86%	88%
- - ● - - DFG I	89%	90%	91%	92%
- - + - - State	77%	77%	79%	81%

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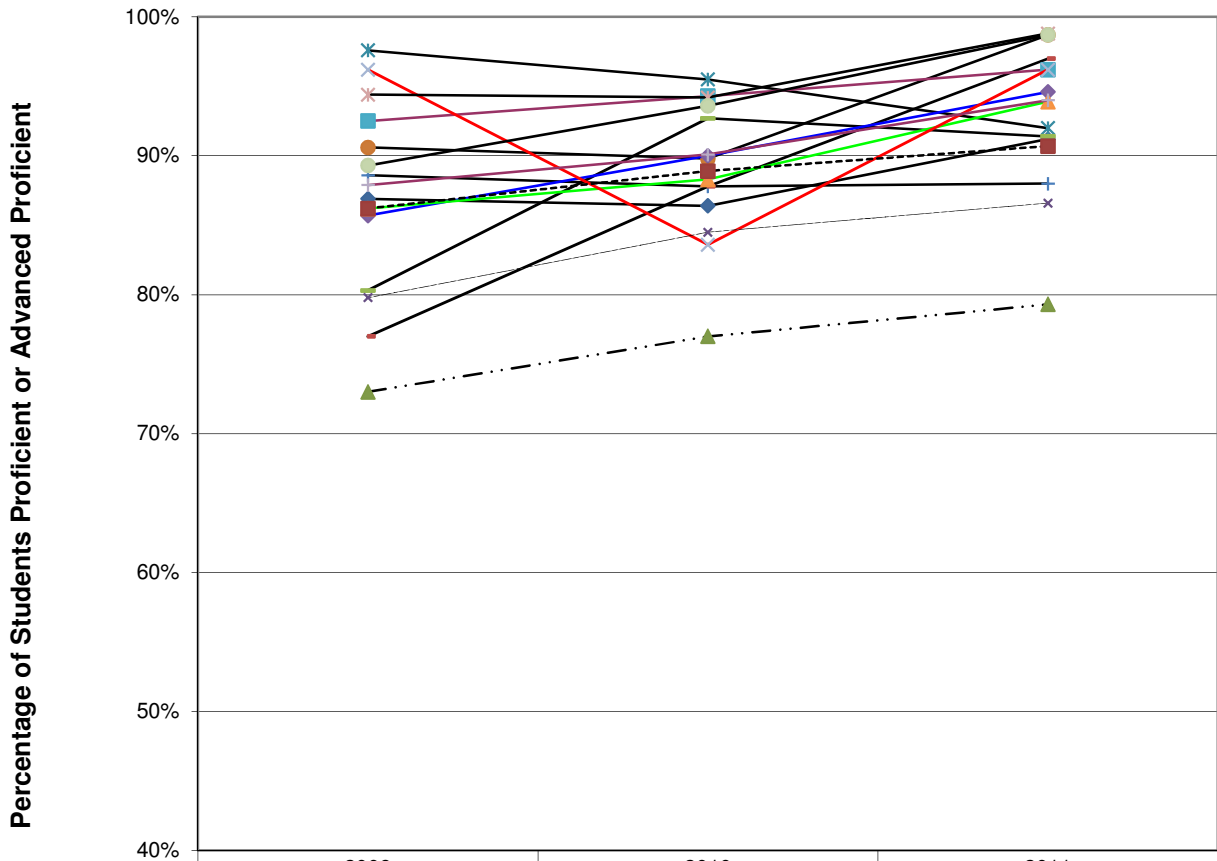
**NJASK 5 Mathematics Advanced Proficient
 Cherry Hill - DFG - State Comparison
 Total Students**



	2008	2009	2010	2011
—◆— Barton	39%	44%	70%	56%
—■— Cooper	19%	54%	63%	44%
—▲— Harte	38%	36%	60%	60%
—×— Johnson	43%	34%	61%	57%
—*— Kilmer	21%	29%	38%	36%
—●— Kingston	53%	42%	47%	60%
—+— Knight	50%	48%	75%	65%
—■— Mann	65%	37%	65%	50%
—■— Paine	35%	32%	42%	44%
—◆— Sharp	53%	41%	69%	55%
—■— Stockton	40%	65%	69%	49%
—▲— Woodcrest	40%	42%	53%	49%
—+— District	41%	42%	59%	51%
- - * - - DFG GH	35%	40%	45%	48%
- - ● - - DFG I	42%	49%	54%	57%
- - * - - State	28%	32%	37%	40%

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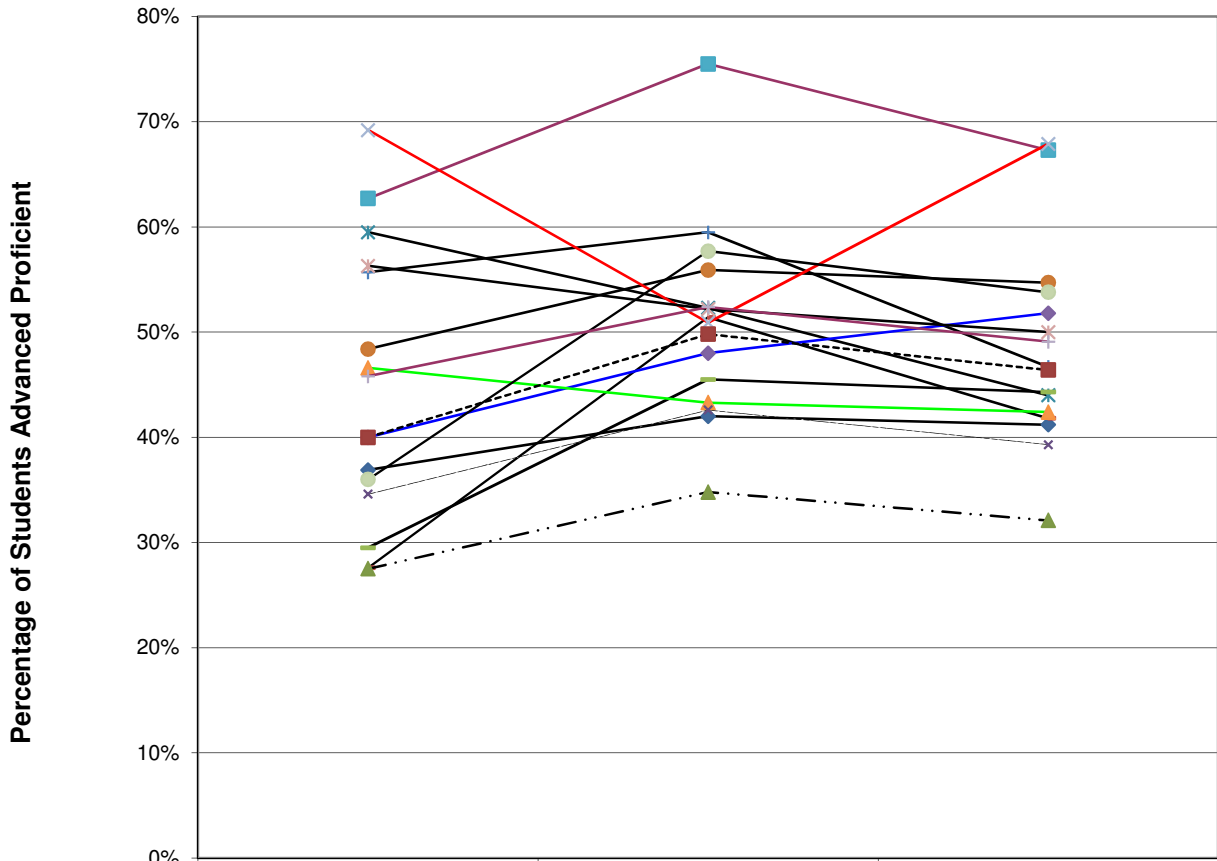
NJASK4 Mathematics
Cherry Hill Schools - DFG - State Comparison
Total Students



	2009	2010	2011
—◆— Barton	87%	86%	91%
—*— Cooper	98%	96%	92%
—●— Harte	91%	90%	99%
—+— Johnson	89%	88%	88%
—x— Kilmer	77%	88%	97%
—▲— Kingston	80%	93%	91%
—◆— Knight	86%	90%	95%
—■— Mann	93%	94%	96%
—▲— Paine	86%	88%	94%
—x— Sharp	96%	84%	96%
—x— Stockton	94%	94%	99%
—●— Woodcrest	89%	94%	99%
—+— District	88%	90%	94%
---■--- DFG I	86%	89%	91%
---x--- DFG GH	80%	85%	87%
---▲--- STATE	73%	77%	79%

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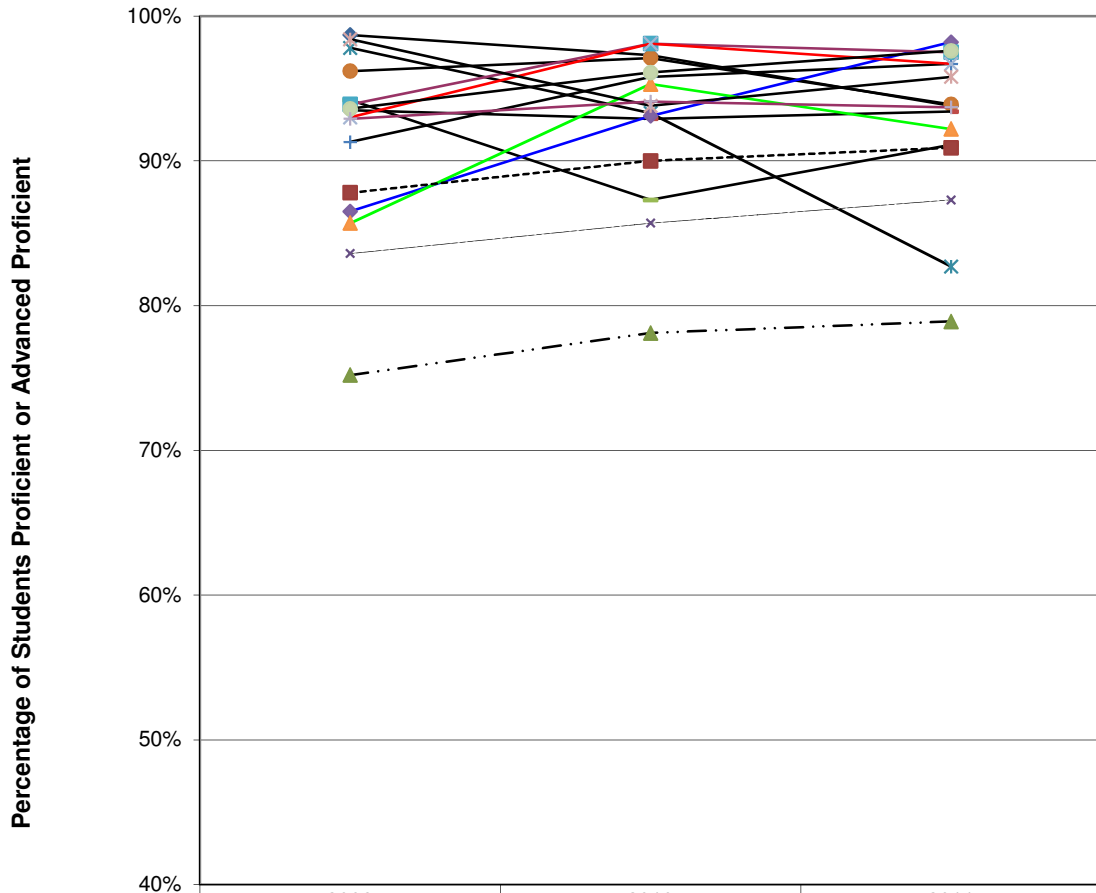
**NJASK4 Mathematics - Advanced Proficient
 Cherry Hill Schools - DFG - State Comparison
 Total Students**



	2009	2010	2011
◆ Barton	37%	42%	41%
* Cooper	60%	52%	44%
● Harte	48%	56%	55%
+ Johnson	56%	60%	47%
— Kilmer	28%	51%	42%
— Kingston	30%	46%	44%
◆ Knight	40%	48%	52%
■ Mann	63%	76%	67%
▲ Paine	47%	43%	42%
× Sharp	69%	51%	68%
* Stockton	56%	52%	50%
● Woodcrest	36%	58%	54%
+ District	46%	52%	49%
--- DFG I	40%	50%	46%
× DFG GH	35%	43%	39%
▲ STATE	28%	35%	32%

