



State of New Jersey  
2015-2016

11-5390-300  
CUMBERLAND  
VINELAND CITY  
Almond Road Preschool  
860 N Orchard Rd  
Vineland, NJ 08360-2606

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)  
If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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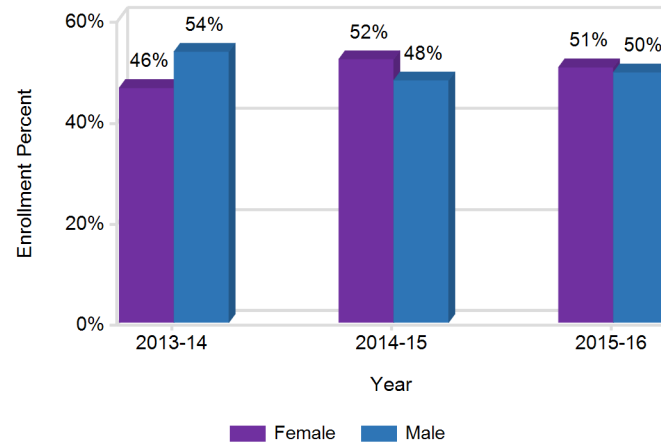
#### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	205	212	164
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	2	5	48
<b>Total</b>	<b>207</b>	<b>217</b>	<b>212</b>

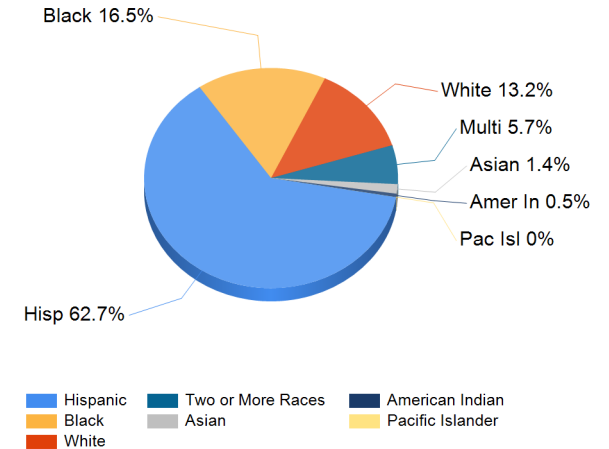
#### Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



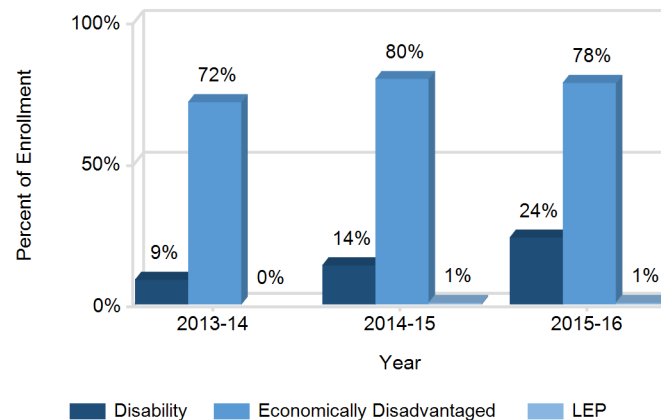
#### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



#### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



#### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	80.7%
Spanish	17.5%
Turkish	1.4%
Urdu	0.5%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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## Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 0 Mins.

## Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

## Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	212:1

## Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

## Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

## Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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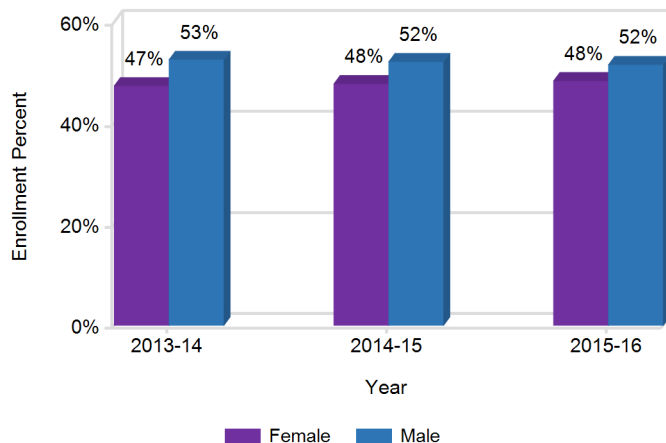
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	191	168	143
Grade 07	174	130	166
Grade 08	177	181	131
UG	38	36	39
<b>Total</b>	<b>580</b>	<b>515</b>	<b>479</b>

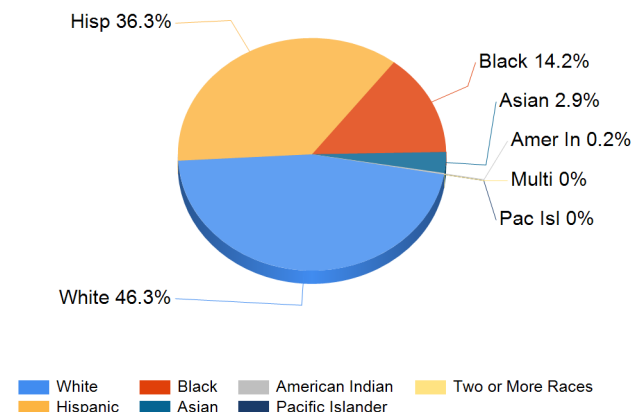
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This graph displays the percentage of students by gender for the past three school years.



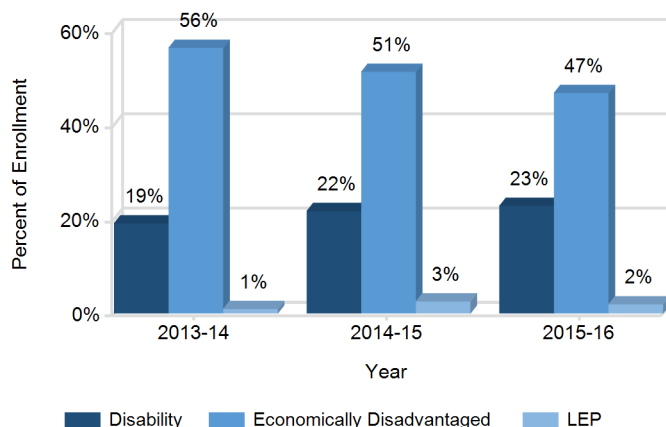
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	88.1%
Spanish	8.6%
Russian	1.0%
Urdu	0.8%
Ukrainian	0.4%
Other	1.0%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	34%	69	18
Mathematics Met or Exceeded Expectations	27%	54	17

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	453	34%	18	95%	✓	472	27%	17	99%	✓
White	198	37%	12	91%	✓	214	31%	13	98%	✓
African American	63	30%	36	96%	✓	64	22%	39	97%	✓
Hispanic	166	28%	21	99%	✓	167	20%	18	99%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	111	8%	26	98%	✓	110	5%	17	97%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	211	23%	19	97%	✓	213	16%	16	98%	✓



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## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	162	731	732	750	18%	29%	24%	27%	3%	29%	52%
White	63	739	743	756	13%	19%	30%	35%	3%	38%	61%
African American	S	S	728	732	S	S	S	S	S	S	31%
Hispanic	62	728	727	738	21%	32%	24%	19%	3%	23%	37%
Asian	S	S	759	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	712	719	S	S	S	S	S	S	15%
English Language Learners	S	S	715	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	92	723	727	735	25%	32%	22%	21%	1%	22%	33%
PARCC MATH											
<b>Schoolwide</b>	161	724	730	743	18%	35%	32%	15%	1%	16%	43%
White	63	730	738	750	18%	22%	38%	22%	N	22%	53%
African American	33	720	725	724	24%	33%	27%	12%	3%	15%	20%
Hispanic	S	S	727	730	S	S	S	S	S	S	26%
Asian	S	S	767	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	713	717	S	S	S	S	S	S	13%
English Language Learners	S	S	719	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	727	728	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	182	740	729	753	13%	19%	24%	34%	9%	43%	56%
White	79	744	745	760	11%	14%	28%	35%	11%	47%	65%
African American	20	738	725	733	15%	15%	30%	35%	5%	40%	35%
Hispanic	69	733	721	739	17%	26%	20%	30%	6%	36%	41%
Asian	S	S	775	781	S	S	S	S	S	S	84%
American Indian	S	S	741	748	S	S	S	S	S	S	54%
Two or More Races	S	S	732	759	S	S	S	S	S	S	63%
Students with Disability	42	706	701	716	50%	26%	12%	10%	2%	12%	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	80	723	721	735	24%	28%	25%	20%	4%	24%	37%
PARCC MATH											
<b>Schoolwide</b>	182	735	725	740	10%	20%	35%	35%	1%	35%	39%
White	79	740	737	747	8%	13%	39%	39%	1%	41%	47%
African American	20	734	722	724	10%	10%	55%	25%	N	25%	19%
Hispanic	69	728	721	729	13%	33%	23%	30%	N	30%	23%
Asian	S	S	752	763	S	S	S	S	S	S	72%
American Indian	S	S	745	736	S	S	S	S	S	S	30%
Two or More Races	S	S	727	744	S	S	S	S	S	S	44%
Students with Disability	S	S	702	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	80	722	721	727	20%	26%	33%	21%	N	21%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations





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## PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	120	725	729	753	27%	17%	33%	23%	1%	24%	55%
White	61	724	733	759	25%	21%	31%	23%	N	23%	63%
African American	13	727	725	732	23%	8%	46%	23%	N	23%	34%
Hispanic	37	718	727	740	38%	16%	27%	16%	3%	19%	43%
Asian	S	S	754	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	734	756	S	S	S	S	S	S	59%
Students with Disability	S	S	S	715	S	S	S	S	S	S	16%
English Language Learners	S	S	714	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	47	717	726	736	38%	17%	21%	23%	N	23%	38%
**PARCC MATH											
<b>Schoolwide</b>	S	S	718	726	S	S	S	S	S	S	26%
White	S	S	S	732	S	S	S	S	S	S	32%
African American	11	720	716	712	9%	46%	27%	18%	N	18%	14%
Hispanic	S	S	719	721	S	S	S	S	S	S	20%
Asian	S	S	736	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	725	726	S	S	S	S	S	S	26%
Students with Disability	S	S	692	704	S	S	S	S	S	S	8%
English Language Learners	S	S	706	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	717	718	S	S	S	S	S	S	18%

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 ■ Partially Met Expectations
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\*\*Grade 8 does not include students who took an Algebra test.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



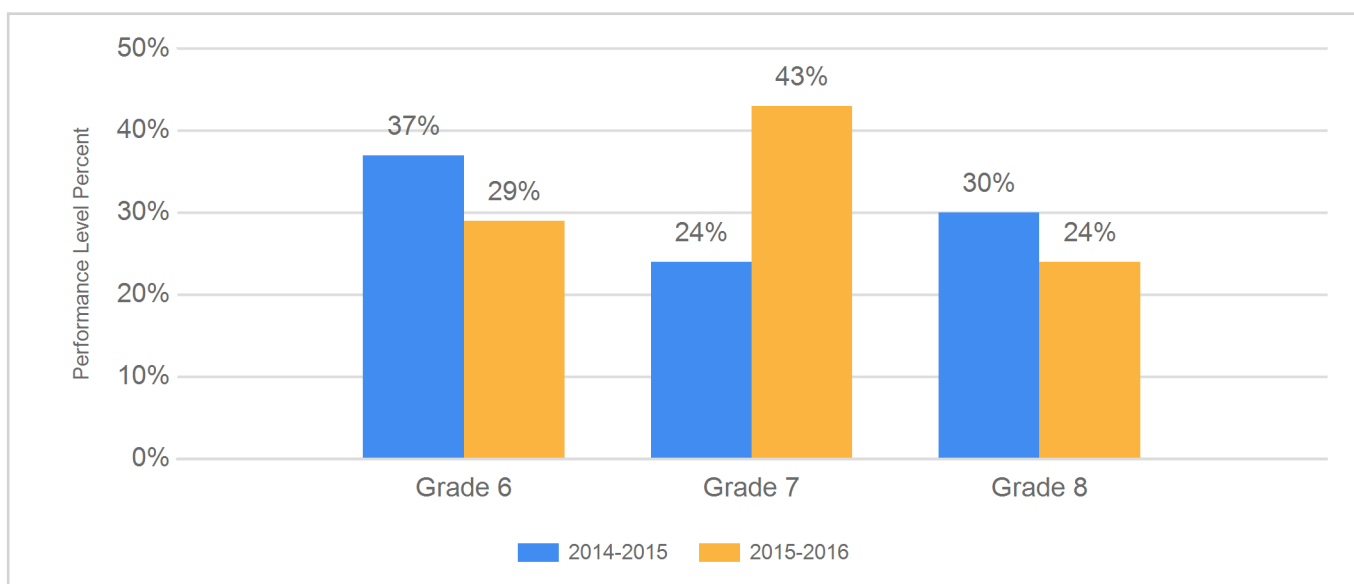
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### PARCC ELA Performance Trends

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





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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>42</b>	<b>761</b>	<b>762</b>	<b>769</b>	<b>5%</b>	<b>N</b>	<b>19%</b>	<b>74%</b>	<b>2%</b>	<b>76%</b>	<b>41%</b>
White	28	757	763	772	7%	N	21%	71%	N	71%	51%
African American	S	S	756	748	S	S	S	S	S	S	20%
Hispanic	S	S	762	746	S	S	S	S	S	S	25%
Asian	S	S	772	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	S	S	744	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	11	766	761	746	N	N	27%	64%	9%	73%	23%

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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>S</b>	<b>S</b>	<b>767</b>	<b>776</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>27%</b>
White	S	S	770	772	S	S	S	S	S	S	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	N	N	N	785	N	N	N	N	N	N	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	12%

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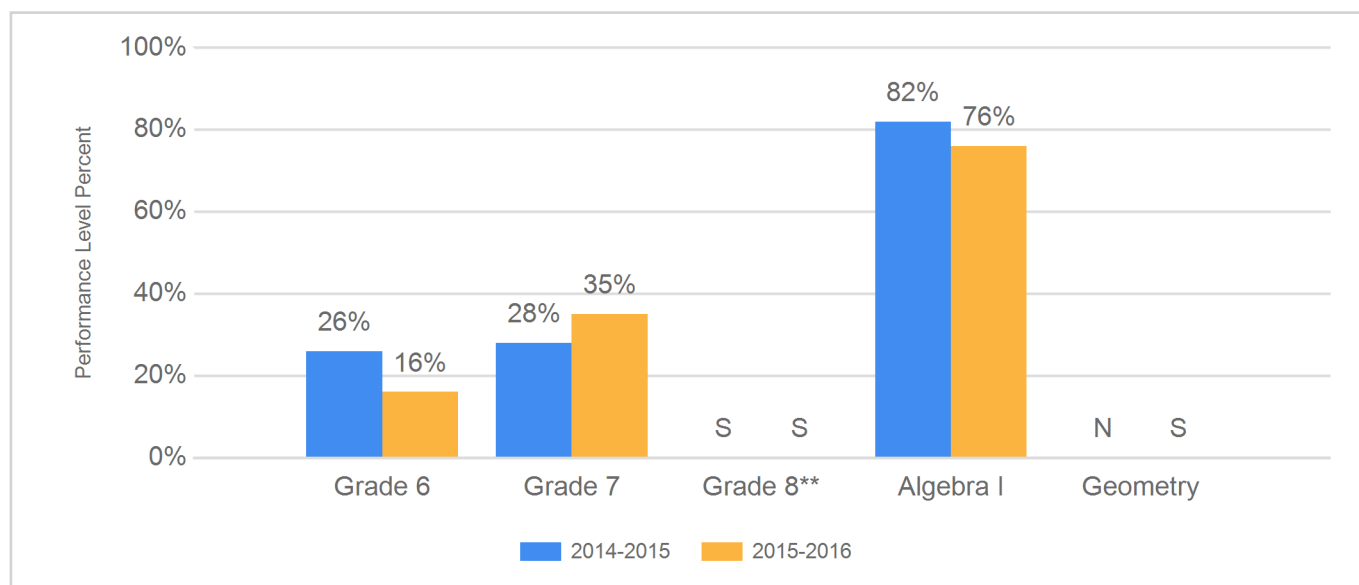
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## PARCC Math Performance Trends

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



\*\*Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

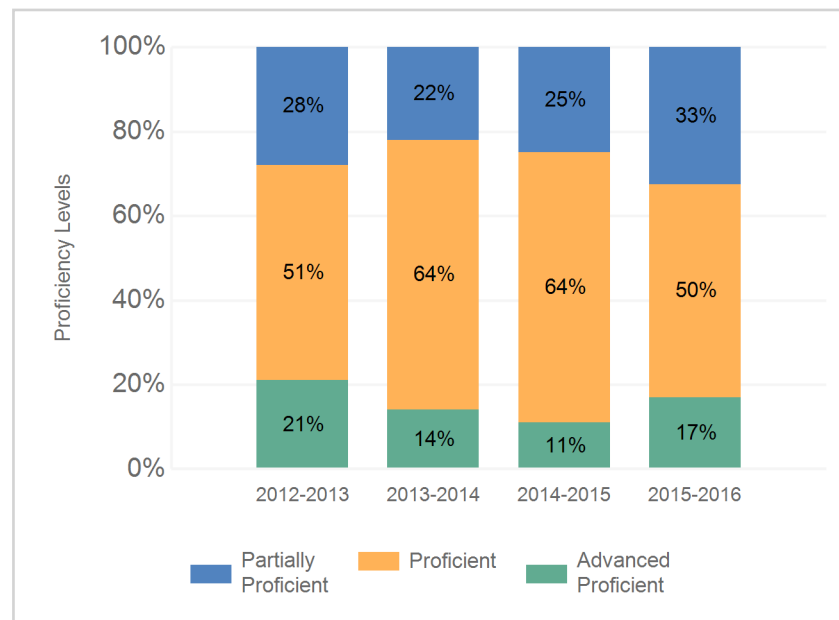
### NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	17%	50%	33%
White	18%	55%	27%
African American	13%	53%	33%
Hispanic	15%	42%	44%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	3%	17%	80%
English Language Learners	S	S	S
Economically Disadvantaged Students	13%	41%	46%

### NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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CUMBERLAND  
VINELAND CITY  
Anthony Rossi Middle School  
2572 PALERMO AVE  
VINELAND, NJ 08360-7309

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	34	38	50
Student Growth on Math	39	46	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	15%	4%	0%
Partially Met (L2)	13%	6%	2%
Approached (L3)	14%	8%	4%
Met (L4)	9%	10%	11%
Exceeded (L5)	0%	1%	3%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	14%	3%	0%
Partially Met (L2)	15%	10%	3%
Approached (L3)	11%	14%	10%
Met (L4)	3%	6%	12%
Exceeded (L5)	0%	0%	0%





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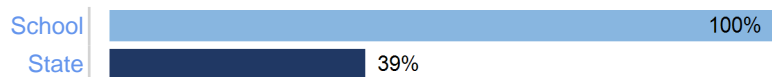
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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



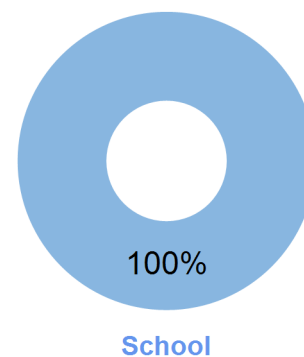
### DANCE



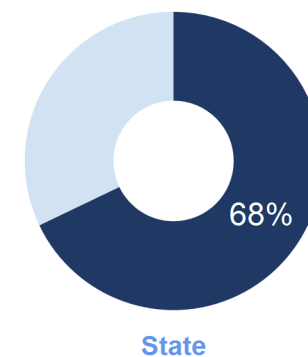
### VISUAL ARTS



### Any Visual and Performing Arts



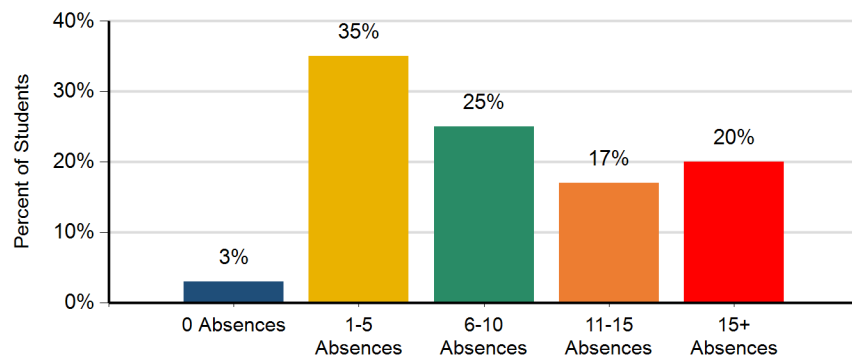
School



State

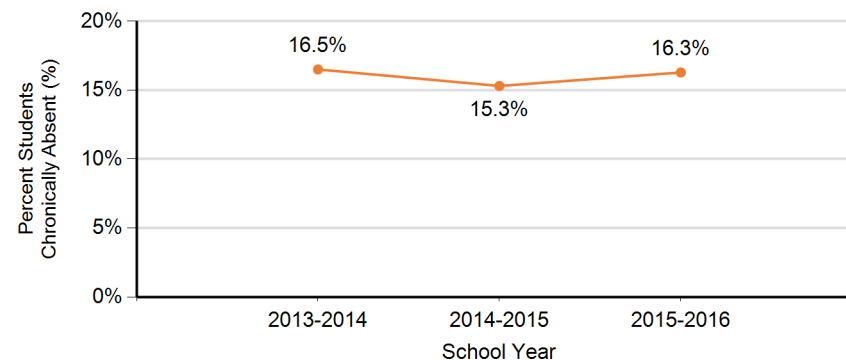
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 2 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 22 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	240:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	22.8%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)  
If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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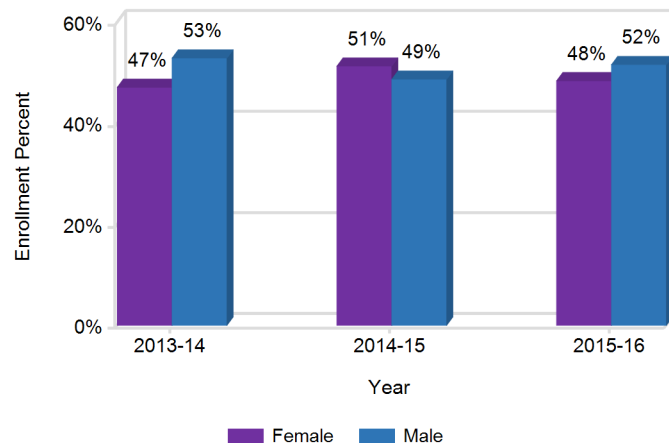
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	237	234	202
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	1	2	54
<b>Total</b>	<b>238</b>	<b>236</b>	<b>256</b>

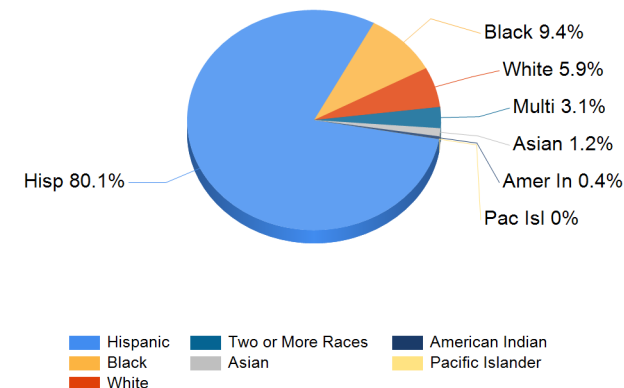
### Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



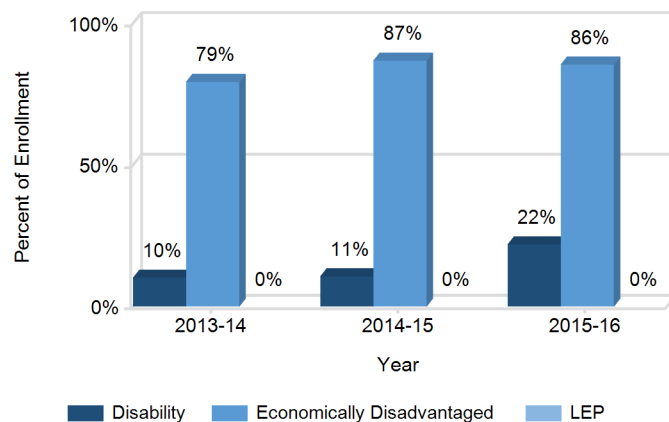
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	70.7%
Spanish	28.1%
English, Old (ca.450-1100)	0.4%
Gujarati	0.4%
Hindi	0.4%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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## Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 0 Mins.

## Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

## Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	7:1
Administrator	256:1

## Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

## Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

## Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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Grade Span KF-05

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CUMBERLAND  
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## 2015-2016 School Performance Reports

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While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

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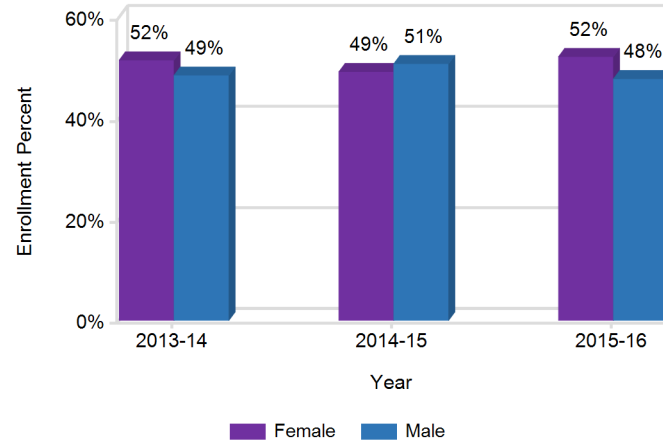
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	69	63	55
Grade 01	67	57	57
Grade 02	52	57	65
Grade 03	60	53	59
Grade 04	48	51	53
Grade 05	48	48	47
UG	0	0	3
<b>Total</b>	<b>344</b>	<b>329</b>	<b>339</b>

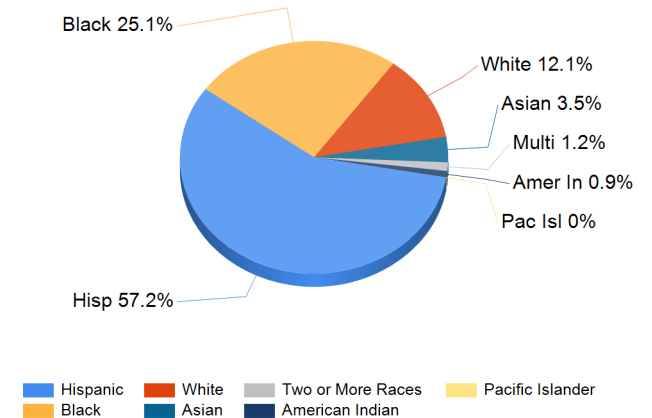
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



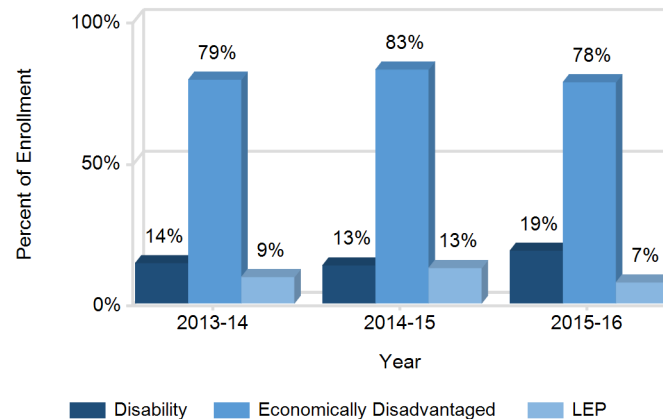
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	86.4%
Spanish	9.4%
Turkish	1.8%
Chinese	0.9%
Gujarati	0.9%
Other	0.6%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	31%	54	16
Mathematics Met or Exceeded Expectations	33%	77	25

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	167	31%	16	100%	✓	167	33%	25	100%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	106	34%	33	100%	✓	106	30%	41	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	41	15%	42	100%	✓	41	12%	38	100%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	124	29%	33	100%	✓	124	32%	59	100%	✓





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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	61	737	731	746	13%	18%	39%	28%	2%	30%	48%
White	S	S	742	756	S	S	S	S	S	S	58%
African American	12	738	728	727	8%	25%	33%	33%	N	33%	30%
Hispanic	41	734	727	730	17%	17%	34%	32%	N	32%	31%
Asian	S	S	756	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	708	718	S	S	S	S	S	S	22%
English Language Learners	S	S	706	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	50	733	727	727	16%	22%	38%	22%	2%	24%	28%
PARCC MATH											
<b>Schoolwide</b>	61	739	733	749	7%	23%	33%	38%	N	38%	52%
White	S	S	743	757	S	S	S	S	S	S	63%
African American	12	740	730	730	8%	25%	25%	42%	N	42%	31%
Hispanic	41	735	730	736	7%	27%	37%	29%	N	29%	35%
Asian	S	S	752	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	11	726	717	727	9%	46%	27%	18%	N	18%	28%
English Language Learners	S	S	715	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	50	737	730	732	8%	26%	34%	32%	N	32%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	59	748	737	750	3%	19%	37%	29%	12%	41%	54%
White	S	S	747	759	S	S	S	S	S	S	64%
African American	12	744	731	733	8%	8%	42%	33%	8%	42%	33%
Hispanic	38	749	734	737	3%	21%	37%	26%	13%	40%	37%
Asian	S	S	754	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	16	736	718	723	13%	19%	44%	19%	6%	25%	22%
English Language Learners	S	S	719	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	42	747	732	734	2%	26%	31%	26%	14%	41%	33%
PARCC MATH											
<b>Schoolwide</b>	59	739	731	745	5%	27%	31%	37%	N	37%	47%
White	S	S	740	752	S	S	S	S	S	S	57%
African American	12	737	725	727	8%	25%	42%	25%	N	25%	24%
Hispanic	38	738	728	733	3%	32%	29%	37%	N	37%	30%
Asian	S	S	753	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	16	721	716	724	13%	56%	19%	13%	N	13%	22%
English Language Learners	S	S	717	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	42	739	727	730	2%	29%	31%	38%	N	38%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	50	730	739	751	12%	30%	34%	22%	2%	24%	53%
White	S	S	747	758	S	S	S	S	S	S	64%
African American	13	727	735	733	8%	54%	23%	8%	8%	15%	32%
Hispanic	29	737	737	738	10%	21%	38%	31%	N	31%	37%
Asian	S	S	752	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	749	759	S	S	S	S	S	S	63%
Students with Disability	15	721	715	723	27%	27%	33%	13%	N	13%	20%
English Language Learners	S	S	719	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	34	731	735	735	9%	35%	32%	24%	N	24%	33%
PARCC MATH											
<b>Schoolwide</b>	50	731	735	747	4%	44%	30%	22%	N	22%	47%
White	S	S	743	753	S	S	S	S	S	S	57%
African American	13	729	730	728	N	62%	15%	23%	N	23%	24%
Hispanic	29	734	733	735	3%	35%	38%	24%	N	24%	31%
Asian	S	S	756	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	732	754	S	S	S	S	S	S	56%
Students with Disability	S	S	719	725	S	S	S	S	S	S	19%
English Language Learners	S	S	726	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	34	734	733	732	N	38%	35%	27%	N	27%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span KF-05

