



Cold Springs School
2016-2017

Grade Span PK-03

07-1770-160
CAMDEN
GLOUCESTER CITY
1194 MARKET STREET
GLOUCESTER CITY, NJ 08030

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	270	257	265
KG	129	161	142
1	170	147	149
2	151	167	151
3	130	147	162
Ungraded	38	40	35
Total	888	919	904

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	48%
Male	50%	51%	52%
Economically Disadvantaged Students	71%	69%	70%
Students with Disabilities	13%	15%	15%
English Learners	3%	3%	3%
Homeless Students			2%
Students in Foster Care			2%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	71.1%
Hispanic	15.3%
Black or African American	8.3%
Asian	5.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	282	257	265
KG - Half Day	0	0	0
KG - Full Day	144	161	142

Enrollment by Home Language

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

Home Language	% of Students
English	91.6%
Spanish	4.0%
Mandar	1.5%
Other	2.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	162	97.8	48.80	46.80	54.90	48.8	40.6	Met Target
White	115	97.6	53.90	48.00	63.90	53.9	43	Met Target
Hispanic	25	96.4	32.00	38.80	39.80	32	29.9	Met Target
Black or African American	15	100.0	40.00	35.70	35.20	40	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	42.90	54.90	N	**	**
Female	65	100.0	58.50	56.80	62.20	58.5		
Male	97	96.3	42.20	38.60	48.10	42.2		
Economically Disadvantaged Students	111	98.4	40.50	40.50	36.20	40.5	32.6	Met Target
Non-Economically Disadvantaged Students	51	96.4	66.70	61.50	65.80	66.7		
Students with Disabilities	30	94.3	20.00	*	20.50	19.7	13.7	Met Target
Students without Disabilities	132	98.6	55.30	*	61.90	55.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	170	744	744	749	17%	*	22%	45%	*	48%	50%
White	119	747	747	759	16%	*	20%	48%	*	52%	61%
Hispanic	26	735	735	734	*	*	*	*	0%	35%	35%
Black or African American	17	735	735	731	*	*	*	*	0%	41%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	72	751	751	754	14%	*	22%	51%	*	54%	55%
Male	98	739	739	745	18%	*	21%	41%	*	44%	46%
Economically Disadvantaged Students	117	738	738	731	*	*	*	39%	*	40%	31%
Non-Economically Disadvantaged Students	53	758	758	762	*	*	*	60%	*	66%	63%
Students with Disabilities	28	700	700	720	*	*	*	*	*	14%	24%
Students without Disabilities	142	753	753	755	*	*	*	*	*	55%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

