NJ SCHOOL PERFORMANCE REPORT

JOHN H. WINSLOW ELEMENTARY SCHOOL
(11-5390-115)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	CUMBERLAND
District	VINELAND CITY
Principal Name	MS. BRAXTON
Address	1335 MAGNOLIA RD VINELAND, NJ 08360-6578
Phone Number	(856)794-6973
Email Address	RBRAXTON@VINELAND.ORG
Website	http://www.vineland.org/john-h-winslow/
Facebook	https://www.facebook.com/Dr.JohnH.WinslowSchool/

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
KG	83	69	78
1	83	94	78
2	82	74	88
3	76	82	71
4	72	74	80
5	72	67	69
Total	468	460	464

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	2015-16	2016-17	2017-18
Female	48.3%	48.5%	47.4%
Male	51.7%	51.5%	52.6%
Economically Disadvantaged Students	50.9%	49.1%	46.1%
Students with Disabilities	18.4%	22.6%	20.7%
English Learners	0.2%	0.4%	1.3%
Homeless Students		1.1%	1.3%
Students in Foster Care		1.3%	0.6%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	42.1%	43.3%	41.4%
Hispanic	34.8%	33.5%	35.3%
Black or African American	15.0%	14.3%	13.6%
Asian	4.9%	5.0%	5.0%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.9%	1.1%	0.6%
Two or More Races	2.1%	2.6%	3.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	83	69	78

Enrollment by Home Language

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

Home Language	% of Students
English	94.8%
Spanish	3.7%
Other Languages	1.5%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/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 previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53	35	50	Met Standard	65	46	50	Exceeds Standard
White	50	39.5	50	Met Standard	59	48	51	Met Standard
Hispanic	61.5	34	49	Exceeds Standard	69.5	47	48	Exceeds Standard
Black or African American	46.5	30	44	**	57	42	44	**
Asian, Native Hawaiian, or Pacific Islander	50	60	61	**	80.5	68	61	**
American Indian or Alaska Native	*	53	52	**	*	*	53	**
Two or More Races	*	32	49	**	*	40.5	51	**
Economically Disadvantaged	50	34	48	Met Standard	65	46	47	Exceeds Standard
Students with Disabilities	49	29	41	**	61	40	43	**
English Learners	*	39.5	54	**	*	44.5	51	**

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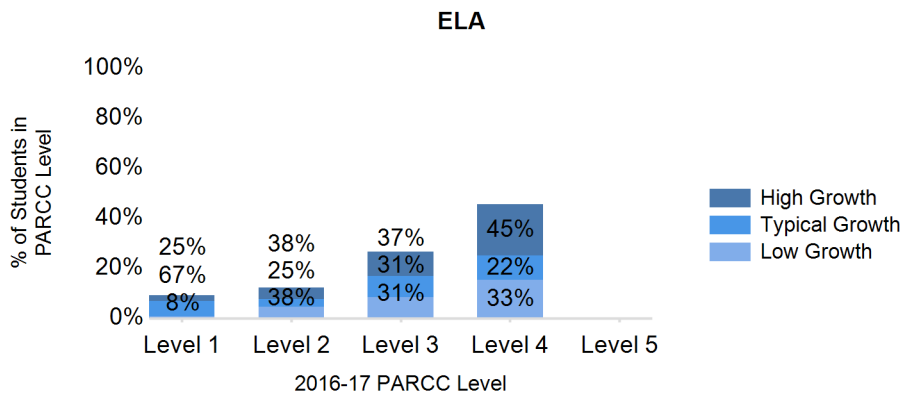
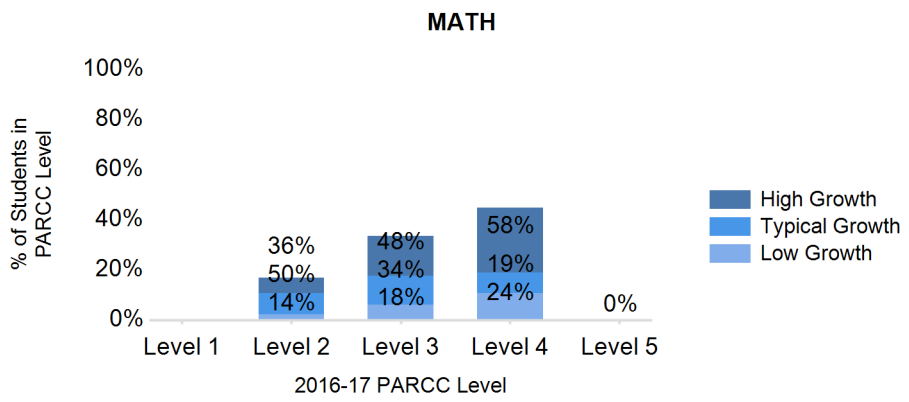
Student Growth by Performance Level