11-5390-095

CUMBERLAND

VINELAND CITY

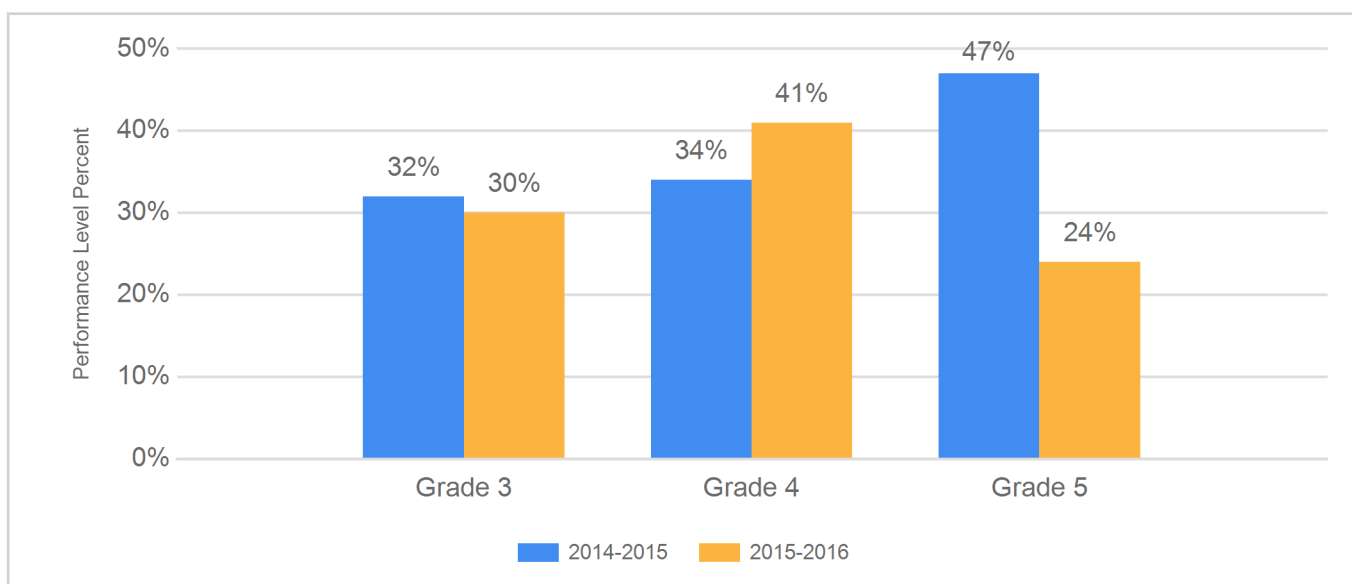
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## PARCC ELA Performance Trends

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





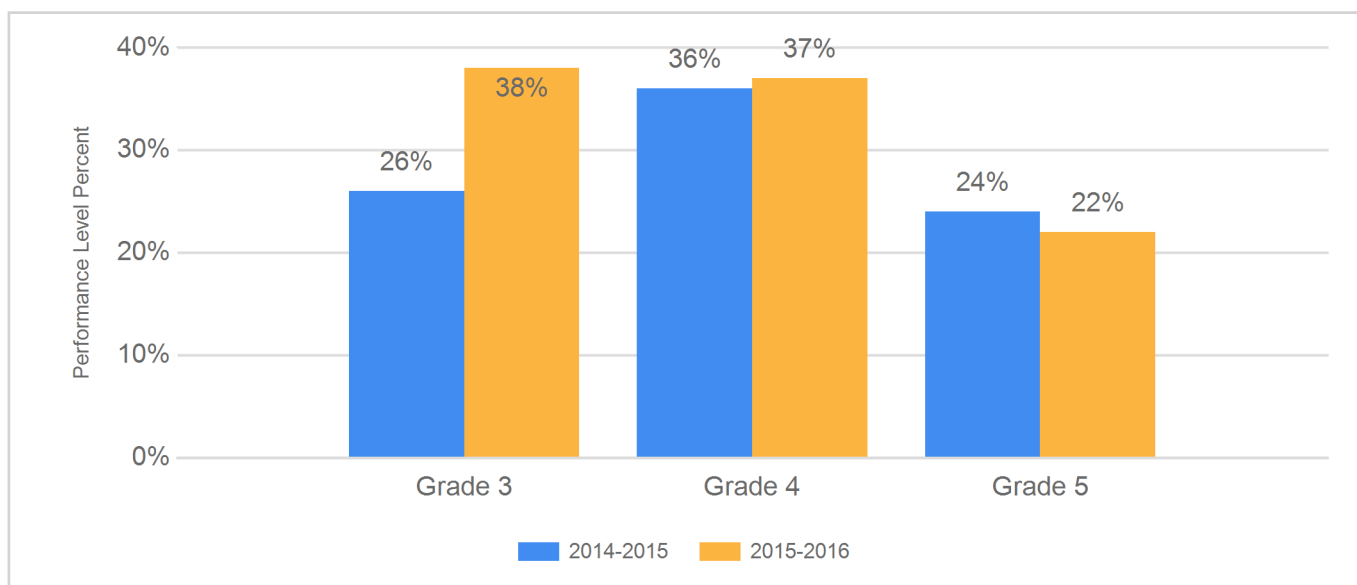
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## PARCC Math Performance Trends

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





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

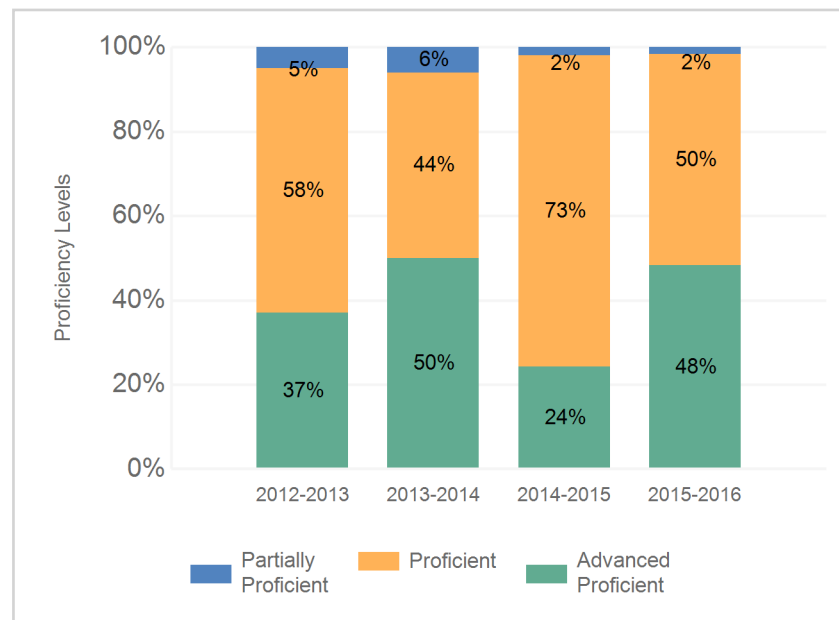
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	48%	50%	2%
White	S	S	S
African American	64%	36%	N
Hispanic	44%	54%	3%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	14%	79%	7%
English Language Learners	S	S	S
Economically Disadvantaged Students	46%	51%	3%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	45	38	50
Student Growth on Math	49	46	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	0%	0%
Partially Met (L2)	13%	8%	3%
Approached (L3)	14%	11%	11%
Met (L4)	4%	8%	14%
Exceeded (L5)	0%	1%	7%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	0%	0%
Partially Met (L2)	19%	8%	9%
Approached (L3)	12%	9%	11%
Met (L4)	6%	5%	18%
Exceeded (L5)	0%	0%	0%





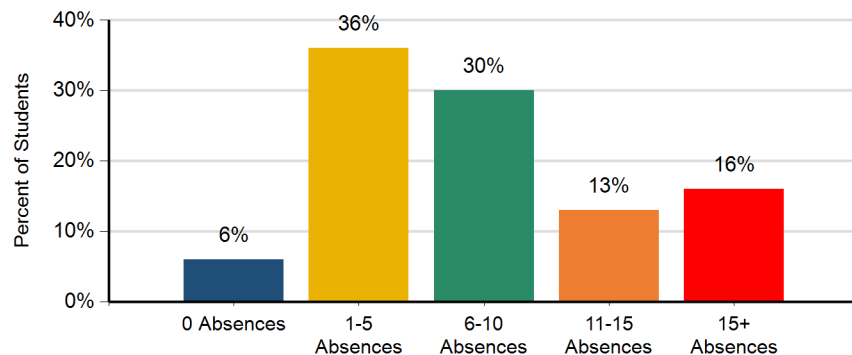
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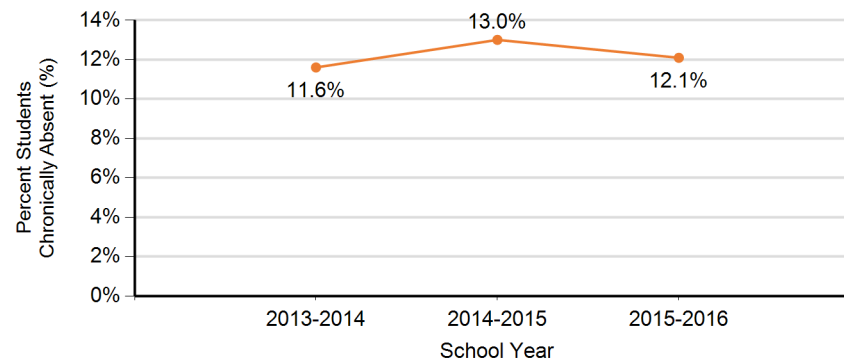
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 20 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	339:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.2%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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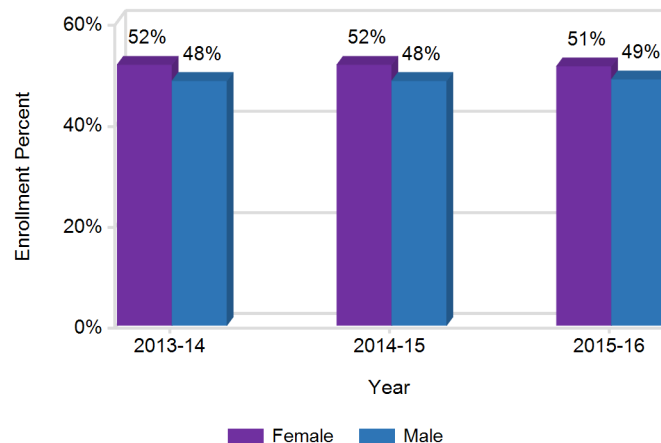
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	113	98	119
Grade 01	119	119	100
Grade 02	100	104	100
Grade 03	98	94	98
Grade 04	94	92	88
Grade 05	85	86	84
UG	0	2	33
<b>Total</b>	<b>609</b>	<b>595</b>	<b>622</b>

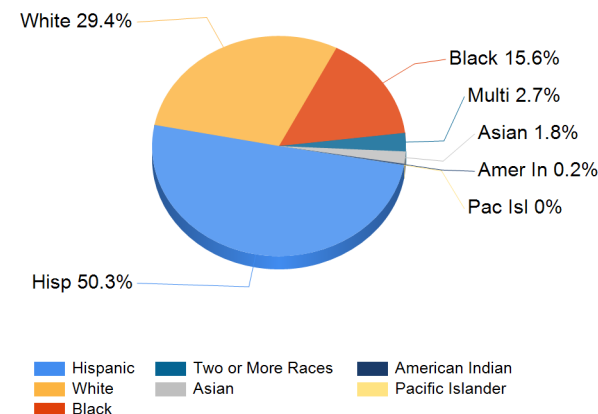
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



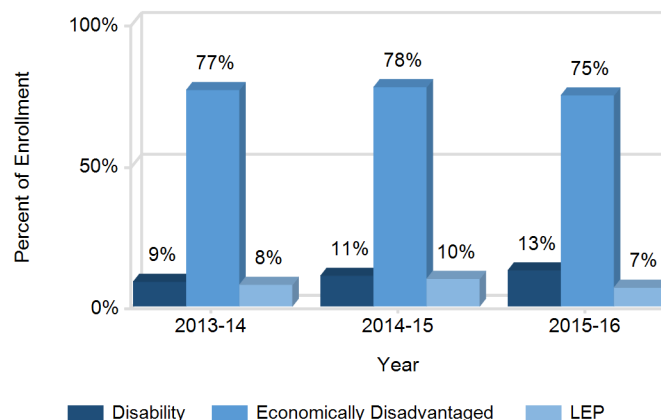
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	87.0%
Spanish	11.4%
Russian	0.6%
Korean	0.3%
Turkish	0.3%
Other	0.4%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	32%	46	15
Mathematics Met or Exceeded Expectations	28%	62	17

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	268	32%	15	100%	✓	267	28%	17	99%	✓
White	81	41%	14	99%	✓	80	34%	14	98%	✓
African American	48	27%	29	100%	✓	48	17%	27	100%	✓
Hispanic	131	31%	25	100%	✓	131	28%	36	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	193	26%	25	100%	✓	192	22%	30	100%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	105	733	731	746	16%	20%	32%	30%	2%	31%	48%
White	30	732	742	756	10%	27%	27%	37%	N	37%	58%
African American	22	729	728	727	23%	23%	32%	23%	N	23%	30%
Hispanic	49	737	727	730	16%	14%	35%	31%	4%	35%	31%
Asian	S	S	756	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	733	753	S	S	S	S	S	S	55%
Students with Disability	S	S	708	718	S	S	S	S	S	S	22%
English Language Learners	11	736	706	709	27%	18%	27%	18%	9%	27%	11%
Economically Disadvantaged Students	74	730	727	727	18%	19%	37%	27%	N	27%	28%
PARCC MATH											
<b>Schoolwide</b>	105	732	733	749	11%	25%	36%	26%	2%	28%	52%
White	30	736	743	757	10%	17%	37%	37%	N	37%	63%
African American	22	726	730	730	9%	41%	27%	23%	N	23%	31%
Hispanic	49	734	730	736	12%	20%	41%	22%	4%	27%	35%
Asian	S	S	752	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	741	754	S	S	S	S	S	S	57%
Students with Disability	14	713	717	727	43%	21%	21%	14%	N	14%	28%
English Language Learners	11	728	715	724	18%	27%	36%	9%	9%	18%	20%
Economically Disadvantaged Students	74	729	730	732	14%	26%	38%	22%	1%	23%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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 ■ Met Expectations
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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	91	739	737	750	4%	21%	42%	32%	1%	33%	54%
White	30	746	747	759	3%	17%	33%	47%	N	47%	64%
African American	16	727	731	733	N	50%	38%	13%	N	13%	33%
Hispanic	42	739	734	737	7%	14%	48%	29%	2%	31%	37%
Asian	S	S	754	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	749	756	S	S	S	S	S	S	62%
Students with Disability	12	721	718	723	8%	50%	25%	17%	N	17%	22%
English Language Learners	S	S	719	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	64	733	732	734	6%	25%	44%	25%	N	25%	33%
PARCC MATH											
<b>Schoolwide</b>	91	735	731	745	9%	28%	33%	31%	N	31%	47%
White	30	737	740	752	7%	20%	47%	27%	N	27%	57%
African American	S	S	725	727	S	S	S	S	S	S	24%
Hispanic	42	738	728	733	5%	29%	26%	41%	N	41%	30%
Asian	S	S	753	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	739	750	S	S	S	S	S	S	54%
Students with Disability	12	723	716	724	17%	33%	33%	17%	N	17%	22%
English Language Learners	S	S	717	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	64	729	727	730	11%	34%	33%	22%	N	22%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	90	737	739	751	8%	17%	46%	30%	N	30%	53%
White	25	739	747	758	8%	20%	40%	32%	N	32%	64%
African American	S	S	735	733	S	S	S	S	S	S	32%
Hispanic	50	736	737	738	8%	18%	48%	26%	N	26%	37%
Asian	S	S	752	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	12	718	715	723	33%	17%	33%	17%	N	17%	20%
English Language Learners	S	S	719	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	72	734	735	735	7%	19%	49%	25%	N	25%	33%
PARCC MATH											
<b>Schoolwide</b>	89	732	735	747	6%	32%	39%	24%	N	24%	47%
White	24	738	743	753	4%	29%	33%	33%	N	33%	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	50	729	733	735	6%	34%	40%	20%	N	20%	31%
Asian	S	S	756	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	12	730	719	725	N	50%	33%	17%	N	17%	19%
English Language Learners	S	S	726	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	71	731	733	732	4%	35%	39%	21%	N	21%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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 ■ Met Expectations
 ■ Exceeded Expectations





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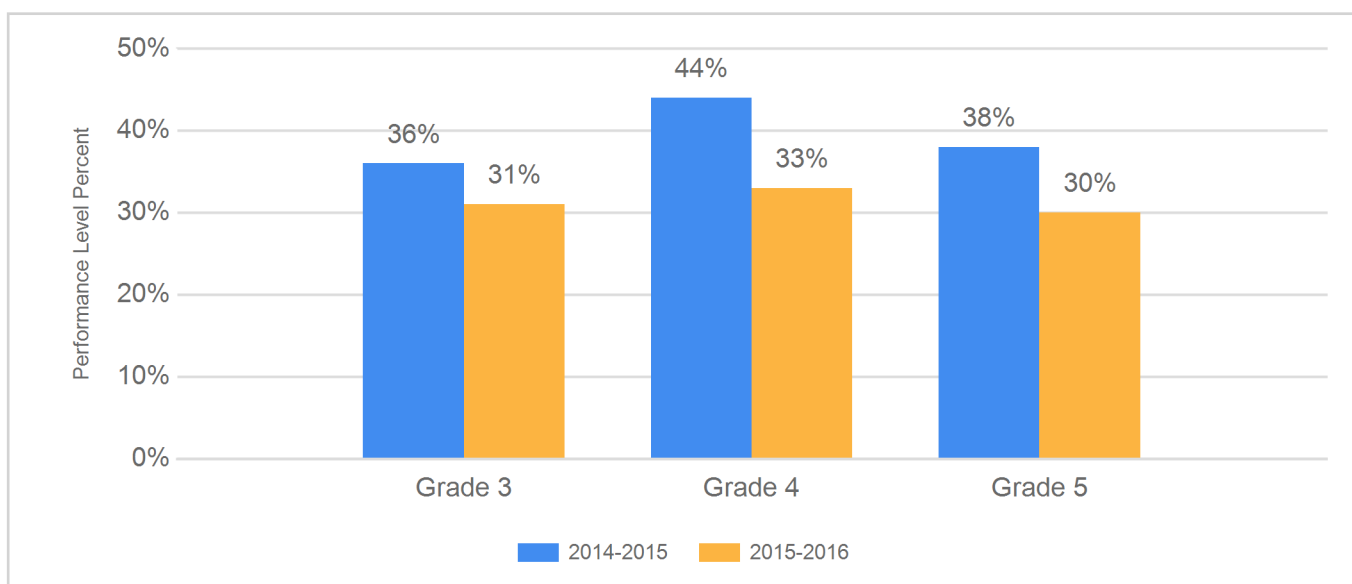
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## PARCC ELA Performance Trends

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





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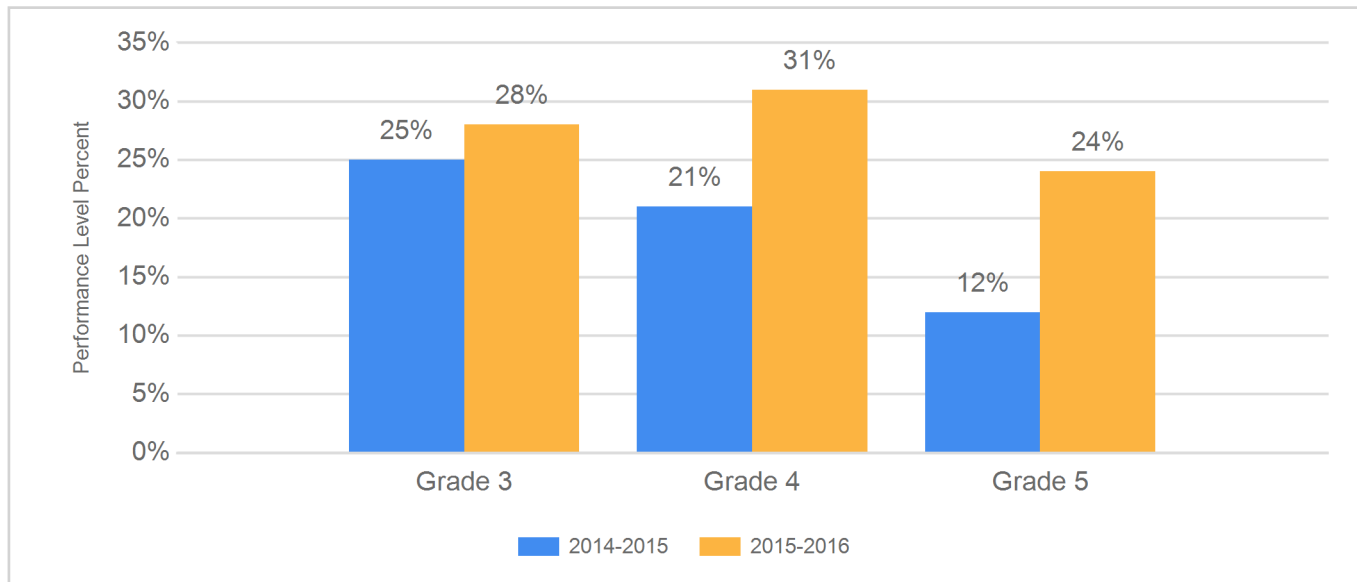
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## PARCC Math Performance Trends

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





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

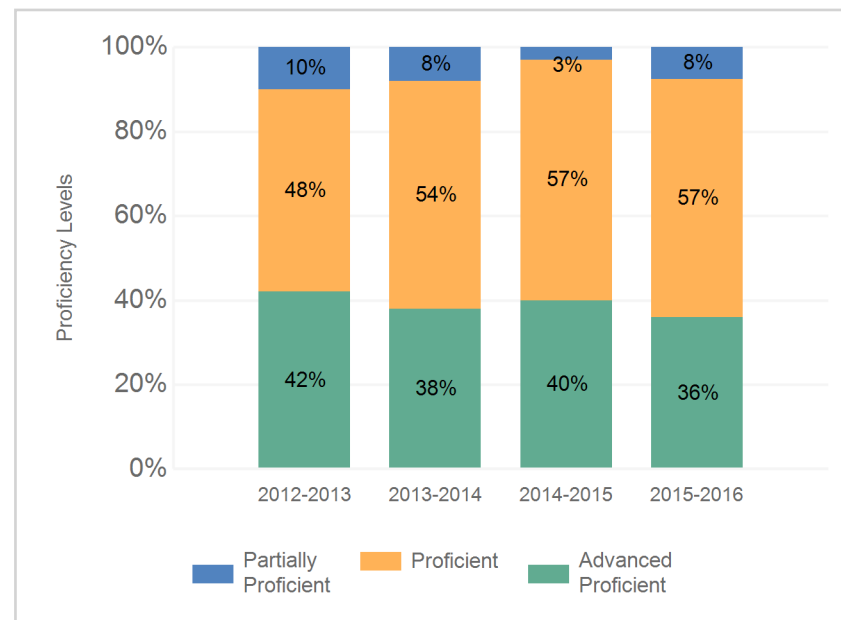
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	36%	57%	8%
White	47%	50%	3%
African American	6%	81%	13%
Hispanic	37%	54%	9%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	46%	36%	18%
English Language Learners	S	S	S
Economically Disadvantaged Students	29%	60%	11%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	34	38	50
Student Growth on Math	41	46	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	1%	0%
Partially Met (L2)	11%	5%	2%
Approached (L3)	23%	9%	11%
Met (L4)	11%	12%	8%
Exceeded (L5)	0%	0%	1%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	1%	0%
Partially Met (L2)	17%	9%	5%
Approached (L3)	13%	13%	10%
Met (L4)	7%	6%	14%
Exceeded (L5)	0%	0%	0%



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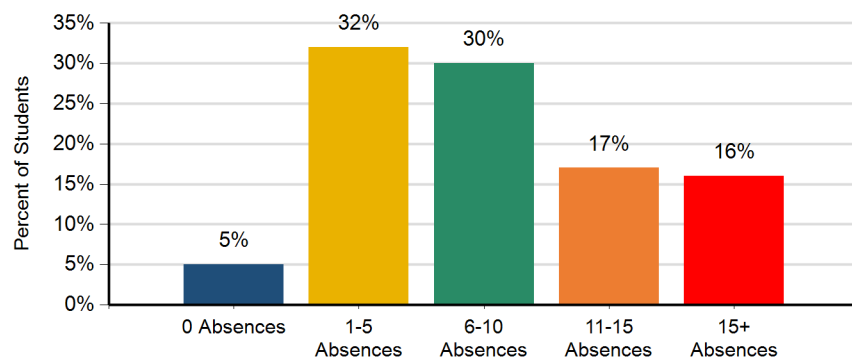
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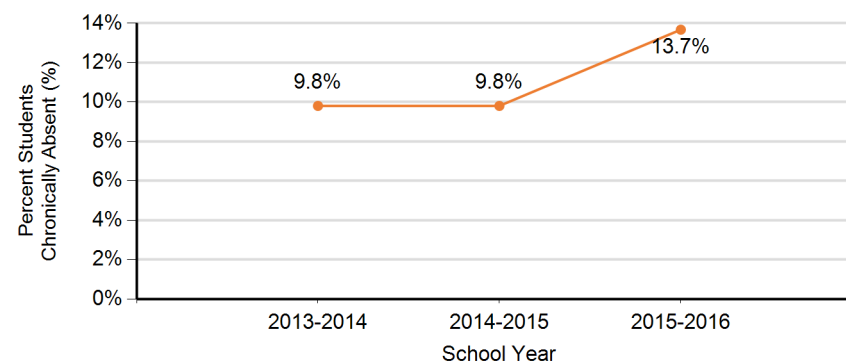
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 20 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	311:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.5%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)  
If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)





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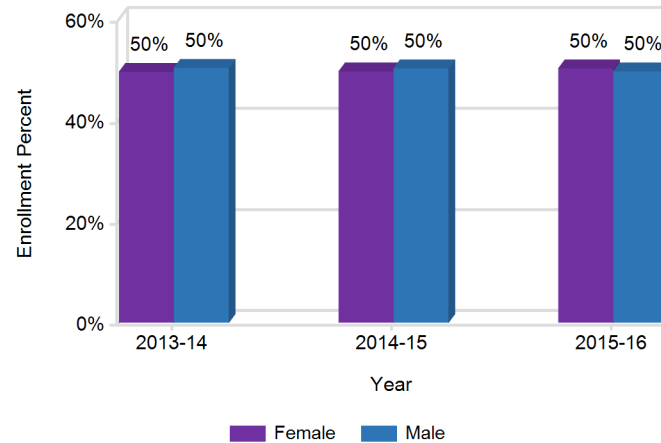
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	157	154	144
Grade 01	130	125	109
Grade 02	139	134	120
Grade 03	127	132	110
Grade 04	111	115	136
Grade 05	103	119	113
UG	31	20	28
<b>Total</b>	<b>798</b>	<b>799</b>	<b>760</b>

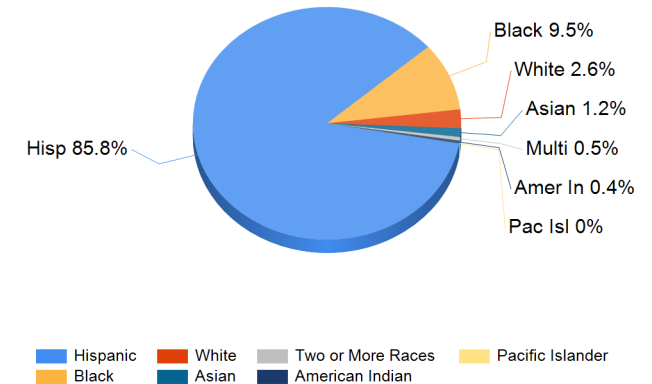
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



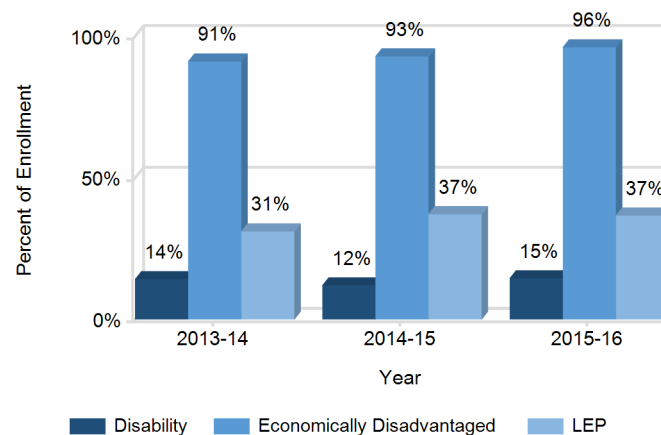
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	52.5%
English	46.4%
Chinese	0.3%
Creoles and pidgins, English based	0.3%
French	0.1%
Other	0.3%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	25%	15	9
Mathematics Met or Exceeded Expectations	21%	15	10

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	372	25%	9	98%	✓	377	21%	10	97%	✓
White	S	S	S	S		S	S	S	S	
African American	40	23%	25	100%	✓	40	8%	15	100%	✓
Hispanic	319	25%	15	97%	✓	323	22%	20	97%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	62	21%	44	91%	✓	63	22%	44	91%	✓
English Learner Students	91	8%	56	97%	✓	91	12%	43	94%	✓
Economically Disadvantaged Students	353	24%	18	96%	✓	358	20%	20	97%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	111	723	731	746	23%	29%	25%	23%	N	23%	48%
White	S	S	742	756	S	S	S	S	S	S	58%
African American	S	S	728	727	S	S	S	S	S	S	30%
Hispanic	100	723	727	730	23%	29%	25%	23%	N	23%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	S	S	747	746	S	S	S	S	S	S	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	11	706	708	718	55%	27%	N	18%	N	18%	22%
English Language Learners	S	S	706	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	106	723	727	727	24%	29%	26%	21%	N	21%	28%
PARCC MATH											
<b>Schoolwide</b>	114	727	733	749	16%	33%	23%	28%	1%	29%	52%
White	S	S	743	757	S	S	S	S	S	S	63%
African American	S	S	730	730	S	S	S	S	S	S	31%
Hispanic	103	727	730	736	15%	35%	20%	29%	1%	30%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	S	S	754	746	S	S	S	S	S	S	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	717	727	S	S	S	S	S	S	28%
English Language Learners	S	S	715	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	109	726	730	732	16%	33%	24%	27%	1%	28%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	138	726	737	750	16%	33%	30%	20%	1%	21%	54%
White	S	S	747	759	S	S	S	S	S	S	64%
African American	22	730	731	733	9%	36%	27%	27%	N	27%	33%
Hispanic	110	725	734	737	17%	33%	30%	19%	1%	20%	37%
Asian	S	S	754	773	S	S	S	S	S	S	79%
American Indian	S	S	725	748	S	S	S	S	S	S	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	718	723	S	S	S	S	S	S	22%
English Language Learners	S	S	719	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	127	725	732	734	16%	35%	30%	19%	1%	20%	33%
PARCC MATH											
<b>Schoolwide</b>	144	720	731	745	19%	40%	29%	11%	N	11%	47%
White	S	S	740	752	S	S	S	S	S	S	57%
African American	S	S	725	727	S	S	S	S	S	S	24%
Hispanic	115	720	728	733	19%	40%	30%	11%	N	11%	30%
Asian	S	S	753	771	S	S	S	S	S	S	78%
American Indian	S	S	707	742	S	S	S	S	S	S	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	716	724	S	S	S	S	S	S	22%
English Language Learners	S	S	717	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	727	730	S	S	S	S	S	S	27%