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

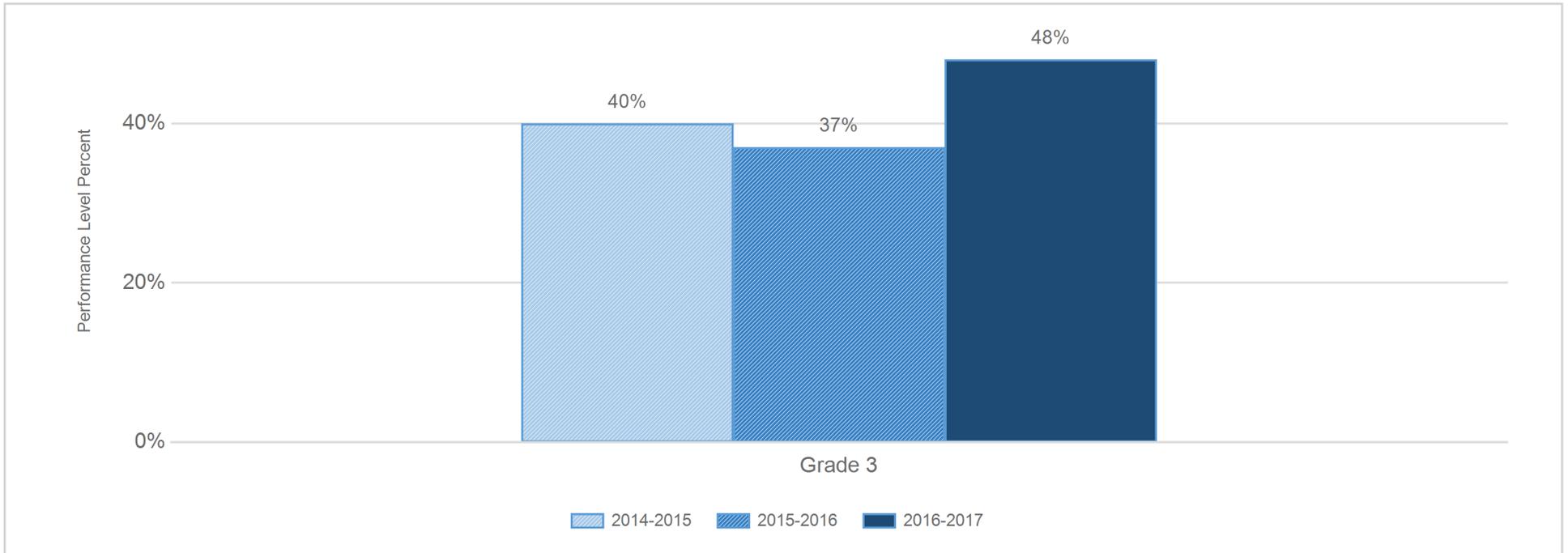


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	163	97.8	44.70	31.90	43.50	44.7	45.7	Met Target†
White	115	97.6	44.40	31.50	52.40	44.4	49.3	Met Target†
Hispanic	25	96.4	48.00	29.80	27.60	48	29.9	Met Target
Black or African American	15	100.0	33.30	20.60	21.70	33.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	28.60	44.90	N	**	**
Female	65	100.0	47.70	36.80	44.10	47.7		
Male	98	96.3	42.90	27.80	42.90	42.9		
Economically Disadvantaged Students	112	98.4	35.80	28.00	25.10	35.8	37.3	Met Target†
Non-Economically Disadvantaged Students	51	96.4	64.70	41.00	54.30	64.7		
Students with Disabilities	30	94.3	23.40	*	16.50	23	16.9	Met Target
Students without Disabilities	133	98.6	49.70	*	48.80	49.7		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	172	743	743	751	10%	20%	26%	37%	6%	44%	53%
White	119	742	742	759	*	22%	25%	36%	*	43%	63%
Hispanic	27	744	744	738	*	*	*	37%	*	44%	37%
Black or African American	17	741	741	733	0%	*	*	*	0%	35%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	72	743	743	751	*	21%	26%	42%	*	46%	52%
Male	100	743	743	751	*	20%	26%	34%	*	42%	53%
Economically Disadvantaged Students	119	737	737	736	*	*	27%	30%	*	35%	34%
Non-Economically Disadvantaged Students	53	756	756	761	*	*	25%	53%	*	64%	65%
Students with Disabilities	29	707	707	729	*	*	*	*	*	17%	29%
Students without Disabilities	143	750	750	755	*	*	*	*	*	49%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

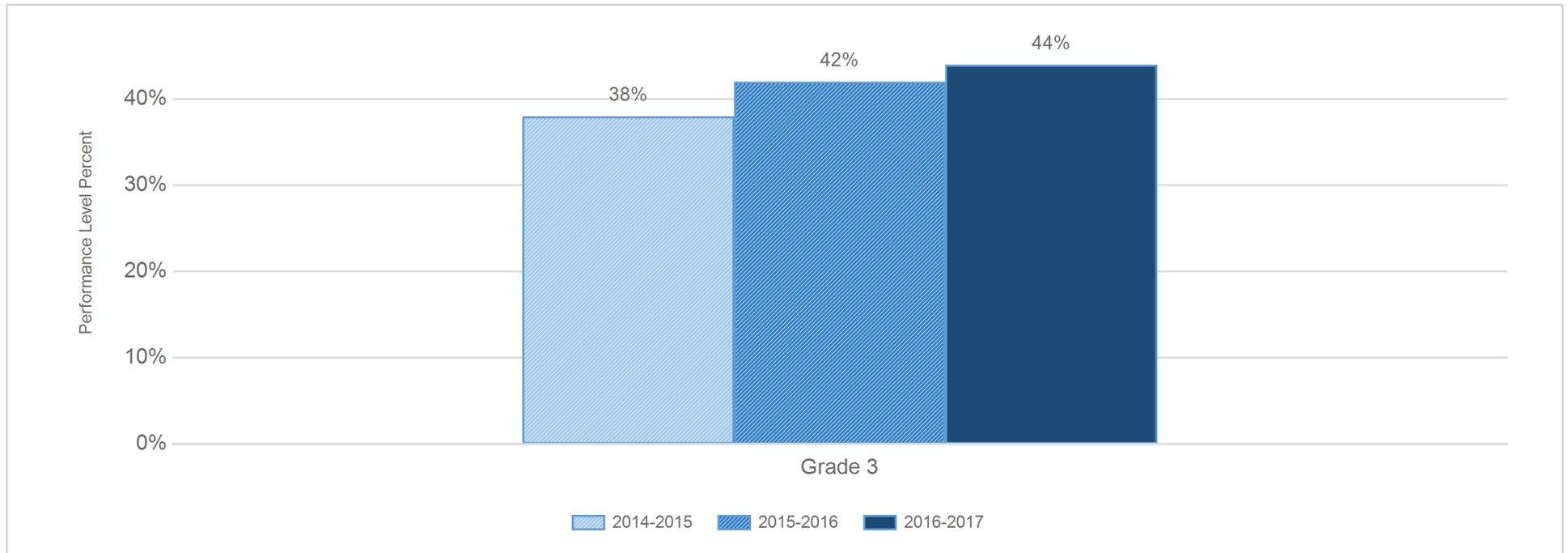


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*

English Language Proficiency Test - Participation and Performance

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

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



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

Chronic Absenteeism

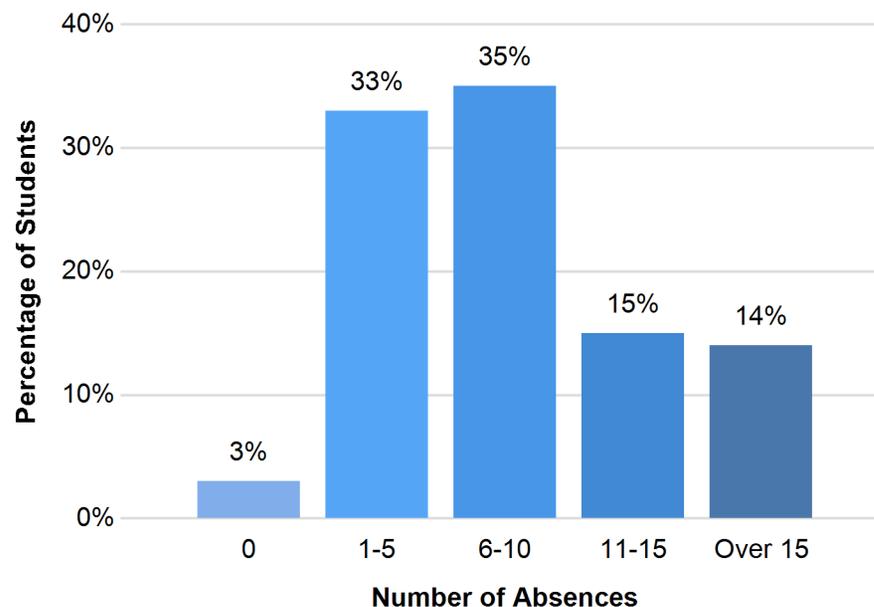
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.20	9.10	Not Met
White	8.40	9.10	Met Target
Hispanic	14.60	9.10	Not Met
Black or African American	8.80	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	5.30	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.50	9.10	Not Met
Students with Disabilities	9.40	9.10	Not Met
English Learners	14.30	9.10	Not Met