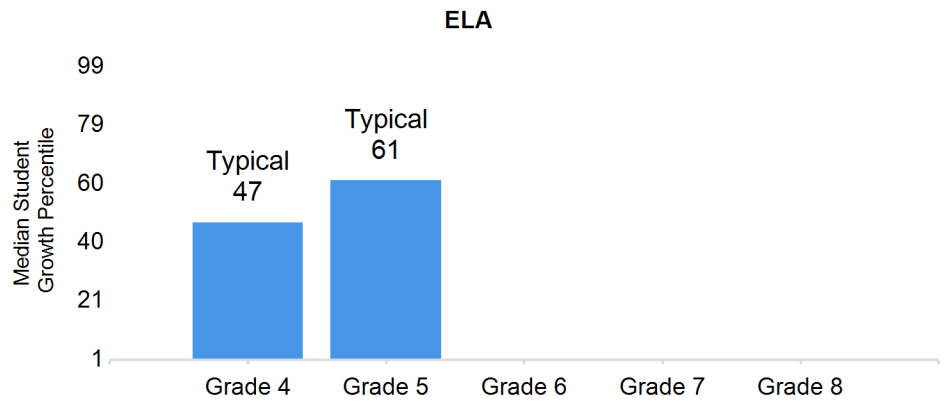
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