■ Did Not Yet Meet Expectations
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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	116	731	739	751	14%	23%	35%	28%	N	28%	53%
White	S	S	747	758	S	S	S	S	S	S	64%
African American	11	735	735	733	9%	18%	55%	18%	N	18%	32%
Hispanic	103	731	737	738	15%	24%	32%	29%	N	29%	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	749	759	S	S	S	S	S	S	63%
Students with Disability	15	718	715	723	33%	27%	20%	20%	N	20%	20%
English Language Learners	S	S	719	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	115	731	735	735	14%	24%	35%	28%	N	28%	33%
PARCC MATH											
<b>Schoolwide</b>	120	727	735	747	10%	38%	34%	18%	N	18%	47%
White	S	S	743	753	S	S	S	S	S	S	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	107	727	733	735	9%	36%	36%	20%	N	20%	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	732	754	S	S	S	S	S	S	56%
Students with Disability	15	717	719	725	27%	40%	7%	27%	N	27%	19%
English Language Learners	23	723	726	721	9%	48%	30%	13%	N	13%	16%
Economically Disadvantaged Students	119	727	733	732	10%	37%	35%	19%	N	19%	28%

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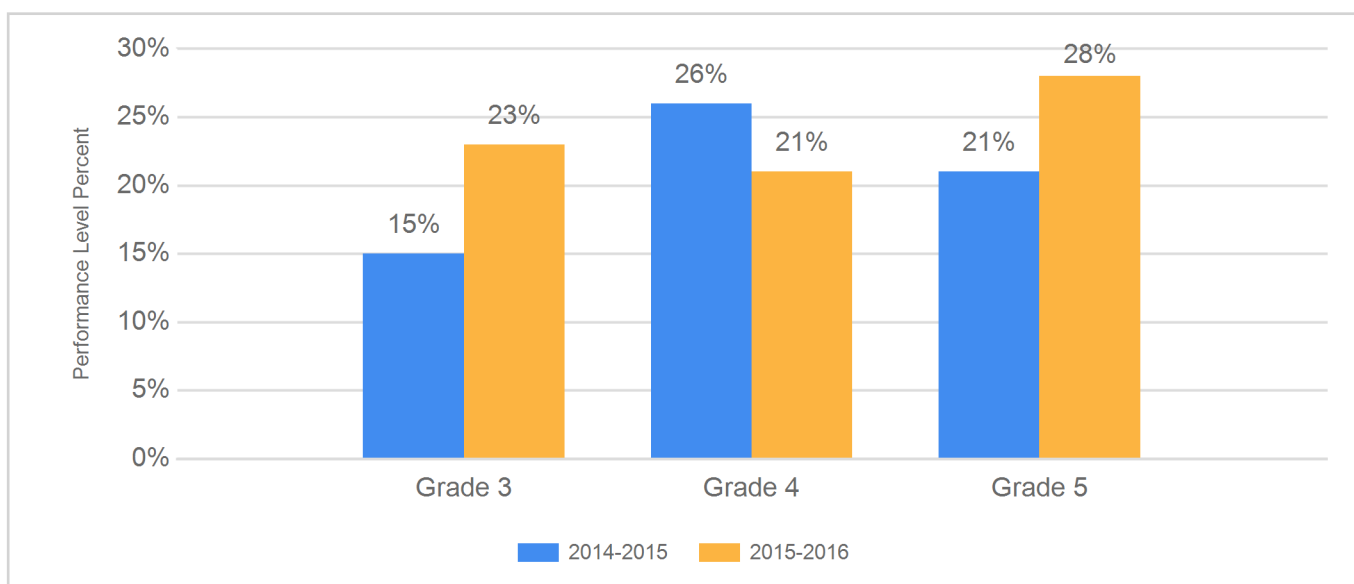
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### PARCC ELA Performance Trends

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





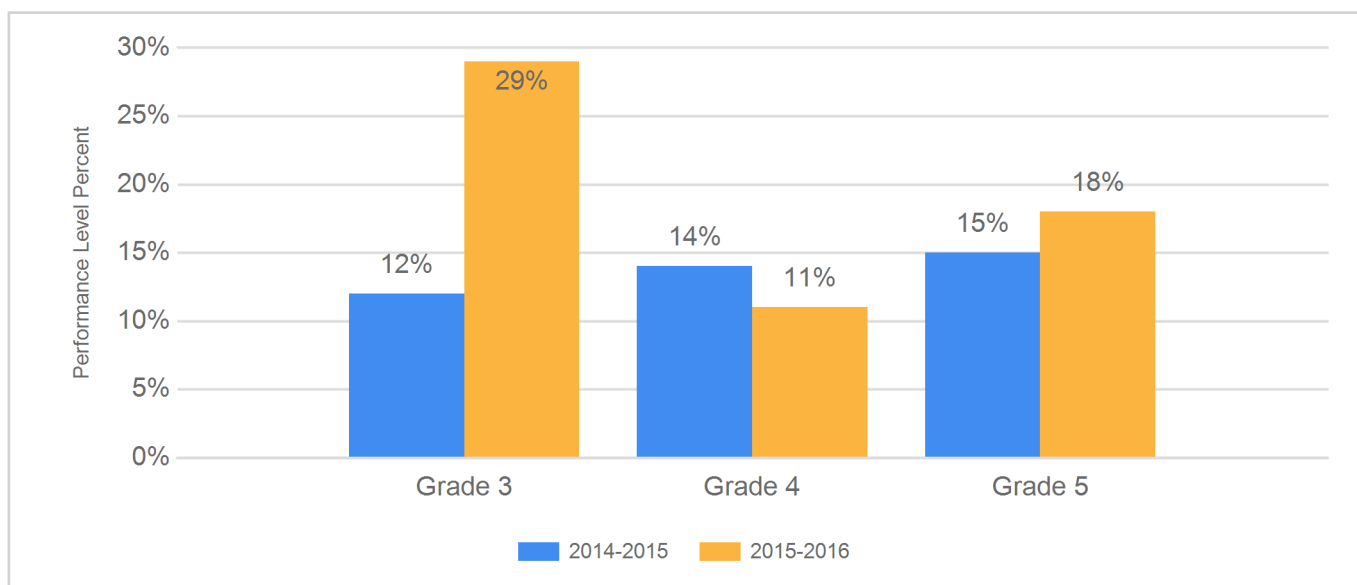
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## PARCC Math Performance Trends

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





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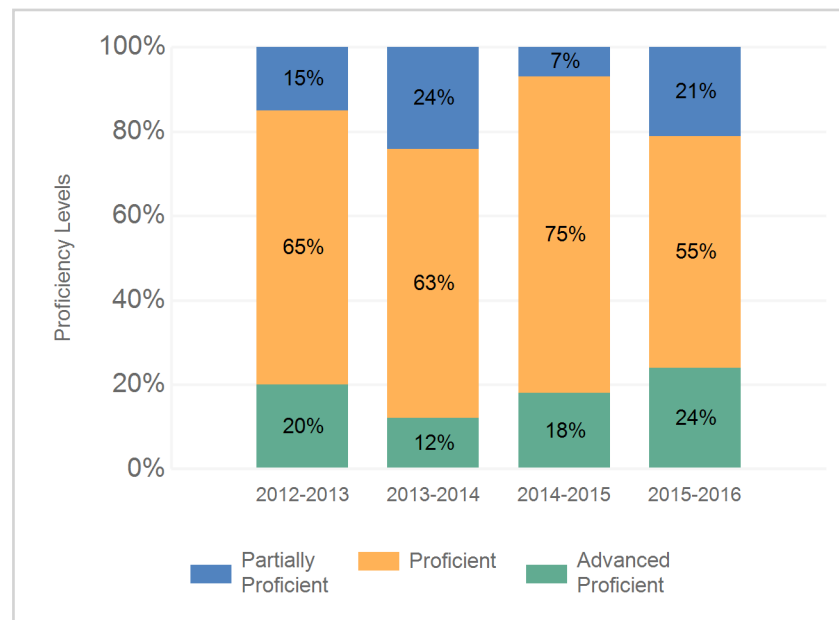
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	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	24%	55%	21%
White	S	S	S
African American	25%	65%	10%
Hispanic	24%	54%	22%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	16%	32%	53%
English Language Learners	15%	48%	37%
Economically Disadvantaged Students	22%	59%	19%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.







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## National Assessment Educational Progress (NAEP)

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The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey  
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Grade Span KF-05

11-5390-075

CUMBERLAND

VINELAND CITY

Gloria M Sabater Elementary School

301 SOUTH EAST BLVD

VINELAND, NJ 08360-3001

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	46	38	50
Student Growth on Math	45	46	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	10%	2%	0%
Partially Met (L2)	16%	8%	6%
Approached (L3)	9%	12%	12%
Met (L4)	5%	9%	11%
Exceeded (L5)	0%	0%	0%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	10%	3%	0%
Partially Met (L2)	18%	12%	8%
Approached (L3)	7%	14%	12%
Met (L4)	2%	3%	11%
Exceeded (L5)	0%	0%	0%



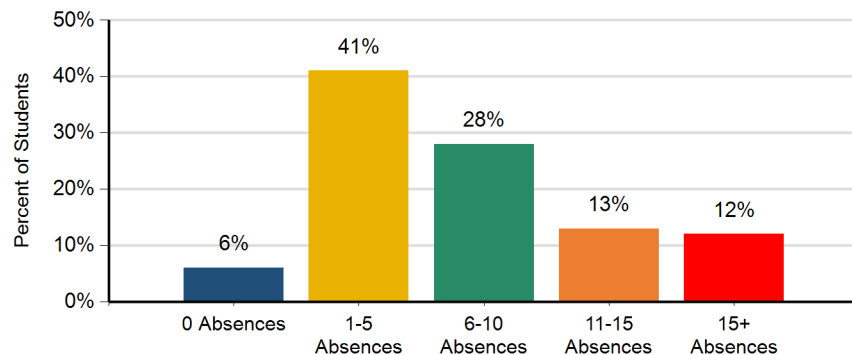
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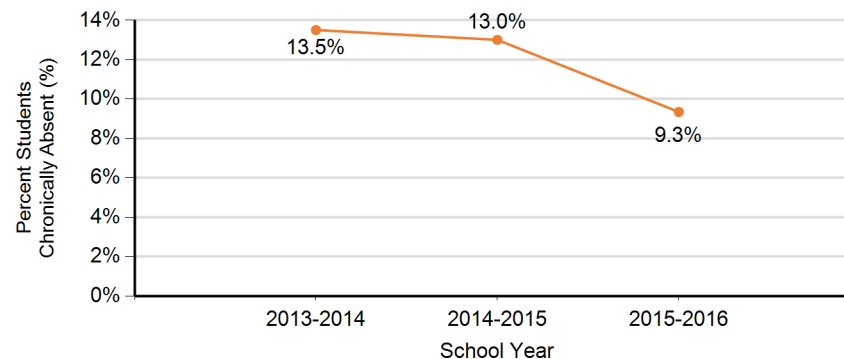
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 20 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	380:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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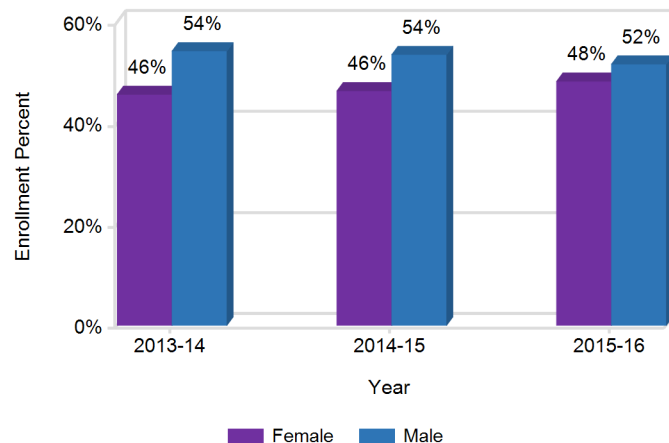
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	92	87	83
Grade 01	92	82	74
Grade 02	81	91	71
Grade 03	75	77	69
Grade 04	83	75	58
Grade 05	79	70	64
UG	27	29	49
Total	529	511	468

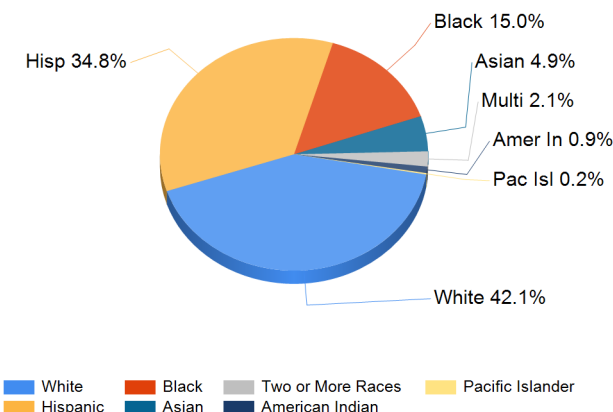
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



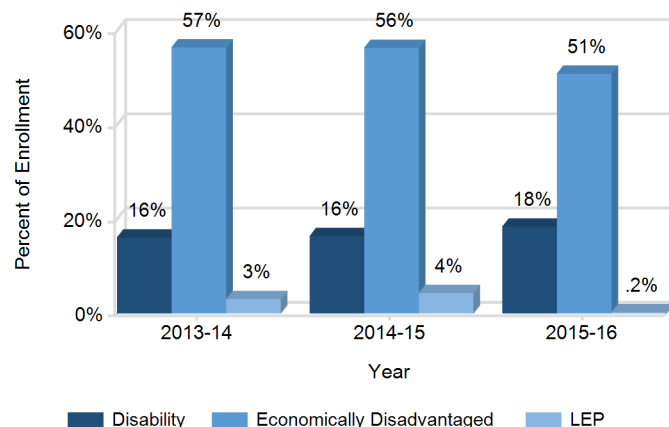
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	95.5%
Spanish	3.6%
Panjabi	0.4%
Gujarati	0.2%
Urdu	0.2%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	45%	100	38
Mathematics Met or Exceeded Expectations	38%	92	37

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	215	45%	38	99%	✓	215	38%	37	99%	✓
White	92	51%	37	99%	✓	92	43%	33	99%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	71	32%	33	100%	✓	71	31%	45	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	46	20%	70	98%	✓	46	22%	77	98%	✓
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	99	32%	47	99%	✓	99	34%	70	99%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	73	747	731	746	3%	19%	34%	43%	1%	44%	48%
White	31	754	742	756	N	16%	32%	48%	3%	52%	58%
African American	S	S	728	727	S	S	S	S	S	S	30%
Hispanic	26	736	727	730	8%	23%	39%	31%	N	31%	31%
Asian	S	S	756	772	S	S	S	S	S	S	74%
American Indian	S	S	747	746	S	S	S	S	S	S	47%
Two or More Races	S	S	733	753	S	S	S	S	S	S	55%
Students with Disability	12	746	708	718	8%	25%	33%	25%	8%	33%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	35	740	727	727	6%	26%	34%	34%	N	34%	28%
PARCC MATH											
<b>Schoolwide</b>	73	747	733	749	1%	18%	30%	45%	6%	51%	52%
White	31	752	743	757	N	16%	26%	48%	10%	58%	63%
African American	S	S	730	730	S	S	S	S	S	S	31%
Hispanic	26	740	730	736	4%	27%	23%	46%	N	46%	35%
Asian	S	S	752	777	S	S	S	S	S	S	82%
American Indian	S	S	754	746	S	S	S	S	S	S	48%
Two or More Races	S	S	741	754	S	S	S	S	S	S	57%
Students with Disability	12	751	717	727	N	8%	50%	33%	8%	42%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	35	745	730	732	N	29%	20%	49%	3%	51%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations





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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	67	748	737	750	5%	15%	33%	39%	9%	48%	54%
White	37	754	747	759	3%	11%	27%	49%	11%	60%	64%
African American	S	S	731	733	S	S	S	S	S	S	33%
Hispanic	18	738	734	737	6%	11%	56%	28%	N	28%	37%
Asian	S	S	754	773	S	S	S	S	S	S	79%
American Indian	S	S	725	748	S	S	S	S	S	S	55%
Two or More Races	S	S	749	756	S	S	S	S	S	S	62%
Students with Disability	14	736	718	723	21%	21%	29%	14%	14%	29%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	26	738	732	734	4%	23%	46%	27%	N	27%	33%
PARCC MATH											
<b>Schoolwide</b>	67	740	731	745	8%	22%	34%	34%	2%	36%	47%
White	37	750	740	752	N	14%	32%	54%	N	54%	57%
African American	S	S	725	727	S	S	S	S	S	S	24%
Hispanic	S	S	728	733	S	S	S	S	S	S	30%
Asian	S	S	753	771	S	S	S	S	S	S	78%
American Indian	S	S	707	742	S	S	S	S	S	S	44%
Two or More Races	S	S	739	750	S	S	S	S	S	S	54%
Students with Disability	14	722	716	724	21%	29%	29%	21%	N	21%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	26	726	727	730	15%	39%	27%	19%	N	19%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	69	747	739	751	4%	12%	33%	48%	3%	51%	53%
White	21	742	747	758	10%	5%	38%	48%	N	48%	64%
African American	14	744	735	733	N	14%	43%	36%	7%	43%	32%
Hispanic	26	742	737	738	4%	19%	35%	42%	N	42%	37%
Asian	S	S	752	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	749	759	S	S	S	S	S	S	63%
Students with Disability	S	S	715	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	33	747	735	735	N	12%	46%	39%	3%	42%	33%
PARCC MATH											
<b>Schoolwide</b>	69	742	735	747	N	25%	41%	30%	4%	35%	47%
White	21	737	743	753	N	29%	57%	10%	5%	14%	57%
African American	14	738	730	728	N	21%	57%	14%	7%	21%	24%
Hispanic	26	740	733	735	N	31%	31%	39%	N	39%	31%
Asian	S	S	756	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	732	754	S	S	S	S	S	S	56%
Students with Disability	S	S	719	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	33	744	733	732	N	18%	46%	33%	3%	36%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
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 ■ Exceeded Expectations



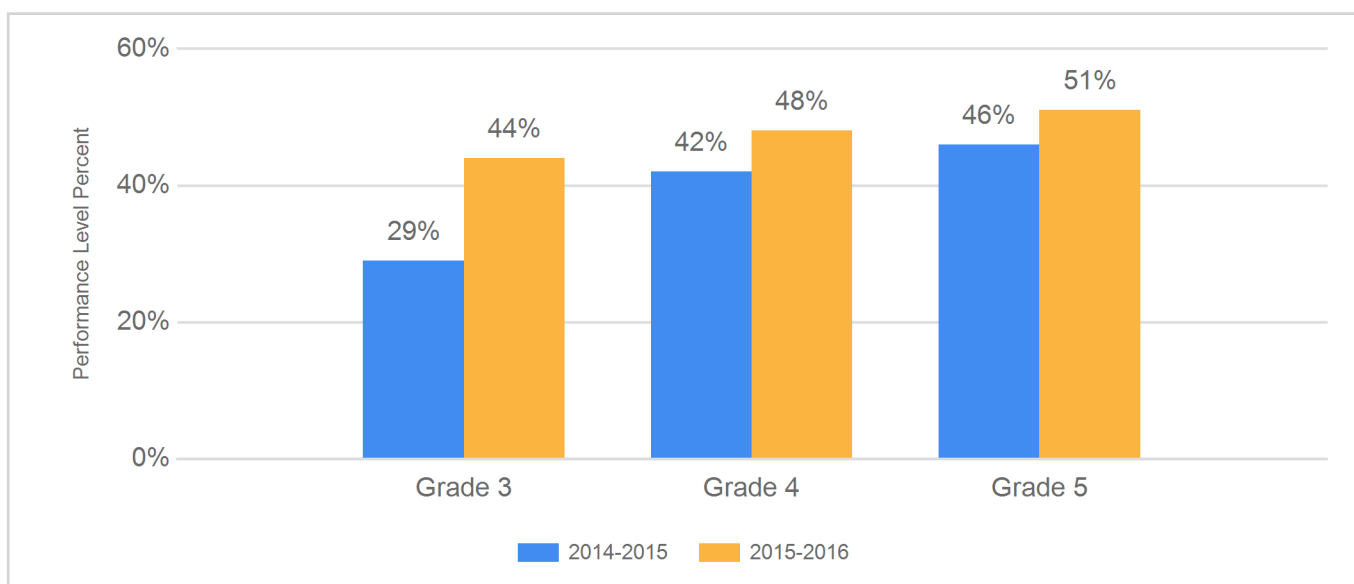
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## PARCC ELA Performance Trends

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





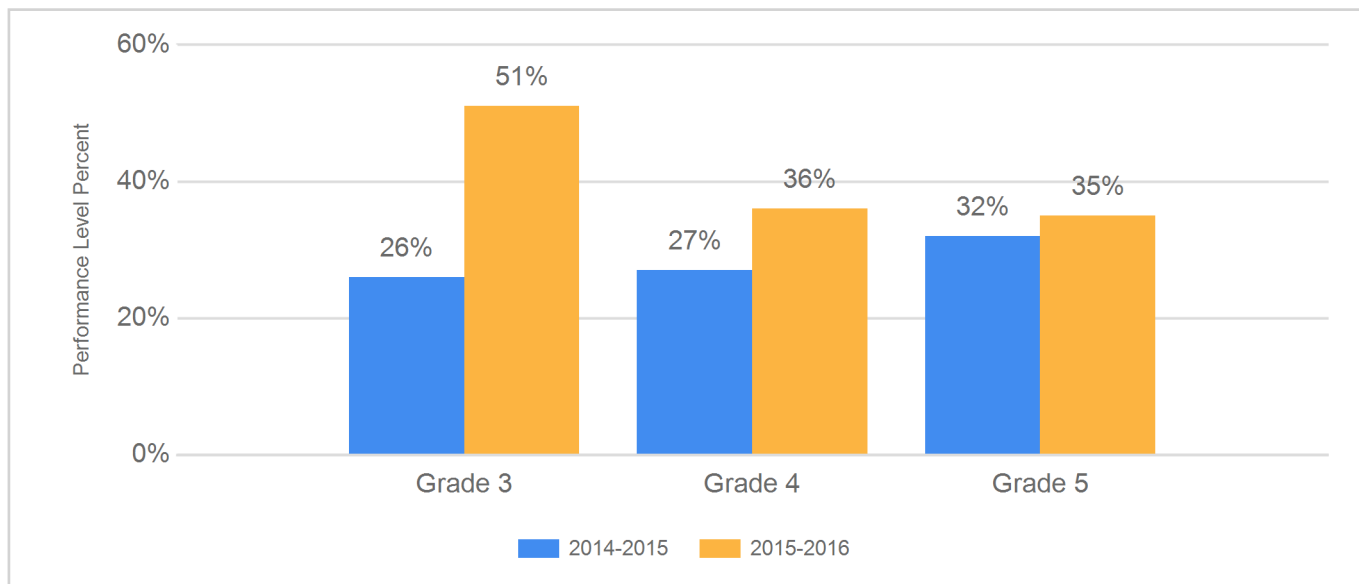
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## PARCC Math Performance Trends

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





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

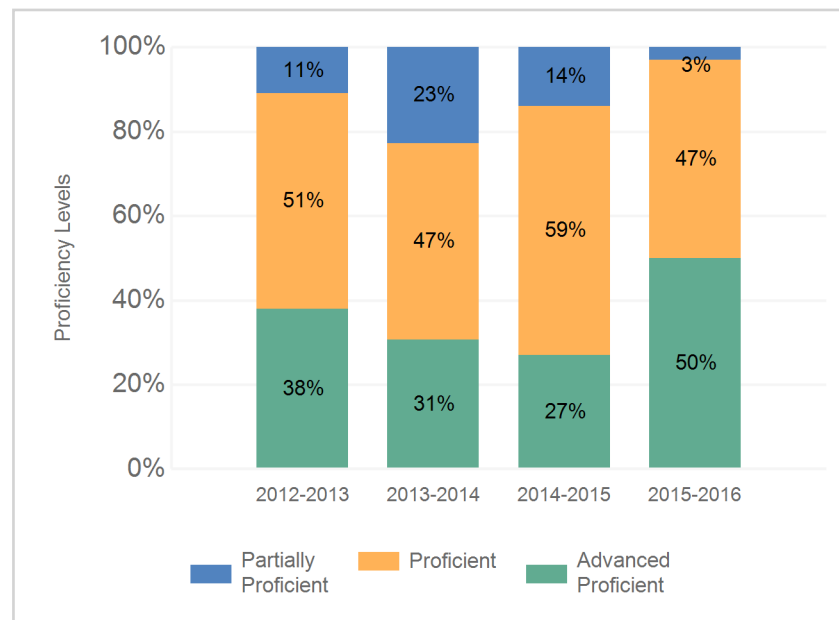
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	50%	47%	3%
White	67%	31%	3%
African American	S	S	S
Hispanic	28%	72%	N
American Indian	S	S	S
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	36%	46%	18%
English Language Learners	N	N	N
Economically Disadvantaged Students	23%	77%	N

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

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		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	49	38	50
Student Growth on Math	60	46	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	2%	0%
Partially Met (L2)	8%	4%	1%
Approached (L3)	15%	11%	6%
Met (L4)	7%	15%	23%
Exceeded (L5)	0%	1%	5%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	0%
Partially Met (L2)	11%	10%	2%
Approached (L3)	10%	15%	12%
Met (L4)	4%	7%	23%
Exceeded (L5)	0%	0%	3%



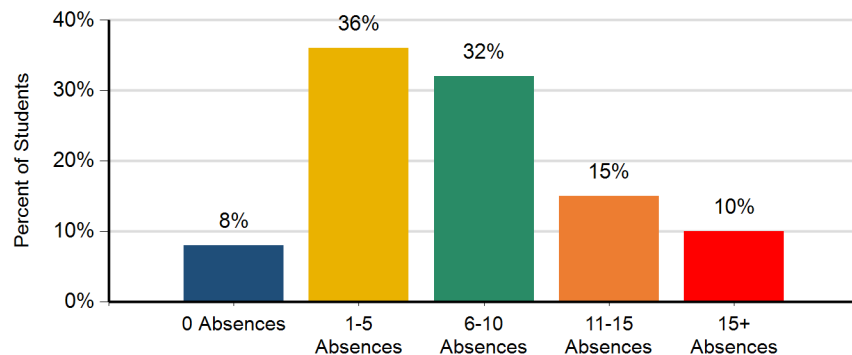
State of New Jersey  
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Grade Span KF-05

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CUMBERLAND  
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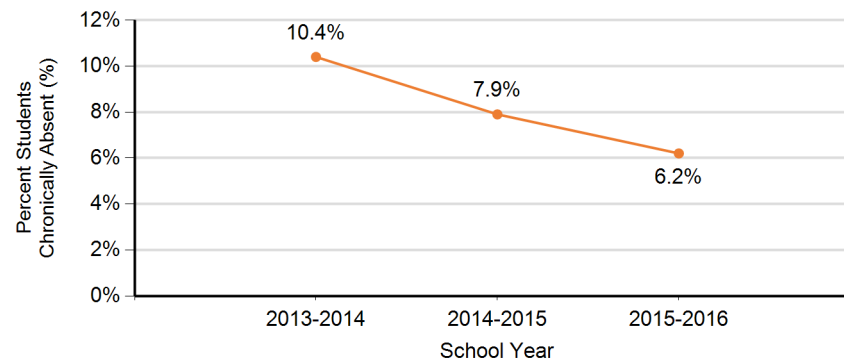
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.