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

Days Absent

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





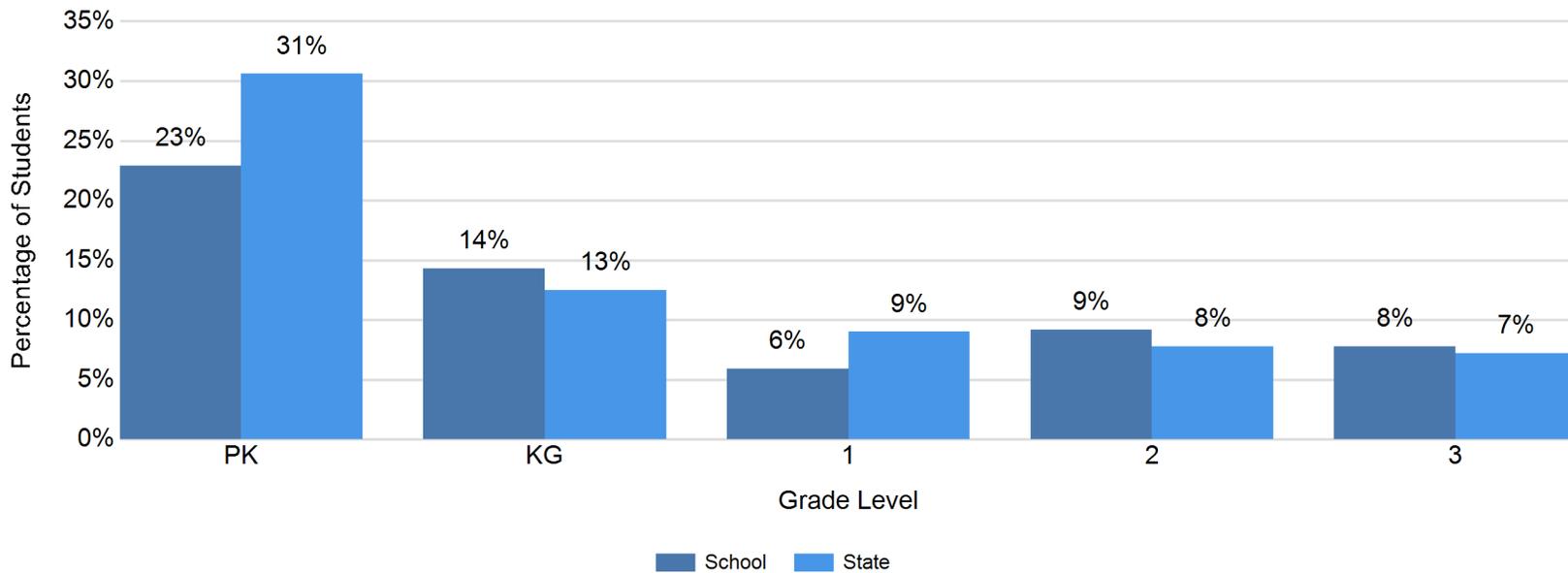
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Chronic Absenteeism by Grade

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





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:15AM
Typical End Time	3:25PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	6 Hrs. 53 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.2%
Out-of-School Suspensions	0.7%
Any Suspension	0.7%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	11.0:1	474.6 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$880	\$15,814	\$16,694



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	74	120,724
Average years experience in public schools	13.8	11.8
Average years experience in district	13.0	10.5
Teachers in district for 4 or more years	89%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,506
Average years experience in public schools	18.4	15.9
Average years experience in district	13.7	11.6
Administrators in district for 4 or more years	94%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	301:1	132:1
Librarian/Media Specialists		702:1
Nurses		421:1
Counselors		351:1
Child Study Team		263:1



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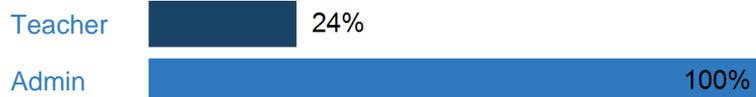
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	87%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	92%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Kessler	Email Address:	kkessler@gcsd.k12.nj.us
Address:	1194 MARKET STREET GLOUCESTER CITY, NJ 08030	Website:	www.gcsd.k12.nj.us/css
Phone:	(856)456-7000		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum is aligned w/ the NJSLS. • Next Gen.Science is covered through the Inspire Science program. • Technology is a part of each school day, with all students having access to chromebooks, laptops and a computer lab.
 <p>Mission, Vision, Theme:</p>	<p>Cold Springs School is home to our early elementary students in the Gloucester City School District. The 22 year old building houses approximately 900 students from Preschool Three to Third grade. All students will be able to demonstrate skills as outlined in the NJSLS and will be enabled to become contributing members of an everchanging society. At Cold Springs School we believe, "Every Child Can Learn."</p>