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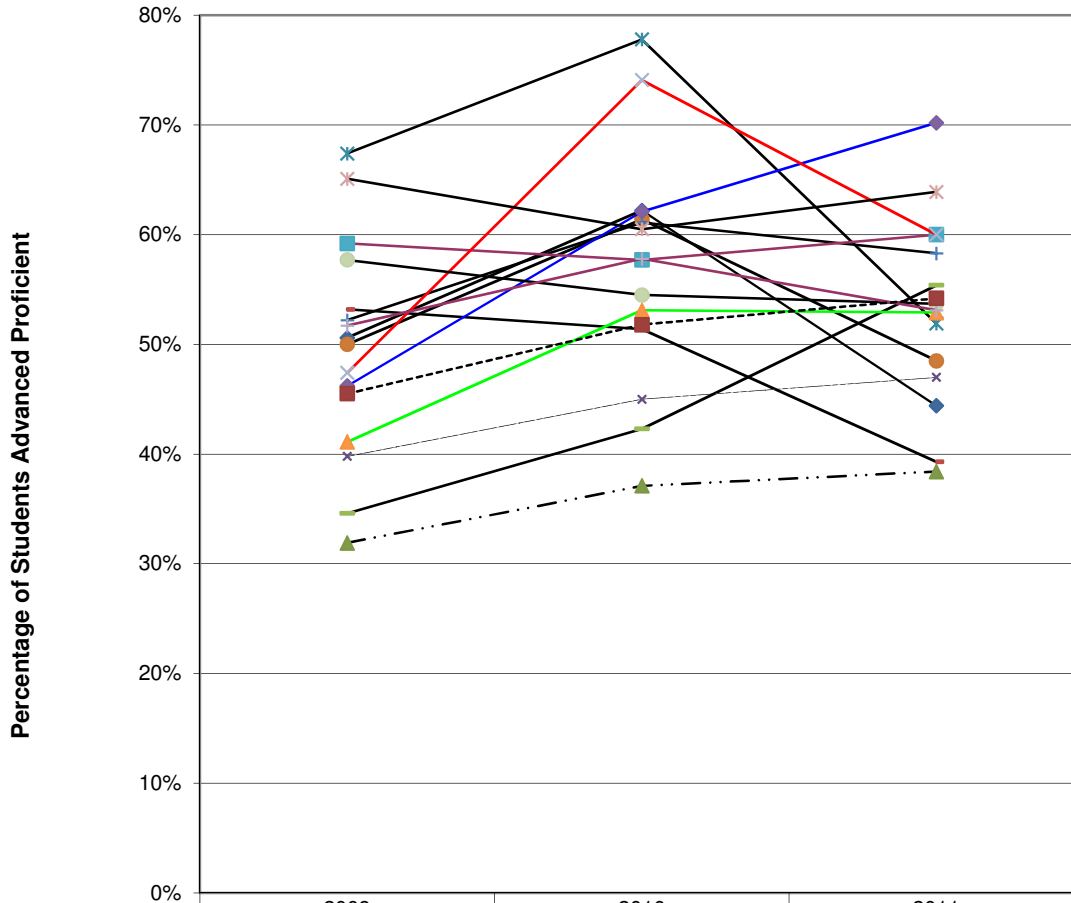
NJASK3 Mathematics
Cherry Hill Schools - DFG - State Comparison
Total Students



	2009	2010	2011
◆ Barton	99%	97%	94%
* Cooper	98%	93%	83%
● Harte	96%	97%	94%
+ Johnson	91%	96%	97%
— Kilmer	94%	93%	93%
— Kingston	94%	87%	91%
◆ Knight	87%	93%	98%
■ Mann	94%	98%	98%
▲ Paine	86%	95%	92%
× Sharp	93%	98%	97%
× Stockton	98%	94%	96%
● Woodcrest	94%	96%	98%
+ District	93%	94%	94%
--- DFG I	88%	90%	91%
× DFG GH	84%	86%	87%
▲ STATE	75%	78%	79%

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**NJASK3 Mathematics - Advanced Proficient
Cherry Hill Schools - DFG - State Comparison
Total Students**



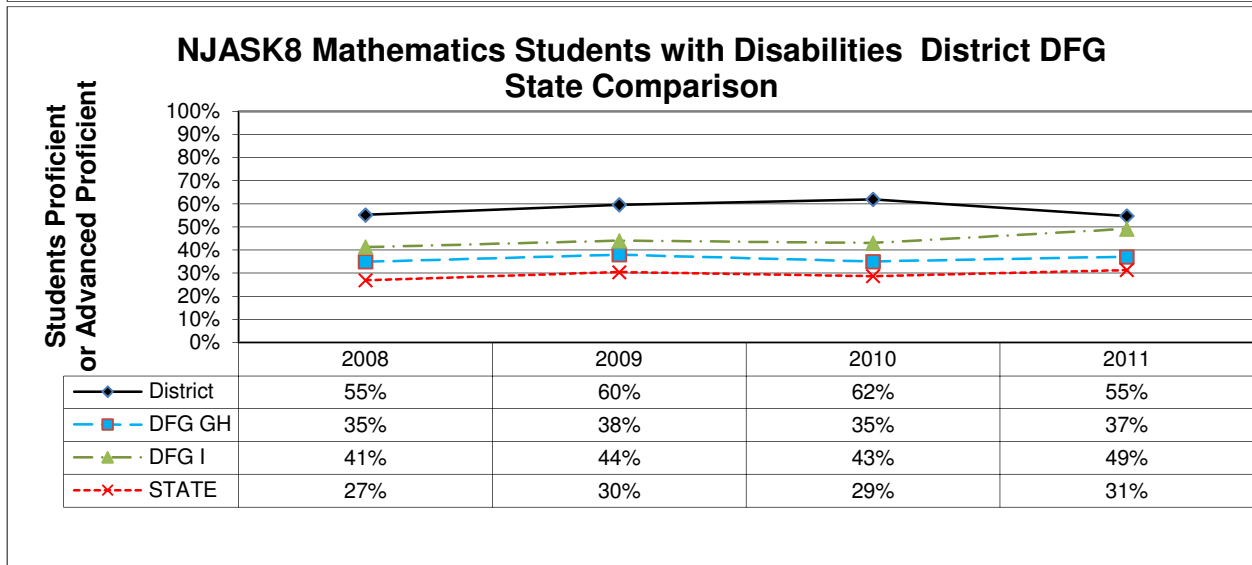
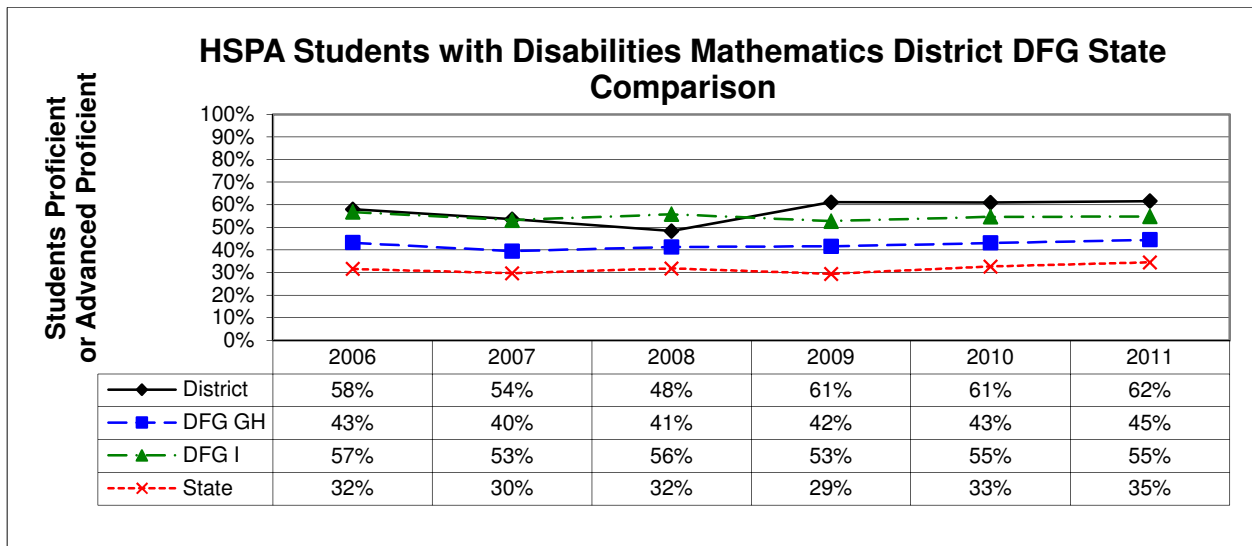
	2009	2010	2011
—◆— Barton	51%	62%	44%
—*— Cooper	67%	78%	52%
—●— Harte	50%	61%	49%
—+— Johnson	52%	61%	58%
—■— Kilmer	53%	51%	39%
—▲— Kingston	35%	42%	55%
—◆— Knight	46%	62%	70%
—■— Mann	59%	58%	60%
—▲— Paine	41%	53%	53%
—x— Sharp	47%	74%	60%
—x— Stockton	65%	61%	64%
—●— Woodcrest	58%	55%	54%
—+— District	52%	58%	53%
---■--- DFG I	46%	52%	54%
---x--- DFG GH	40%	45%	47%
—▲— STATE	32%	37%	38%

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Students with Disabilities – Mathematics

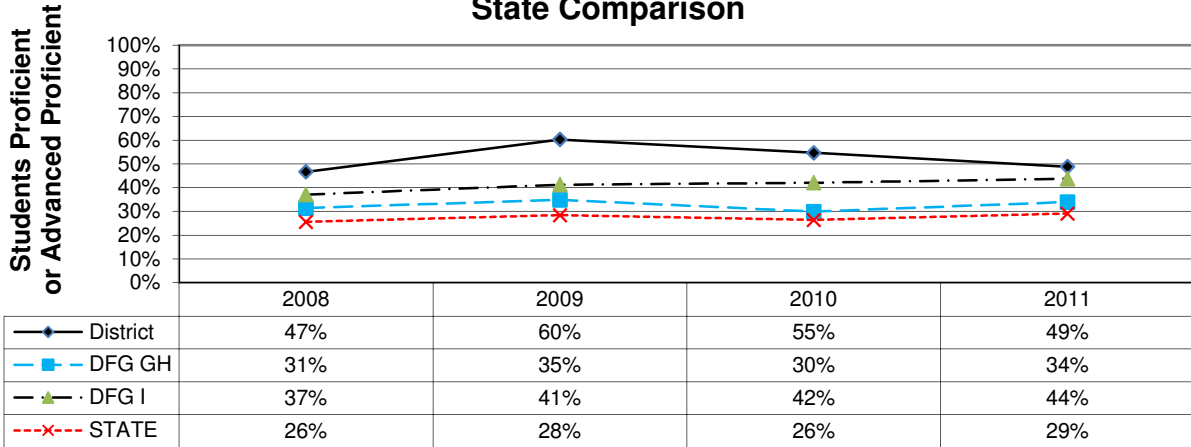
Schools across the state, including Cherry Hill, have the most difficulty making Adequate Yearly Progress (AYP) under No Child Left Behind in the Students with Disabilities subgroup. For this reason, the Testing Report has a separate section for this subgroup of students.

In ALL grade levels the percentages of students proficient or advanced proficient in mathematics were higher than the DFG I averages.