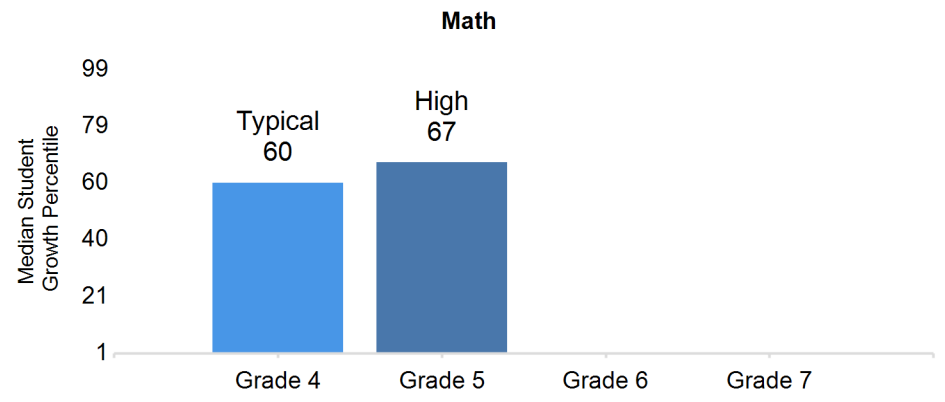




Student Growth by Grade

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





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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	212	100.0	57.6	32.2	56.7	57.6	48.2	Met Target
White	89	100.0	58.5	46.7	65.6	58.5	54	Met Target
Hispanic	67	100.0	52.3	26.7	42.5	52.3	37.2	Met Target
Black or African American	32	100.0	50.1	26.5	37.3	50.1	44	Met Target
Asian, Native Hawaiian, or Pacific Islander	14	100.0	85.7	64.9	82.3	85.7	**	**
American Indian or Alaska Native	*	*	*	43.8	52.7	*	**	**
Two or More Races	*	*	*	33.4	63.4	*	**	**
Female	105	100.0	59.0	38.5	64.5	59.0		
Male	107	100.0	56.1	26.2	49.4	56.1		
Economically Disadvantaged Students	92	100.0	46.7	26.0	38.5	46.7	37.1	Met Target
Non-Economically Disadvantaged Students	120	100.0	65.8	45.8	67.5	65.8		
Students with Disabilities	51	100.0	37.2	11.8	21.6	37.2	25.6	Met Target
Students without Disabilities	161	100.0	64.0	38.5	63.9	64.0		
English Learners	*	*	*	10.4	27.3	*	**	**
Non-English Learners	*	*	*	34.9	59.4	*		
Homeless Students	*	*	*	15.9	27.7	*		
Students In Foster Care	*	*	*	11.6	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	64	755	735	750	*	16%	19%	*	*	55%	52%
White	27	762	748	759	*	*	*	*	*	59%	61%
Hispanic	21	740	728	736	*	*	*	*	*	38%	38%
Black or African American	11	760	736	733	*	*	*	*	*	64%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	731	758	*	*	*	*	*	*	58%
Female	40	760	741	756	*	*	*	*	*	58%	57%
Male	24	747	729	744	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	25	742	*	733	*	*	*	*	*	40%	34%
Non-Economically Disadvantaged Students	39	764	*	762	*	*	*	*	*	64%	64%
Students with Disabilities	16	747	706	719	*	*	*	*	*	50%	24%
Students without Disabilities	48	758	743	756	*	*	*	*	*	56%	57%
English Learners	N	N	699	712	N	N	N	N	N	N	15%
Non-English Learners	64	755	741	753	*	16%	19%	*	*	55%	55%
Homeless Students	N	N	706	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	*	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	69	749	740	756	*	25%	14%	*	*	54%	58%
White	33	748	751	764	*	*	*	*	*	52%	68%
Hispanic	18	750	735	744	0%	*	*	*	*	50%	44%
Black or African American	11	744	738	739	0%	*	*	*	*	45%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	30	752	744	762	*	*	*	*	*	53%	63%
Male	39	748	737	751	*	*	*	*	*	54%	53%
Economically Disadvantaged Students	36	742	736	740	*	*	*	*	*	47%	40%
Non-Economically Disadvantaged Students	33	758	753	767	*	*	*	*	*	61%	70%
Students with Disabilities	*	*	717	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	746	762	*	*	*	*	*	*	64%
English Learners	*	*	711	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	744	759	*	*	*	*	*	*	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	*	732	N	N	N	N	N	N	33%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	68	764	745	755	0%	*	22%	*	*	71%	58%
White	27	761	759	763	0%	*	*	*	*	70%	68%
Hispanic	24	766	741	743	0%	*	*	*	*	75%	43%
Black or African American	*	*	739	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	32	770	752	762	0%	*	*	*	*	78%	66%
Male	36	758	739	749	0%	*	*	*	*	64%	51%
Economically Disadvantaged Students	24	762	741	739	0%	*	*	*	*	63%	39%
Non-Economically Disadvantaged Students	44	764	756	766	0%	*	*	*	*	75%	71%
Students with Disabilities	13	746	*	724	0%	*	*	*	*	54%	22%
Students without Disabilities	55	768	*	762	0%	*	*	*	*	75%	65%
English Learners	N	N	694	712	N	N	N	N	N	N	11%
Non-English Learners	68	764	748	757	0%	*	22%	*	*	71%	60%
Homeless Students	*	*	736	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	*	732	N	N	N	N	N	N	33%