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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 20 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	234:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	6.6%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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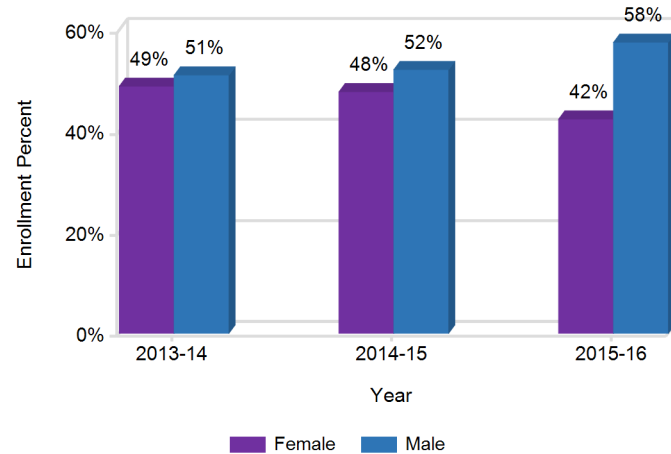
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	92	75	63
Grade 01	53	91	89
Grade 02	51	47	89
Grade 03	51	54	51
Grade 04	35	41	28
Grade 05	39	26	37
UG	33	28	32
<b>Total</b>	<b>354</b>	<b>362</b>	<b>389</b>

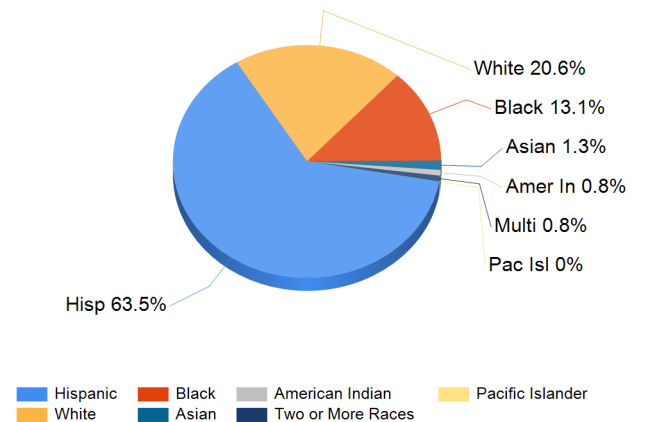
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



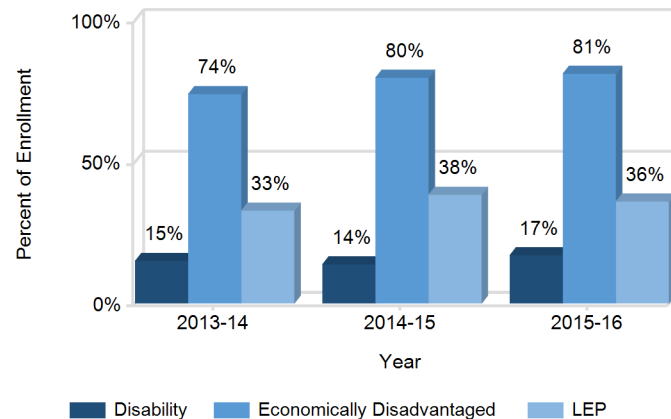
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	63.0%
Spanish	35.7%
Russian	0.8%
Panjabi	0.3%
Ukrainian	0.3%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	37%	77	20
Mathematics Met or Exceeded Expectations	23%	23	12

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	126	37%	20	100%	✓	126	23%	12	99%	✓
White	40	53%	34	100%	✓	40	43%	26	100%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	52	33%	27	100%	✓	53	11%	6	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	93	33%	38	100%	✓	94	14%	11	100%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	53	723	731	746	21%	28%	28%	21%	2%	23%	48%
White	14	743	742	756	N	21%	29%	50%	N	50%	58%
African American	14	729	728	727	21%	14%	43%	14%	7%	21%	30%
Hispanic	S	S	727	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	733	753	S	S	S	S	S	S	55%
Students with Disability	S	S	708	718	S	S	S	S	S	S	22%
English Language Learners	S	S	706	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	35	718	727	727	23%	37%	26%	11%	3%	14%	28%
PARCC MATH											
<b>Schoolwide</b>	56	722	733	749	13%	48%	21%	14%	4%	18%	52%
White	14	741	743	757	N	29%	29%	36%	7%	43%	63%
African American	14	718	730	730	14%	57%	7%	14%	7%	21%	31%
Hispanic	S	S	730	736	S	S	S	S	S	S	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	741	754	S	S	S	S	S	S	57%
Students with Disability	S	S	717	727	S	S	S	S	S	S	28%
English Language Learners	S	S	715	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	730	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	33	737	737	750	15%	9%	39%	36%	N	36%	54%
White	S	S	S	759	S	S	S	S	S	S	64%
African American	S	S	731	733	S	S	S	S	S	S	33%
Hispanic	20	736	734	737	15%	10%	40%	35%	N	35%	37%
Asian	S	S	754	773	S	S	S	S	S	S	79%
American Indian	S	S	725	748	S	S	S	S	S	S	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	718	723	S	S	S	S	S	S	22%
English Language Learners	S	S	719	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	29	738	732	734	14%	7%	41%	38%	N	38%	33%
PARCC MATH											
<b>Schoolwide</b>	32	728	731	745	13%	19%	50%	19%	N	19%	47%
White	S	S	740	752	S	S	S	S	S	S	57%
African American	S	S	725	727	S	S	S	S	S	S	24%
Hispanic	S	S	728	733	S	S	S	S	S	S	30%
Asian	S	S	753	771	S	S	S	S	S	S	78%
American Indian	S	S	707	742	S	S	S	S	S	S	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	716	724	S	S	S	S	S	S	22%
English Language Learners	S	S	717	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	29	726	727	730	14%	21%	52%	14%	N	14%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	47	748	739	751	9%	11%	30%	49%	2%	51%	53%
White	22	757	747	758	N	9%	32%	55%	5%	59%	64%
African American	S	S	735	733	S	S	S	S	S	S	32%
Hispanic	14	753	737	738	7%	N	29%	64%	N	64%	37%
Asian	S	S	752	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	13	730	715	723	23%	23%	23%	31%	N	31%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	34	743	735	735	12%	15%	29%	41%	3%	44%	33%
PARCC MATH											
<b>Schoolwide</b>	47	738	735	747	4%	17%	49%	30%	N	30%	47%
White	22	747	743	753	5%	14%	36%	46%	N	46%	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	14	737	733	735	N	14%	64%	21%	N	21%	31%
Asian	S	S	756	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	719	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	34	734	733	732	3%	24%	53%	21%	N	21%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



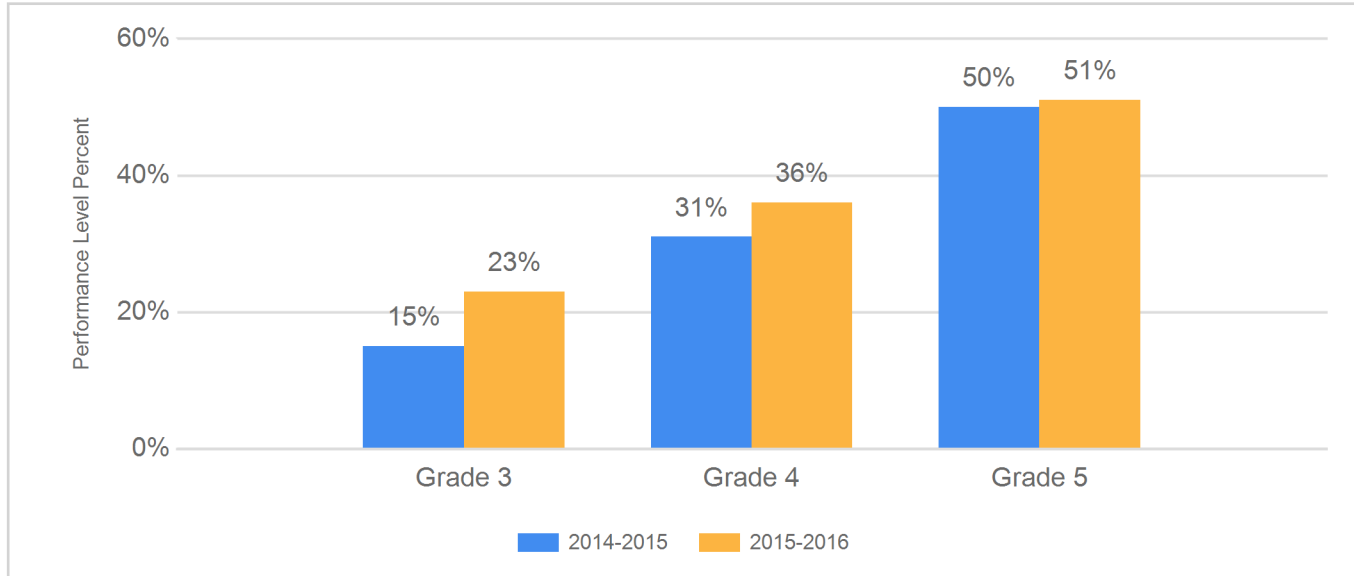
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### PARCC ELA Performance Trends

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







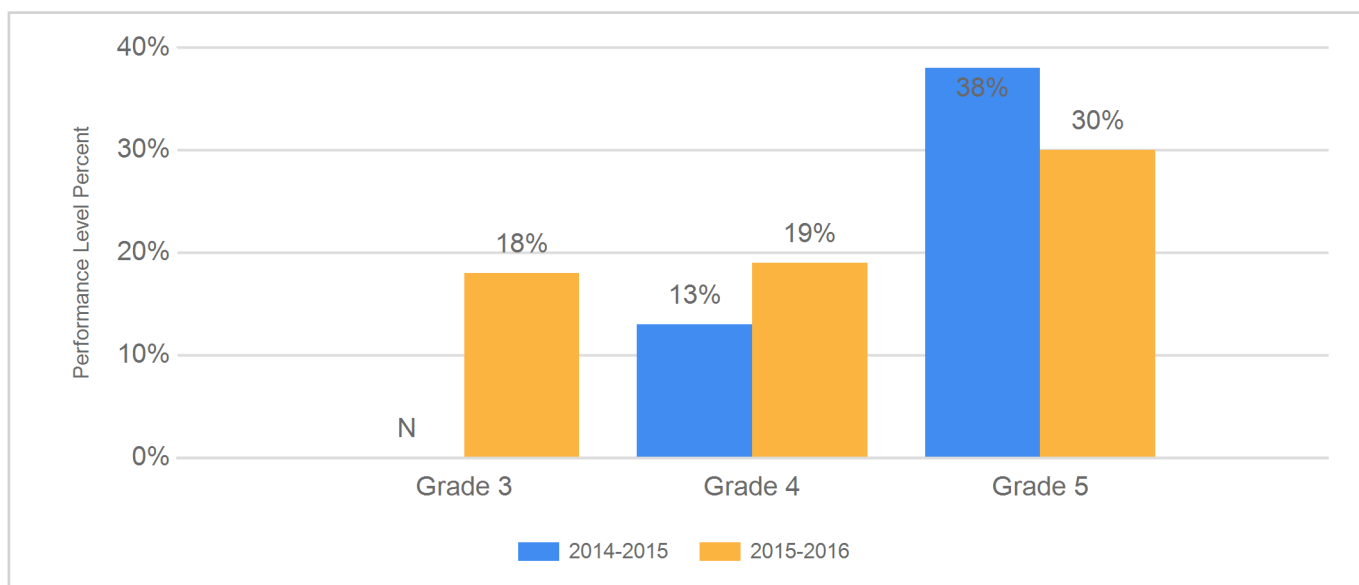
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## PARCC Math Performance Trends

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





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

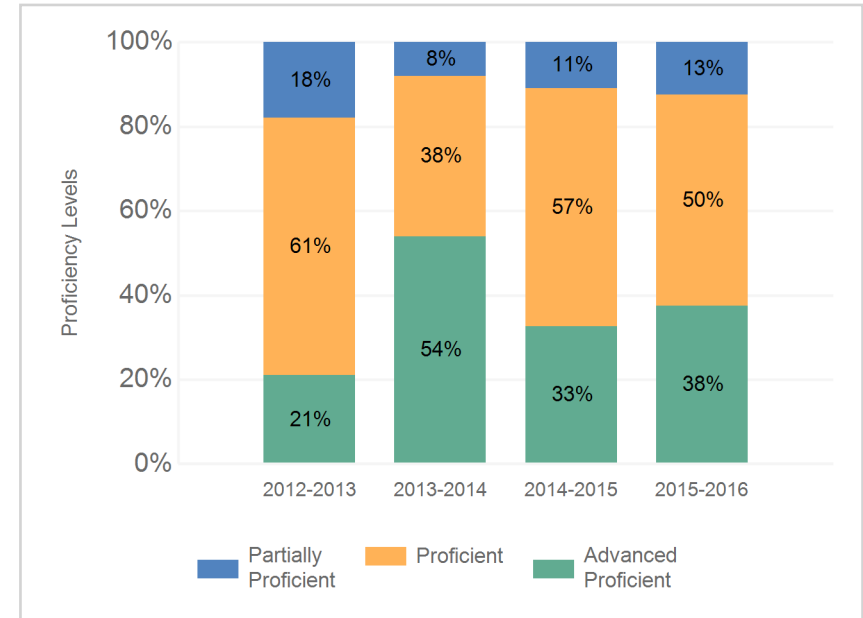
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	38%	50%	13%
White	S	S	S
African American	S	S	S
Hispanic	32%	58%	11%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	33%	52%	15%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	60	38	50
Student Growth on Math	63	46	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	3%	0%
Partially Met (L2)	1%	6%	4%
Approached (L3)	11%	8%	14%
Met (L4)	4%	13%	28%
Exceeded (L5)	0%	0%	1%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	1%	0%
Partially Met (L2)	6%	6%	7%
Approached (L3)	7%	18%	24%
Met (L4)	4%	6%	18%
Exceeded (L5)	0%	0%	0%



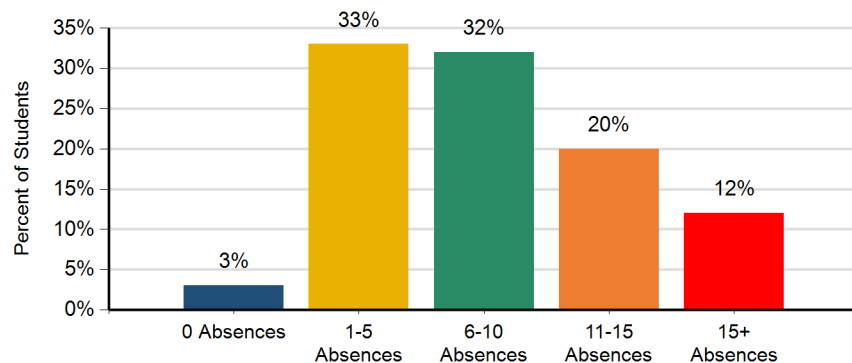
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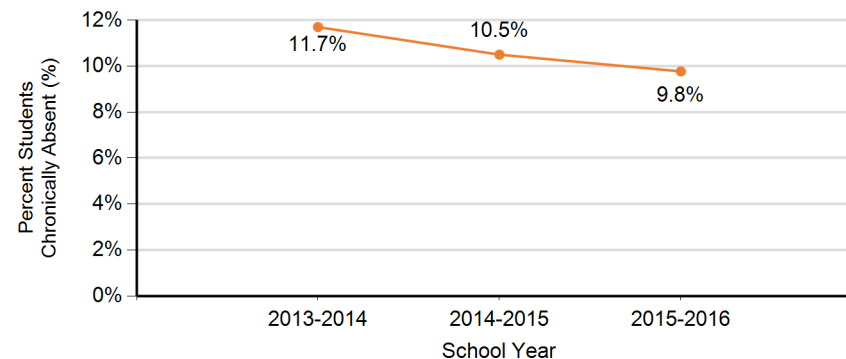
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 20 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	389:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.8%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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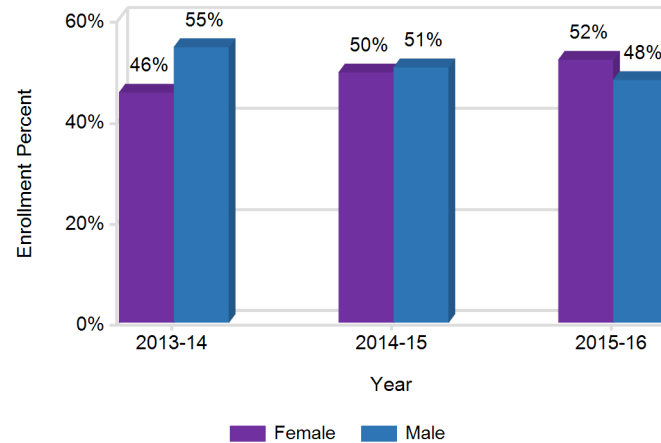
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	155	151	123
Grade 07	169	156	143
Grade 08	159	150	150
UG	9	12	7
<b>Total</b>	<b>492</b>	<b>469</b>	<b>423</b>

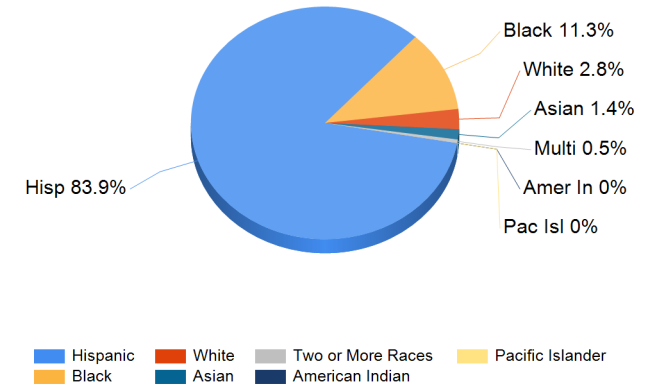
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



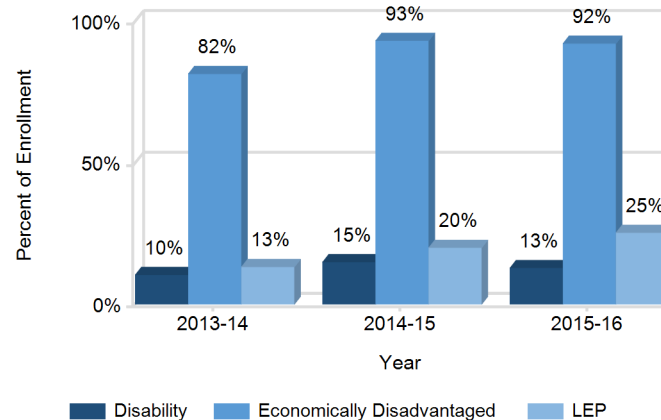
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	52.0%
English	46.3%
Chinese	0.5%
Creoles and pidgins, French-based	0.2%
English, Middle (1100-1500)	0.2%
Other	0.6%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.





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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	19%	8	6
Mathematics Met or Exceeded Expectations	24%	31	13

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	397	19%	6	96%	✓	411	24%	13	98%	✓
White	S	S	S	S		S	S	S	S	
African American	44	14%	12	96%	✓	45	18%	29	98%	✓
Hispanic	334	20%	9	96%	✓	346	23%	23	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	59	5%	17	90%	✓	62	8%	27	94%	✓
English Learner Students	71	7%	59	97%	✓	76	11%	45	100%	✓
Economically Disadvantaged Students	355	18%	11	90%	✓	369	23%	28	98%	✓



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## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	126	720	732	750	23%	33%	32%	13%	N	13%	52%
White	S	S	743	756	S	S	S	S	S	S	61%
African American	S	S	728	732	S	S	S	S	S	S	31%
Hispanic	116	719	727	738	23%	34%	30%	13%	N	13%	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	16	712	712	719	38%	25%	25%	13%	N	13%	15%
English Language Learners	S	S	715	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	118	719	727	735	24%	33%	31%	12%	N	12%	33%
PARCC MATH											
<b>Schoolwide</b>	129	729	730	743	12%	28%	41%	19%	N	19%	43%
White	S	S	738	750	S	S	S	S	S	S	53%
African American	S	S	725	724	S	S	S	S	S	S	20%
Hispanic	118	729	727	730	11%	29%	42%	19%	N	19%	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	17	725	713	717	18%	41%	24%	18%	N	18%	13%
English Language Learners	S	S	719	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	121	728	727	728	12%	28%	41%	19%	N	19%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	138	712	729	753	38%	24%	22%	15%	1%	16%	56%
White	S	S	745	760	S	S	S	S	S	S	65%
African American	18	706	725	733	39%	44%	6%	11%	N	11%	35%
Hispanic	113	712	721	739	39%	21%	24%	15%	1%	16%	41%
Asian	S	S	775	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	732	759	S	S	S	S	S	S	63%
Students with Disability	S	S	701	716	S	S	S	S	S	S	16%
English Language Learners	27	698	709	703	56%	30%	N	15%	N	15%	10%
Economically Disadvantaged Students	123	713	721	735	35%	26%	24%	15%	1%	15%	37%
PARCC MATH											
<b>Schoolwide</b>	150	719	725	740	25%	27%	34%	13%	N	13%	39%
White	S	S	737	747	S	S	S	S	S	S	47%
African American	19	721	722	724	26%	26%	37%	11%	N	11%	19%
Hispanic	122	718	721	729	26%	29%	32%	13%	N	13%	23%
Asian	S	S	752	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	727	744	S	S	S	S	S	S	44%
Students with Disability	S	S	702	713	S	S	S	S	S	S	9%
English Language Learners	S	S	716	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	135	720	721	727	24%	27%	35%	14%	N	14%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	143	726	729	753	25%	20%	29%	27%	N	27%	55%
White	S	S	733	759	S	S	S	S	S	S	63%
African American	19	723	725	732	32%	5%	47%	16%	N	16%	34%
Hispanic	113	726	727	740	24%	23%	25%	28%	N	28%	43%
Asian	S	S	754	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	734	756	S	S	S	S	S	S	59%
Students with Disability	S	S	696	715	S	S	S	S	S	S	16%
English Language Learners	S	S	714	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	124	725	726	736	23%	21%	31%	25%	N	25%	38%
**PARCC MATH											
<b>Schoolwide</b>	143	724	718	726	24%	22%	27%	28%	N	28%	26%
White	S	S	714	732	S	S	S	S	S	S	32%
African American	17	727	716	712	18%	29%	29%	24%	N	24%	14%
Hispanic	117	723	719	721	26%	19%	27%	28%	N	28%	20%
Asian	S	S	736	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	725	726	S	S	S	S	S	S	26%
Students with Disability	S	S	692	704	S	S	S	S	S	S	8%
English Language Learners	S	S	706	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	125	723	717	718	23%	22%	30%	25%	N	25%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*Grade 8 does not include students who took an Algebra test.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



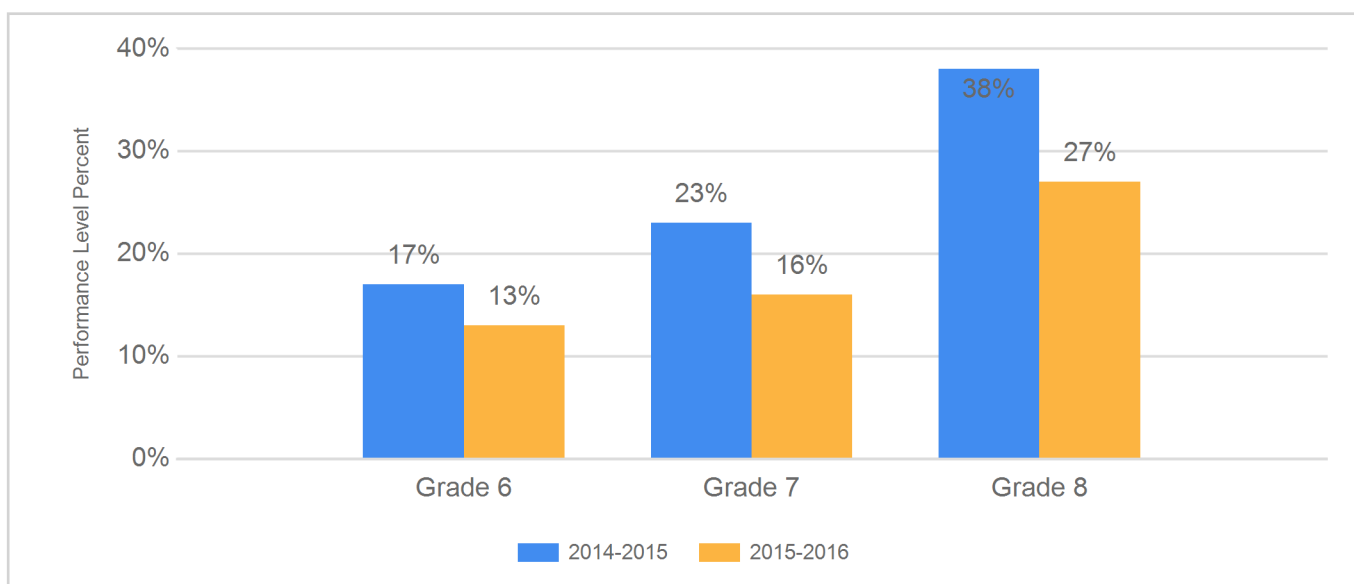
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### PARCC ELA Performance Trends

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





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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>20</b>	<b>756</b>	<b>762</b>	<b>769</b>	<b>N</b>	<b>10%</b>	<b>15%</b>	<b>75%</b>	<b>N</b>	<b>75%</b>	<b>41%</b>
White	S	S	763	772	S	S	S	S	S	S	51%
African American	S	S	756	748	S	S	S	S	S	S	20%
Hispanic	15	759	762	746	N	N	20%	80%	N	80%	25%
Asian	S	S	772	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	S	S	753	723	S	S	S	S	S	S	9%
Economically Disadvantaged Students	18	755	761	746	N	11%	17%	72%	N	72%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



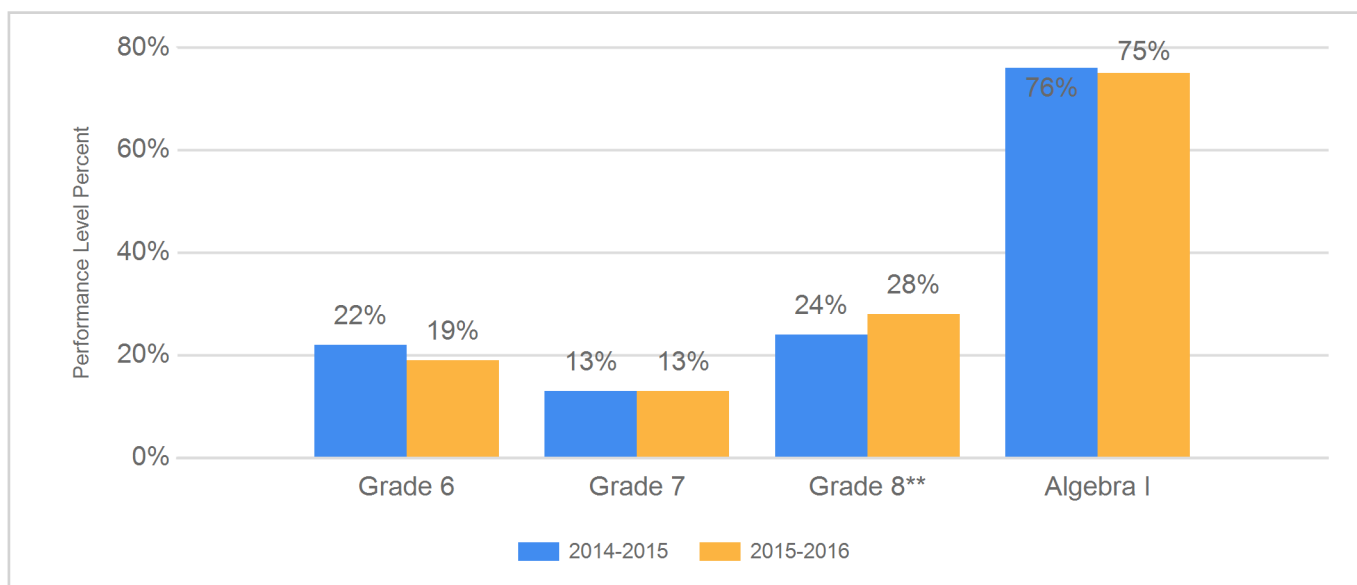
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## PARCC Math Performance Trends

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



\*\*Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

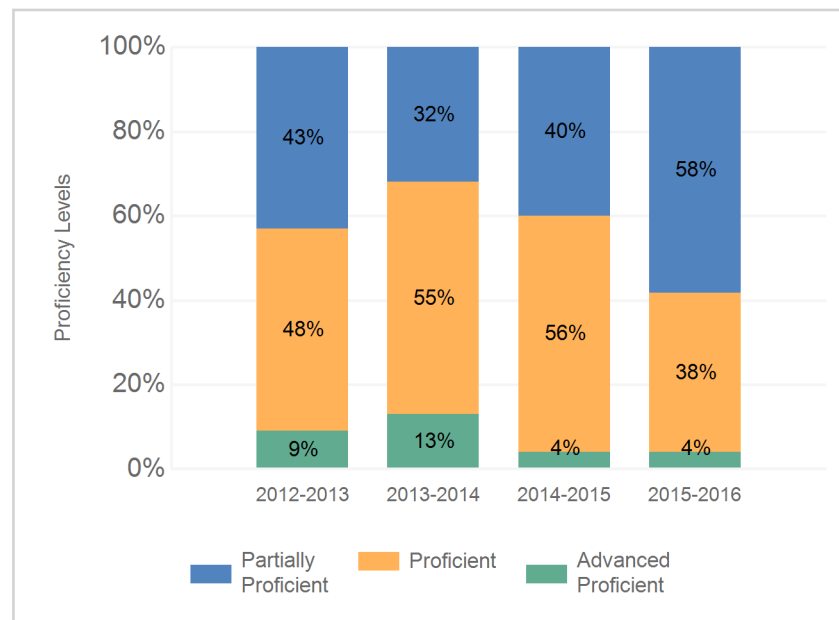
### NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	4%	38%	58%
White	S	S	S
African American	11%	17%	72%
Hispanic	2%	41%	57%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	N	17%	83%
English Language Learners	3%	23%	74%
Economically Disadvantaged Students	1%	37%	62%

### NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.







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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	30	38	50
Student Growth on Math	61	46	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	21%	3%	1%
Partially Met (L2)	16%	8%	2%
Approached (L3)	12%	10%	7%
Met (L4)	5%	4%	11%
Exceeded (L5)	0%	0%	0%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	12%	1%	1%
Partially Met (L2)	8%	8%	9%
Approached (L3)	6%	13%	20%
Met (L4)	2%	5%	15%
Exceeded (L5)	0%	0%	0%



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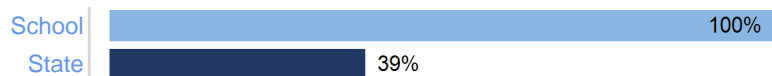
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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



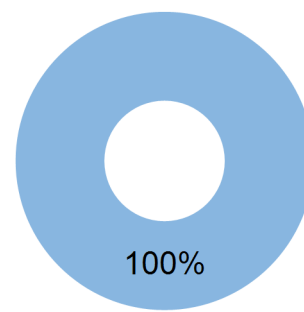
### DANCE



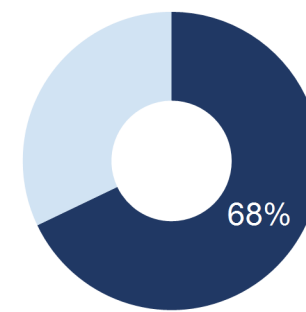
### VISUAL ARTS



### Any Visual and Performing Arts



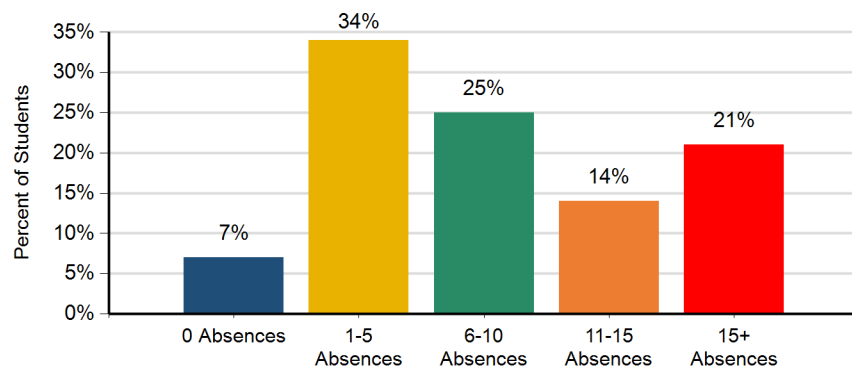
School



State

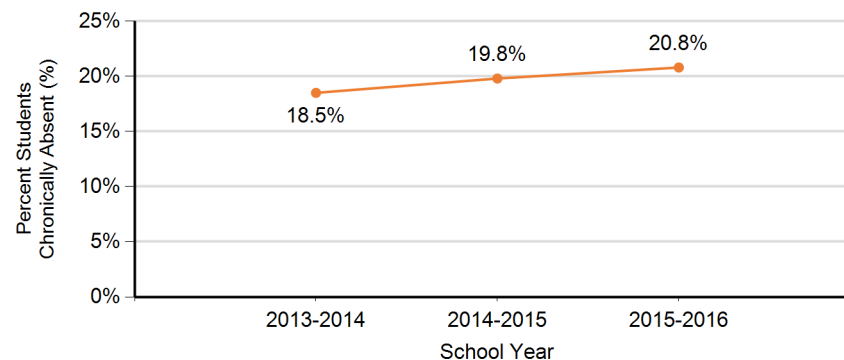
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





State of New Jersey  
2015-2016

Grade Span 06-08

11-5390-055  
CUMBERLAND  
VINELAND CITY  
Landis Middle School  
61 W LANDIS AVE  
VINELAND, NJ 08360-8122

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 2 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 22 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	8:1
Administrator	141:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	48.0%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



State of New Jersey  
2015-2016

Grade Span KF-05

11-5390-135  
CUMBERLAND  
VINELAND CITY  
Marie Durand Elementary School  
371 W FOREST GROVE RD  
VINELAND, NJ 08360-2060

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

Grade Span KF-05

11-5390-135  
CUMBERLAND  
VINELAND CITY  
Marie Durand Elementary School  
371 W FOREST GROVE RD  
VINELAND, NJ 08360-2060

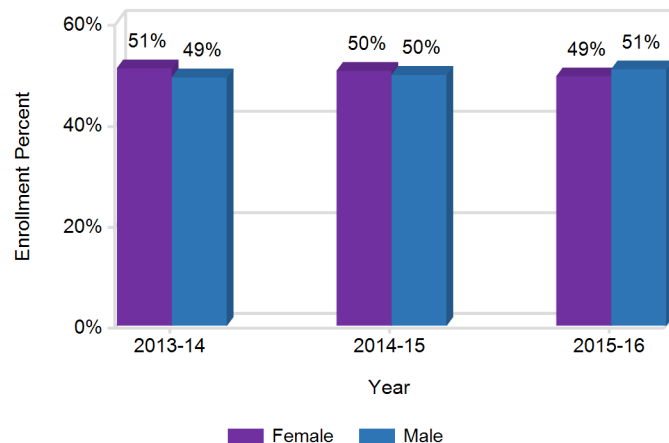
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	88	89	80
Grade 01	81	83	79
Grade 02	77	71	74
Grade 03	92	86	78
Grade 04	83	99	80
Grade 05	78	89	92
UG	45	29	38
Total	544	546	521