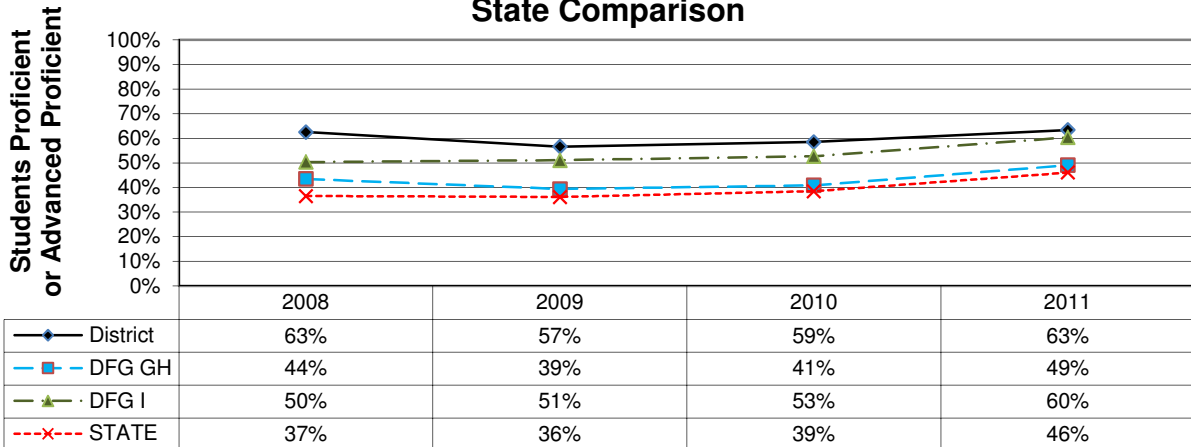


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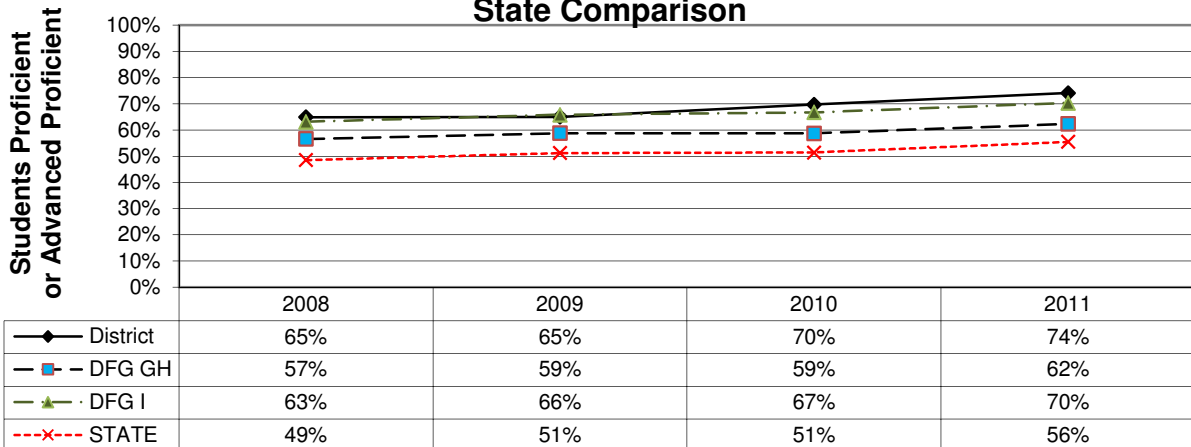
**NJASK7 Mathematics Students with Disabilities District DFG
State Comparison**



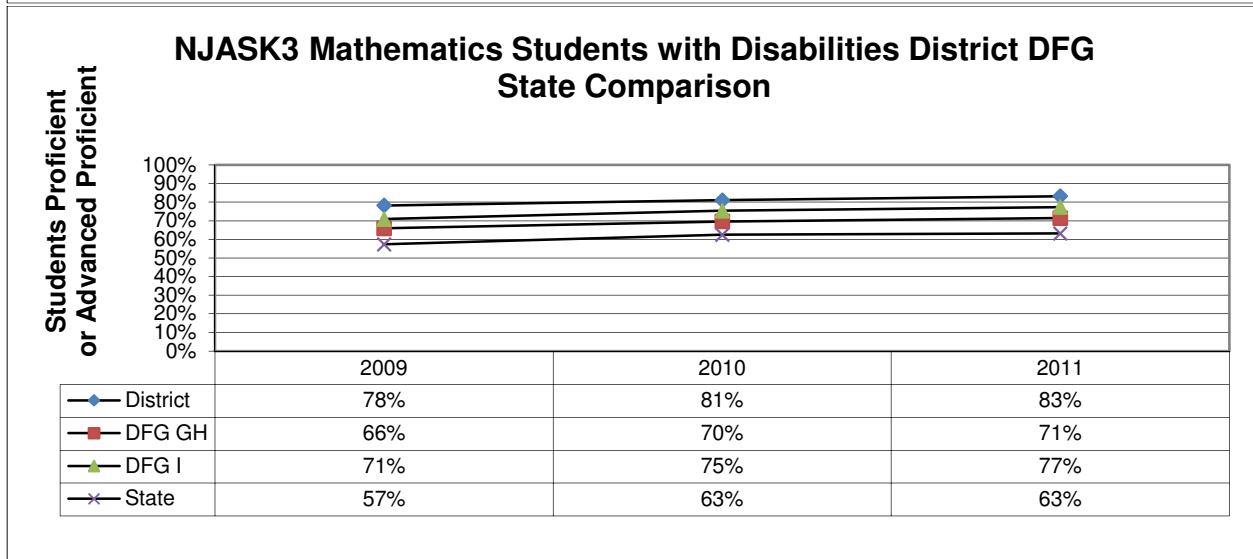
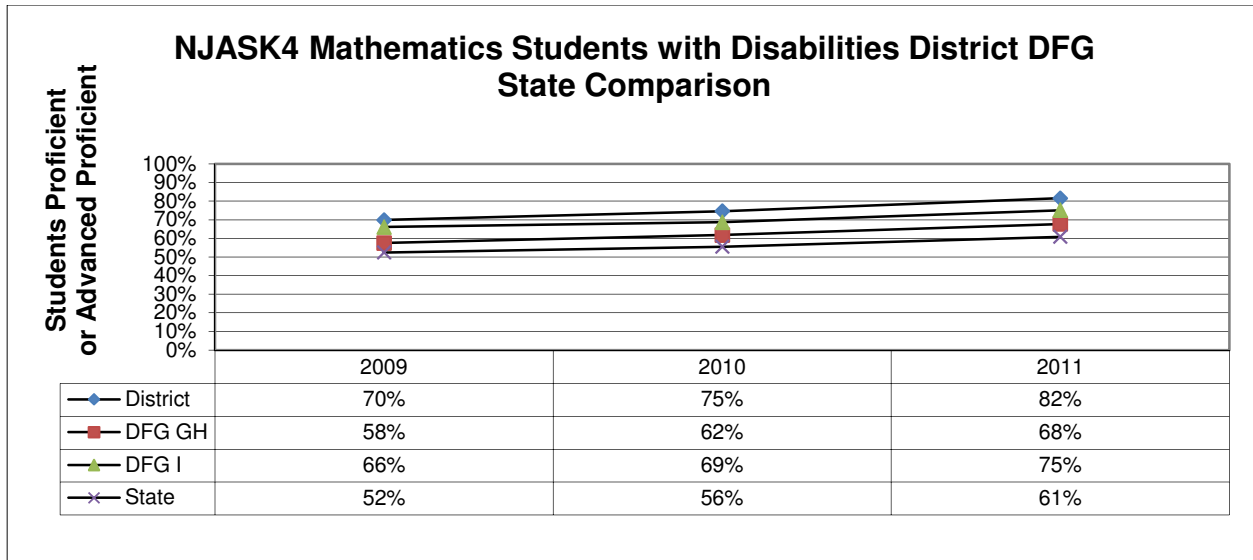
**NJASK6 Mathematics Students with Disabilities District DFG
State Comparison**



**NJASK5 Mathematics Students with Disabilities District DFG
State Comparison**



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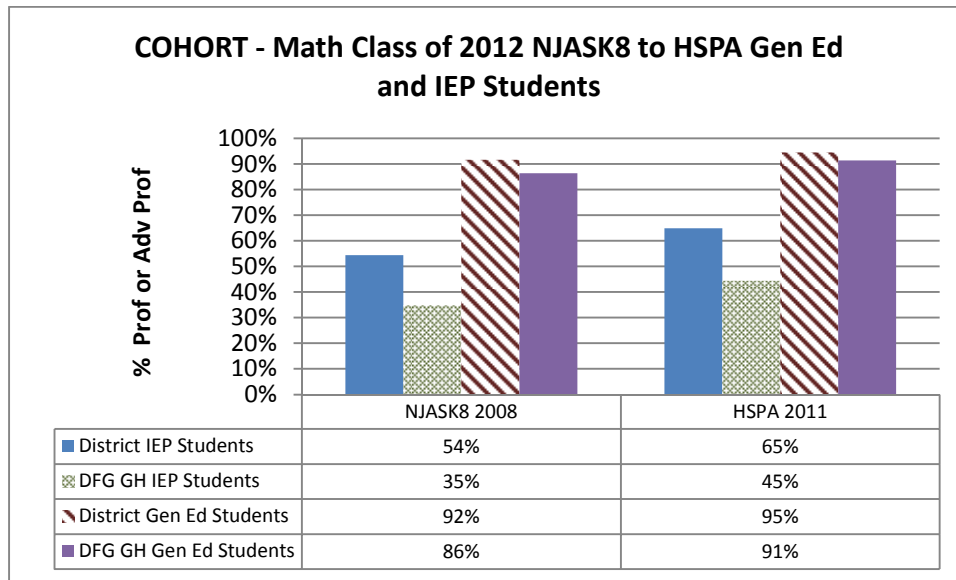
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Cohort Analysis – Mathematics

The previous exhibits showed a snapshot of results for each grade level from year to year, reflecting different groups of students from one year to the next. The following exhibits show the results of several cohorts of students as they progress through the state assessments.

**GRADE 8 ASSESSMENT (NJASK8) TO GRADE 11 ASSESSMENT (HSPA)
SAME COHORT OF STUDENTS**

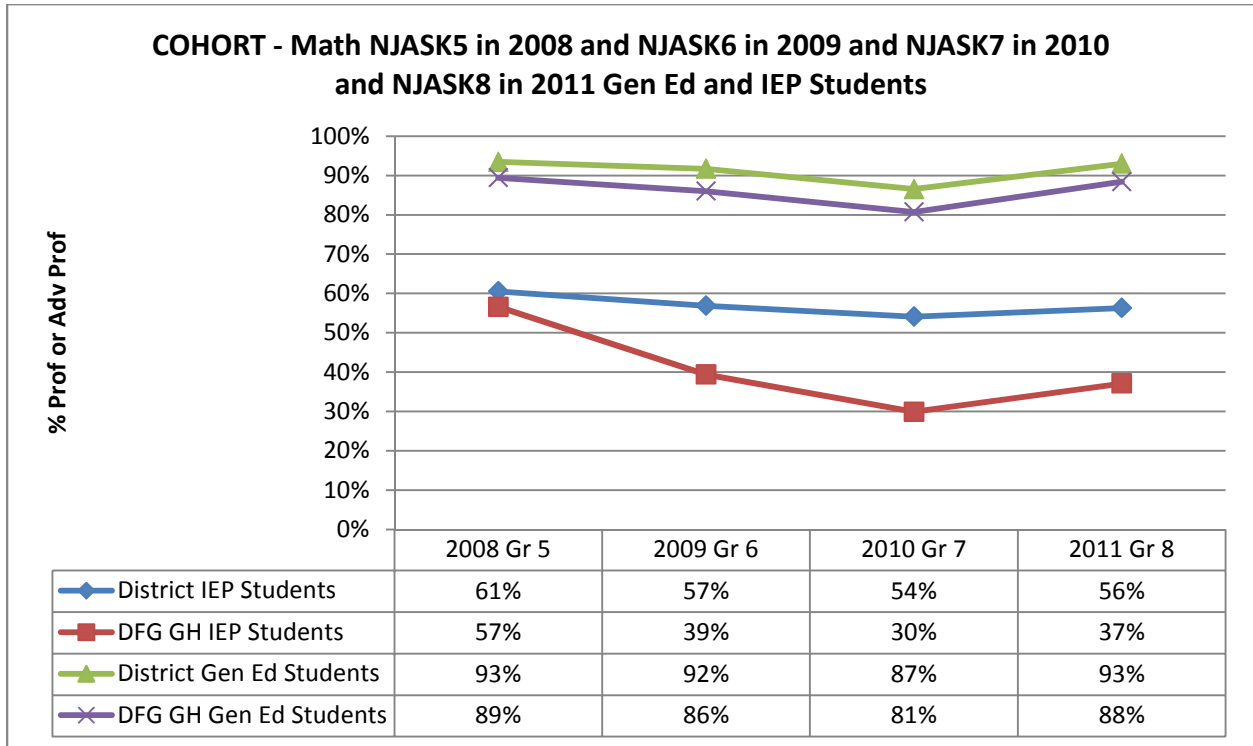
The following exhibit shows how the percentages of students proficient or advanced proficient in mathematics for the Class of 2012 changed from when they took the NJASK in 8th grade to when they took the HSPA in 11th for General Education Students and Students with Disabilities compared to the DFG GH. Only students who took the NJASK8 and the HSPA in the Cherry Hill district are included in this exhibit. The General Education student percentages proficient or above for the District were above 90% for both the NJASK8 and the HSPA. The Students with Disabilities (IEP Students) percentages proficient or above improved about 10 percentage points from the NJASK8 to the HSPA for both the district and the DFG GH, but were 30 percentage points below the General Education results for the District HSPA Math and 46 percentage points below for the District Factor Group GH.