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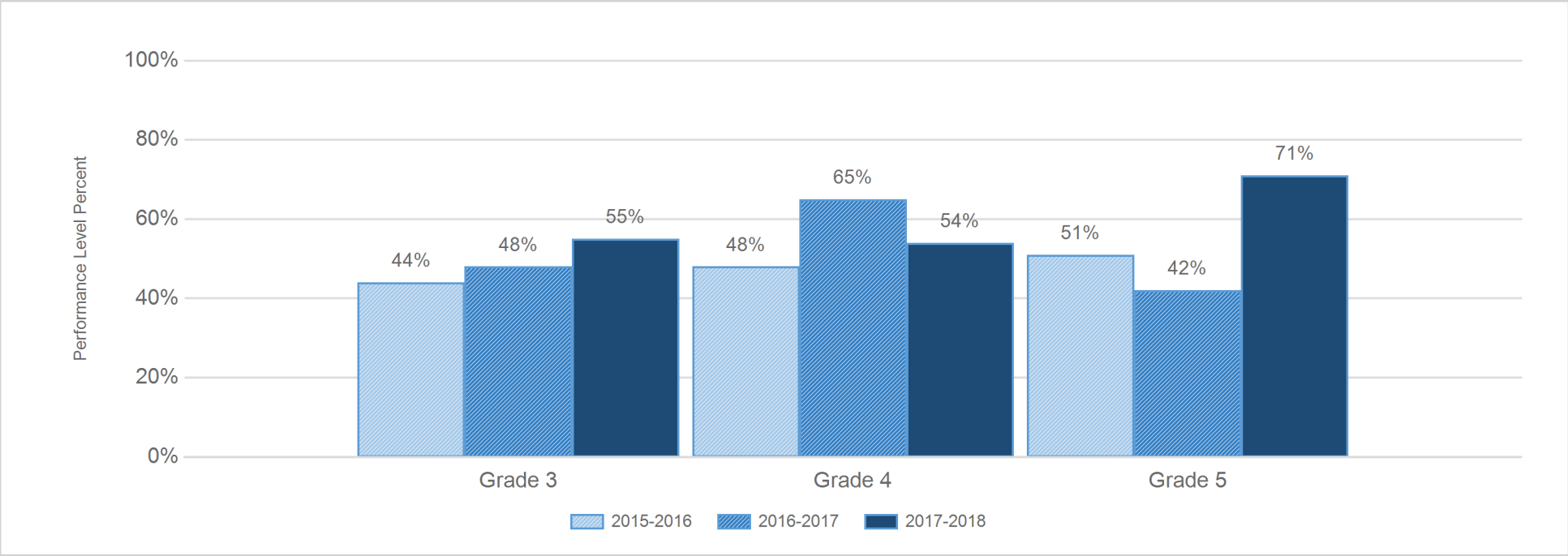
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	212	100.0	51.4	25.9	45.0	51.4	42.3	Met Target
White	89	100.0	54.0	39.9	54.1	54.0	47.2	Met Target
Hispanic	67	100.0	49.3	*	29.2	49.3	35.9	Met Target
Black or African American	32	100.0	40.6	17.5	23.4	40.6	32	Met Target
Asian, Native Hawaiian, or Pacific Islander	14	100.0	78.5	61.7	77.0	78.5	**	**
American Indian or Alaska Native	*	*	*	43.8	42.5	*	**	**
Two or More Races	*	*	*	23.2	53.0	*	**	**
Female	105	100.0	46.6	27.5	46.0	46.6		
Male	107	100.0	56.0	24.4	43.9	56.0		
Economically Disadvantaged Students	92	100.0	43.5	*	26.6	43.5	38.9	Met Target
Non-Economically Disadvantaged Students	120	100.0	57.5	*	55.9	57.5		
Students with Disabilities	51	100.0	45.1	10.9	17.1	45.1	27.5	Met Target
Students without Disabilities	161	100.0	53.4	30.4	50.5	53.4		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	64	756	739	752	*	*	30%	*	*	53%	53%
White	27	766	749	760	*	*	*	*	*	70%	64%
Hispanic	21	747	735	739	0%	*	*	*	*	38%	38%
Black or African American	11	749	734	734	0%	*	*	*	*	36%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	40	756	741	752	*	*	*	*	*	55%	53%
Male	24	757	737	751	*	*	*	*	*	50%	53%
Economically Disadvantaged Students	25	745	*	736	*	*	*	*	*	32%	35%
Non-Economically Disadvantaged Students	39	764	*	762	*	*	*	*	*	67%	66%
Students with Disabilities	16	762	717	730	*	*	*	*	*	63%	29%
Students without Disabilities	48	754	744	756	*	*	*	*	*	50%	57%
English Learners	N	N	723	726	N	N	N	N	N	N	23%
Non-English Learners	64	756	742	754	*	*	30%	*	*	53%	56%
Homeless Students	N	N	713	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

JOHN H. WINSLOW ELEMENTARY SCHOOL
(11-5390-115)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	69	746	734	748	*	17%	35%	*	*	43%	49%
White	33	749	744	755	*	*	42%	*	*	42%	60%
Hispanic	18	741	730	737	*	*	*	*	*	39%	34%
Black or African American	11	735	727	730	0%	*	*	*	*	36%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	30	744	733	748	*	*	40%	*	*	40%	50%
Male	39	748	734	748	*	*	31%	*	*	46%	49%
Economically Disadvantaged Students	36	740	730	733	*	*	31%	*	*	39%	30%
Non-Economically Disadvantaged Students	33	753	743	758	*	*	39%	*	*	48%	62%
Students with Disabilities	*	*	716	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	738	753	*	*	*	*	*	*	55%
English Learners	*	*	715	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	736	750	*	*	*	*	*	*	52%
Homeless Students	N	N	713	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	*	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