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School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Journeys is the reading program supported by the structure of Daily 5. My Math focuses on math practices develops conceptual understanding, computational proficiency and math literacy. Inspire Science integrates math and literacy, connects problem solving and STEM.</p>
 <p>Clubs and Activities:</p>	<p>CSS offers participation in several clubs. Students can participate in the Yearbook Club, Newsletter Club, and the Book Club. Each club infuses technology into its publications.</p>
 <p>Before and After School Programs:</p>	<p>Aside from CSS clubs, students are offered Homework Help for 1 hour after dismissal from Monday through Thursday. The Homework Help is supervised by our classroom teachers. Our wrap-around program is provided by Kids Choice, a privately owned state licensed child care program, developed to be flexible for all our families. Summer enrichment is provided for students wishing to keep their skills sharp during the summer months.</p>



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School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>Our teachers participate in monthly faculty meetings, PLC and grade level meetings. During these meetings teachers turn-key information, participate in on-line instructional modules and work collaboratively to improve instruction. PLN courses are offered throughout the district as well as their trainers coming into classroom for observations and feedback sessions. Teachers collect and review Link-it data to drive instruction and small PD sessions are offered from Standard Solutions.</p>
 <p>Student Supports and Services:</p>	<p>For students requiring added support, CSS offers ESL, Special Educational services in a variety of settings, reading and math tutoring, and Intervention and Referral Services. Those Students who are in need of a challenge, participate in the Gifted and Talented program along with accelerated reading programs. For on-line support we have available Horizons reading, Lexia, IXL and Newsela. We also have Peer Buddies who pair up with the younger students in our building.</p>
 <p>Student Health and Wellness:</p>	<p>Nutri-serve provides nutritionally balanced Breakfast and Lunch each day. Snacks are offered to students in our afterschool programs. Physical Education classes occur twice during a 6 day cycle while Health is offered once during that time. Our school nurses conduct routine health screenings and maintain health records. Outside agencies provide dental and eye screening. Project ACES takes place in the Spring to stress the importance of exercise.</p>
 <p>Parent and Community Involvement:</p>	<p>Preschool parents participate in parent Involvement activities once a month, each having a theme based upon the season or topic of study. Kindergarten parents are invited on every other month, while grades 1-3 parents participate in evening activities. We have a active PTO, back-to-School Nights and concerts that are held twice a year. Parents have access to student progress via our MMS Parent Portal and are informed of events through our school web page.</p>



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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
7	109	97	116
8	100	103	101
9	114	126	108
10	143	114	121
11	137	129	111
12	117	135	134
Ungraded	69	73	75
Total	789	777	766

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	46%	45%
Male	51%	54%	55%
Economically Disadvantaged Students	69%	65%	66%
Students with Disabilities	22%	22%	23%
English Learners	1%	1%	1%
Homeless Students			3%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	72.8%
Hispanic	12.9%
Black or African American	8.9%
Asian	4.6%
Native Hawaiian or Pacific Islander	0.7%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	0.1%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	766
Shared Time Students	0
Full Time Equivalent	766

Enrollment by Home Language

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

Home Language	% of Students
English	95.2%
Spanish	2.3%
<i>Other</i>	2.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	458	95.3	46.90	46.80	54.90	46.9	42.3	Met Target
White	331	95.2	47.50	48.00	63.90	47.5	43.4	Met Target
Hispanic	64	96.4	40.60	38.80	39.80	40.6	33.5	Met Target
Black or African American	37	97.8	32.40	35.70	35.20	32.4	32.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	25	90.9	80.00	*	80.70	80	58.2	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	196	96.5	59.20	56.80	62.20	59.2		
Male	262	94.4	37.80	38.60	48.10	37.8		
Economically Disadvantaged Students	307	95.4	40.00	40.50	36.20	40	35.9	Met Target
Non-Economically Disadvantaged Students	151	95.2	60.90	61.50	65.80	60.9		
Students with Disabilities	119	93.7	*	*	20.50	*	11.3	Not Met
Students without Disabilities	339	95.9	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	14	89.5	21.40	*	26.40	21		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	126	745	745	756	14%	10%	29%	37%	12%	48%	59%
White	85	746	746	764	13%	*	27%	41%	*	52%	69%
Hispanic	25	735	735	742	*	*	*	*	*	32%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	55	758	758	764	*	*	38%	35%	*	55%	68%
Male	71	735	735	749	*	*	21%	38%	*	44%	51%
Economically Disadvantaged Students	92	741	741	739	*	*	*	33%	*	41%	40%
Non-Economically Disadvantaged Students	34	755	755	766	*	*	*	47%	*	68%	70%
Students with Disabilities	25	703	703	719	*	*	*	*	*	*	19%
Students without Disabilities	101	756	756	763	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	126	745	745	758	14%	10%	29%	37%	12%	48%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	751	751	757	13%	9%	20%	50%	9%	58%	59%
White	80	749	749	764	14%	*	19%	50%	*	58%	68%
Hispanic	18	753	753	742	*	*	*	*	*	50%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	54	763	763	766	*	*	22%	56%	*	70%	68%
Male	61	740	740	749	*	*	18%	44%	*	48%	50%
Economically Disadvantaged Students	69	746	746	739	*	*	*	42%	*	52%	40%
Non-Economically Disadvantaged Students	46	759	759	766	*	*	*	61%	*	67%	69%
Students with Disabilities	26	706	706	718	*	*	*	*	0%	12%	18%
Students without Disabilities	89	764	764	764	*	*	*	*	11%	72%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	115	751	751	759	13%	9%	20%	50%	9%	58%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	740	740	749	16%	*	33%	37%	*	41%	52%
White	92	744	744	757	13%	*	33%	39%	*	45%	62%
Hispanic	16	721	721	733	*	*	*	*	0%	19%	35%
Black or African American	13	732	732	730	*	0%	*	*	0%	31%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	54	749	749	756	*	*	26%	46%	*	52%	60%
Male	75	734	734	741	*	*	37%	31%	*	33%	43%
Economically Disadvantaged Students	79	740	740	731	*	*	32%	35%	*	41%	32%
Non-Economically Disadvantaged Students	50	740	740	758	*	*	34%	40%	*	42%	62%
Students with Disabilities	35	711	711	714	*	*	*	*	*	*	13%
Students without Disabilities	94	751	751	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	734	734	743	26%	14%	22%	30%	9%	38%	46%
White	89	735	735	749	23%	*	21%	29%	*	38%	52%
Hispanic	20	717	717	728	50%	*	*	*	*	35%	34%
Black or African American	12	730	730	725	*	*	*	*	0%	25%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	56	753	753	752	*	*	25%	38%	*	52%	54%
Male	73	720	720	734	*	*	19%	23%	*	27%	39%
Economically Disadvantaged Students	81	723	723	726	*	*	*	24%	*	26%	32%
Non-Economically Disadvantaged Students	48	754	754	751	*	*	*	40%	*	58%	54%
Students with Disabilities	36	697	697	704	*	*	*	*	*	*	12%
Students without Disabilities	93	749	749	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	129	734	734	745	26%	14%	22%	30%	9%	38%	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	733	733	736	24%	*	25%	31%	*	35%	38%
White	83	737	737	738	21%	*	28%	31%	*	36%	40%
Hispanic	10	724	724	731	*	*	*	*	0%	40%	34%
Black or African American	17	717	717	728	*	*	*	*	0%	18%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	48	747	747	744	*	*	25%	*	*	52%	46%
Male	67	723	723	729	*	*	25%	*	*	22%	31%
Economically Disadvantaged Students	69	730	730	729	*	*	19%	30%	*	35%	32%
Non-Economically Disadvantaged Students	46	737	737	740	*	*	35%	33%	*	35%	42%
Students with Disabilities	27	713	713	709	41%	*	*	*	*	15%	12%
Students without Disabilities	88	739	739	741	19%	*	*	*	*	41%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	115	733	733	737	24%	*	25%	31%	*	35%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**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.