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NJASK GRADE 5 TO GRADE 8 – SAME COHORT OF STUDENTS

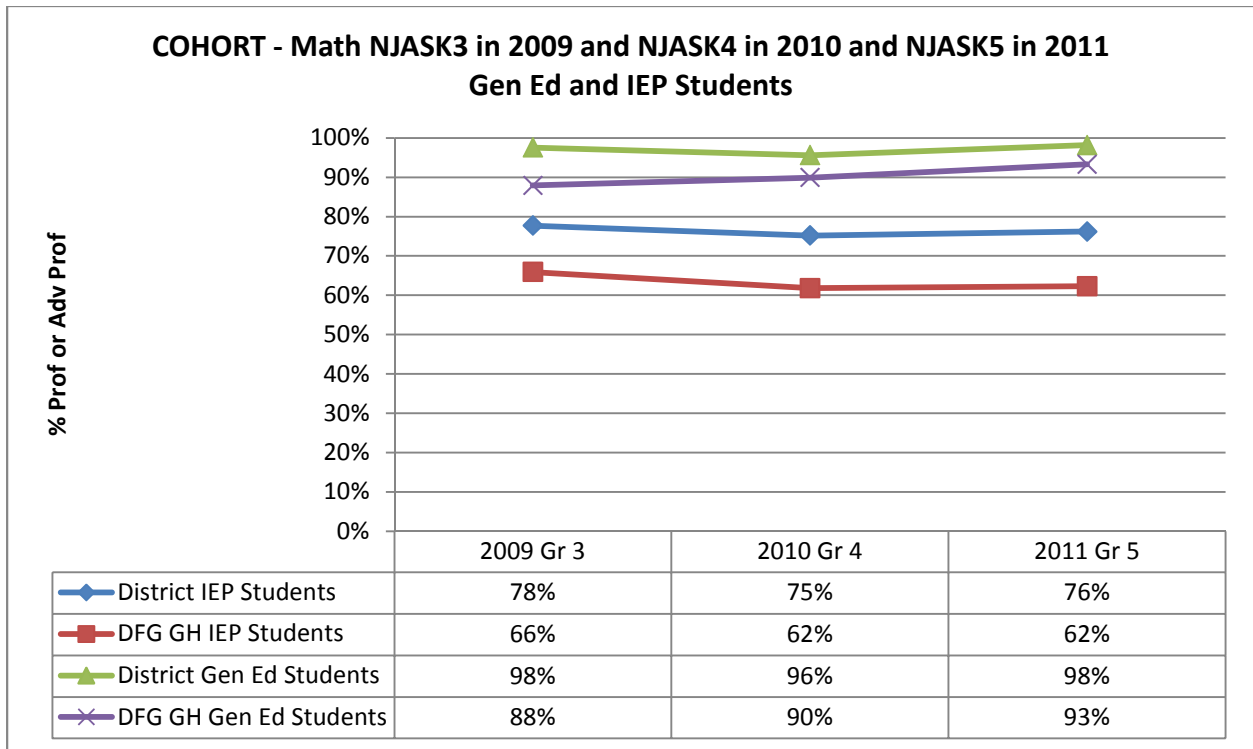
The following exhibit looks at the middle school level. The District percentages proficient or above were higher than the DFG GH for every grade level for both General Education Students and Students with Disabilities. The percentages proficient or above decline in 7th grade for all student groups, but the decline for the District Students with Disabilities is the smallest. The gap between the General Education Students and Students with Disabilities increases from 5th grade to 8th grade.



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NJASK GRADE 3 TO GRADE 5 – SAME COHORT OF STUDENTS

For every grade level, for both General Education Students and Students with Disabilities, the District’s percentages of students proficient or above were higher than the DFG GH. The General Education students’ percentages proficient or above were generally flat in the high 90’s for the District and increase for the DFG GH. The Students with Disabilities percentages proficient or above were fairly flat for the District and declined from grade 3 to grade 5 for the DFG GH. The gap between the General Education results and the Students with Disabilities results did not change much for the District and increased for the DFG GH.



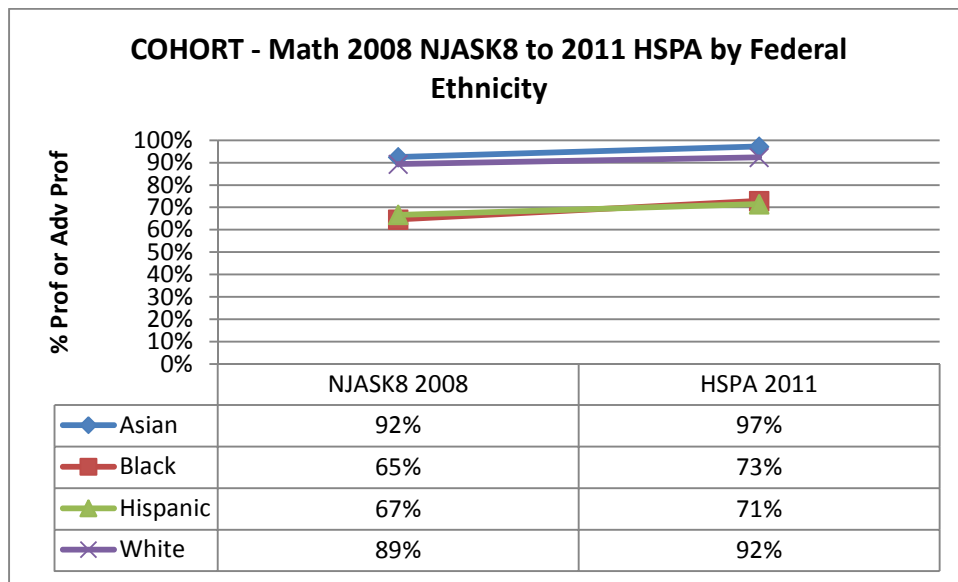
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COHORT Results by Ethnic Group – Mathematics

The previous exhibits showed the General Education and Students with Disabilities populations in the specific cohorts. The following exhibits show the cohort of Total Student results broken down by Federal Ethnicity. Cohort exhibits are good for determining changes in achievement gaps because they are looking at the same students results over time. This eliminates variability in results due to attrition or additional members in a group over time.

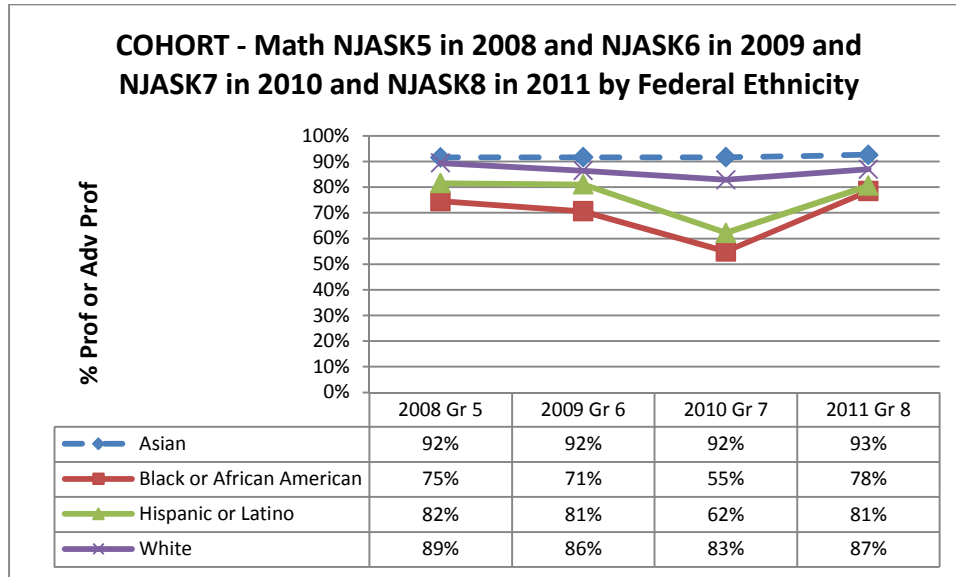
**GRADE 8 ASSESSMENT (NJASK8) TO GRADE 11 ASSESSMENT (HSPA)
BY ETHNIC GROUP
SAME COHORT OF STUDENTS**

The following exhibits show how the percentages proficient or advanced proficient in language arts for the Class of 2012 changed by Federal Ethnicity from when they took the NJASK in 8th grade to when they took the HSPA in 11th. Only students who took the NJASK8 and the HSPA in the Cherry Hill district are included in this exhibit. All ethnic groups improved from the NJASK8 to the HSPA, but there was a 20 percentage point gap between Black or African American Students and Hispanics Students from White Students on the HSPA.



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**NJASK GRADE 5 TO GRADE 8 BY ETHNIC GROUP
 SAME COHORT OF STUDENTS**

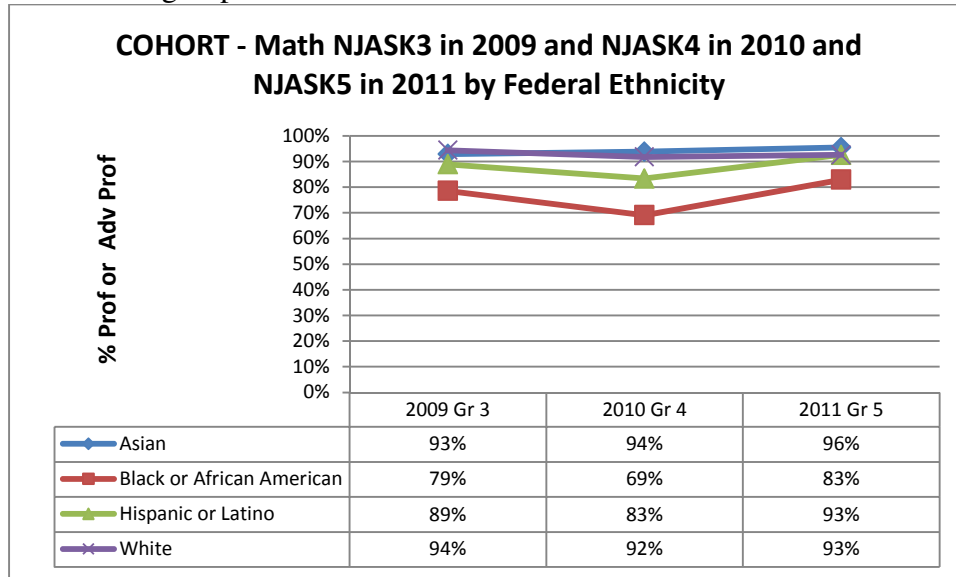
The following exhibit looks at the middle school level by ethnic groups. Only students who took the NJASK in the Cherry Hill district in all four grades from 2008 to 2011 are included in this exhibit. All ethnic groups had little change in the percentages of students proficient or above from 5th grades to 8th grades, but the Hispanic and Black or African American subgroups had a significant decline in the 7th grade not seen in the White or Asian subgroups.



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**NJASK GRADE 3 TO GRADE 5 BY ETHNIC GROUP
SAME COHORT OF STUDENTS**

The following exhibit looks at the cohort of students by ethnic groups who were in 3rd grade in 2009 and 4th grade in 2010 and 5th grade in 2011. Only students who took the NJASK in the Cherry Hill district in all grades from 2009 to 2011 are included in this exhibit. This exhibit shows increases from 3rd grade to 5th grade for all subgroups except White Students. The Black or African American and Hispanic student results declined in 4th grade significantly more than the White or Asian subgroups.



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NCLB Status – Mathematics

In 2011, the state adequate yearly progress (AYP) benchmarks increased significantly for each school level and each subject, making it increasingly challenging for schools throughout the state to make AYP. The following table shows the state AYP benchmarks for 2011-2013 compared to 2010. Under the current NCLB law, all students are to be proficient by 2014.

TEST	MATHEMATICS	
	2010	2011-2013
HSPA	74%	86%
NJASK6-8	61%	80%
NJASK3-5	66%	83%

In November 2011, the State applied for a waiver from certain provisions of the NCLB law, including the requirement that all students become proficient by 2014. The waiver is currently under review by the federal government.