JOHN H. WINSLOW ELEMENTARY SCHOOL
(11-5390-115)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	68	753	736	748	*	*	29%	*	*	62%	49%
White	27	753	747	756	0%	0%	41%	*	*	59%	60%
Hispanic	24	752	732	736	0%	*	*	63%	0%	63%	32%
Black or African American	*	*	732	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	32	751	738	749	*	*	*	*	*	50%	50%
Male	36	754	734	747	*	*	*	*	*	72%	48%
Economically Disadvantaged Students	24	750	732	733	*	*	*	*	*	58%	29%
Non-Economically Disadvantaged Students	44	754	747	758	*	*	*	*	*	64%	62%
Students with Disabilities	13	745	*	726	*	*	*	*	*	54%	20%
Students without Disabilities	55	754	*	752	*	*	*	*	*	64%	55%
English Learners	N	N	705	718	N	N	N	N	N	N	13%
Non-English Learners	68	753	738	750	*	*	29%	*	*	62%	51%
Homeless Students	*	*	714	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	*	728	N	N	N	N	N	N	29%

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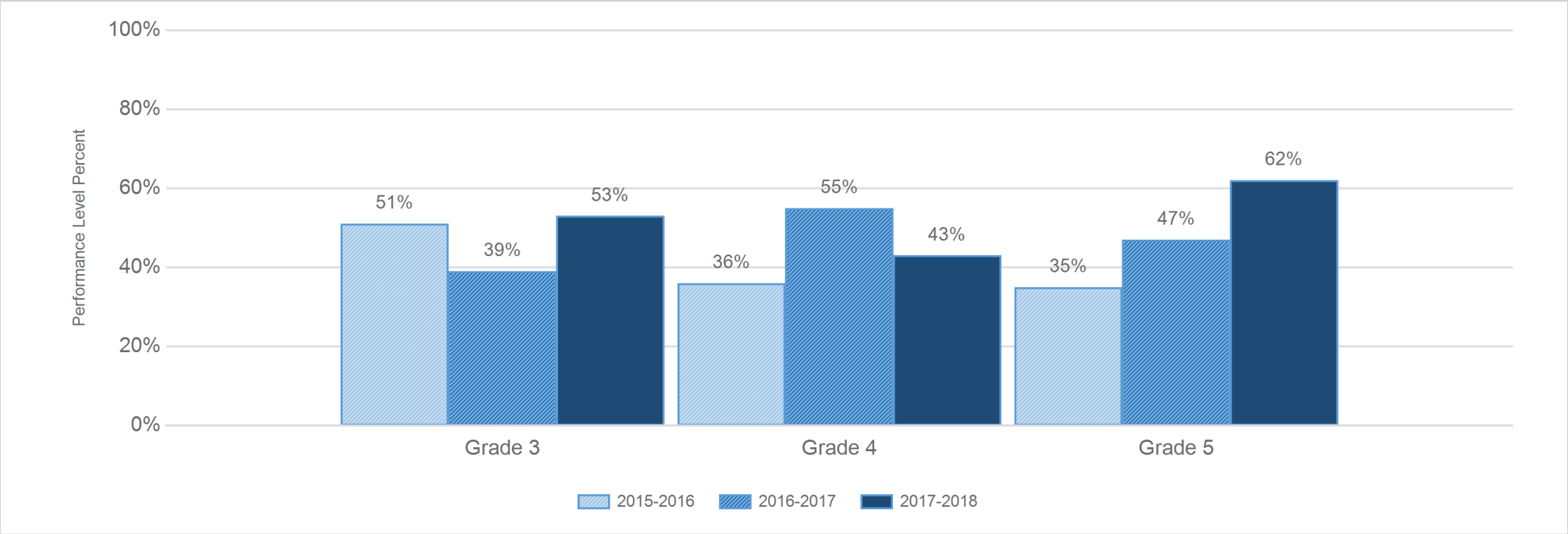
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	11	11
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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