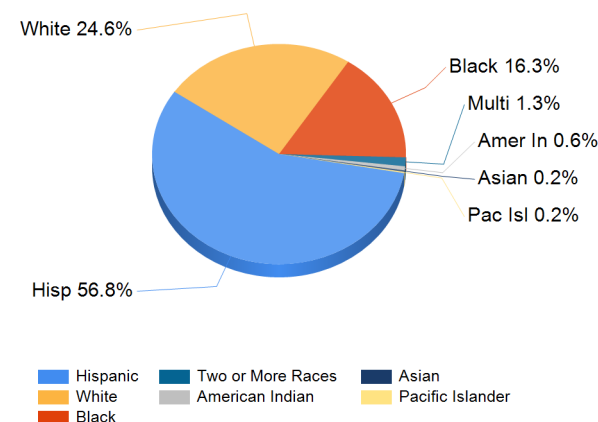
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



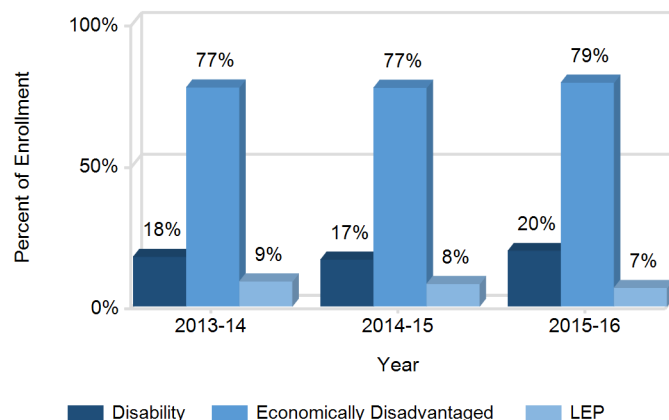
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	85.6%
Spanish	14.0%
Turkish	0.2%
Ukrainian	0.2%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey  
2015-2016

Grade Span KF-05

11-5390-135  
CUMBERLAND  
VINELAND CITY  
Marie Durand Elementary School  
371 W FOREST GROVE RD  
VINELAND, NJ 08360-2060

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	29%	31	12
Mathematics Met or Exceeded Expectations	26%	46	16

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	267	29%	12	100%	✓	267	26%	16	100%	✓
White	59	36%	9	100%	✓	59	27%	10	100%	✓
African American	45	31%	37	98%	✓	45	29%	51	98%	✓
Hispanic	160	24%	15	100%	✓	160	24%	26	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	71	11%	32	100%	✓	71	7%	24	100%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	198	22%	16	100%	✓	198	26%	39	100%	✓



State of New Jersey  
2015-2016

Grade Span KF-05

11-5390-135  
CUMBERLAND  
VINELAND CITY  
Marie Durand Elementary School  
371 W FOREST GROVE RD  
VINELAND, NJ 08360-2060

## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	84	722	731	746	20%	32%	29%	19%	N	19%	48%
White	16	728	742	756	19%	19%	31%	31%	N	31%	58%
African American	S	S	728	727	S	S	S	S	S	S	30%
Hispanic	53	723	727	730	17%	36%	32%	15%	N	15%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	733	753	S	S	S	S	S	S	55%
Students with Disability	S	S	708	718	S	S	S	S	S	S	22%
English Language Learners	S	S	706	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	66	721	727	727	21%	30%	33%	15%	N	15%	28%
PARCC MATH											
<b>Schoolwide</b>	84	731	733	749	10%	26%	41%	24%	N	24%	52%
White	16	731	743	757	13%	19%	50%	19%	N	19%	63%
African American	S	S	730	730	S	S	S	S	S	S	31%
Hispanic	53	731	730	736	6%	32%	38%	25%	N	25%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	741	754	S	S	S	S	S	S	57%
Students with Disability	S	S	717	727	S	S	S	S	S	S	28%
English Language Learners	S	S	715	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	66	732	730	732	9%	29%	36%	26%	N	26%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations





State of New Jersey  
2015-2016

Grade Span KF-05

11-5390-135  
CUMBERLAND  
VINELAND CITY  
Marie Durand Elementary School  
371 W FOREST GROVE RD  
VINELAND, NJ 08360-2060

## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	95	727	737	750	19%	20%	37%	24%	N	24%	54%
White	21	724	747	759	24%	24%	33%	19%	N	19%	64%
African American	17	730	731	733	12%	24%	35%	29%	N	29%	33%
Hispanic	55	726	734	737	20%	18%	40%	22%	N	22%	37%
Asian	S	S	754	773	S	S	S	S	S	S	79%
American Indian	S	S	725	748	S	S	S	S	S	S	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	29	706	718	723	55%	17%	10%	17%	N	17%	22%
English Language Learners	S	S	719	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	66	724	732	734	21%	24%	35%	20%	N	20%	33%
PARCC MATH											
<b>Schoolwide</b>	95	725	731	745	17%	32%	34%	18%	N	18%	47%
White	21	727	740	752	24%	5%	52%	19%	N	19%	57%
African American	17	725	725	727	12%	41%	35%	12%	N	12%	24%
Hispanic	55	723	728	733	16%	40%	27%	16%	N	16%	30%
Asian	S	S	753	771	S	S	S	S	S	S	78%
American Indian	S	S	707	742	S	S	S	S	S	S	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	716	724	S	S	S	S	S	S	22%
English Language Learners	S	S	717	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	66	725	727	730	17%	32%	33%	18%	N	18%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span KF-05

11-5390-135  
CUMBERLAND  
VINELAND CITY  
Marie Durand Elementary School  
371 W FOREST GROVE RD  
VINELAND, NJ 08360-2060

## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	103	739	739	751	8%	22%	33%	36%	1%	37%	53%
White	27	738	747	758	7%	30%	19%	41%	4%	44%	64%
African American	S	S	735	733	S	S	S	S	S	S	32%
Hispanic	59	737	737	738	9%	20%	39%	32%	N	32%	37%
Asian	S	S	752	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	25	714	715	723	28%	48%	12%	12%	N	12%	20%
English Language Learners	S	S	719	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	79	735	735	735	10%	24%	38%	27%	1%	28%	33%
PARCC MATH											
<b>Schoolwide</b>	103	738	735	747	2%	31%	32%	33%	2%	35%	47%
White	27	744	743	753	N	33%	30%	30%	7%	37%	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	59	736	733	735	3%	29%	37%	31%	N	31%	31%
Asian	S	S	756	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	719	725	S	S	S	S	S	S	19%
English Language Learners	S	S	726	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	79	735	733	732	3%	38%	28%	30%	1%	32%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span KF-05

11-5390-135

CUMBERLAND

VINELAND CITY

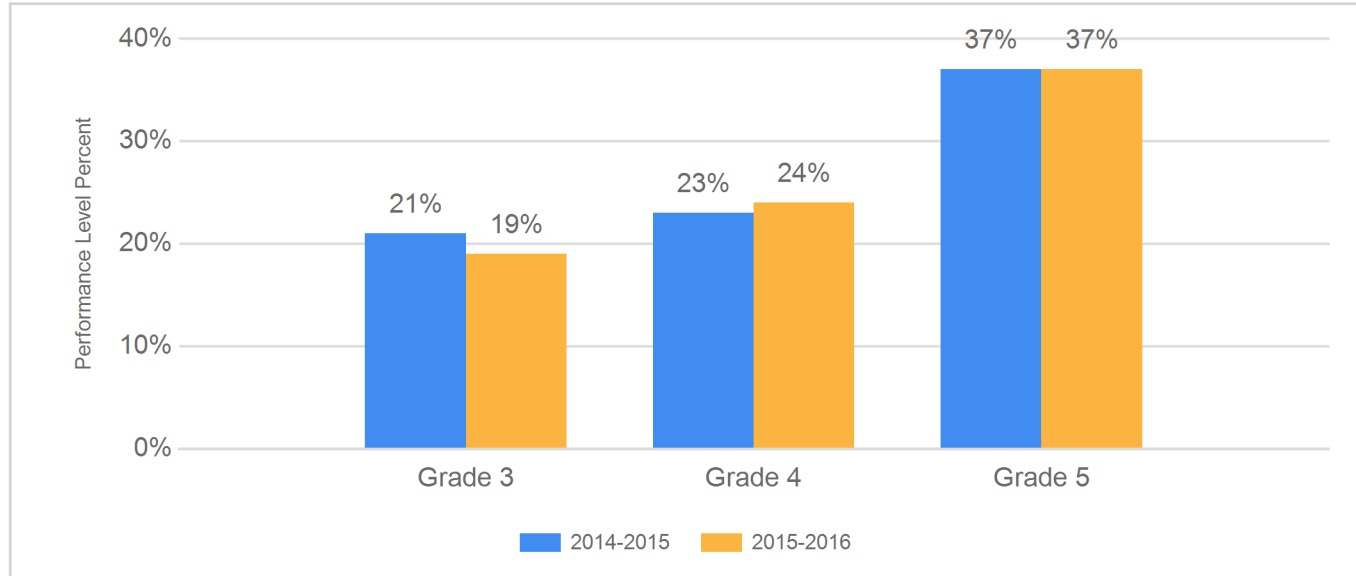
Marie Durand Elementary School

371 W FOREST GROVE RD

VINELAND, NJ 08360-2060

### PARCC ELA Performance Trends

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





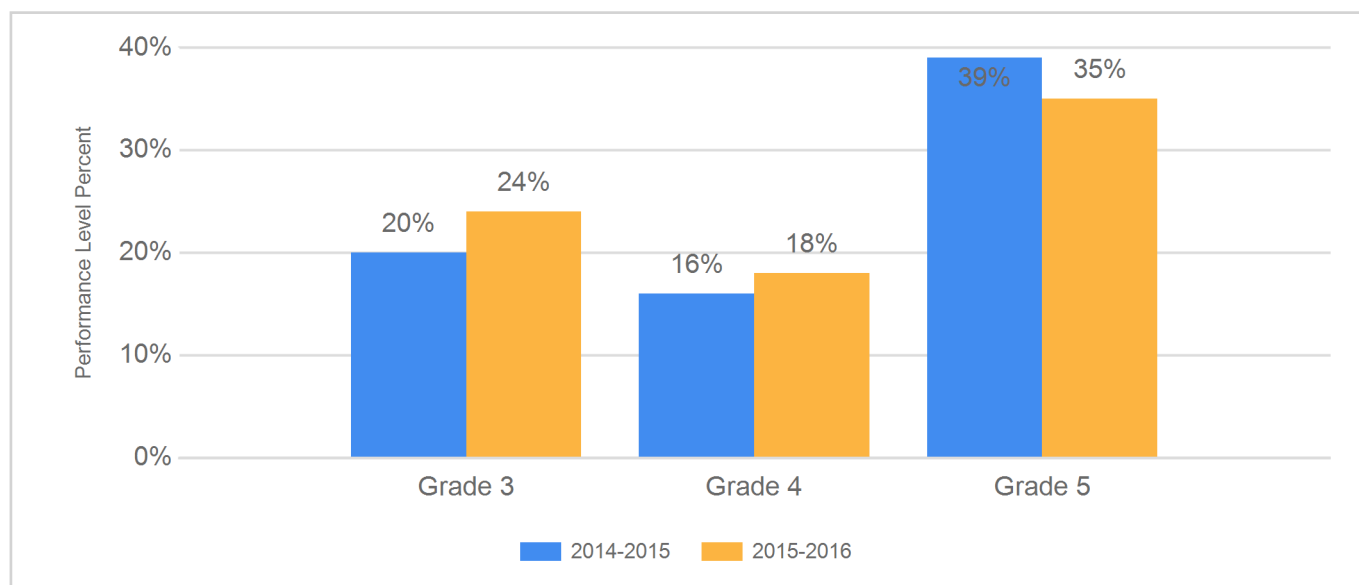
State of New Jersey  
2015-2016

Grade Span KF-05

11-5390-135  
CUMBERLAND  
VINELAND CITY  
Marie Durand Elementary School  
371 W FOREST GROVE RD  
VINELAND, NJ 08360-2060

## PARCC Math Performance Trends

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





State of New Jersey  
2015-2016

Grade Span KF-05

11-5390-135

CUMBERLAND

VINELAND CITY

Marie Durand Elementary School

371 W FOREST GROVE RD

VINELAND, NJ 08360-2060

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

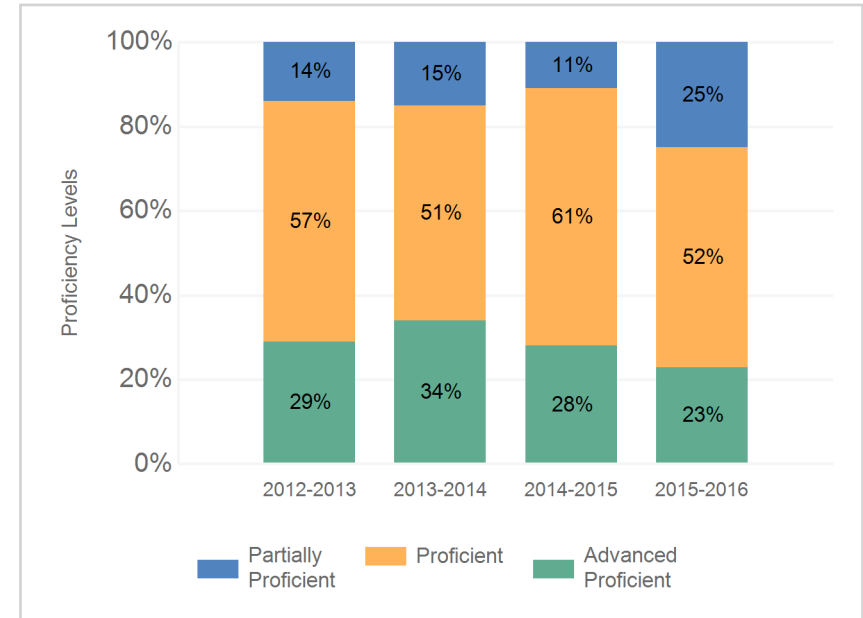
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	23%	52%	25%
White	24%	52%	24%
African American	24%	65%	12%
Hispanic	21%	48%	30%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	14%	21%	66%
English Language Learners	S	S	S
Economically Disadvantaged Students	20%	54%	26%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey  
2015-2016

Grade Span KF-05

11-5390-135  
CUMBERLAND  
VINELAND CITY  
Marie Durand Elementary School  
371 W FOREST GROVE RD  
VINELAND, NJ 08360-2060

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey  
2015-2016

Grade Span KF-05

11-5390-135  
CUMBERLAND  
VINELAND CITY  
Marie Durand Elementary School  
371 W FOREST GROVE RD  
VINELAND, NJ 08360-2060

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	47	38	50
Student Growth on Math	48	46	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	8%	5%	1%
Partially Met (L2)	9%	9%	2%
Approached (L3)	10%	16%	10%
Met (L4)	5%	10%	16%
Exceeded (L5)	0%	0%	1%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	3%	0%
Partially Met (L2)	17%	12%	3%
Approached (L3)	9%	10%	12%
Met (L4)	3%	6%	18%
Exceeded (L5)	0%	0%	1%



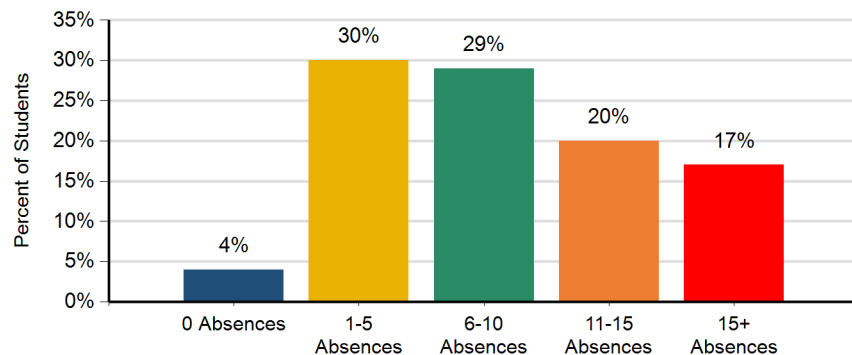
State of New Jersey  
2015-2016

Grade Span KF-05

11-5390-135  
CUMBERLAND  
VINELAND CITY  
Marie Durand Elementary School  
371 W FOREST GROVE RD  
VINELAND, NJ 08360-2060

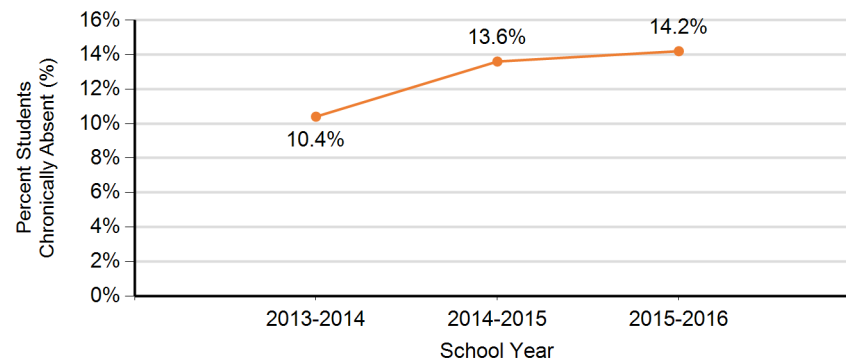
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.







State of New Jersey  
2015-2016

Grade Span KF-05

11-5390-135  
CUMBERLAND  
VINELAND CITY  
Marie Durand Elementary School  
371 W FOREST GROVE RD  
VINELAND, NJ 08360-2060

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 20 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	261:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	4.6%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



State of New Jersey  
2015-2016

Grade Span KF-05

11-5390-160  
CUMBERLAND  
VINELAND CITY  
Max Leuchter  
519 N WEST AVE  
VINELAND, NJ 08360-3510

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

Grade Span KF-05

11-5390-160  
CUMBERLAND  
VINELAND CITY  
Max Leuchter  
519 N WEST AVE  
VINELAND, NJ 08360-3510

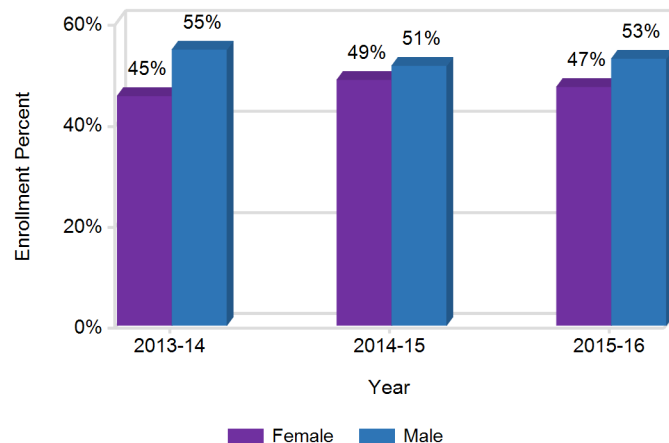
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	44	40	46
Grade 01	44	44	38
Grade 02	44	46	41
Grade 03	28	42	34
Grade 04	26	36	42
Grade 05	31	28	29
UG	12	11	20
Total	229	247	250

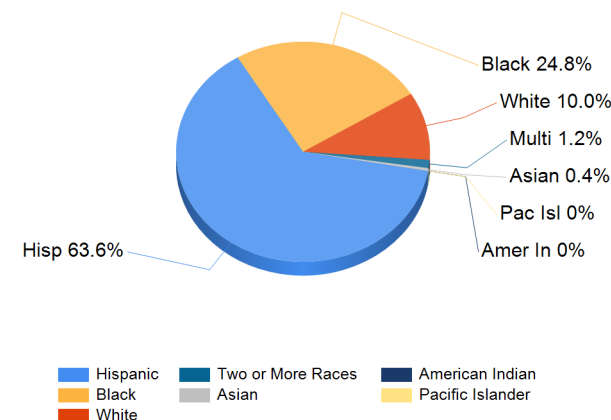
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



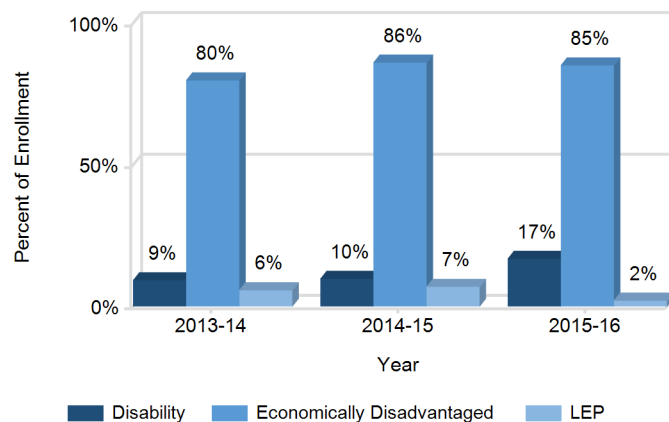
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	91.6%
Spanish	8.4%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	26%	39	12
Mathematics Met or Exceeded Expectations	29%	69	20

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	110	26%	12	99%	✓	110	29%	20	99%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	70	27%	20	99%	✓	70	34%	48	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	N	N	N	N		N	N	N	N	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	93	26%	27	100%	✓	93	30%	52	100%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	36	739	731	746	11%	25%	25%	36%	3%	39%	48%
White	S	S	742	756	S	S	S	S	S	S	58%
African American	S	S	728	727	S	S	S	S	S	S	30%
Hispanic	24	734	727	730	17%	29%	17%	38%	N	38%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	708	718	S	S	S	S	S	S	22%
English Language Learners	S	S	706	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	31	742	727	727	10%	23%	26%	39%	3%	42%	28%
PARCC MATH											
<b>Schoolwide</b>	36	744	733	749	N	14%	44%	36%	6%	42%	52%
White	S	S	743	757	S	S	S	S	S	S	63%
African American	S	S	730	730	S	S	S	S	S	S	31%
Hispanic	24	741	730	736	N	17%	42%	42%	N	42%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	717	727	S	S	S	S	S	S	28%
English Language Learners	S	S	715	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	31	745	730	732	N	13%	42%	39%	7%	45%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	43	731	737	750	7%	30%	49%	9%	5%	14%	54%
White	S	S	747	759	S	S	S	S	S	S	64%
African American	S	S	731	733	S	S	S	S	S	S	33%
Hispanic	29	735	734	737	3%	28%	55%	7%	7%	14%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	S	723	S	S	S	S	S	S	22%
English Language Learners	S	S	719	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	37	729	732	734	5%	32%	51%	8%	3%	11%	33%
PARCC MATH											
<b>Schoolwide</b>	43	738	731	745	2%	37%	33%	26%	2%	28%	47%
White	S	S	740	752	S	S	S	S	S	S	57%
African American	S	S	725	727	S	S	S	S	S	S	24%
Hispanic	29	742	728	733	3%	24%	38%	31%	3%	35%	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	716	724	S	S	S	S	S	S	22%
English Language Learners	S	S	717	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	37	737	727	730	3%	38%	32%	24%	3%	27%	27%

■ Did Not Yet Meet Expectations
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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	34	736	739	751	6%	24%	38%	32%	N	32%	53%
White	S	S	747	758	S	S	S	S	S	S	64%
African American	S	S	735	733	S	S	S	S	S	S	32%
Hispanic	18	741	737	738	6%	11%	50%	33%	N	33%	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	715	723	S	S	S	S	S	S	20%
English Language Learners	S	S	719	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	28	736	735	735	7%	21%	39%	32%	N	32%	33%
PARCC MATH											
<b>Schoolwide</b>	34	729	735	747	9%	35%	38%	18%	N	18%	47%
White	S	S	743	753	S	S	S	S	S	S	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	18	733	733	735	6%	28%	44%	22%	N	22%	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	719	725	S	S	S	S	S	S	19%
English Language Learners	S	S	726	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	28	729	733	732	7%	36%	39%	18%	N	18%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



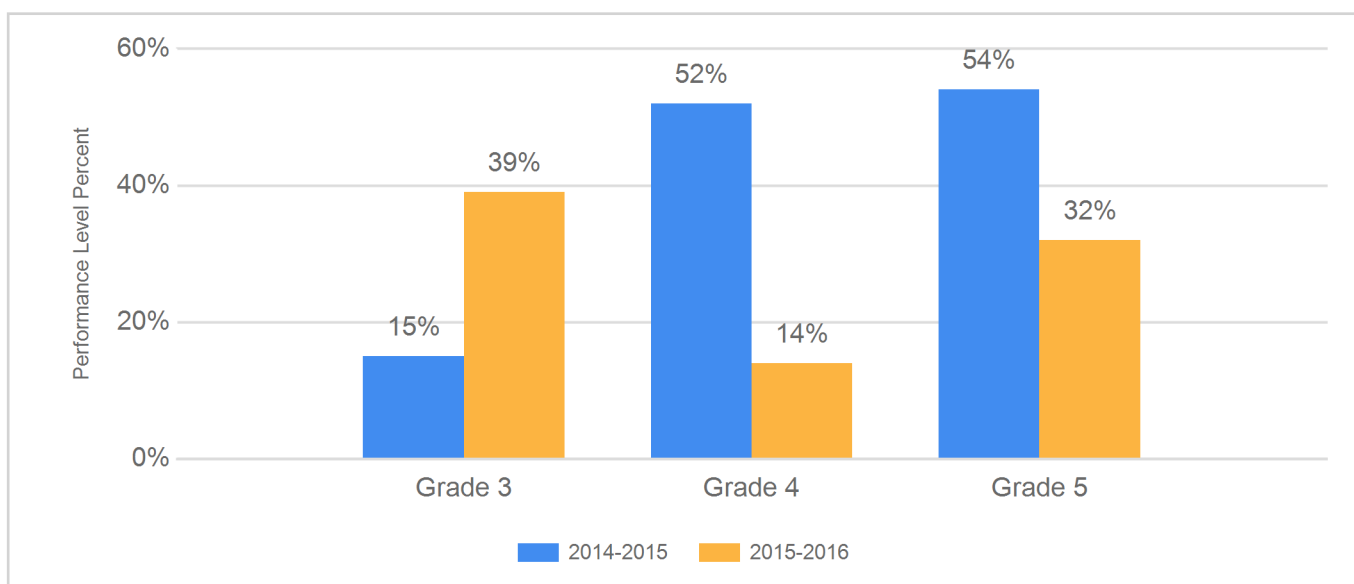
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### PARCC ELA Performance Trends

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







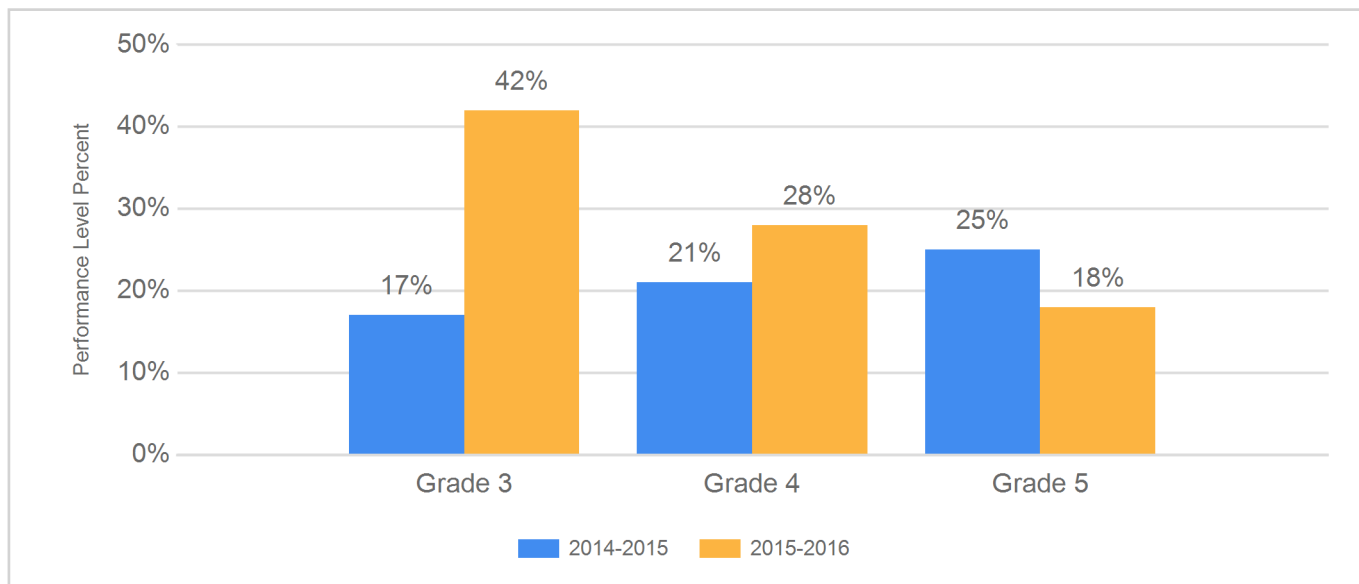
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## PARCC Math Performance Trends

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





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

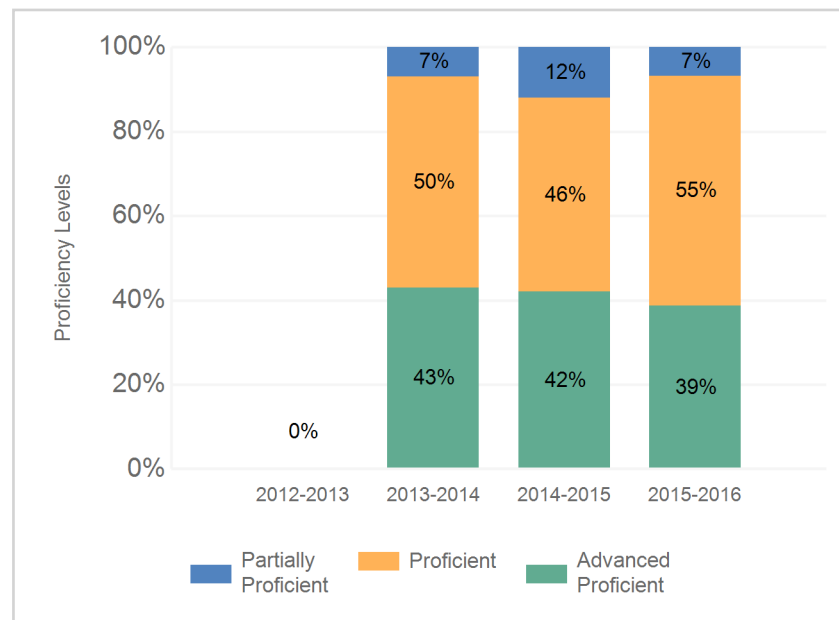
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	39%	55%	7%
White	S	S	S
African American	18%	64%	18%
Hispanic	47%	53%	N
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	38%	57%	5%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	34	38	50
Student Growth on Math	53	46	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	0%	1%
Partially Met (L2)	15%	11%	1%
Approached (L3)	21%	15%	9%
Met (L4)	9%	7%	3%
Exceeded (L5)	0%	1%	1%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	3%	0%
Partially Met (L2)	16%	11%	9%
Approached (L3)	11%	12%	12%
Met (L4)	1%	9%	12%
Exceeded (L5)	0%	0%	1%



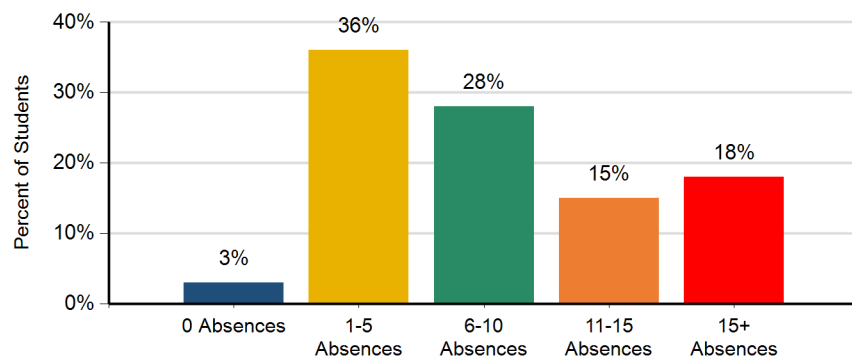
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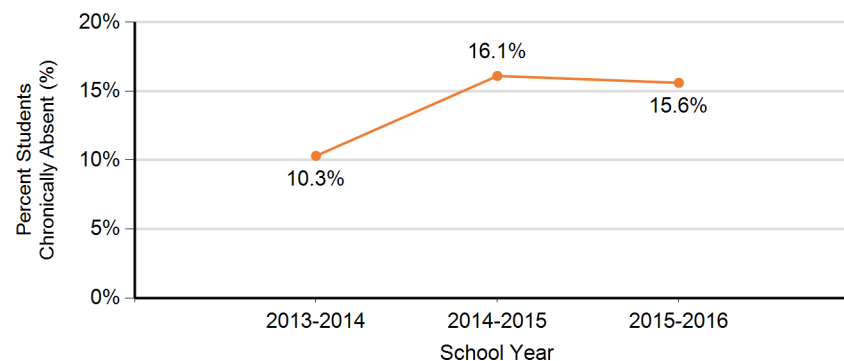
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 20 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	125:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.2%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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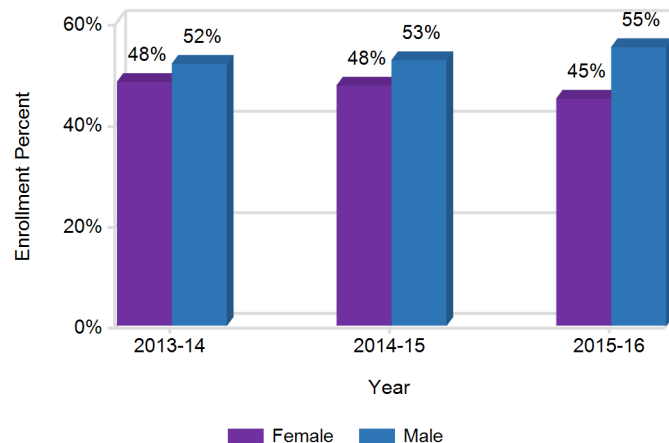
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	94	84	84
Grade 01	89	87	84
Grade 02	84	94	86
Grade 03	88	87	87
Grade 04	83	92	83
Grade 05	93	82	111
UG	19	17	24
Total	550	543	559

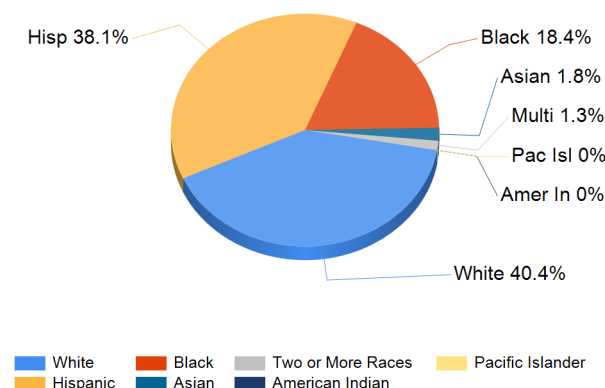
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



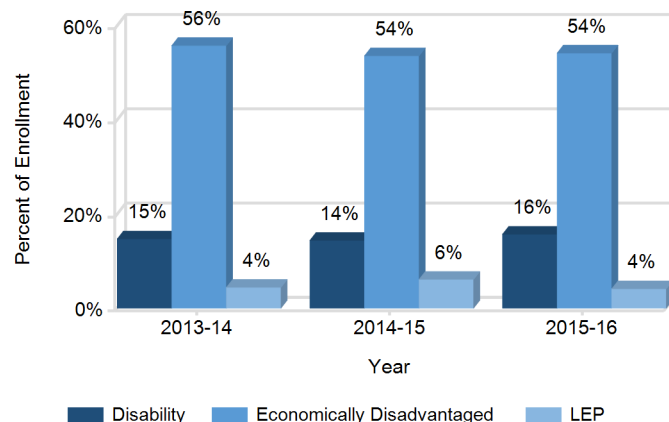
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	92.3%
Spanish	5.5%
Russian	0.9%
Chinese	0.5%
Turkish	0.2%
Other	0.6%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.