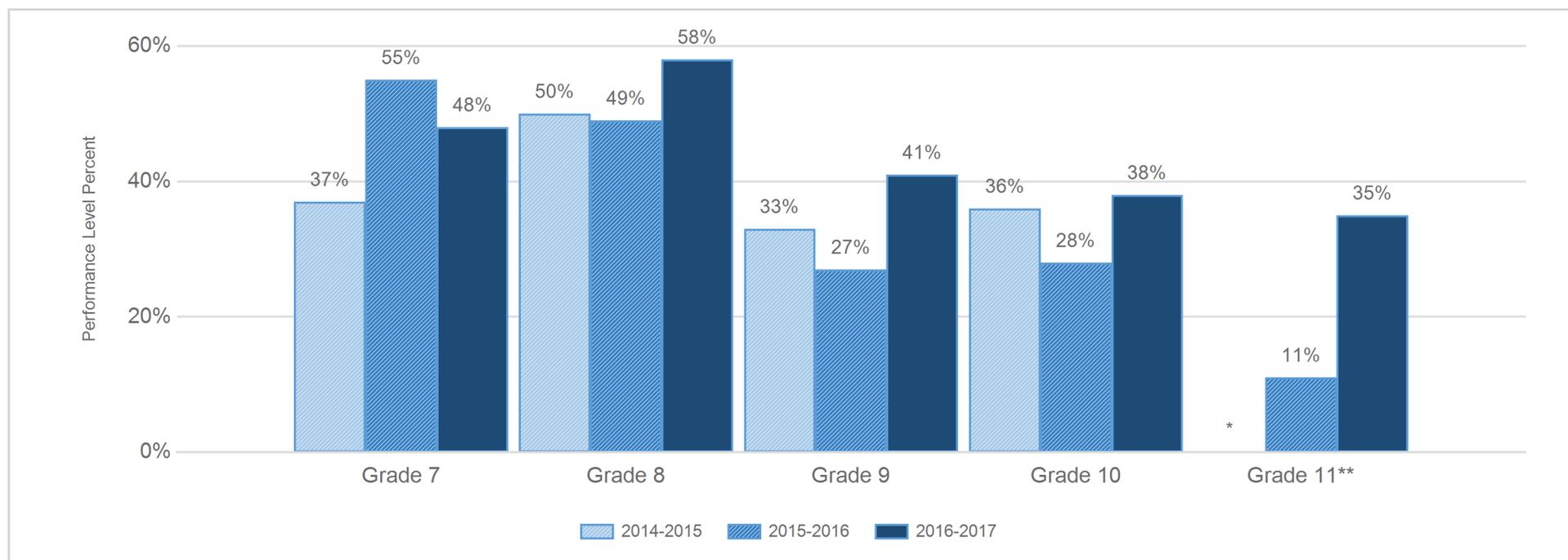
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/ELS exam and their performance may not be reflected in the results.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	457	96.1	27.80	31.90	43.50	27.8	34.7	Not Met
White	332	95.4	27.70	31.50	52.40	27.7	37	Not Met
Hispanic	64	98.8	23.50	29.80	27.60	23.5	21.5	Met Target
Black or African American	35	95.5	14.30	20.60	21.70	14.3	20.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	25	97.0	60.00	*	75.60	60	58.2	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	197	97.4	34.00	36.80	44.10	34		
Male	260	95.1	23.00	27.80	42.90	23		
Economically Disadvantaged Students	307	95.7	26.00	28.00	25.10	26	29.2	Met Target†
Non-Economically Disadvantaged Students	150	96.8	31.30	41.00	54.30	31.3		
Students with Disabilities	117	95.0	*	*	16.50	*	6.8	Met Target
Students without Disabilities	340	96.4	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	14	89.5	14.20	*	16.40	14		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	736	736	741	*	27%	31%	29%	*	34%	40%
White	85	736	736	748	*	27%	33%	29%	*	33%	49%
Hispanic	25	731	731	730	*	*	*	*	*	28%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	55	740	740	743	*	27%	26%	35%	*	40%	41%
Male	72	733	733	740	*	26%	35%	25%	*	29%	38%
Economically Disadvantaged Students	92	735	735	729	*	26%	30%	*	*	34%	22%
Non-Economically Disadvantaged Students	35	740	740	749	*	29%	31%	*	*	34%	50%
Students with Disabilities	25	712	712	716	*	*	*	*	*	*	11%
Students without Disabilities	102	742	742	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	716	716	728	36%	30%	18%	16%	0%	16%	28%
White	54	719	719	736	30%	33%	19%	19%	0%	19%	35%
Hispanic	11	708	708	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	31	723	723	730	*	39%	*	*	0%	23%	30%
Male	45	711	711	725	*	24%	*	*	0%	11%	26%
Economically Disadvantaged Students	47	712	712	719	*	28%	*	*	0%	15%	19%
Non-Economically Disadvantaged Students	29	721	721	734	*	35%	*	*	0%	17%	34%
Students with Disabilities	26	699	699	705	*	*	*	*	*	*	*
Students without Disabilities	50	724	724	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	76	716	716	729	36%	30%	18%	16%	0%	16%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	135	729	729	743	*	30%	27%	24%	*	25%	42%
White	92	731	731	751	*	30%	30%	25%	*	26%	52%
Hispanic	23	721	721	728	*	*	*	*	0%	22%	24%
Black or African American	12	708	708	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	60	735	735	744	*	27%	33%	*	*	30%	43%
Male	75	724	724	741	*	33%	23%	*	*	21%	40%
Economically Disadvantaged Students	84	726	726	727	*	32%	26%	23%	*	23%	23%
Non-Economically Disadvantaged Students	51	734	734	751	*	28%	29%	28%	*	29%	52%
Students with Disabilities	39	704	704	714	*	*	*	*	*	*	10%
Students without Disabilities	96	739	739	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	732	732	734	*	22%	45%	22%	*	23%	30%
White	92	733	733	740	*	19%	44%	25%	*	26%	38%
Hispanic	17	729	729	722	*	*	*	*	*	*	14%
Black or African American	17	726	726	719	*	*	*	*	0%	18%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	58	736	736	735	*	26%	43%	24%	*	26%	31%
Male	76	730	730	733	*	18%	46%	20%	*	21%	30%
Economically Disadvantaged Students	91	732	732	721	*	*	45%	20%	*	22%	13%
Non-Economically Disadvantaged Students	43	733	733	740	*	*	44%	26%	*	26%	39%
Students with Disabilities	32	718	718	711	*	*	*	*	*	*	*
Students without Disabilities	102	737	737	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	134	732	732	735	*	22%	45%	22%	*	23%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	706	706	725	48%	29%	12%	11%	0%	11%	28%
White	78	708	708	731	41%	35%	*	13%	*	13%	33%
Hispanic	14	700	700	710	*	*	*	*	*	*	14%
Black or African American	15	691	691	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	50	714	714	725	*	*	*	*	*	*	27%
Male	65	699	699	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	64	695	695	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	51	718	718	733	*	*	*	*	*	*	35%
Students with Disabilities	27	686	686	692	*	*	*	*	*	*	*
Students without Disabilities	88	712	712	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	115	706	706	726	48%	29%	12%	11%	0%	11%	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%