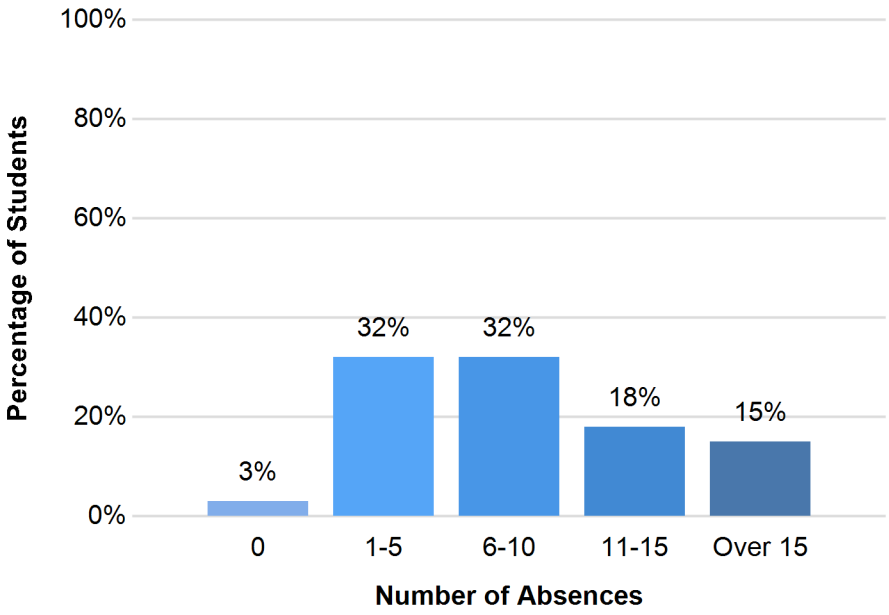
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	49	10.5	8.9	Not Met
White	18	9.2	8.9	Not Met
Hispanic	21	12.7	8.9	Not Met
Black or African American	8	13.1	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	0	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	31	14.6	8.9	Not Met
Students with Disabilities	15	15.2	8.9	Not Met
English Learners	*	*	**	**

Days Absent

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



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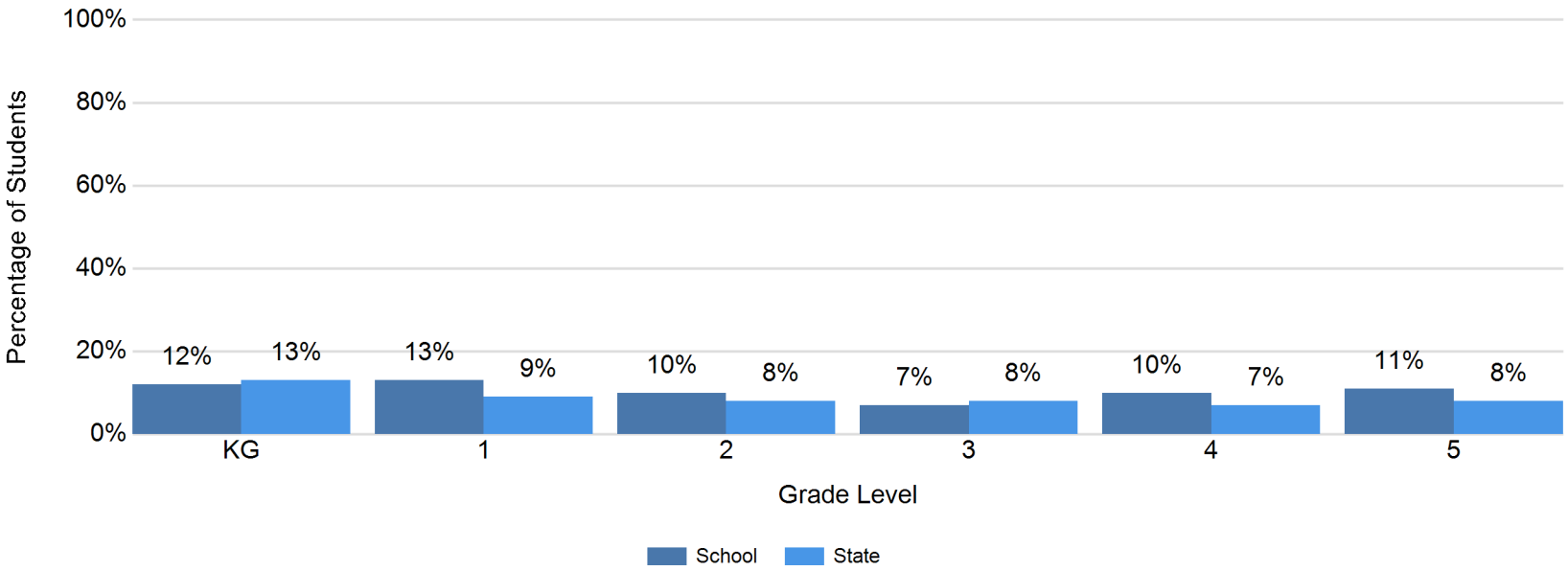
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.43