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Grade Span KF-05

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1115 SO LINCOLN AVE  
VINELAND, NJ 08631-6601

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	46%	92	36
Mathematics Met or Exceeded Expectations	43%	100	42

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	285	46%	36	99%	✓	284	43%	42	99%	✓
White	126	58%	48	99%	✓	126	59%	63	99%	✓
African American	48	27%	30	100%	✓	48	23%	39	100%	✓
Hispanic	103	35%	35	99%	✓	102	30%	41	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	49	22%	67	96%	✓	48	21%	65	94%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	145	32%	39	100%	✓	145	28%	46	99%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	92	740	731	746	10%	16%	39%	32%	3%	35%	48%
White	41	751	742	756	5%	7%	37%	46%	5%	51%	58%
African American	S	S	728	727	S	S	S	S	S	S	30%
Hispanic	32	729	727	730	16%	25%	41%	19%	N	19%	31%
Asian	S	S	756	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	16	728	708	718	25%	19%	25%	31%	N	31%	22%
English Language Learners	S	S	706	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	49	728	727	727	16%	22%	41%	20%	N	20%	28%
PARCC MATH											
<b>Schoolwide</b>	92	742	733	749	4%	24%	28%	40%	3%	44%	52%
White	41	752	743	757	2%	12%	27%	54%	5%	59%	63%
African American	S	S	730	730	S	S	S	S	S	S	31%
Hispanic	32	730	730	736	9%	38%	25%	28%	N	28%	35%
Asian	S	S	752	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	16	736	717	727	13%	19%	38%	25%	6%	31%	28%
English Language Learners	S	S	715	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	49	731	730	732	8%	33%	31%	29%	N	29%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	84	744	737	750	11%	17%	32%	31%	10%	41%	54%
White	33	754	747	759	N	12%	39%	36%	12%	49%	64%
African American	17	734	731	733	12%	24%	35%	29%	N	29%	33%
Hispanic	30	735	734	737	23%	20%	23%	23%	10%	33%	37%
Asian	S	S	754	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	749	756	S	S	S	S	S	S	62%
Students with Disability	13	721	718	723	31%	23%	31%	8%	8%	15%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	48	731	732	734	19%	19%	35%	27%	N	27%	33%
PARCC MATH											
<b>Schoolwide</b>	84	738	731	745	5%	33%	27%	32%	2%	35%	47%
White	33	748	740	752	3%	18%	27%	52%	N	52%	57%
African American	17	726	725	727	N	65%	18%	18%	N	18%	24%
Hispanic	30	732	728	733	10%	33%	33%	17%	7%	23%	30%
Asian	S	S	753	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	739	750	S	S	S	S	S	S	54%
Students with Disability	13	734	716	724	8%	31%	39%	23%	N	23%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	48	728	727	730	6%	46%	31%	15%	2%	17%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	110	756	739	751	3%	15%	23%	52%	8%	60%	53%
White	49	767	747	758	4%	6%	14%	65%	10%	76%	64%
African American	S	S	735	733	S	S	S	S	S	S	32%
Hispanic	43	748	737	738	N	26%	26%	40%	9%	49%	37%
Asian	S	S	752	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	13	728	715	723	8%	54%	8%	31%	N	31%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	53	747	735	735	2%	23%	28%	42%	6%	47%	33%
PARCC MATH											
<b>Schoolwide</b>	109	747	735	747	3%	19%	27%	49%	3%	51%	47%
White	49	754	743	753	N	14%	16%	67%	2%	69%	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	42	739	733	735	7%	21%	33%	36%	2%	38%	31%
Asian	S	S	756	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	12	726	719	725	8%	25%	50%	17%	N	17%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	53	740	733	732	4%	28%	30%	36%	2%	38%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



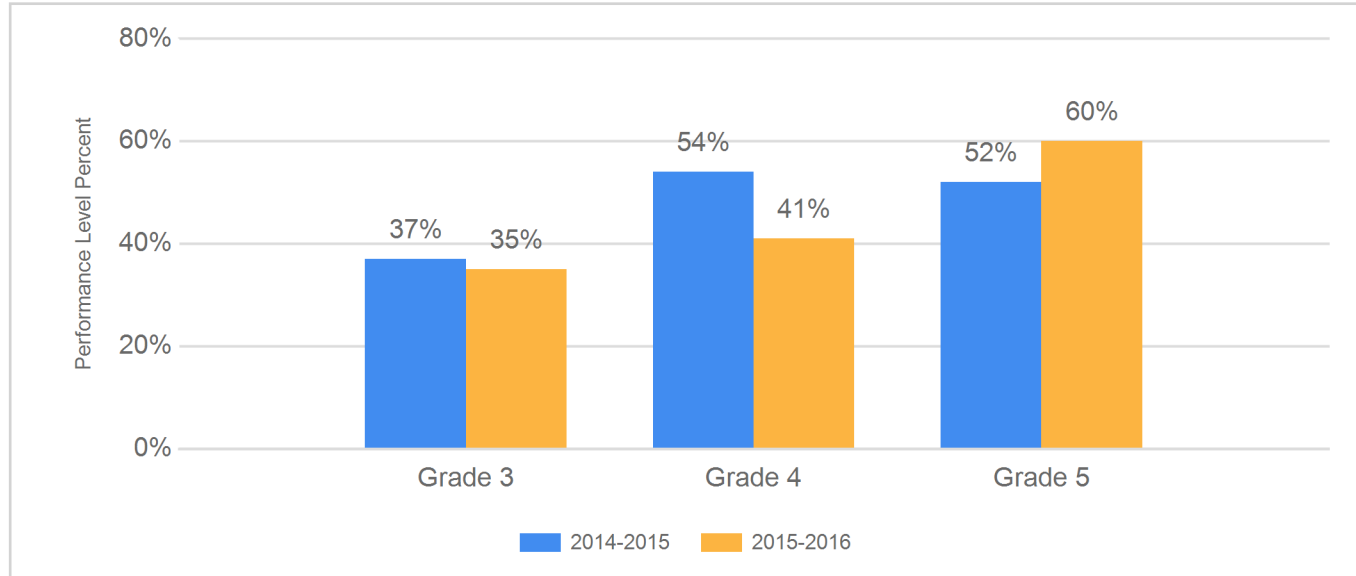
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### PARCC ELA Performance Trends

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





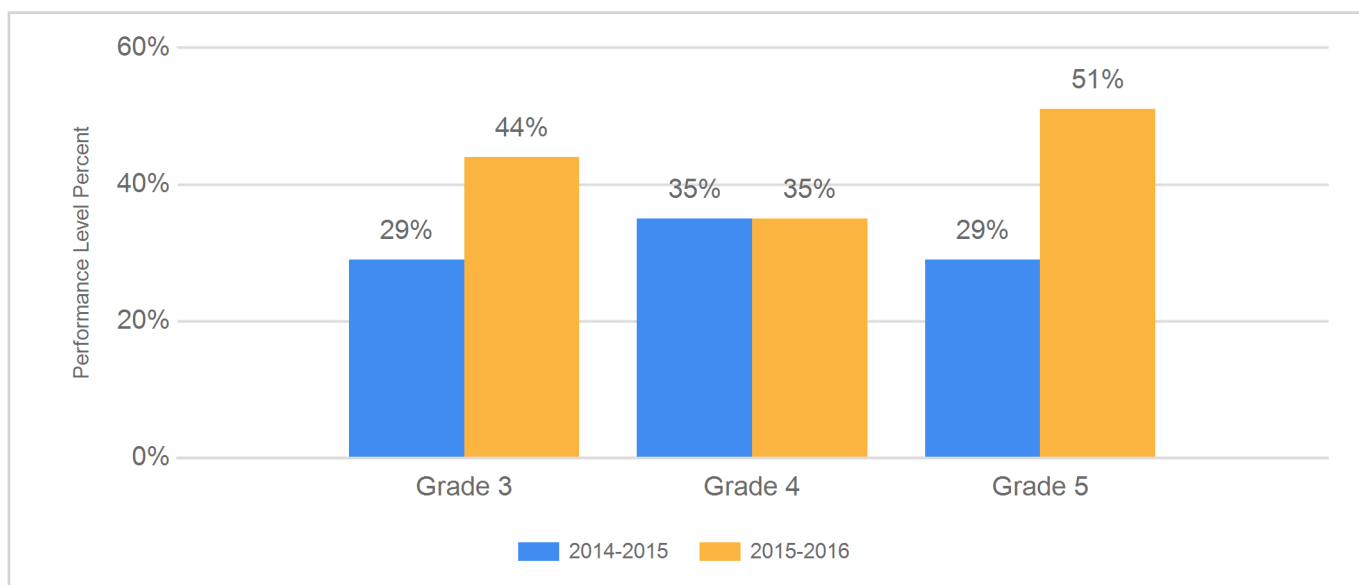
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## PARCC Math Performance Trends

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





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

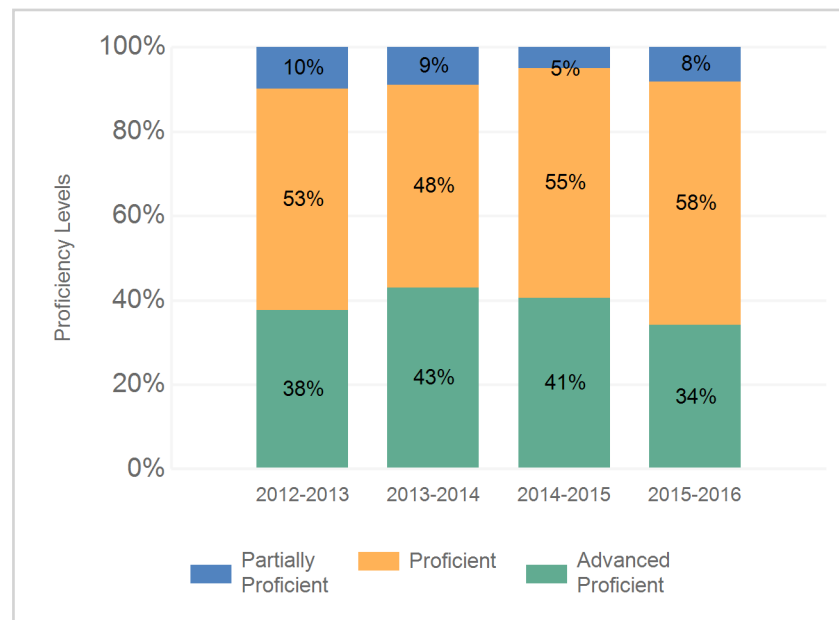
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	34%	58%	8%
White	52%	46%	3%
African American	24%	77%	N
Hispanic	23%	60%	17%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	17%	75%	8%
English Language Learners	S	S	S
Economically Disadvantaged Students	24%	62%	13%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2





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### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	47	38	50
Student Growth on Math	41	46	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	0%	0%
Partially Met (L2)	8%	5%	1%
Approached (L3)	11%	11%	5%
Met (L4)	9%	18%	16%
Exceeded (L5)	0%	2%	7%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	0%	0%
Partially Met (L2)	17%	8%	1%
Approached (L3)	8%	11%	6%
Met (L4)	10%	15%	16%
Exceeded (L5)	1%	2%	1%



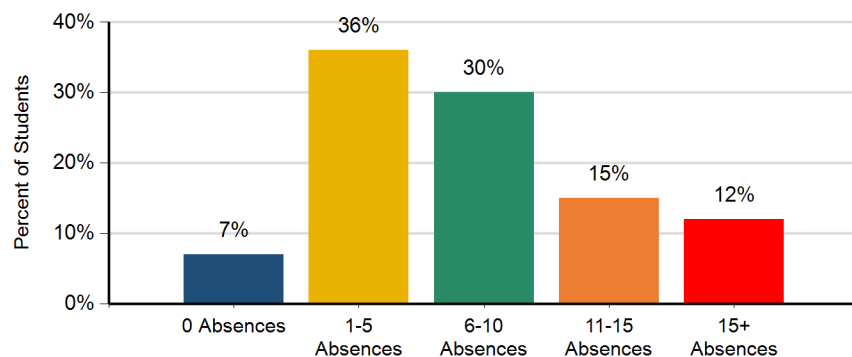
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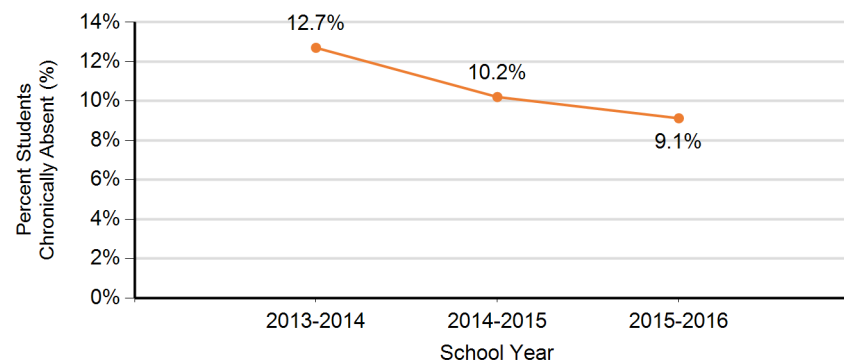
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 20 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	280:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.3%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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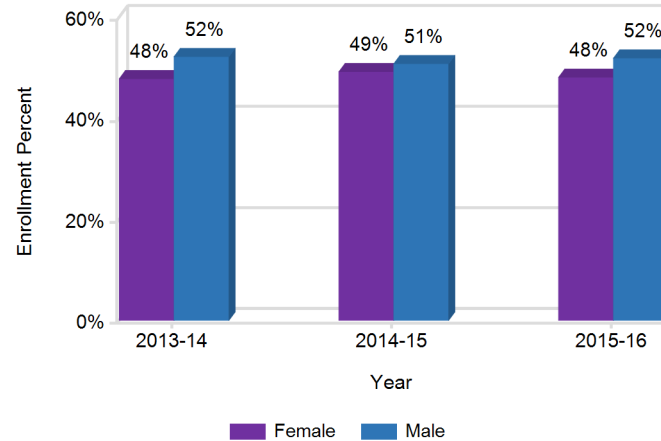
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	100	106	97
Grade 01	105	93	104
Grade 02	104	119	100
Grade 03	111	110	105
Grade 04	96	118	100
Grade 05	94	110	121
UG	68	49	70
Total	678	705	697

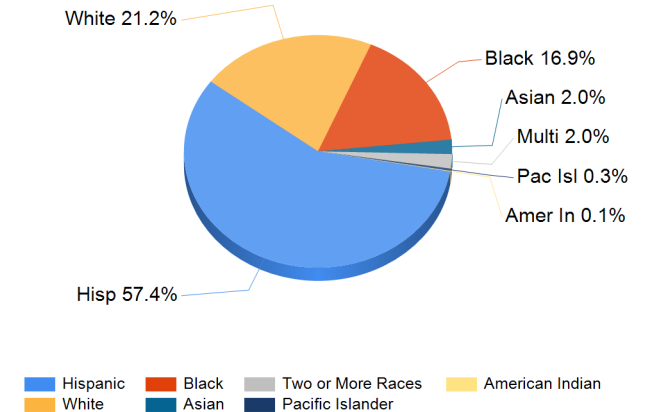
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



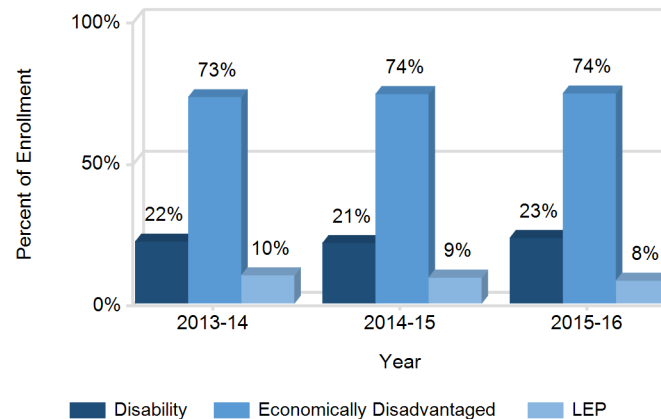
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	86.5%
Spanish	12.1%
Chinese	0.3%
Turkish	0.3%
Vietnamese	0.3%
Other	0.4%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	32%	62	16
Mathematics Met or Exceeded Expectations	23%	39	14

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	374	32%	16	100%	✓	375	23%	14	100%	✓
White	72	43%	17	100%	✓	72	35%	17	100%	✓
African American	64	20%	20	100%	✓	64	22%	37	100%	✓
Hispanic	227	31%	29	100%	✓	227	19%	18	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	120	11%	34	100%	✓	120	8%	27	100%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	271	30%	32	100%	✓	271	21%	25	100%	✓



State of New Jersey  
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Grade Span KF-05

11-5390-230  
CUMBERLAND  
VINELAND CITY  
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1578 NORTH VALLEY AVE  
VINELAND, NJ 08360-2431

## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	118	724	731	746	26%	27%	20%	26%	1%	27%	48%
White	24	739	742	756	21%	17%	29%	29%	4%	33%	58%
African American	20	709	728	727	30%	50%	5%	15%	N	15%	30%
Hispanic	69	722	727	730	28%	25%	20%	28%	N	28%	31%
Asian	S	S	756	772	S	S	S	S	S	S	74%
American Indian	S	S	747	746	S	S	S	S	S	S	47%
Two or More Races	S	S	733	753	S	S	S	S	S	S	55%
Students with Disability	33	698	708	718	61%	18%	9%	12%	N	12%	22%
English Language Learners	S	S	706	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	80	720	727	727	26%	29%	21%	24%	N	24%	28%
PARCC MATH											
<b>Schoolwide</b>	118	726	733	749	21%	29%	25%	22%	3%	25%	52%
White	24	732	743	757	17%	29%	17%	29%	8%	38%	63%
African American	20	723	730	730	30%	20%	15%	35%	N	35%	31%
Hispanic	69	723	730	736	22%	32%	29%	15%	3%	17%	35%
Asian	S	S	752	777	S	S	S	S	S	S	82%
American Indian	S	S	754	746	S	S	S	S	S	S	48%
Two or More Races	S	S	741	754	S	S	S	S	S	S	57%
Students with Disability	S	S	717	727	S	S	S	S	S	S	28%
English Language Learners	S	S	715	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	80	723	730	732	21%	31%	29%	15%	4%	19%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	115	740	737	750	8%	20%	31%	40%	1%	41%	54%
White	S	S	747	759	S	S	S	S	S	S	64%
African American	S	S	731	733	S	S	S	S	S	S	33%
Hispanic	67	739	734	737	6%	21%	33%	40%	N	40%	37%
Asian	S	S	754	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	36	722	718	723	22%	36%	22%	17%	3%	19%	22%
English Language Learners	S	S	719	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	88	737	732	734	9%	22%	33%	35%	1%	36%	33%
PARCC MATH											
<b>Schoolwide</b>	115	730	731	745	11%	32%	32%	24%	N	24%	47%
White	S	S	740	752	S	S	S	S	S	S	57%
African American	S	S	S	727	S	S	S	S	S	S	24%
Hispanic	67	729	728	733	9%	34%	36%	21%	N	21%	30%
Asian	S	S	753	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	36	716	716	724	25%	39%	22%	14%	N	14%	22%
English Language Learners	S	S	717	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	88	728	727	730	15%	32%	32%	22%	N	22%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations





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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	146	732	739	751	16%	23%	33%	28%	1%	29%	53%
White	26	737	747	758	19%	8%	35%	39%	N	39%	64%
African American	23	723	735	733	17%	35%	30%	17%	N	17%	32%
Hispanic	92	733	737	738	15%	23%	33%	28%	1%	29%	37%
Asian	S	S	752	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	749	759	S	S	S	S	S	S	63%
Students with Disability	S	S	715	723	S	S	S	S	S	S	20%
English Language Learners	S	S	719	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	111	730	735	735	21%	20%	32%	26%	1%	27%	33%
PARCC MATH											
<b>Schoolwide</b>	147	732	735	747	4%	36%	40%	18%	2%	20%	47%
White	26	740	743	753	N	35%	35%	27%	4%	31%	57%
African American	23	725	730	728	N	52%	35%	13%	N	13%	24%
Hispanic	92	732	733	735	4%	35%	41%	17%	2%	20%	31%
Asian	S	S	756	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	732	754	S	S	S	S	S	S	56%
Students with Disability	S	S	719	725	S	S	S	S	S	S	19%
English Language Learners	S	S	S	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	111	732	733	732	5%	36%	40%	17%	3%	20%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



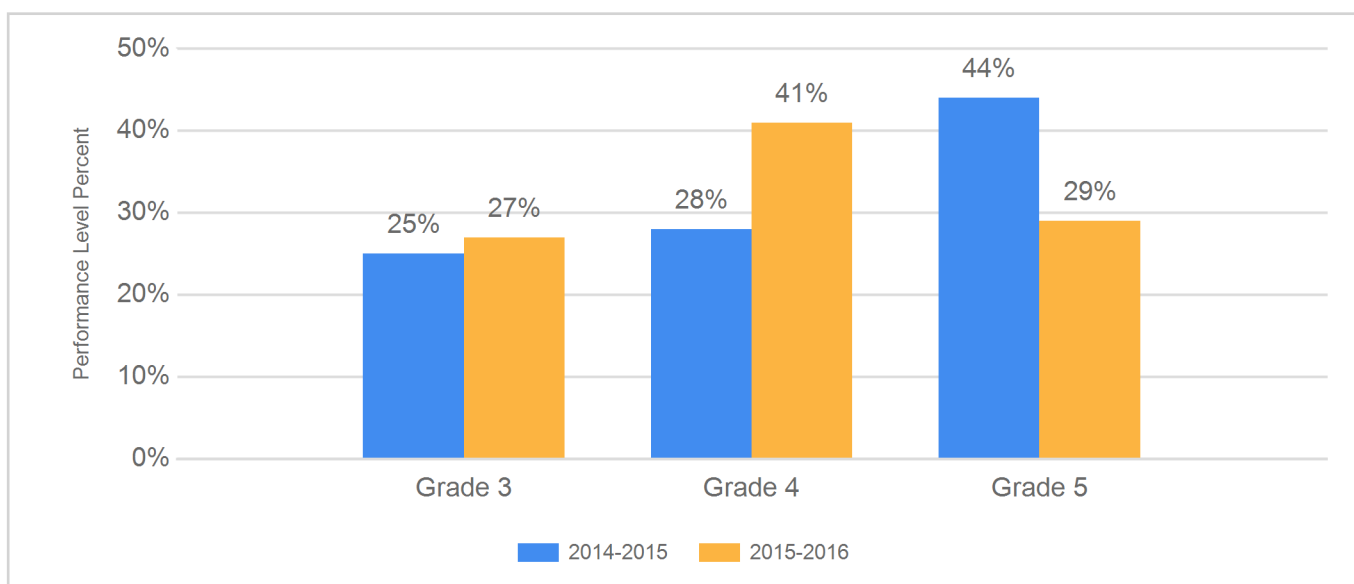
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### PARCC ELA Performance Trends

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





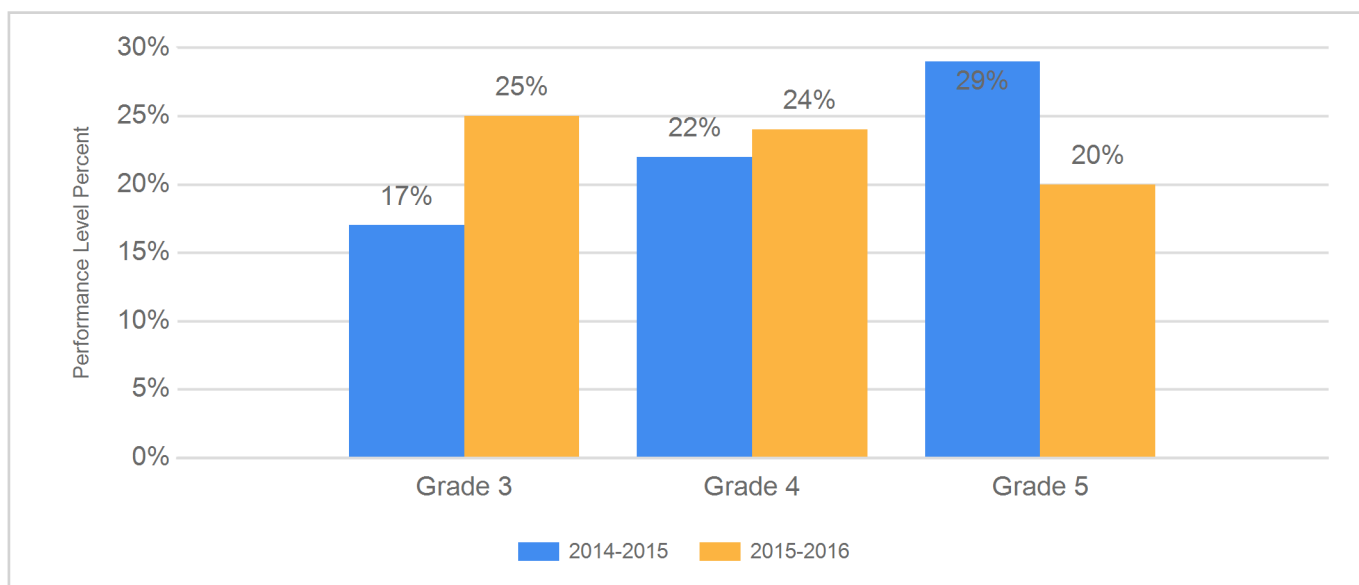
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## PARCC Math Performance Trends

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





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

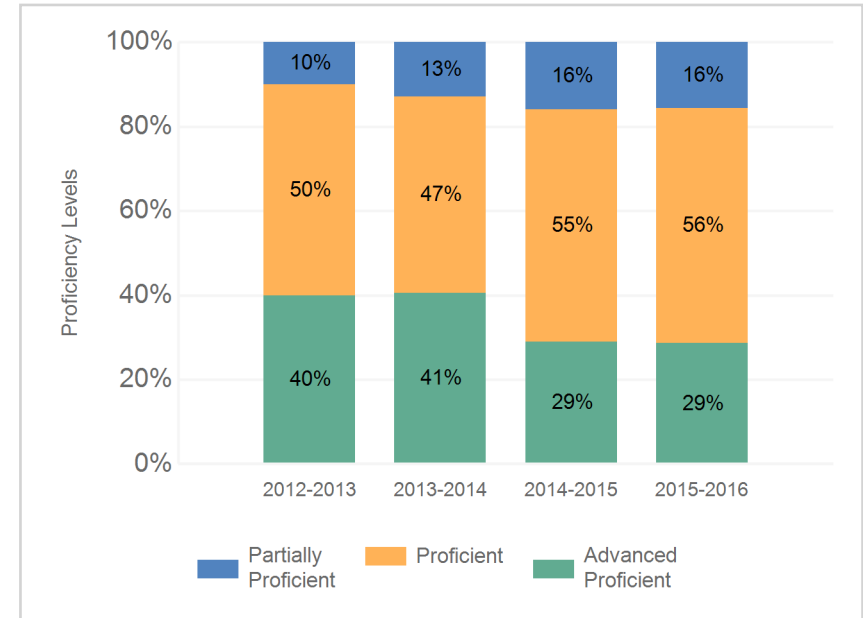
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	29%	56%	16%
White	39%	44%	17%
African American	22%	65%	13%
Hispanic	27%	57%	16%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	19%	47%	33%
English Language Learners	S	S	S
Economically Disadvantaged Students	25%	58%	17%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	49	38	50
Student Growth on Math	57	46	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	9%	2%	0%
Partially Met (L2)	8%	7%	5%
Approached (L3)	10%	12%	10%
Met (L4)	6%	8%	21%
Exceeded (L5)	0%	0%	1%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	1%	0%
Partially Met (L2)	13%	12%	9%
Approached (L3)	10%	10%	18%
Met (L4)	1%	6%	14%
Exceeded (L5)	0%	0%	1%