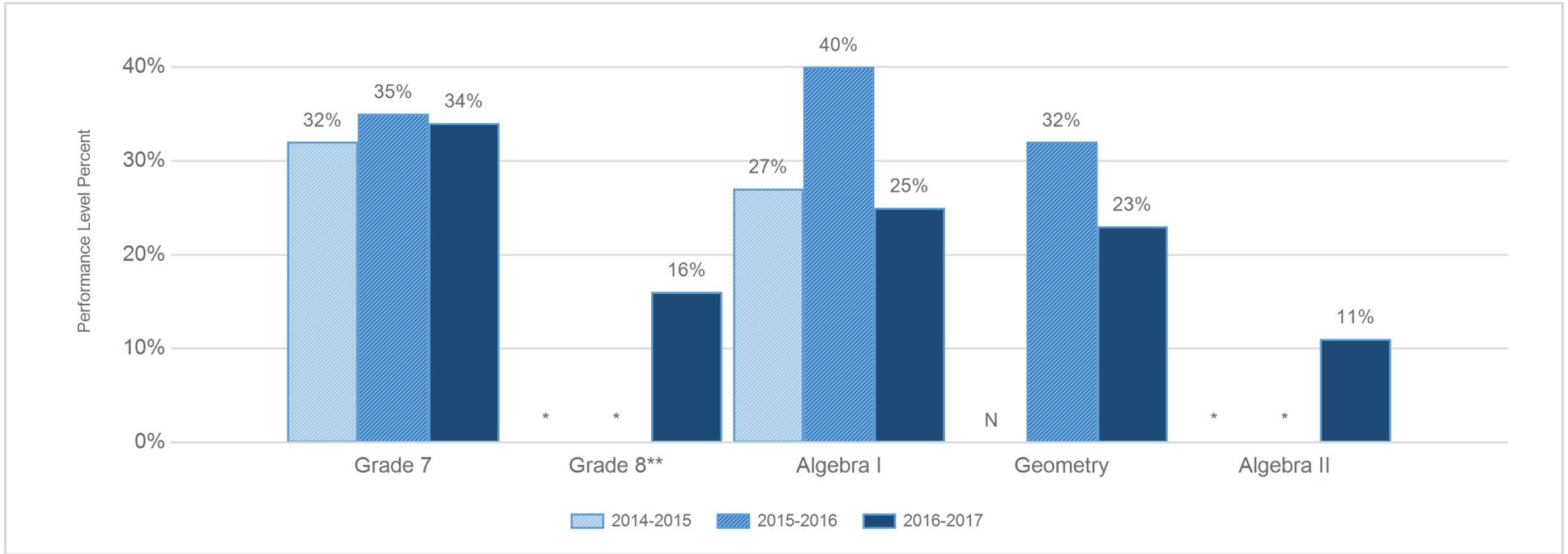
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