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
21

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School Day

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

Category	School
Typical Start Time	9:20 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

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). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$828	$15,026	$15,854

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	40	117,464
Average years experience in public schools	15.5	12.0
Average years experience in district	15.5	10.7
Teachers in district for 4 or more years	95.0%	75.5%

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	45	9,374
Average years experience in public schools	16.6	16.0
Average years experience in district	16.6	12.0
Administrators in district for 4 or more years	95.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	14:1
Students to Administrators	232:1	234:1
Teachers to Administrators	20:1	17:1
Students to Librarians/Media Specialists		1053:1
Students to Nurses		620:1
Students to Counselors		340:1
Students to Child Study Team		245:1

NJ SCHOOL PERFORMANCE REPORT

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Teachers: All classroom teachers
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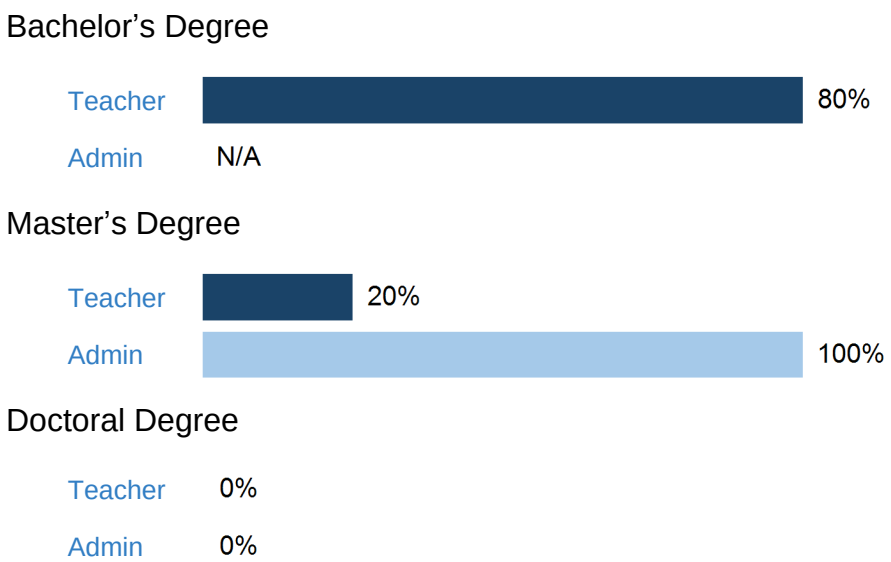
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.6%	90.2%
2016-17 Administrators: Same district 2017-18	95.7%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	88.3%

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Key terms for staff data:
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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	90.0%	100.0%
Male	10.0%	0.0%
White	90.0%	100.0%
Hispanic	7.5%	0.0%
Black or African American	0.0%	0.0%
Asian	2.5%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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(11-5390-115)
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2017-2018

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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 and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight 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 score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	54.15	17.5%
Mathematics Proficiency	66.29	17.5%
English Language Arts Growth	63.39	25.0%
Mathematics Growth	92.23	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	31.41	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	64.69	n/a
Summative Rating: Percentile Rank of Summative Score	73.05	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