The 2010-2011 AYP statuses for mathematics for the Cherry Hill Schools are as follows:

- West passed 19 of 20 mathematics indicators, not passing in the Students with Disabilities subgroups
- Beck passed 18 of 20 mathematics indicators, not passing in the Economically Disadvantaged and Students with Disabilities subgroups
- Carusi passed 19 of 20 mathematics indicators, not passing in the Students with Disabilities subgroup
- Cooper passed 19 of 20 mathematics indicators, not passing in the Students with Disabilities subgroup
- All other schools met AYP in mathematics

ADP – End of Course Algebra 1 Assessment

In May 2011, all Cherry Hill public school students who were enrolled in an Algebra 1 class, regardless of grade, took the American Diploma Project (ADP) End of Course (EOC) Algebra 1 assessment. The Algebra 1 assessment is a test sponsored by Achieve and designed by a collaboration of states as part of the American Diploma Project Network. As stated on the Achieve website, the goals of the Algebra 1 exam are as follows:

- To improve high school Algebra 1 curriculum and instruction, including consistency of content and rigor within and across states;
- To help high schools determine if students are ready for rigorous higher level mathematics courses; and
- To provide a common measure of student performance within and across the states over time.

The scoring of the Algebra 1 assessment is different from the scoring of the NJASK or the HSPA. The lowest possible scale score on the Algebra 1 exam is 300 and the highest possible score is 850. The scores are divided into four proficiency levels as follows:

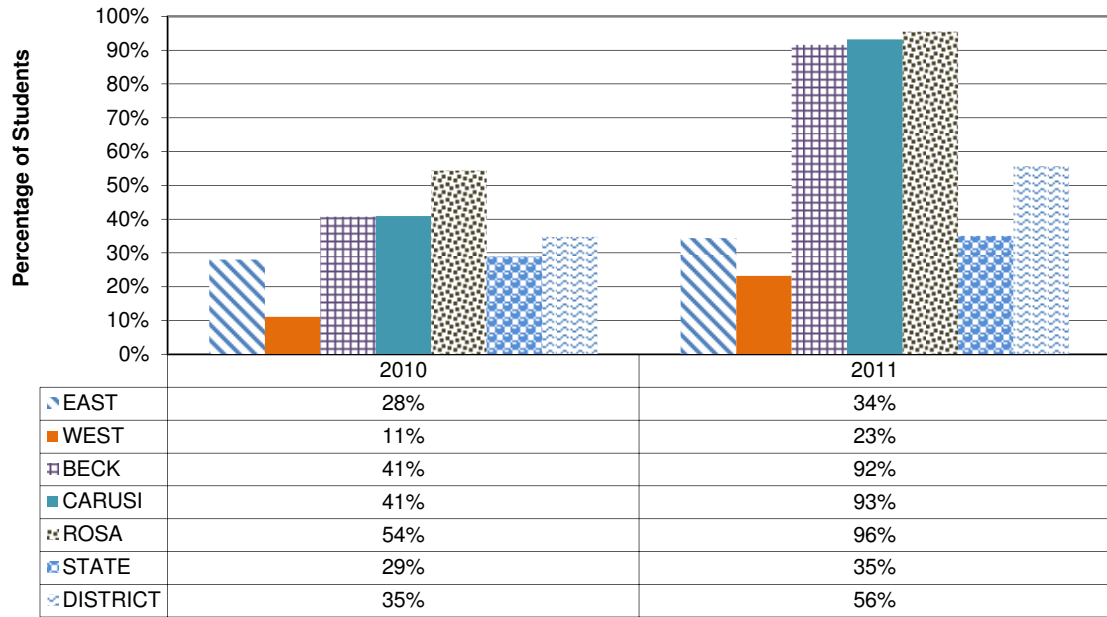
- Advanced – 575-850
- Proficient – 450-574
- Basic – 387-449
- Below Basic – 300-386

The following table shows the results of the EOC Algebra 1 test by school, for the district and for the state. Results by district factor group are not available. East is comparable to the state average, West is below the state average, and each of the middle schools is above the state average. In 2010, students at the middle schools who took Algebra 1 or Intro to Functions took the EOC Algebra 1 test. In 2011, only the middle school students enrolled in Intro to Functions took the EOC Algebra 1 test.

The Cherry Hill Algebra 1 curriculum was modified for the 2010-2011 school year to provide better alignment with the standards tested in the Algebra 1 assessment. The 2011 administration of the EOC Algebra 1 test was the last administration of the test.

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EOC Algebra 1 Total Students



STATE ASSESSMENTS

Science – New Jersey Biology Competency Test (NJBCT) and NJASK

Introduction

In May 2008, the HSPA science test was replaced with an End of Course (EOC) Biology assessment which has been renamed the New Jersey Biology Competency Test (NJBCT). This test was administered to all high school students who were enrolled in a first year Biology course beginning in the 2007-2008 school year. The Department of Education only released raw score data for the first and second years of the test, and 2010 was the first year that proficiency levels were reported.

The NJBCT consisted of multiple-choice and performance assessment components. The performance assessment was comprised of three written tasks that were to assess the students' knowledge of essential life science concepts and processes to solve problems or challenges posed by each task. Passing the NJBCT will be a graduation requirement at some time in the future.

At the middle school, the science state testing began in 2000 with the Grade Eight Proficiency Assessment (GEPA) science section. In 2008, the GEPA was replaced by the NJASK8. Although the new test reflected a significant change in the design and scoring from the GEPA for language arts and mathematics, there were minimal changes to the science section of the test. For this reason, historical results are provided for the grade eight testing, only in science.

In fourth grade, the State first administered an operational science section of the NJASK in March 2005.

On the science section of the NJASK 4, 8 and the EOC Biology, students attain one of three proficiency levels: advanced proficient, proficient, or partially proficient.

The NJASK science assessments measures knowledge and skills in three content clusters:

- Life science
- Physical science
- Earth science

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Total Student Results – Science

The first set of exhibits shows proficiency levels of the NJBCT field test. The data reflect the results of all students without any adjustment to put the data on a NCLB basis.

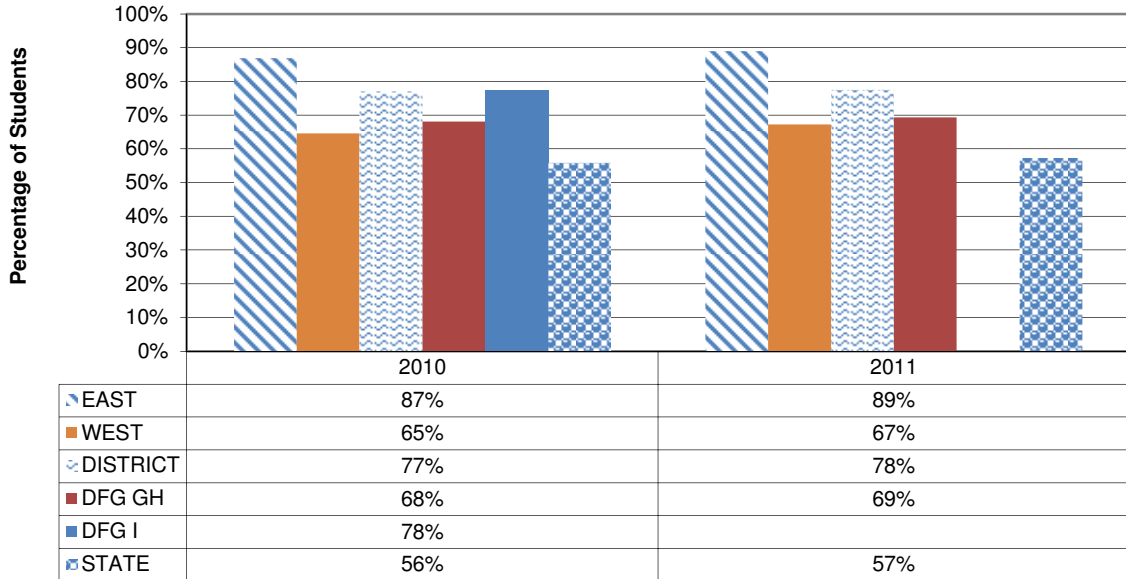
The remaining exhibits show results reported on an NCLB basis for Total Students, which means that students who are new to the school are not included, but Alternate Proficiency Assessment (APA) scores are included. DFG GH, I and State results are not available on the same basis, but represent the Total Student Population, including all students and excluding the APA results.

These exhibits show a comparison of the percentage of students who were proficient or advanced proficient at each of the schools, compared to the state and District Factor Group (DFG) GH and DFG I. The district factor groups were originally established in 1975 by the state for the purpose of grouping and comparing results of districts based on similar socioeconomic factors. They are updated every 10 years based on Decennial Census data. District factor groups were recently updated in 2004 based on 2000 Census data, which resulted in a change in district factor group for Cherry Hill from I to GH. Cherry Hill results are compared to both DFG GH, our current district factor group and to DFG I, our past benchmark for excellence. Other districts in the DFG GH include: Lenape Regional High School, Eastern Regional High School, Shamong Township, Tabernacle Township, and Haddon Heights. Districts in DFG I include Evesham, Mount Laurel, Moorestown and Voorhees. Haddonfield has been changed to a DFG J, the highest district factor group.

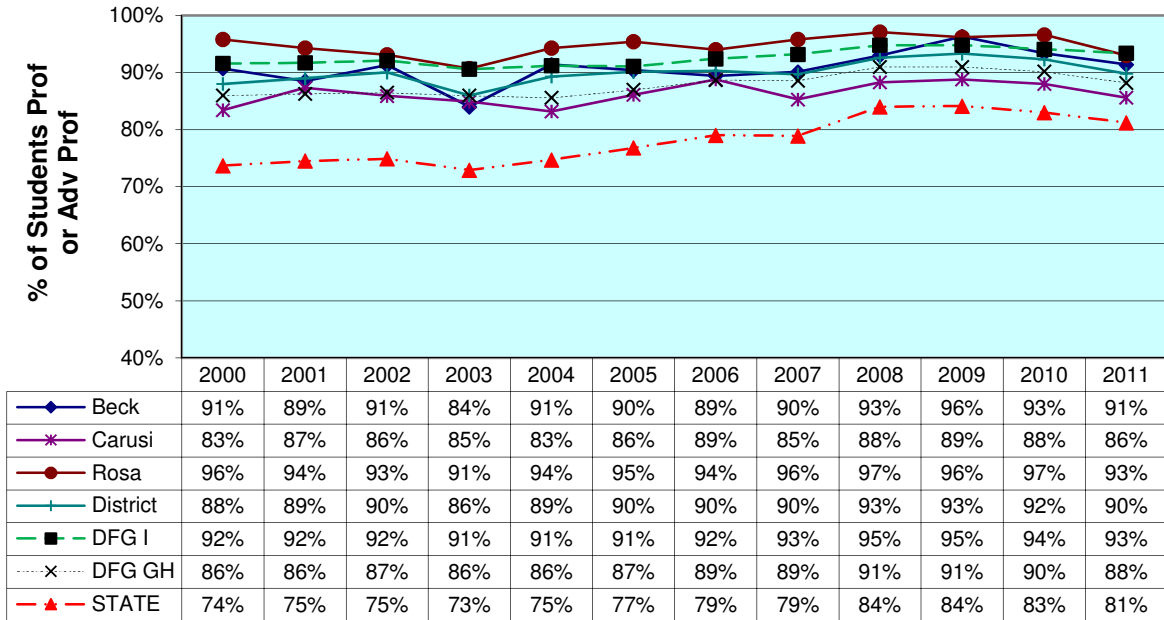
2011 East percentages proficient or advanced proficient were above the DFG GH averages on the NJBCT and West was below the DFG GH average. In 2011, in 4th grade, the district average percentages of students proficient or advanced proficient was comparable to the DFG I average and was between the DFG GH and DFG I averages in 8th grade. The percentages of students advanced proficient were between the DFG GH and DFG I averages in 4th and 8th grades.