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Alternate Assessments - Participation

English Language Proficiency Test - Participation and Performance

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

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	*	*
8	*	*
9	N	N
10	N	N
11	*	*

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



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

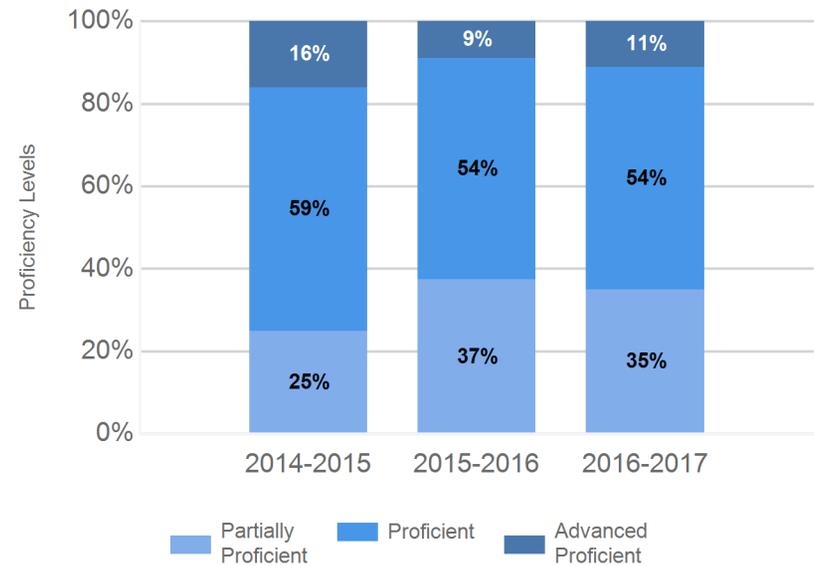
NJASK Science Assessment Performance: Grade 8

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

NJASK Science Assessment Performance Trends: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	11%	54%	35%
White	11%	56%	33%
Hispanic	11%	56%	33%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	11%	49%	40%
Students with Disabilities	N	19%	82%
English Learners	N	N	*





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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

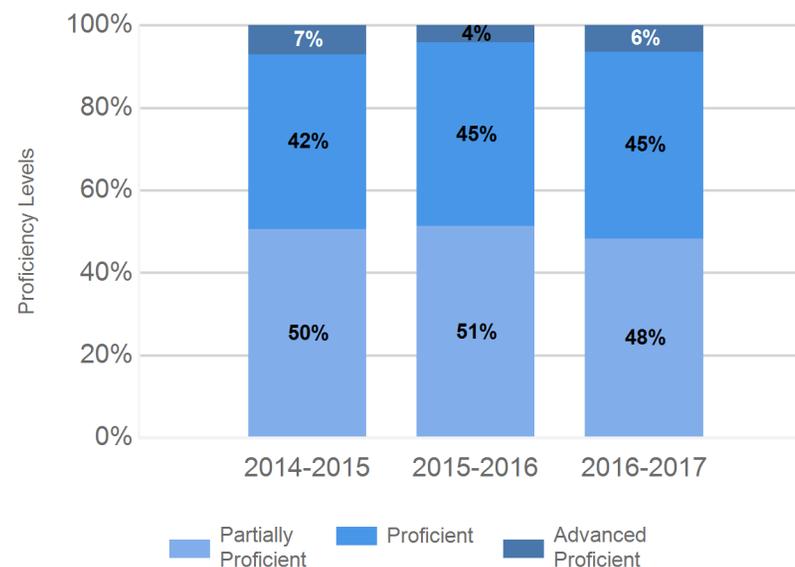
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	6%	45%	48%
White	*	50%	42%
Hispanic	N	29%	71%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	3%	42%	55%
Students with Disabilities	N	20%	81%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	36	43.5	50	Not Met	39	42	50	Not Met
White	33	41	50	Not Met	37.5	41	52	Not Met
Hispanic	49.5	40	49	Met Target	59	50	47	**
Black or African American	26	49.5	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	N	N	N	N
Economically Disadvantaged	36	44	47	Not Met	36	40	46	Not Met
Students with Disabilities	31.5	37.5	41	Not Met	17.5	41	43	**
English Learners	*	74	53	**	*	66	51	**