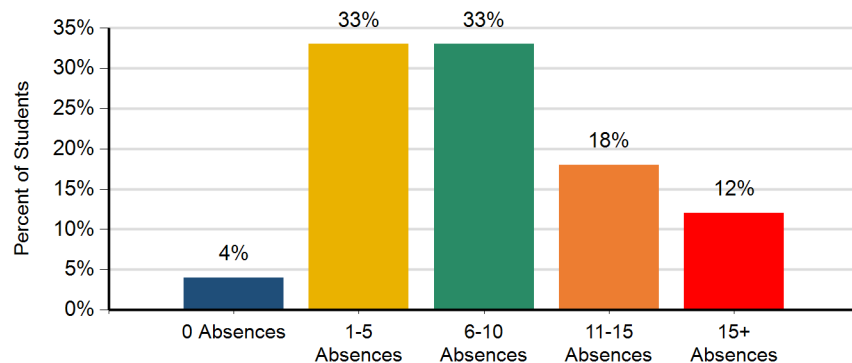
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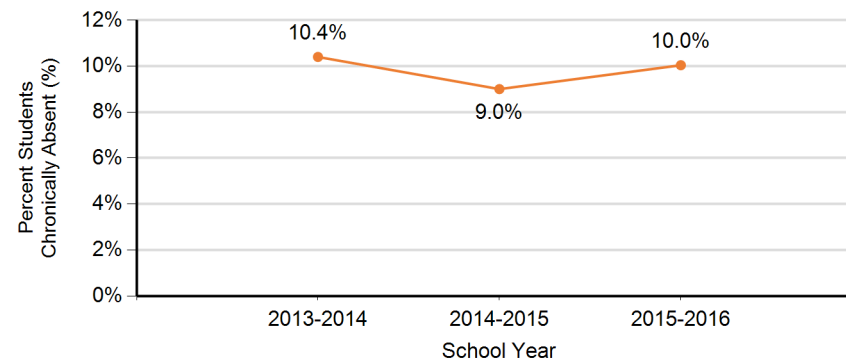
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 20 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	349:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.6%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%





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CUMBERLAND  
VINELAND CITY  
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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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CUMBERLAND

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Thomas W. Wallace Jr. Middle School

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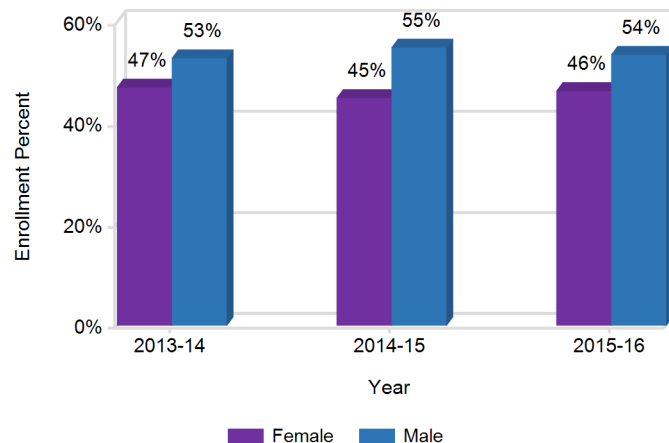
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	165	142	149
Grade 07	165	148	145
Grade 08	169	144	144
UG	68	77	75
<b>Total</b>	<b>567</b>	<b>511</b>	<b>513</b>

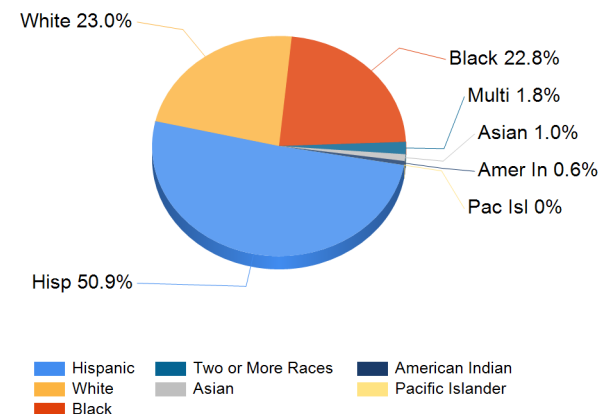
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



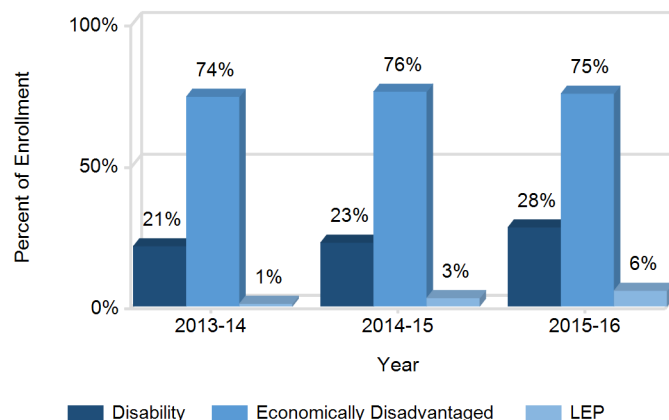
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	80.7%
Spanish	17.9%
Turkish	0.6%
Russian	0.4%
Gujarati	0.2%
Other	0.2%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	25%	23	10
Mathematics Met or Exceeded Expectations	20%	8	9

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	483	25%	10	96%	✓	484	20%	9	97%	✓
White	106	33%	9	94%	✓	107	24%	8	95%	✓
African American	109	23%	20	97%	✓	109	15%	22	97%	✓
Hispanic	250	23%	13	97%	✓	250	20%	15	97%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	138	17%	22	96%	✓	138	13%	16	96%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	356	24%	18	96%	✓	356	19%	17	96%	✓



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## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	157	731	732	750	12%	33%	28%	27%	N	27%	52%
White	40	733	743	756	13%	30%	25%	33%	N	33%	61%
African American	27	721	728	732	15%	48%	22%	15%	N	15%	31%
Hispanic	81	733	727	738	12%	28%	31%	28%	N	28%	37%
Asian	S	S	759	772	S	S	S	S	S	S	79%
American Indian	S	S	742	750	S	S	S	S	S	S	58%
Two or More Races	S	S	728	755	S	S	S	S	S	S	60%
Students with Disability	44	713	712	719	36%	36%	14%	14%	N	14%	15%
English Language Learners	S	S	715	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	121	730	727	735	13%	35%	28%	24%	N	24%	33%
PARCC MATH											
<b>Schoolwide</b>	157	729	730	743	10%	34%	39%	18%	N	18%	43%
White	40	734	738	750	5%	30%	40%	25%	N	25%	53%
African American	S	S	725	724	S	S	S	S	S	S	20%
Hispanic	81	729	727	730	9%	35%	40%	17%	N	17%	26%
Asian	S	S	S	768	S	S	S	S	S	S	76%
American Indian	S	S	726	745	S	S	S	S	S	S	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	S	S	713	717	S	S	S	S	S	S	13%
English Language Learners	S	S	719	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	121	727	727	728	12%	34%	38%	17%	N	17%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 06-08

11-5390-280  
CUMBERLAND  
VINELAND CITY  
Thomas W. Wallace Jr. Middle School  
688 NORTH MILL ROAD  
VINELAND, NJ 08360-2635

## PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	158	721	729	753	25%	23%	31%	20%	1%	22%	56%
White	28	729	745	760	21%	18%	25%	32%	4%	36%	65%
African American	45	719	725	733	29%	18%	33%	20%	N	20%	35%
Hispanic	82	720	721	739	24%	27%	31%	17%	1%	18%	41%
Asian	N	N	N	781	N	N	N	N	N	N	84%
American Indian	S	S	741	748	S	S	S	S	S	S	54%
Two or More Races	S	S	732	759	S	S	S	S	S	S	63%
Students with Disability	S	S	701	716	S	S	S	S	S	S	16%
English Language Learners	S	S	709	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	113	721	721	735	24%	26%	30%	19%	2%	20%	37%
PARCC MATH											
<b>Schoolwide</b>	159	720	725	740	21%	28%	39%	13%	N	13%	39%
White	29	722	737	747	24%	21%	38%	17%	N	17%	47%
African American	S	S	722	724	S	S	S	S	S	S	19%
Hispanic	82	720	721	729	20%	26%	42%	13%	N	13%	23%
Asian	N	N	N	763	N	N	N	N	N	N	72%
American Indian	S	S	745	736	S	S	S	S	S	S	30%
Two or More Races	S	S	727	744	S	S	S	S	S	S	44%
Students with Disability	S	S	702	713	S	S	S	S	S	S	9%
English Language Learners	S	S	716	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	113	718	721	727	23%	29%	36%	12%	N	12%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	155	727	729	753	21%	24%	32%	20%	3%	23%	55%
White	35	723	733	759	29%	23%	20%	29%	N	29%	63%
African American	35	727	725	732	20%	17%	40%	17%	6%	23%	34%
Hispanic	78	727	727	740	19%	28%	32%	17%	4%	21%	43%
Asian	S	S	754	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	734	756	S	S	S	S	S	S	59%
Students with Disability	S	S	696	715	S	S	S	S	S	S	16%
English Language Learners	S	S	714	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	111	728	726	736	20%	23%	33%	20%	4%	23%	38%
**PARCC MATH											
<b>Schoolwide</b>	129	714	718	726	30%	29%	30%	12%	N	12%	26%
White	28	710	714	732	36%	29%	21%	14%	N	14%	32%
African American	29	716	716	712	31%	35%	24%	10%	N	10%	14%
Hispanic	67	714	719	721	27%	27%	36%	10%	N	10%	20%
Asian	S	S	736	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	725	726	S	S	S	S	S	S	26%
Students with Disability	S	S	692	704	S	S	S	S	S	S	8%
English Language Learners	S	S	706	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	94	713	717	718	31%	30%	29%	11%	N	11%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*Grade 8 does not include students who took an Algebra test.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



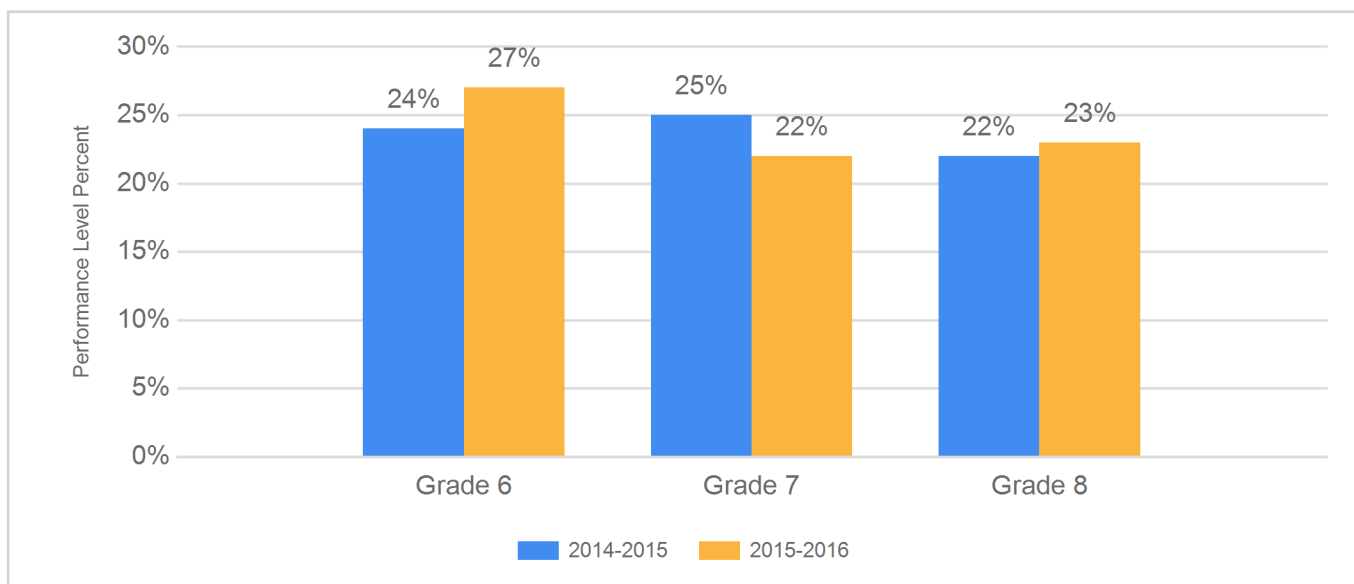
State of New Jersey  
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Grade Span 06-08

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CUMBERLAND  
VINELAND CITY  
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### PARCC ELA Performance Trends

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





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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>26</b>	<b>763</b>	<b>762</b>	<b>769</b>	<b>N</b>	<b>N</b>	<b>12%</b>	<b>89%</b>	<b>N</b>	<b>89%</b>	<b>41%</b>
White	S	S	763	772	S	S	S	S	S	S	51%
African American	S	S	756	748	S	S	S	S	S	S	20%
Hispanic	11	762	762	746	N	N	9%	91%	N	91%	25%
Asian	S	S	772	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	17	763	761	746	N	N	12%	88%	N	88%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations





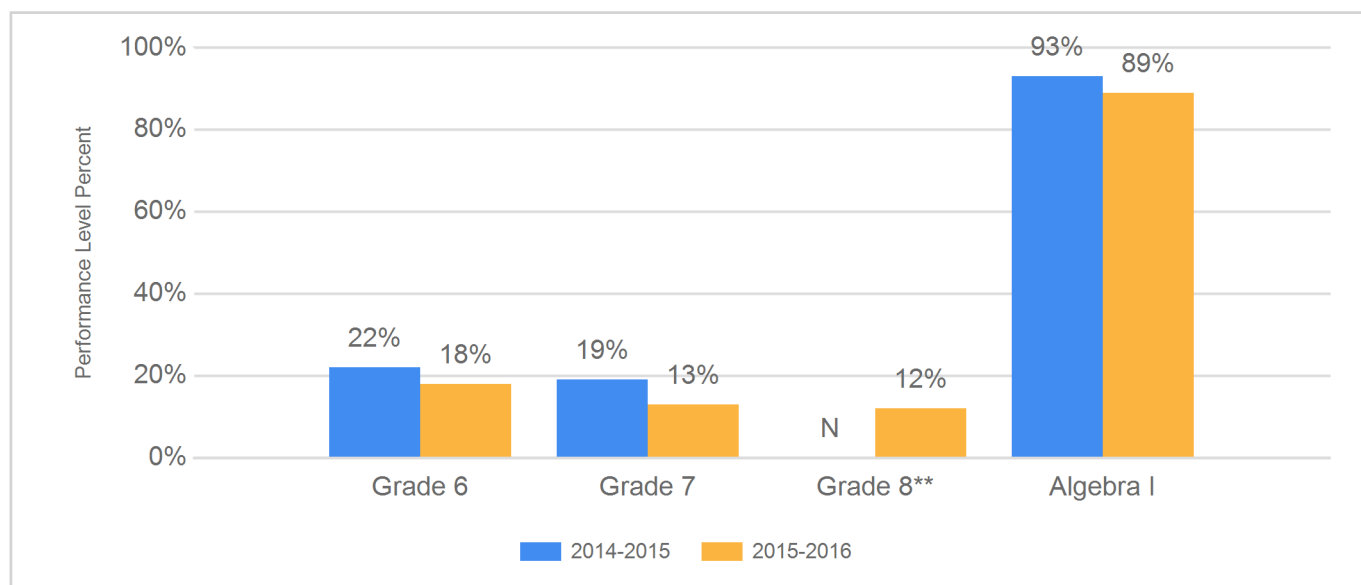
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## PARCC Math Performance Trends

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



\*\*Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

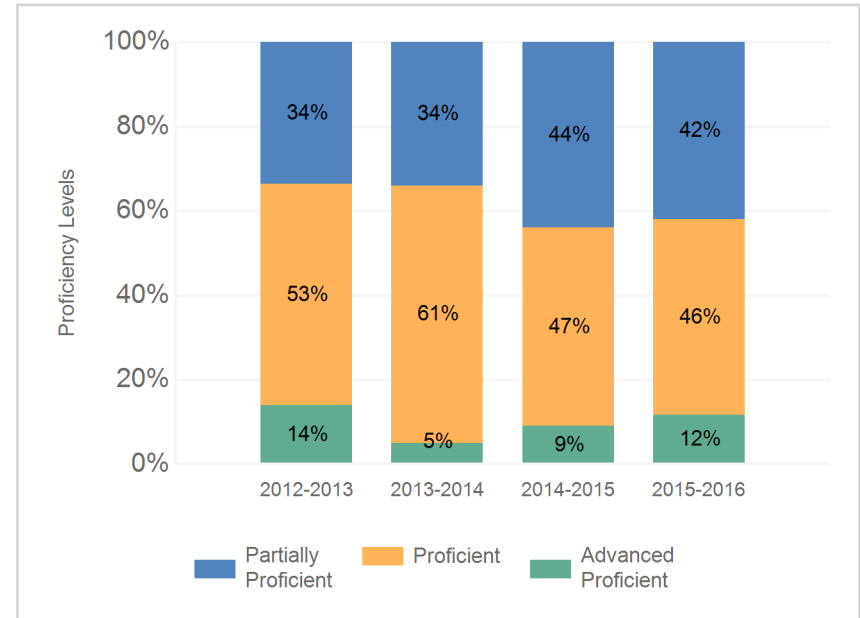
### NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	12%	46%	42%
White	15%	52%	33%
African American	9%	37%	54%
Hispanic	9%	51%	41%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	27%	18%	55%
Students with Disability	3%	24%	73%
English Language Learners	S	S	S
Economically Disadvantaged Students	10%	48%	43%

### NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	31	38	50
Student Growth on Math	35	46	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	15%	3%	0%
Partially Met (L2)	19%	6%	2%
Approached (L3)	15%	11%	5%
Met (L4)	7%	10%	5%
Exceeded (L5)	0%	0%	1%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	14%	3%	1%
Partially Met (L2)	17%	10%	4%
Approached (L3)	14%	13%	9%
Met (L4)	3%	6%	4%
Exceeded (L5)	0%	0%	0%



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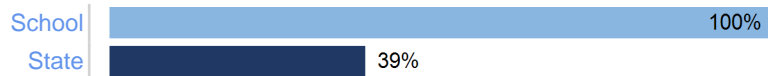
Grade Span 06-08

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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



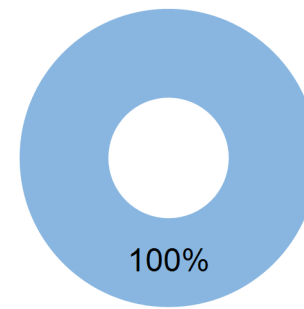
### DANCE



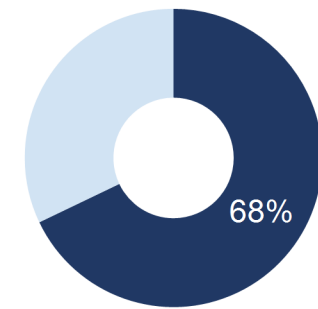
### VISUAL ARTS



### Any Visual and Performing Arts



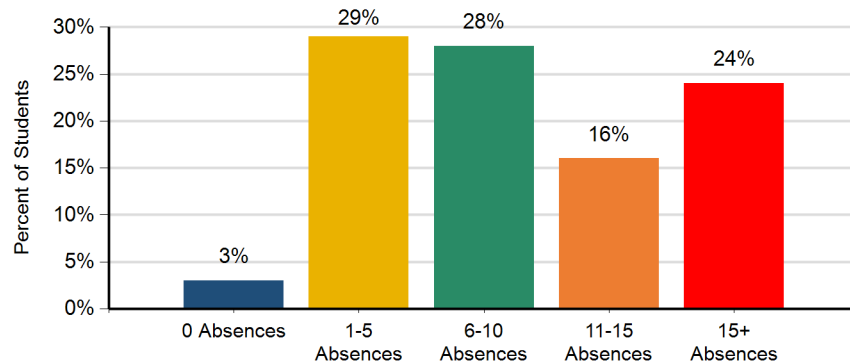
School



State

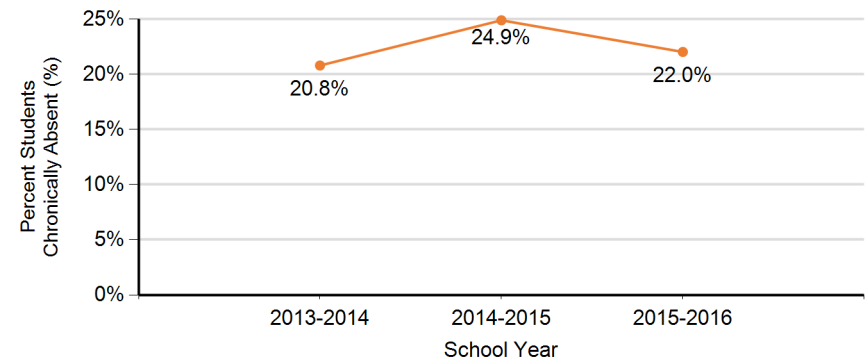
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 2 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 22 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	257:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	37.4%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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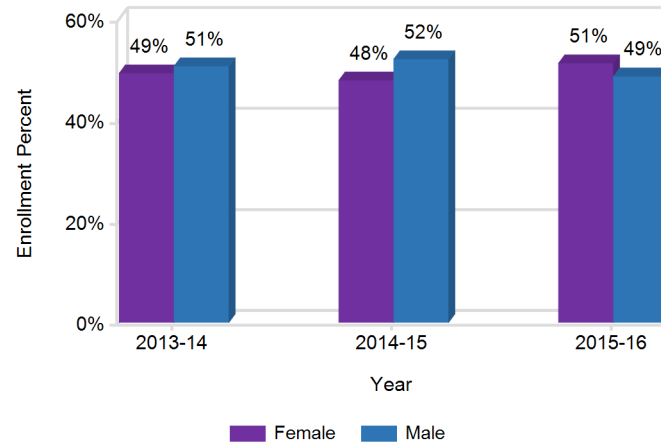
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	161	184	194
Grade 07	152	190	175
Grade 08	158	165	181
UG	42	62	103
<b>Total</b>	<b>513</b>	<b>601</b>	<b>653</b>

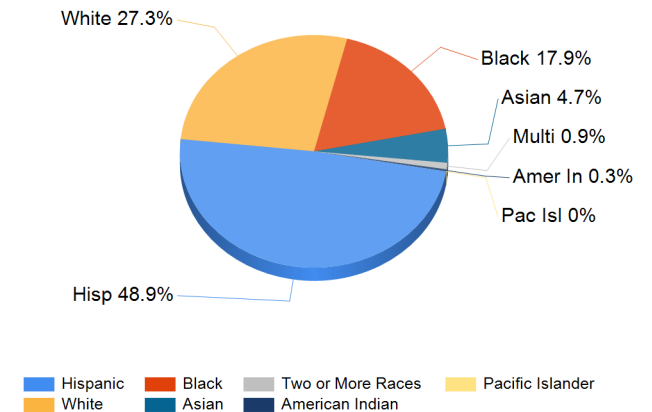
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



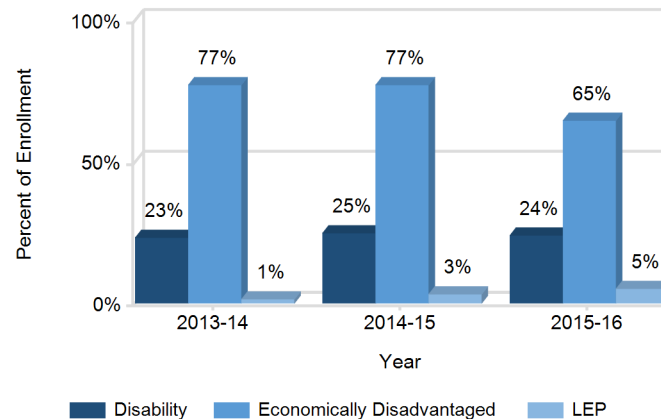
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	81.0%
Spanish	14.7%
Chinese	1.1%
Russian	0.8%
Gujarati	0.6%
Other	1.9%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.





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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	39%	85	24
Mathematics Met or Exceeded Expectations	34%	85	28

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	633	39%	24	97%	✓	633	34%	28	97%	✓
White	170	57%	40	94%	✓	170	51%	42	94%	✓
African American	113	28%	35	97%	✓	113	14%	25	97%	✓
Hispanic	313	29%	23	98%	✓	313	26%	32	98%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	152	11%	32	96%	✓	151	9%	32	96%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	399	26%	27	97%	✓	399	25%	39	97%	✓



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## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	207	741	732	750	13%	19%	24%	38%	7%	44%	52%
White	59	753	743	756	7%	9%	31%	42%	12%	54%	61%
African American	32	742	728	732	6%	19%	31%	38%	6%	44%	31%
Hispanic	97	730	727	738	20%	27%	21%	30%	3%	33%	37%
Asian	14	769	759	772	N	7%	7%	71%	14%	86%	79%
American Indian	S	S	742	750	S	S	S	S	S	S	58%
Two or More Races	S	S	728	755	S	S	S	S	S	S	60%
Students with Disability	39	712	712	719	41%	26%	18%	13%	3%	15%	15%
English Language Learners	S	S	715	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	132	733	727	735	17%	24%	24%	30%	5%	35%	33%
PARCC MATH											
<b>Schoolwide</b>	206	738	730	743	7%	27%	30%	33%	3%	36%	43%
White	59	749	738	750	5%	12%	34%	46%	3%	49%	53%
African American	32	732	725	724	9%	19%	53%	19%	N	19%	20%
Hispanic	96	728	727	730	8%	42%	25%	24%	1%	25%	26%
Asian	14	777	767	768	N	N	N	79%	21%	100%	76%
American Indian	S	S	726	745	S	S	S	S	S	S	50%
Two or More Races	S	S	729	748	S	S	S	S	S	S	49%
Students with Disability	38	714	713	717	26%	45%	18%	8%	3%	11%	13%
English Language Learners	S	S	719	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	131	732	727	728	9%	35%	28%	26%	2%	28%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 06-08

11-5390-060  
CUMBERLAND  
VINELAND CITY  
Veterans Memorial Middle  
424 S MAIN RD  
VINELAND, NJ 08360-7843

## PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	215	737	729	753	19%	20%	21%	29%	11%	41%	56%
White	52	758	745	760	8%	6%	27%	39%	21%	60%	65%
African American	39	733	725	733	23%	23%	21%	23%	10%	33%	35%
Hispanic	111	725	721	739	23%	27%	21%	25%	4%	29%	41%
Asian	S	S	775	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	732	759	S	S	S	S	S	S	63%
Students with Disability	61	707	701	716	51%	25%	13%	10%	2%	12%	16%
English Language Learners	11	743	709	703	9%	9%	36%	36%	9%	46%	10%
Economically Disadvantaged Students	131	727	721	735	25%	22%	25%	21%	6%	28%	37%
PARCC MATH											
<b>Schoolwide</b>	189	726	725	740	14%	30%	38%	19%	N	19%	39%
White	38	739	737	747	8%	13%	45%	34%	N	34%	47%
African American	37	723	722	724	14%	32%	43%	11%	N	11%	19%
Hispanic	106	720	721	729	17%	37%	34%	12%	N	12%	23%
Asian	S	S	752	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	727	744	S	S	S	S	S	S	44%
Students with Disability	S	S	702	713	S	S	S	S	S	S	9%
English Language Learners	S	S	716	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	126	723	721	727	17%	34%	33%	17%	N	17%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	215	736	729	753	15%	25%	27%	28%	5%	33%	55%
White	61	749	733	759	16%	16%	12%	43%	13%	56%	63%
African American	40	723	725	732	15%	38%	35%	13%	N	13%	34%
Hispanic	105	731	727	740	16%	25%	33%	24%	2%	26%	43%
Asian	S	S	754	780	S	S	S	S	S	S	82%
American Indian	S	S	S	753	S	S	S	S	S	S	52%
Two or More Races	S	S	734	756	S	S	S	S	S	S	59%
Students with Disability	S	S	696	715	S	S	S	S	S	S	16%
English Language Learners	S	S	714	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	141	727	726	736	17%	31%	33%	17%	2%	19%	38%
**PARCC MATH											
<b>Schoolwide</b>	140	717	718	726	25%	31%	27%	16%	N	16%	26%
White	28	716	714	732	32%	21%	29%	18%	N	18%	32%
African American	S	S	716	712	S	S	S	S	S	S	14%
Hispanic	75	721	719	721	21%	33%	25%	20%	N	20%	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	S	S	S	726	S	S	S	S	S	S	25%
Two or More Races	S	S	725	726	S	S	S	S	S	S	26%
Students with Disability	S	S	692	704	S	S	S	S	S	S	8%
English Language Learners	S	S	706	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	108	717	717	718	23%	33%	30%	14%	N	14%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*Grade 8 does not include students who took an Algebra test.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



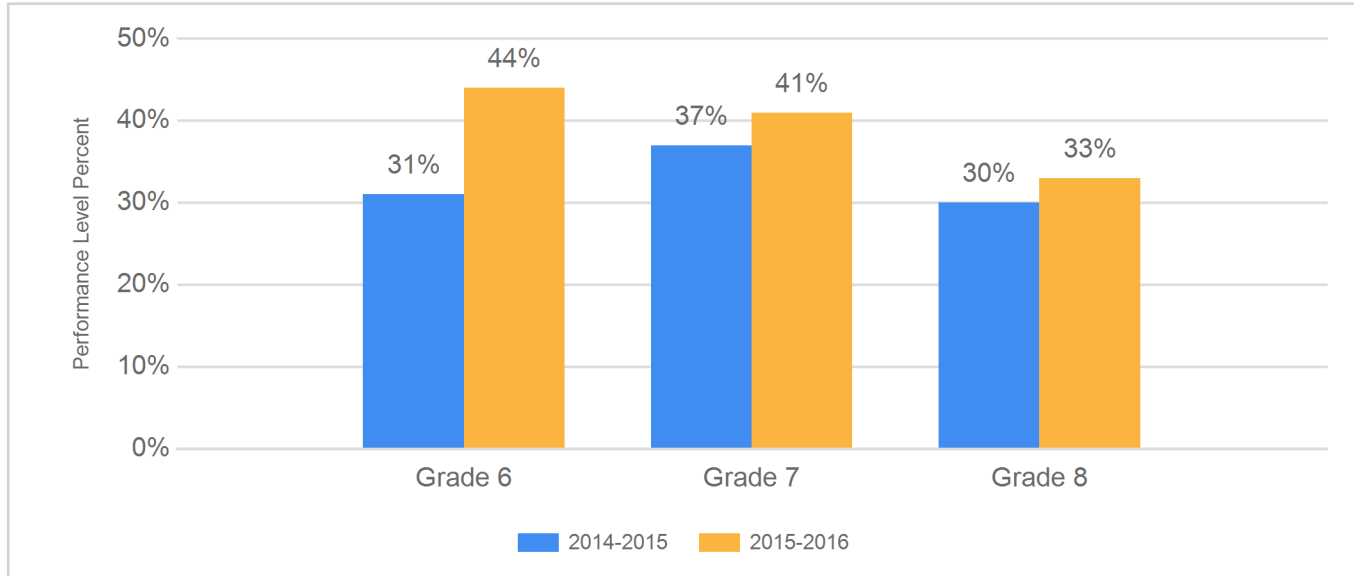
State of New Jersey  
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Grade Span 06-08