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NJ Biology Competency Test Total Students

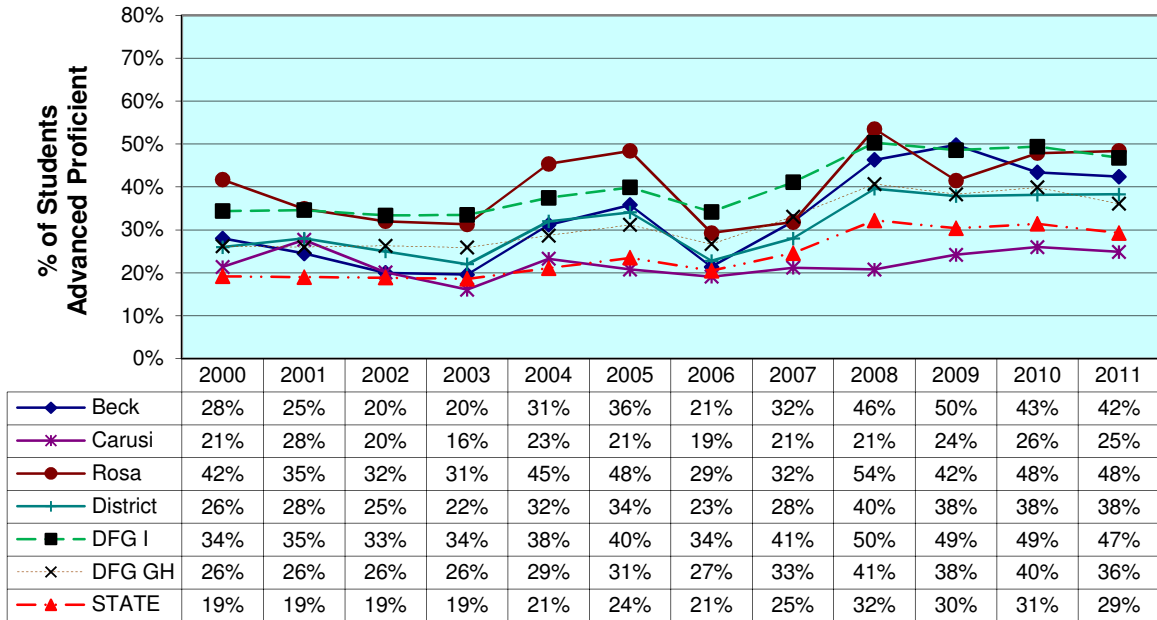


**NASK8/GEPA Science
Cherry Hill Schools - DFG - State Comparison**



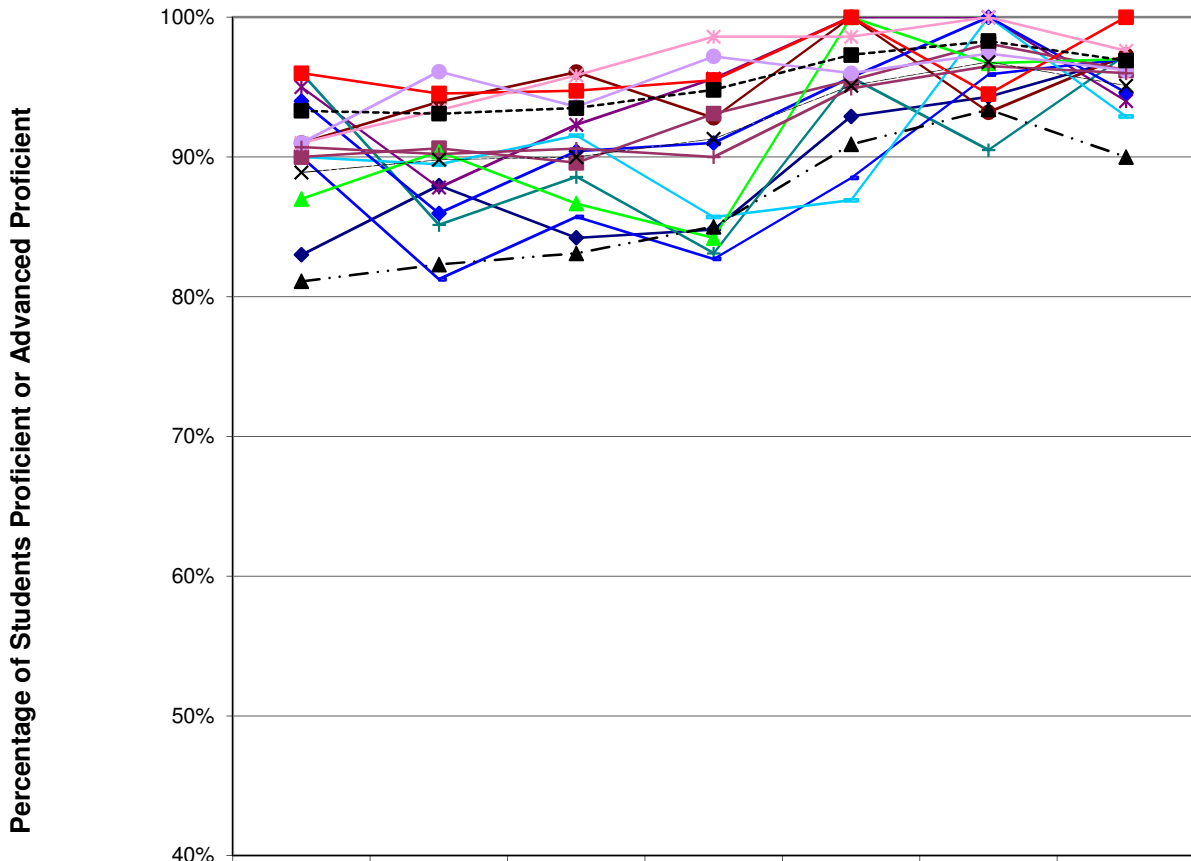
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**NJASK8/GEPA Science Advanced Proficient
Cherry Hill Schools - DFG - State Comparison**



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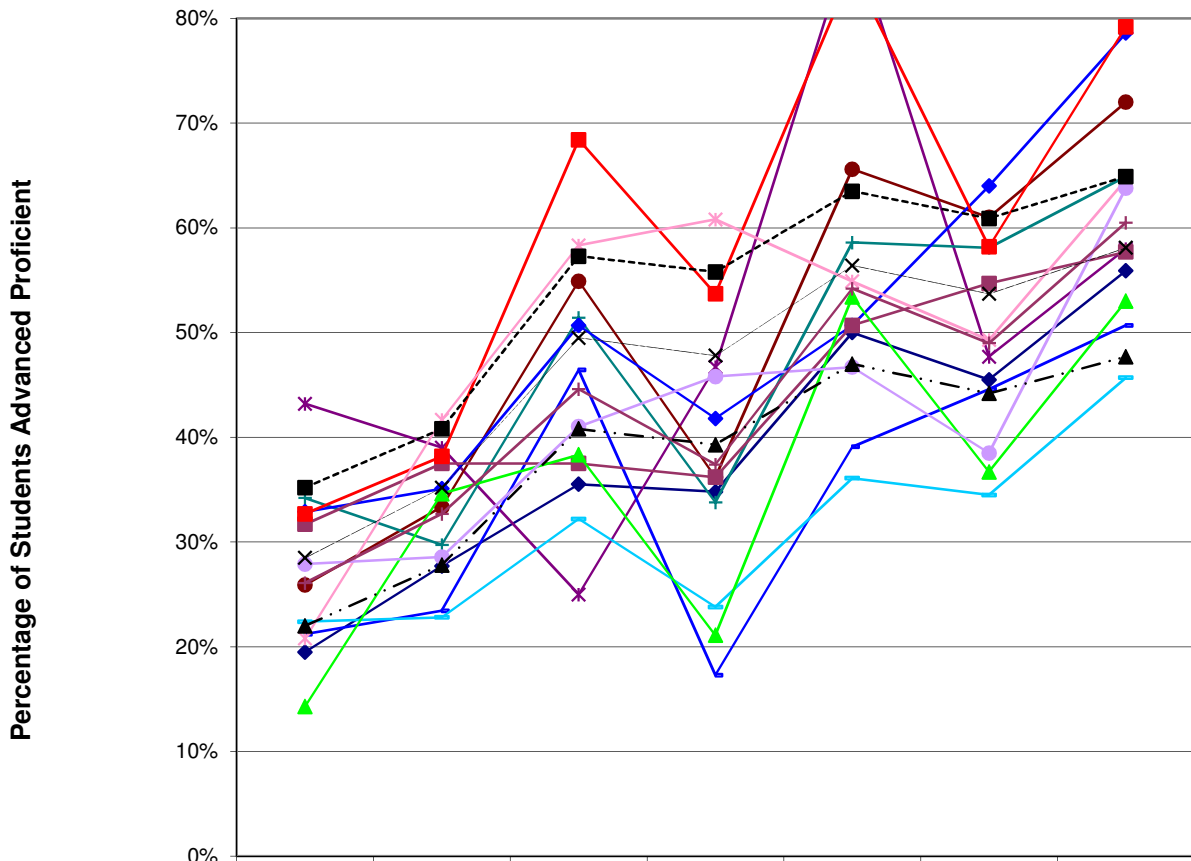
NJASK4 Science
Cherry Hill Schools - DFG - State Comparison



	2005	2006	2007	2008	2009	2010	2011
◆ Barton	83%	88%	84%	85%	93%	94%	97%
* Cooper	95%	88%	92%	96%	100%	100%	94%
● Harte	91%	94%	96%	93%	100%	93%	97%
+ Johnson	96%	85%	89%	83%	96%	91%	97%
◆ Kilmer	90%	81%	86%	83%	89%	96%	97%
◆ Kingston	90%	89%	92%	86%	87%	100%	93%
◆ Knight	94%	86%	90%	91%	96%	100%	95%
■ Mann	90%	91%	90%	93%	96%	98%	96%
▲ Paine	87%	90%	87%	84%	100%	97%	97%
■ Sharp	96%	95%	95%	96%	100%	95%	100%
* Stockton	91%	93%	96%	99%	99%	100%	98%
● Woodcrest	91%	96%	94%	97%	96%	97%	96%
+ District	91%	90%	91%	90%	95%	97%	96%
■ DFG I	93%	93%	94%	95%	97%	98%	97%
x DFG GH	89%	90%	90%	91%	95%	97%	95%
▲ STATE	81%	82%	83%	85%	91%	93%	90%

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**NJASK4 Science - Advanced Proficient
Cherry Hill Schools - DFG - State Comparison**