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 and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Exceeds Standard	**	Not Met	No
White	46.98	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	75.95	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	71.24	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Technology integration is a major focus our day, with all students utilizing 1:1 personal devices • As a school we implement the Bucket Filler character education model • We have an inclusive school community where we promote awareness and acceptance of others
Mission, Vision, Theme:	Dr. John H. Winslow Elementary School is founded on the belief that all students can learn. We recognize that learning is the result of a strong partnership of parents, teachers and the community, as students are challenged to become active participants in the quest for excellence. Our goal is to ensure a safe, creative, stimulating and caring environment which promotes self-esteem, sound character, responsibility and respect for diversity. We expect the best from our students and will give no less of ourselves.
Awards, Recognition, Accomplishments:	Winslow School was the highest ranked school in Cumberland County based on student performance, student growth and attendance. Housing one of the most comprehensive programs for students with autism, Winslow holds an annual Bubble Day to bring awareness and acceptance of special needs students. In 2015 our school was awarded Whole Kids Grant for $2,000 to create a school garden. Each April we celebrate Autism awareness by participating in the national bubble day. Throughout the day students participate in activities to promote awareness. In 2016, our 4th and 5th grade teachers were recognized by the NJDOE for student growth percentiles on PARCC.

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Courses, Curriculum, Instruction:	Over the past few years, the Vineland Public Schools have made dramatic revisions in curriculum to assure that students are challenged to meet the highest standards needed to prepare them for the future. Through the district's Curriculum Development and Renewal Process, the Common Core Standards are incorporated into all curriculum guides and classroom instruction.
Clubs and Activities:	We have many extracurricular activities. Our clubs include a Sign Language club, Garden club, Cheerleading, Multicultural club, and Big Brothers & Big Sisters club. We have a 4th and 5th grade Chorus. We have a drama club presentation in the spring. In addition, students publish a yearbook. Selected fifth graders serve as members of our safety patrol. They participate in random acts of kindness and community service projects throughout the year.

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Before and After School Programs:	Dr. John H. WInslow School offers a before and after school program through the Vineland YMCA. This program runs before school from 7am until 9am and again after school from 4-6pm.
Staff and Professional Learning:	Dr. John H. Winslow teachers have been actively involved in reviewing and revising curriculum. They have also attended in-service training workshops that focus on methods of increasing student achievement. We focus stringently on the improvement of our language arts and mathematics instruction each year by gathering, analyzing and comparing test data. Teachers also participate in grade level Professional Learning Communities that investigate and share best practices in instruction.

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Student Supports and Services:	Many programs are in place to assist students on a daily basis, such as (2) Guidance Counselors, (1) Social Worker, Crisis Team, Child Study Team, Speech Therapy, Occupational and Physical Therapy. A dedicated team of Basic Skills teachers provides supplemental instruction daily to those children in need of intensive academic intervention. (1) English as a Second Language Teacher and (4) Special Education Teachers work to provide individualized instruction.
Student Health and Wellness:	Dr. John H. Winslow School believes that social-emotional health is just as important as academic skills. Students learn about the Growth Mindset along with mindfulness strategies to improve personal success. Our school nurse is available daily to assist students in need, as our Guidance Team works with students in small groups and individually. Family events are centered around student health and wellness.
Parent and Community Involvement:	Dr. John H. Winslow School focuses on increasing communication with our families. We have an active PTA which helps to fund our field trips and other activities. Our PTA works in collaboration with the staff to organize end of year rewards and Field Day. Student Agenda Notebooks serve as a tool to promote good home-school communication. In addition, we have a parent portal that provides current access to student academic progress.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Each year, Dr. John H. Winslow School anonymously surveys students, parents, and staff regarding their feelings on climate, culture, and safety. Over 98% of students, parents, and staff feel that our school is a positive, safe, and secure learning environment.
School Safety:	School safety is a high priority at Dr. John H. Winslow School. All staff members are trained in crisis response techniques. Our security guard is familiar with all of our students and families. Monthly drills take place for fire and emergency safety.

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Technology and STEM:	Dr. John H. Winslow is a 1:1 device school Kindergarten through 5th grade. Devices include Chromebooks; Smartboards in all classrooms; Apple iPads and TVs available throughout the building. Students learn skills in word processing, coding, Google docs, Google classroom, and much more. Technology is integrated throughout the instructional day in order to increase student achievement and engagement.