11-5390-060  
CUMBERLAND  
VINELAND CITY  
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### PARCC ELA Performance Trends

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





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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>72</b>	<b>765</b>	<b>762</b>	<b>769</b>	<b>N</b>	<b>N</b>	<b>21%</b>	<b>76%</b>	<b>3%</b>	<b>79%</b>	<b>41%</b>
White	30	767	763	772	N	N	20%	77%	3%	80%	51%
African American	S	S	756	748	S	S	S	S	S	S	20%
Hispanic	29	764	762	746	N	N	14%	83%	3%	86%	25%
Asian	S	S	772	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	S	S	744	738	S	S	S	S	S	S	10%
English Language Learners	S	S	753	723	S	S	S	S	S	S	9%
Economically Disadvantaged Students	32	762	761	746	N	N	28%	72%	N	72%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>30</b>	<b>768</b>	<b>767</b>	<b>776</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>93%</b>	<b>7%</b>	<b>100%</b>	<b>27%</b>
White	17	770	770	772	N	N	N	88%	12%	100%	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	S	S	S	761	S	S	S	S	S	S	13%
Asian	S	S	S	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	S	S	S	771	S	S	S	S	S	S	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	S	759	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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 ■ Met Expectations
 ■ Exceeded Expectations



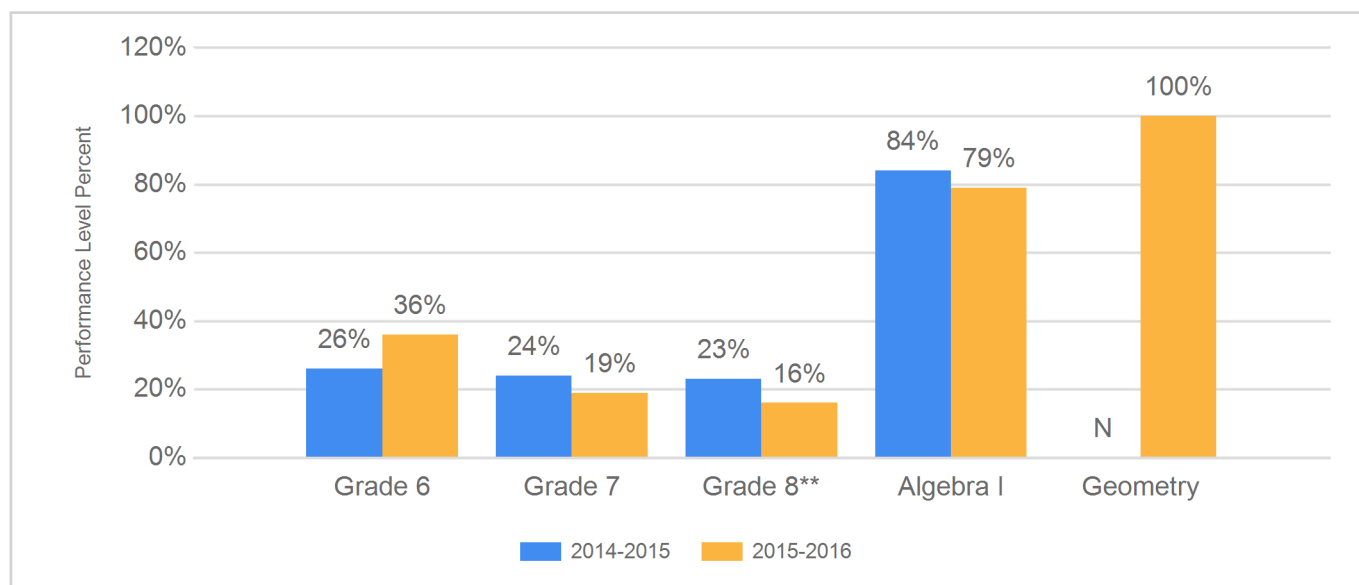
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## PARCC Math Performance Trends

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



\*\*Grade 8 does not include students who took an Algebra test.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

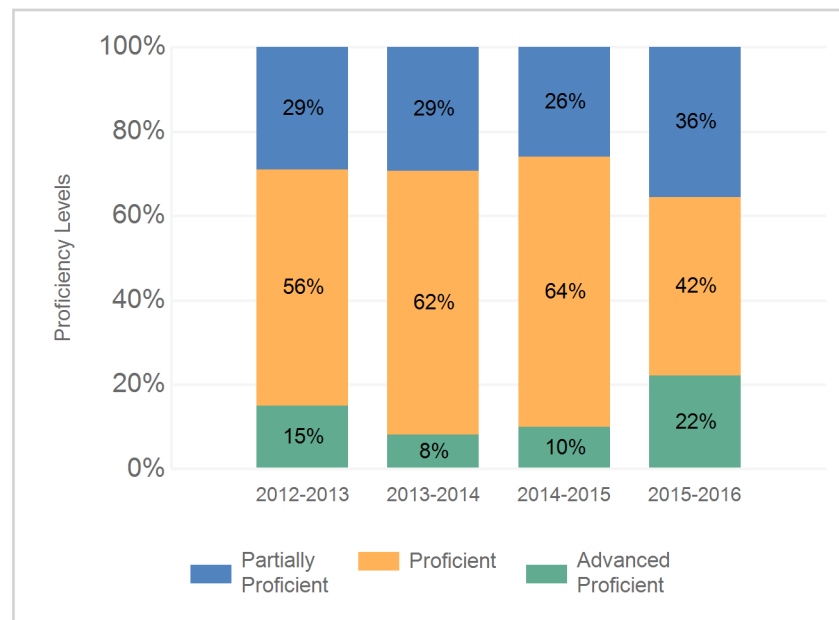
### NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	22%	42%	36%
White	35%	40%	26%
African American	3%	53%	44%
Hispanic	18%	42%	41%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	3%	18%	80%
English Language Learners	S	S	S
Economically Disadvantaged Students	14%	46%	41%

### NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	34	38	50
Student Growth on Math	40	46	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	11%	4%	0%
Partially Met (L2)	14%	6%	2%
Approached (L3)	13%	7%	3%
Met (L4)	11%	13%	9%
Exceeded (L5)	2%	2%	4%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	11%	3%	1%
Partially Met (L2)	14%	10%	4%
Approached (L3)	12%	10%	10%
Met (L4)	7%	6%	11%
Exceeded (L5)	0%	0%	1%



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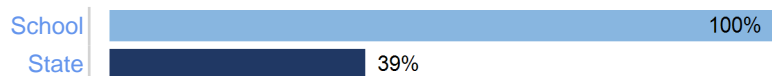
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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



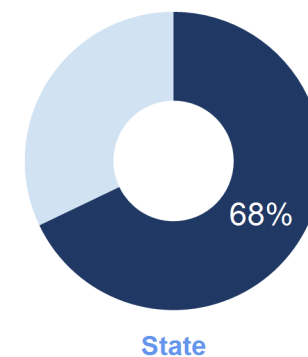
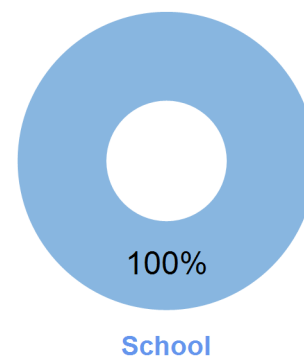
### DANCE



### VISUAL ARTS

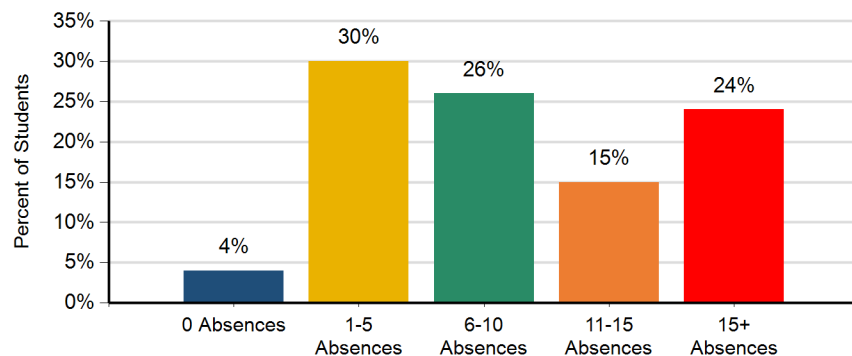


### Any Visual and Performing Arts



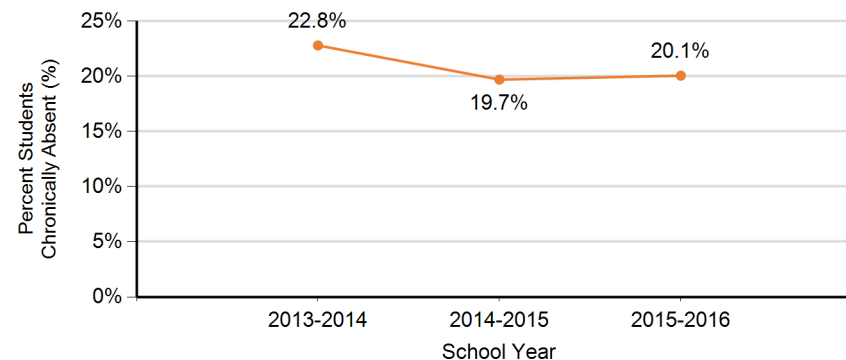
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 2 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 22 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	327:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	31.1%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



# State of New Jersey 2015-2016

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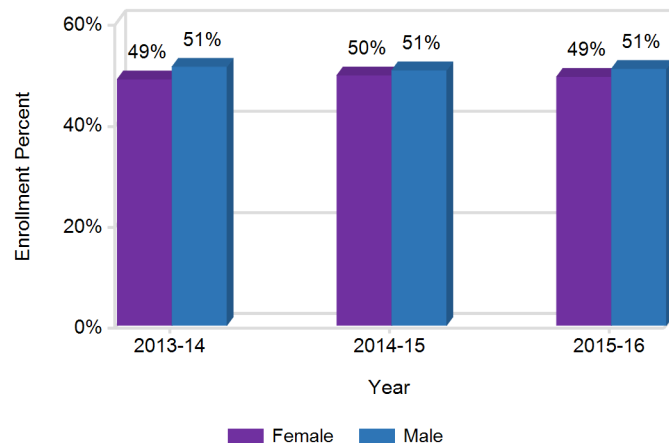
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	671	669	613
Grade 10	621	605	570
Grade 11	510	509	459
Grade 12	551	499	449
UG	177	205	279
<b>Total</b>	<b>2529</b>	<b>2485</b>	<b>2370</b>

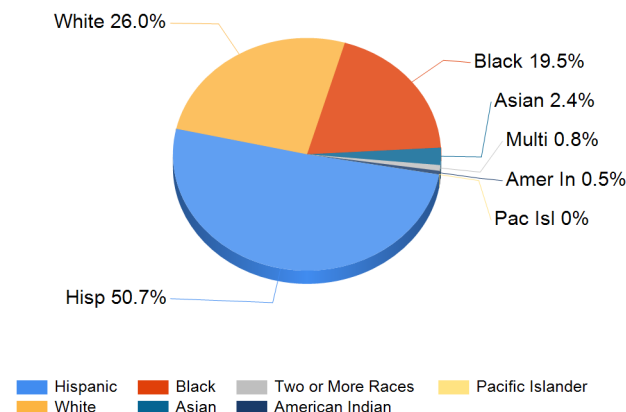
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



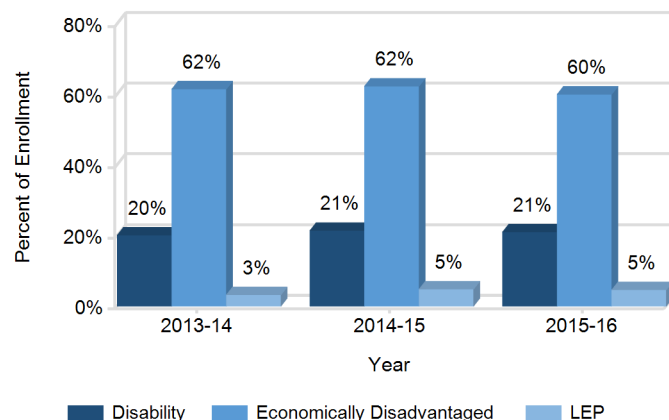
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	76.3%
Spanish	21.0%
Russian	0.5%
Turkish	0.5%
Ukrainian	0.4%
Other	1.0%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	30%	S	29
Mathematics Met or Exceeded Expectations	18%	S	28

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	1245	30%	29	96%	✓	1229	18%	28	94%	✗
White	317	43%	35	96%	✓	313	28%	37	95%	✓
African American	234	24%	45	96%	✓	233	12%	51	94%	✗
Hispanic	654	24%	31	95%	✓	644	13%	30	93%	✗
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	267	4%	19	94%	✗	256	2%	29	89%	✗
English Learner Students	50	2%	57	92%	✗	49	4%	51	84%	✗
Economically Disadvantaged Students	735	24%	34	95%	✓	720	13%	36	93%	✗





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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	667	728	728	746	22%	23%	28%	24%	4%	27%	49%
White	163	741	741	754	10%	18%	33%	33%	6%	39%	58%
African American	124	724	724	729	29%	20%	27%	21%	2%	23%	30%
Hispanic	357	722	722	730	27%	26%	26%	19%	2%	21%	34%
Asian	16	761	761	774	N	19%	19%	38%	25%	63%	78%
American Indian	S	S	S	734	S	S	S	S	S	S	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	S	S	S	713	S	S	S	S	S	S	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	408	722	722	729	26%	25%	28%	18%	2%	21%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>648</b>	<b>729</b>	<b>729</b>	<b>740</b>	<b>25%</b>	<b>15%</b>	<b>27%</b>	<b>30%</b>	<b>4%</b>	<b>33%</b>	<b>44%</b>
White	171	742	742	747	16%	12%	23%	43%	6%	49%	50%
African American	123	721	721	722	32%	18%	24%	23%	3%	26%	28%
Hispanic	333	724	724	726	28%	15%	31%	25%	2%	26%	33%
Asian	14	756	756	767	21%	7%	N	43%	29%	71%	69%
American Indian	S	S	S	729	S	S	S	S	S	S	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	S	S	S	702	S	S	S	S	S	S	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	365	724	724	723	29%	16%	29%	24%	3%	27%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>556</b>	<b>731</b>	<b>731</b>	<b>736</b>	<b>21%</b>	<b>18%</b>	<b>27%</b>	<b>30%</b>	<b>4%</b>	<b>33%</b>	<b>40%</b>
White	126	740	740	739	14%	16%	29%	36%	6%	41%	42%
African American	115	730	730	728	22%	17%	29%	29%	4%	32%	30%
Hispanic	296	727	727	732	24%	19%	26%	28%	3%	31%	37%
Asian	14	740	740	753	7%	21%	43%	21%	7%	29%	58%
American Indian	S	S	S	735	S	S	S	S	S	S	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	309	725	725	730	23%	22%	27%	27%	2%	29%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



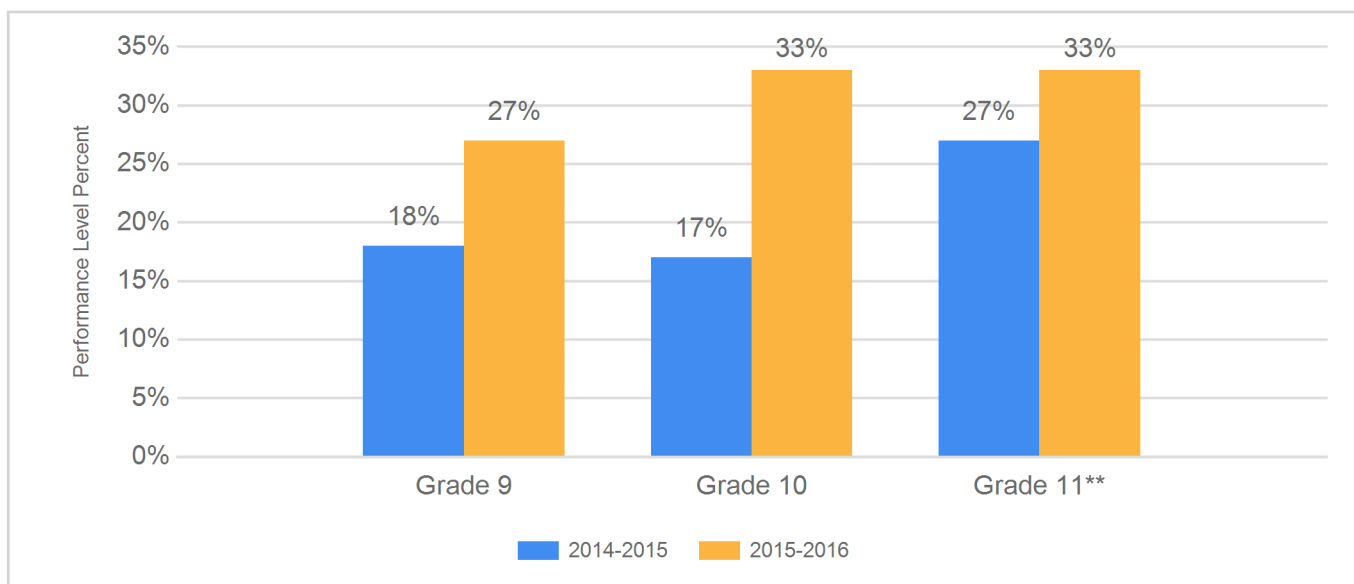
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## PARCC ELA Performance Trends

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



\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>574</b>	<b>718</b>	<b>718</b>	<b>727</b>	<b>25%</b>	<b>32%</b>	<b>28%</b>	<b>15%</b>	<b>N</b>	<b>15%</b>	<b>41%</b>
White	124	729	729	734	17%	22%	37%	24%	N	24%	51%
African American	117	714	714	717	28%	37%	24%	11%	N	11%	20%
Hispanic	321	715	715	720	27%	35%	27%	11%	N	11%	25%
Asian	S	S	S	746	S	S	S	S	S	S	76%
American Indian	S	S	S	726	S	S	S	S	S	S	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	368	714	714	719	30%	35%	24%	12%	N	12%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>699</b>	<b>721</b>	<b>721</b>	<b>730</b>	<b>15%</b>	<b>41%</b>	<b>32%</b>	<b>12%</b>	<b>0%</b>	<b>12%</b>	<b>27%</b>
White	170	729	729	736	11%	31%	38%	19%	1%	20%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	S	S	S	720	S	S	S	S	S	S	13%
Asian	19	734	734	750	11%	26%	32%	26%	5%	32%	61%
American Indian	S	S	S	722	S	S	S	S	S	S	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>505</b>	<b>707</b>	<b>707</b>	<b>722</b>	<b>45%</b>	<b>22%</b>	<b>19%</b>	<b>13%</b>	<b>N</b>	<b>13%</b>	<b>27%</b>
White	131	721	721	728	32%	21%	24%	24%	N	24%	31%
African American	93	703	703	700	50%	19%	20%	11%	N	11%	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	16	743	743	754	13%	19%	25%	44%	N	44%	60%
American Indian	S	S	S	714	S	S	S	S	S	S	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



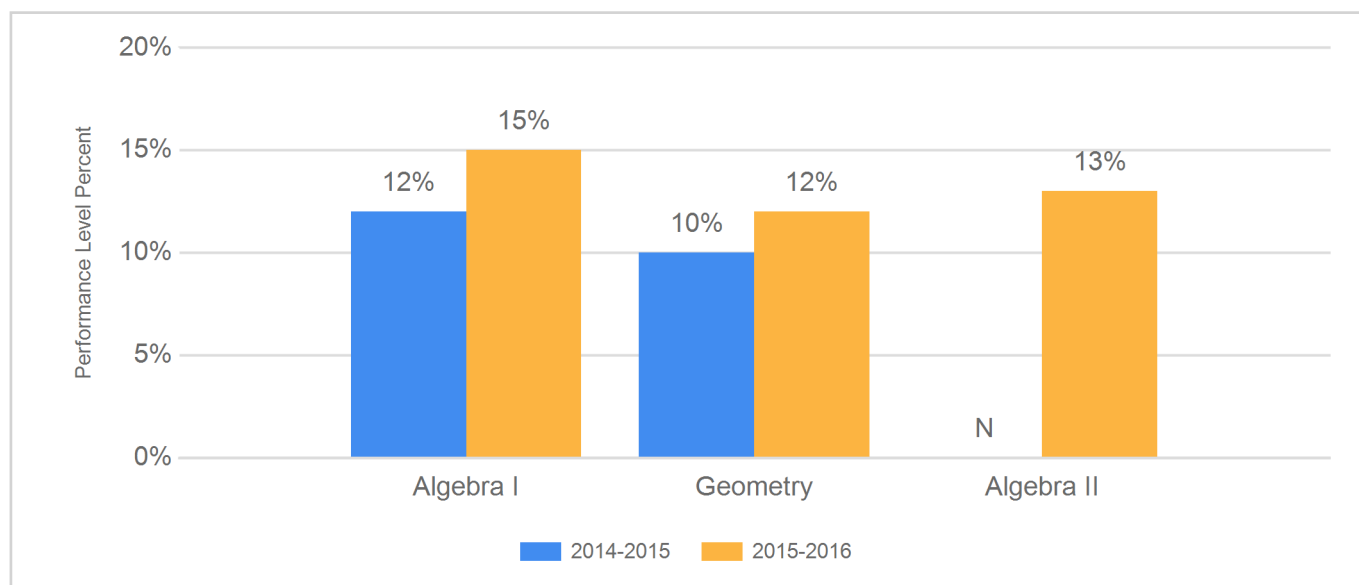
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## PARCC Math Performance Trends

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







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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

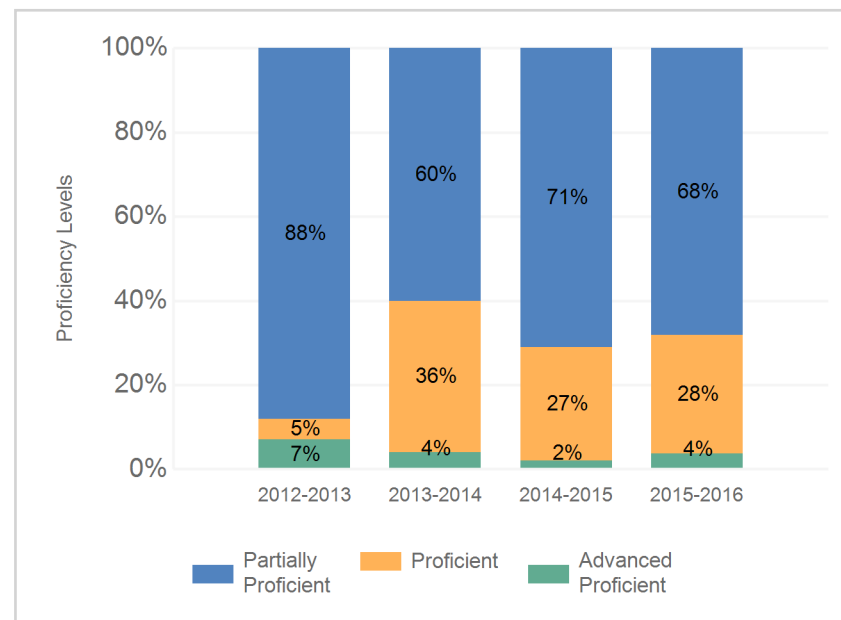
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	4%	28%	68%
White	7%	32%	61%
African American	3%	18%	79%
Hispanic	2%	28%	70%
American Indian	S	S	S
Asian	11%	50%	39%
Two or More Races	S	S	S
Students with Disability	N	5%	95%
English Language Learners	N	19%	81%
Economically Disadvantaged Students	3%	26%	72%

### Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

### PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	21.5%	95.5%
Percent of Students Participating in SAT	44.4%	58.0%
Percent of Students Participating in ACT	8.0%	27.6%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	968	950
<b>SAT</b>	-	-
Reading and Writing	510	537
Math	514	538
<b>ACT</b>	-	-
Reading	21	23
English	20	22
Math	21	23
Science	21	22

### PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	65%	71%
Math	530	43%	53%
<b>ACT</b>	-	-	-
Reading	22	39%	58%
English	18	61%	74%
Math	22	42%	61%
Science	23	39%	49%

### PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1060	960	870
<b>SAT</b>	-	-	-
Reading and Writing	570	500	450
Math	570	520	460
<b>ACT</b>	-	-	-
Reading	26	20	15
English	25	20	15
Math	26	20	17
Science	25	21	17



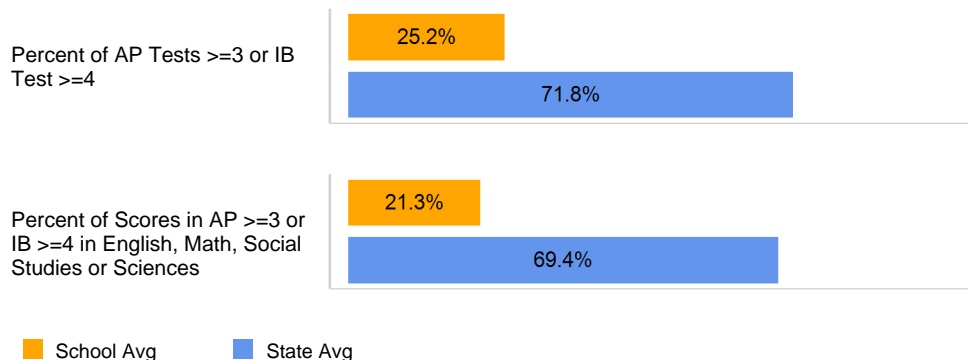
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### AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



### Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	35.7%	39.1%
One of More Test	31.5%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	28.4%	26.6%
Participating in Dual Enrollment	47.4%	15.4%

### AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	40	25
AP Calculus AB	34	27
AP Calculus BC	0	1
AP Chemistry	49	18
AP Computer Science A	0	7
AP English Language and Composition	80	72
AP English Literature and Composition	65	48
AP European History	55	28
AP French Language	0	3
AP Italian Language and Culture	0	15
AP Physics 1	121	109
AP Physics 2	15	15
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	1
AP Psychology	13	8
AP Spanish Language	0	28
AP Statistics	23	20
AP U.S. Government and Politics	25	17
AP U.S. History	60	42
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		72



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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



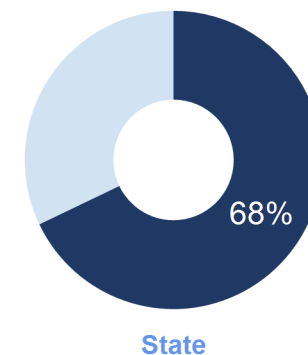
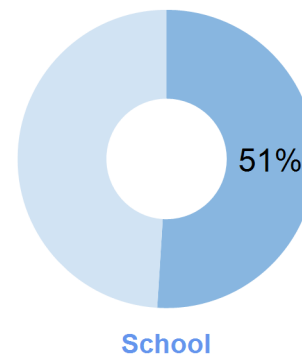
### DANCE



### VISUAL ARTS

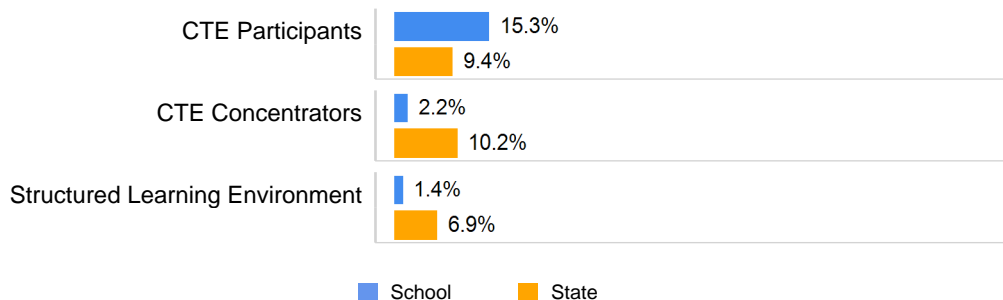


### Any Visual and Performing Arts



## Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.





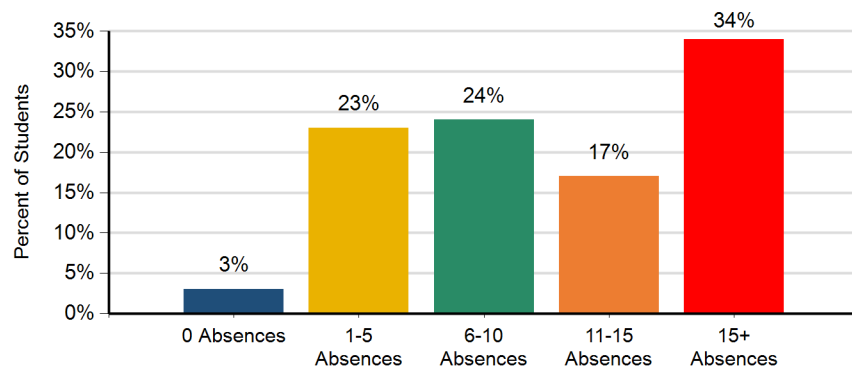
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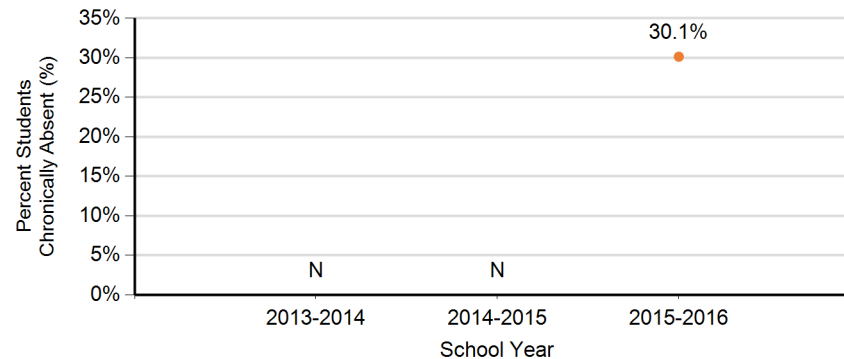
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	77.5%	11	81%
White	84.1%	12	
African American	79.7%	25	
Hispanic	72%	11	
American Indian	S	S	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	65.1%	12	
English Language Learners	S	S	
Economically Disadvantaged Students	72.2%	9	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	3.8%	1.2%
White	1.8%	0.6%
African American	3.9%	2.6%
Hispanic	6.0%	2.2%
American Indian	S	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	11.9%	1.7%
English Language Learners	0.7%	0.1%
Economically Disadvantaged Students	0.1%	1.7%



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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	74%	79%
2014	78%	82%
2015	78%	83%
2016	78%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	66.1%	67.3%	32.7%
White	79.2%	58.8%	41.2%
African American	65.3%	61.2%	38.8%
Hispanic	55.5%	81.2%	18.8%
American Indian	S	S	S
Asian	S	S	S
Native Hawaiian	S	S	S
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	26.7%	93.8%	6.3%
English Language Learners	S	S	S
Economically Disadvantaged Students	55.6%	75.2%	24.8%



State of New Jersey  
2015-2016

Grade Span 09-12

11-5390-050  
CUMBERLAND  
VINELAND CITY  
Vineland Senior High School  
2880 E CHESTNUT AVE  
VINELAND, NJ 08360-6144

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 5 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	339:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	37.0%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%