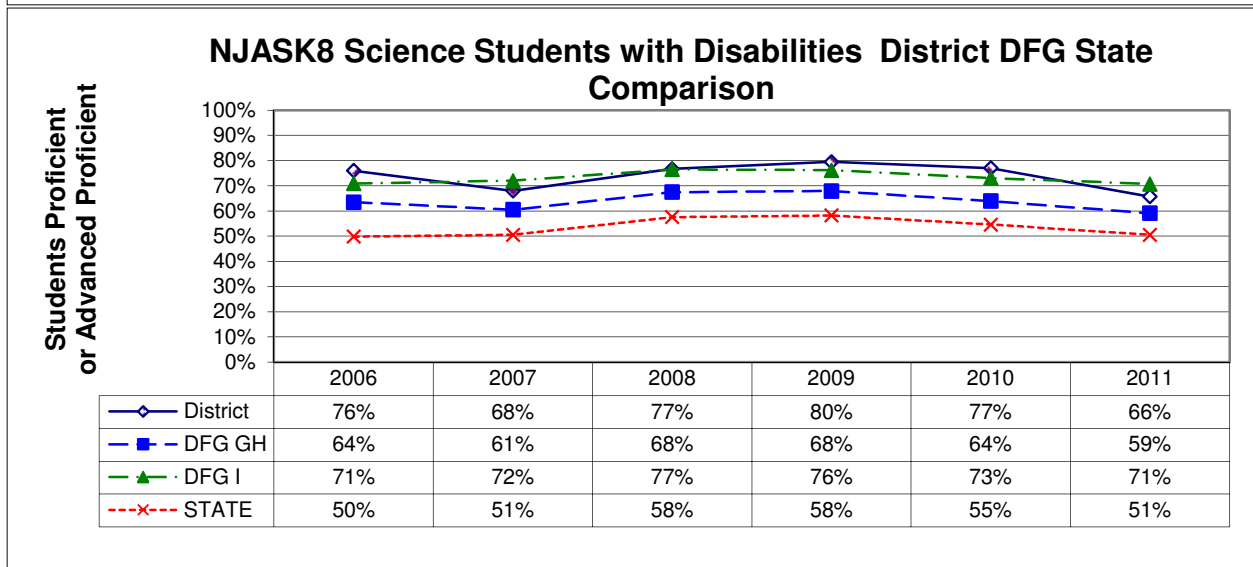
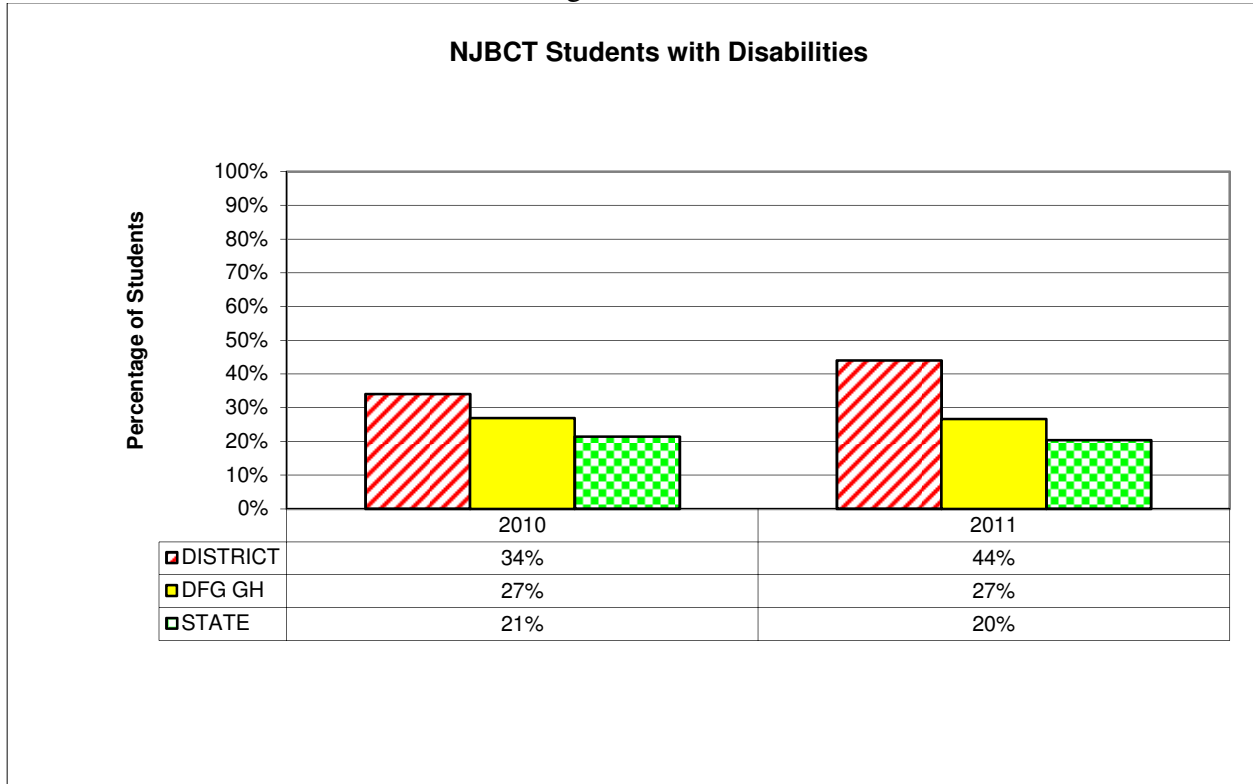
	2005	2006	2007	2008	2009	2010	2011
◆ Barton	20%	28%	36%	35%	50%	46%	56%
* Cooper	43%	39%	25%	47%	88%	48%	58%
● Harte	26%	33%	55%	36%	66%	61%	72%
+ Johnson	34%	30%	51%	34%	59%	58%	65%
◆ Kilmer	21%	23%	46%	17%	39%	45%	51%
◆ Kingston	22%	23%	32%	24%	36%	35%	46%
◆ Knight	33%	35%	51%	42%	51%	64%	79%
■ Mann	32%	38%	38%	36%	51%	55%	58%
▲ Paine	14%	35%	38%	21%	53%	37%	53%
■ Sharp	33%	38%	68%	54%	85%	58%	79%
* Stockton	21%	42%	58%	61%	55%	49%	65%
● Woodcrest	28%	29%	41%	46%	47%	39%	64%
+ District	26%	33%	45%	37%	54%	49%	61%
■ DFG I	35%	41%	57%	56%	64%	61%	65%
x DFG GH	29%	35%	50%	48%	56%	54%	58%
▲ STATE	22%	28%	41%	39%	47%	44%	48%

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Students with Disabilities Results – Science

Schools across the state, including Cherry Hill, have the most difficulty making Adequate Yearly Progress (AYP) under No Child Left Behind in the Students with Disabilities subgroup. For this reason, the Testing Report has a separate section for this subgroup of students.

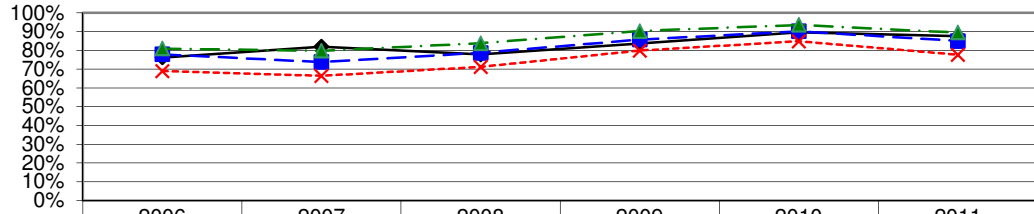
The District average on the NJBCT improved from 2010 to 2011 and was above the DFG GH average. In the 4th and 8th grades the percentages of students proficient or advanced proficient was between the DFG GH and DFG I averages.



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NJASK4 Science Students with Disabilities District DFG State Comparison

Students Proficient
or Advanced Proficient



	2006	2007	2008	2009	2010	2011
—◆— District	76%	82%	78%	84%	90%	88%
-■- DFG GH	78%	74%	79%	86%	90%	85%
-▲- DFG I	81%	80%	84%	90%	94%	90%
-×- State	69%	66%	71%	80%	85%	78%

NATIONAL ASSESSMENTS

SAT Results

The Class of 2005 was the last class to take the former version of the SAT, which was a three-hour test that measured two skills related to freshman performance in college: verbal and mathematical reasoning, with a range of scores from 200 to 800 in each subject. In March 2005, a new version of the SAT was administered. The language arts portion of the test now includes two separate test sections: “Writing”, which includes a student-written essay and multiple-choice questions about writing; and “Critical Reading”, which multiple-choice questions about short and long reading passages. Analogies have been eliminated on the new SAT. The Writing and Critical Reading sections of the SAT each have a range of scores from 200 to 800. Changes were also made to the Mathematics section, including expanding topics covered by the test to include Algebra II content and eliminating quantitative comparisons. The Mathematics section of the SAT also has a range of scores from 200 to 800. The new SAT is three hours and 45 minutes, 45 minutes longer than the old SAT, and has a total possible score of 2400, versus 1600 with the old SAT. The College Board states that the scores from the Verbal and Mathematics sections of the old SAT are equivalent to the scores of the new Critical Reading and Mathematics sections.

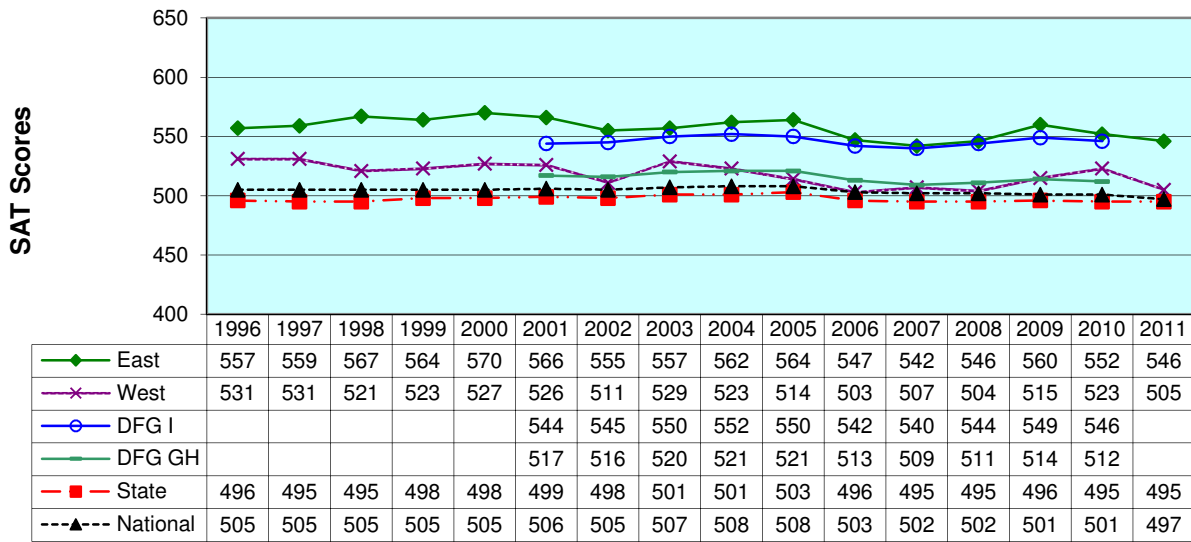
Colleges use the scores to predict freshman performance in college. According to the College Board, which administers the SAT, research confirms that the SAT is not the most critical factor in college admissions. The College Board’s guidelines advise colleges to consider a wide range of factors when making high stakes decisions, and not to base decisions solely on scores when other relevant information is available. Students use SAT scores to select colleges for which they have a reasonable chance for success.

Both East and West were above the state and national averages in all subjects. 2011 DFG results are not yet available, but in 2011 East was comparable to the 2010 DFG I average in all subjects. West was below the DFG GH average in Critical Reading and Mathematics and comparable to the DFG GH averages in Writing. In 2011 East and West both saw a decline in scores from 2010 in all subjects.

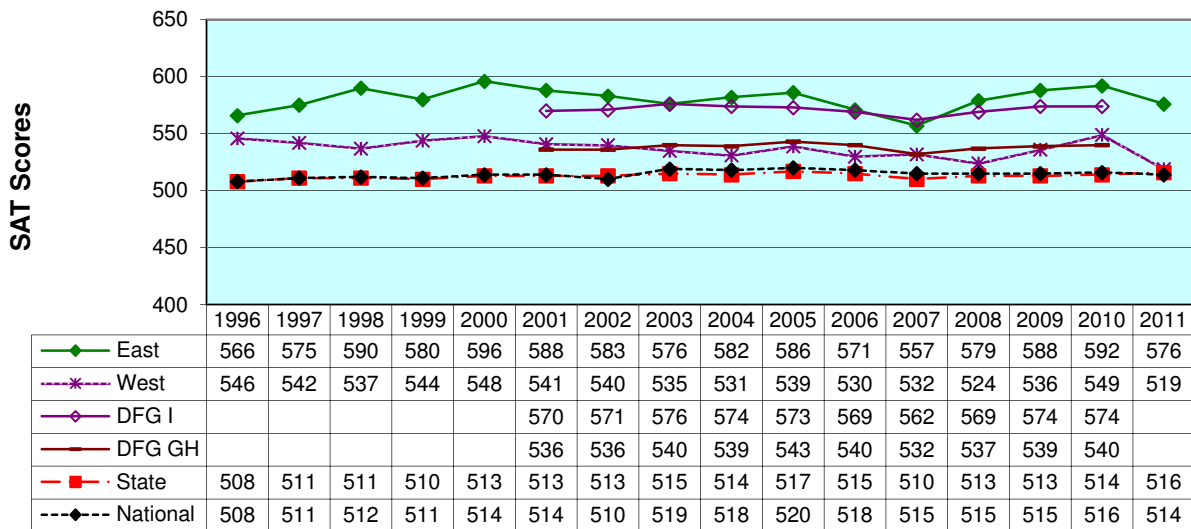
In 2011, the percentage of 12th grade students taking the SAT increased at both East and West over 2010.

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Cherry Hill Critical Reading (formerly Verbal) SAT Scores

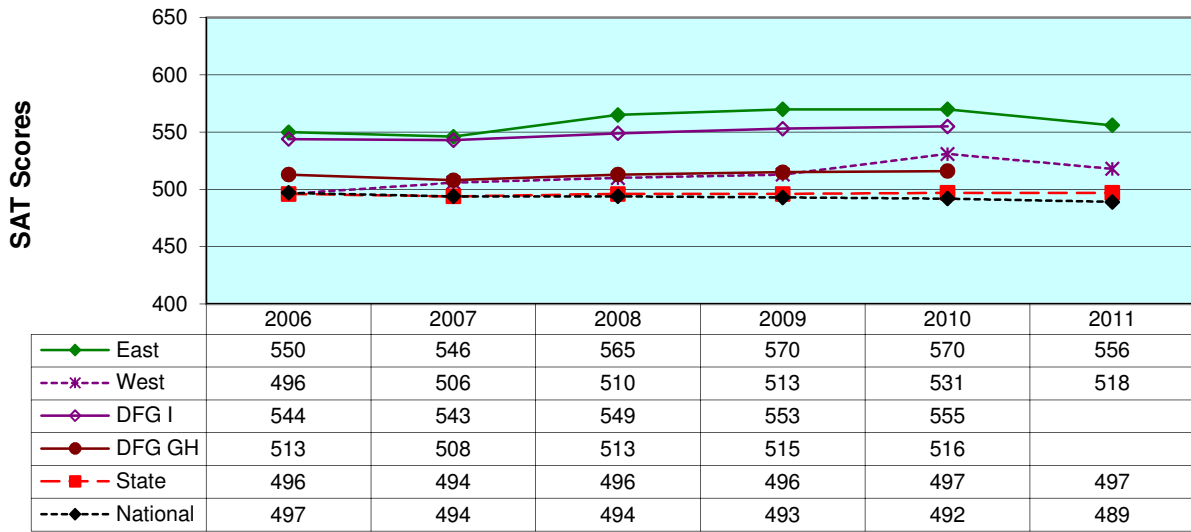


Cherry Hill Math SAT Scores

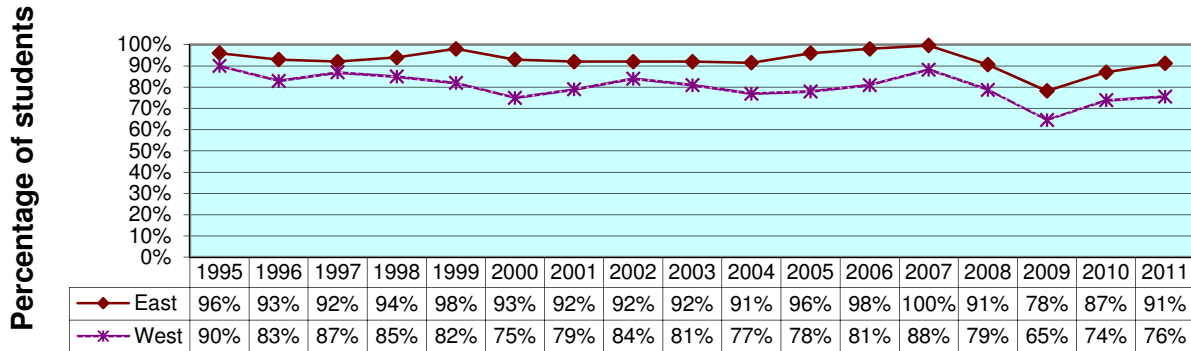


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Cherry Hill Writing SAT Scores



Percentage of Students Taking the SAT



Advanced Placement Results

The Cherry Hill Public Schools strive to challenge all of the students in the district. Among the most challenging courses offered at the high schools are the AP tests and were the IB tests, which were offered for the last time at West during the 2007-2008 school year. AP and IB tests are reported as combined indicators for West, reflecting the student participation in Cherry Hill's most challenging academic options. At Cherry Hill West, many students who previously may have opted for AP courses, may have instead opted for the IB program when it was available, therefore, by combining the results, we receive a consistent picture of the district's trends.

Advanced Placement (AP) Program

The Advanced Placement (AP) program of the College Board is an important means of providing secondary students with challenging curricula. This voluntary program enables students to take college level courses while still in high school. Upon completion of an AP course, the student takes an examination. A score of 3 or above might qualify the student for college credit and/or advanced placement in college, depending on the school. Advanced Placement courses are offered at both Cherry Hill East and Cherry Hill West.

Cherry Hill students at both schools took advantage of the following AP offerings:

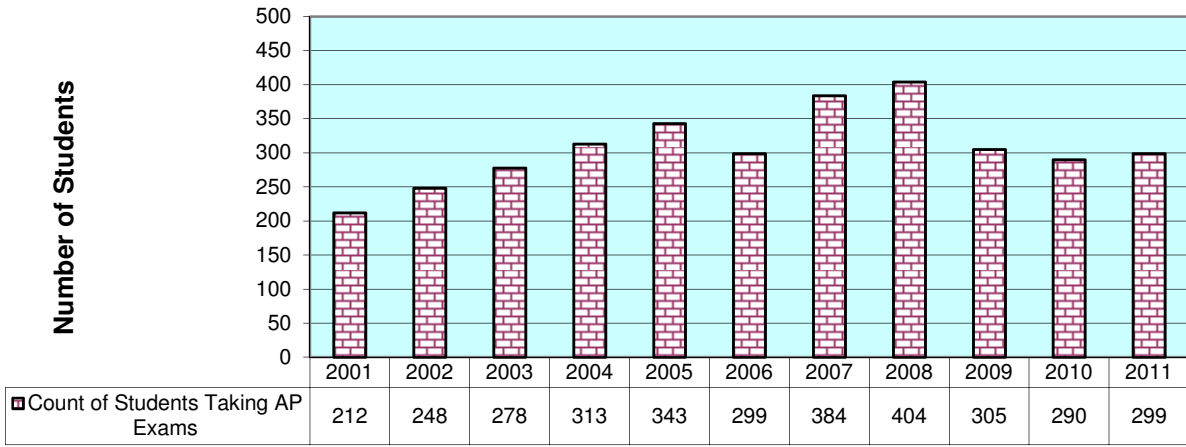
Art History	Computer Science	French Language	Psychology
Art Studio	Economics- Macro	French Literature	Spanish Language
Biology	Economics – Micro	Latin	Spanish Literature
Calculus	English Literature	Music Theory	Statistics
Chemistry	European History	Physics	U.S. History
			World History

AP (and IB at West during the years when they were available) Participation and Tests

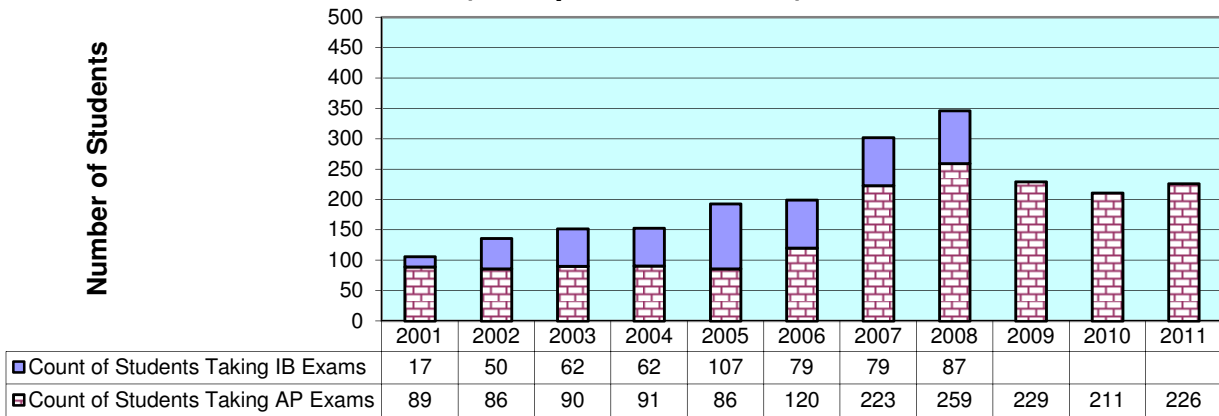
The following graphs show the number of students who took one or more AP (or IB at West during the years when they were available) tests. The counts are unduplicated within the AP or IB subgroup; however, if a student took one or more AP tests and one or more IB exams, the student would be counted once in each category. The last year the IB tests were administered was 2008. During the 2006-2007 and 2007-2008 school years the District paid the test fee for the AP tests; however, this was discontinued for the 2008-2009 school year and subsequent. The number of students taking the AP tests increased significantly during the period of time when the district paid for the tests and declined in 2009. The number of students taking the AP tests was higher in 2011 than in 2010 at both East and West.

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East Students Taking AP Tests (Unduplicated Counts)

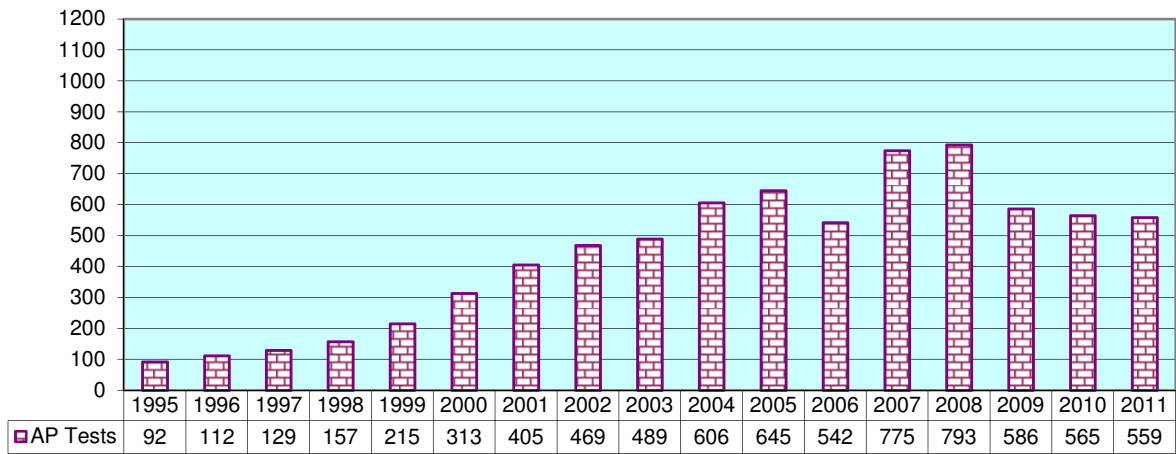


West Students Taking AP (or IB 2001-2008) Tests (Unduplicated Counts)

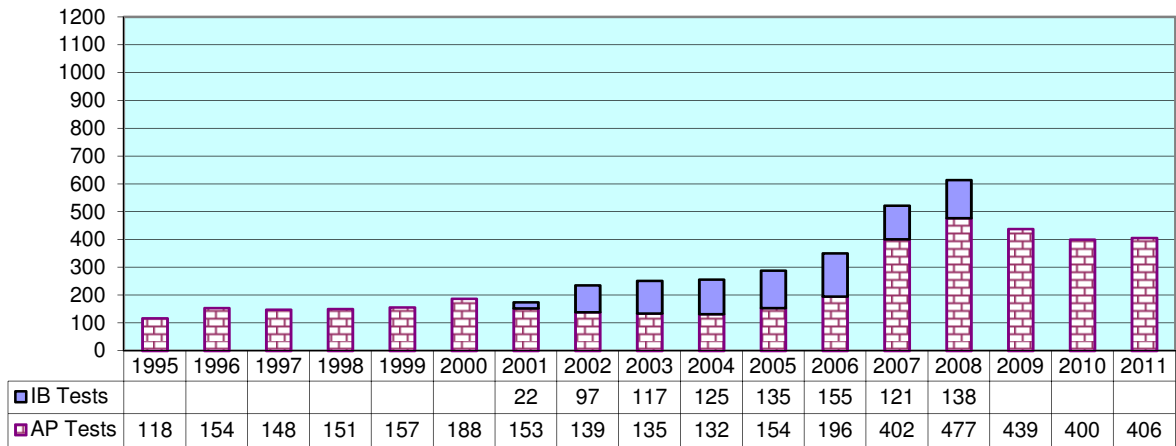


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East Number of AP Tests



West Number of AP (and IB 2001-2008) Tests



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Percentage of Students with AP Scores of 3 or Above

Knowing how many students participated in the high level courses and tests is important, but how did they perform is also an essential question. The following graph shows the percentage of students who scored a 3 or above on the AP tests, a level at which a student might be eligible to receive college credit at some colleges. The increase in the percentage of scores of 3 or above beginning in 2009 is probably related to the fewer number of students taking the test. It is likely that the students who paid for and took the test during 2009 and 2010 were stronger students than the students who opted not to take the test. East percentage of students scoring a 3 or above remains high in 2011 at 88% and West's percentage declined in 2011.