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



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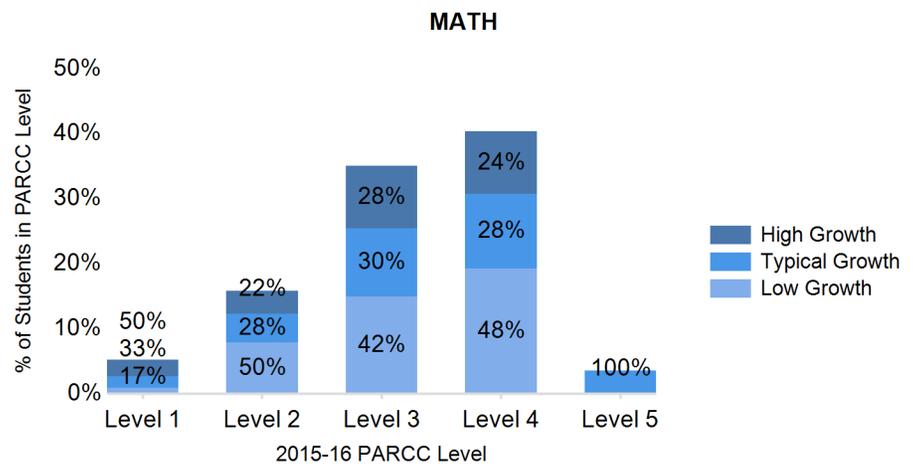
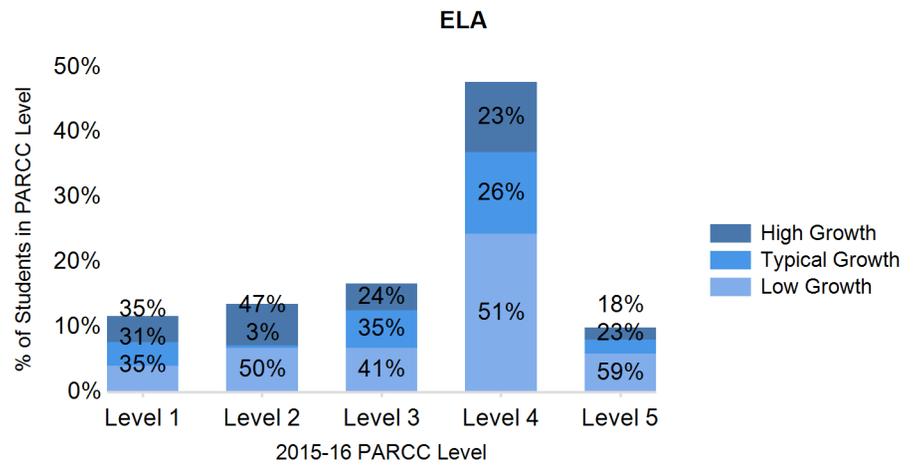
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

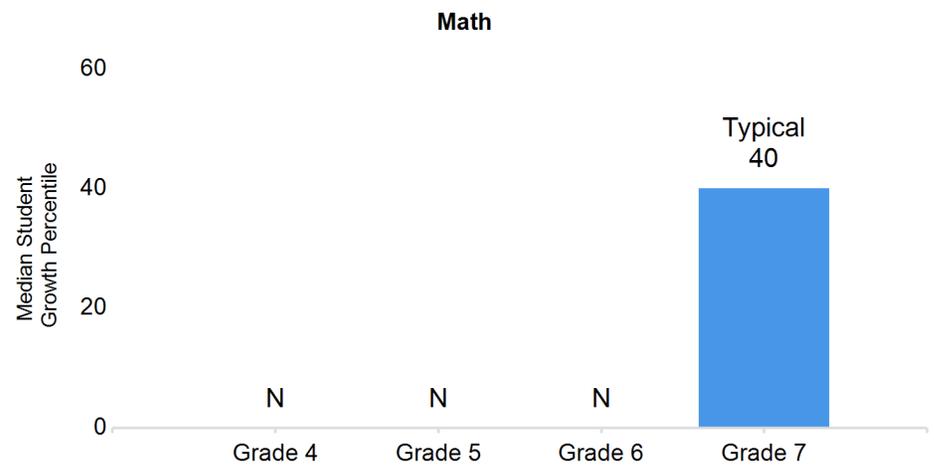
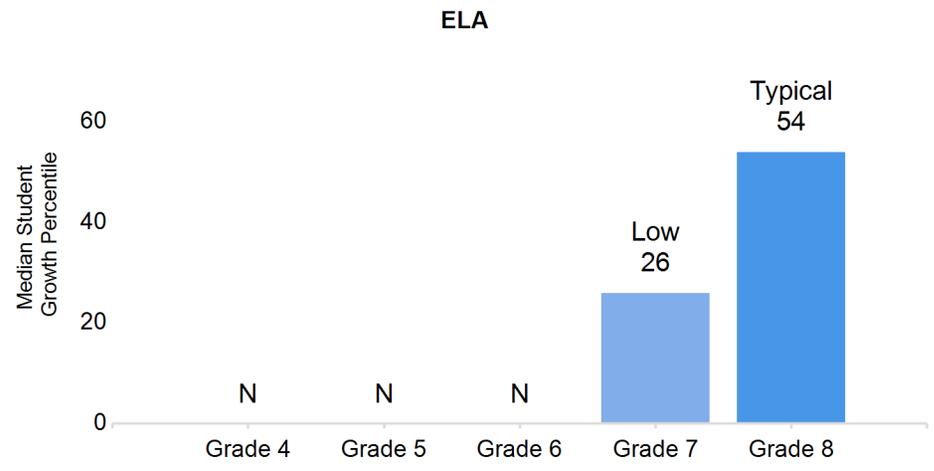
Student Growth by Performance Level

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



Student Growth by Grade

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



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



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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	67.2%	70.0%
Percentage of students taking the ACT	*	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	436	481	Varies By Grade	48%	67%
PSAT - Math	441	483	Varies By Grade	31%	49%
SAT - Reading and Writing	511	551	480	63%	77%
SAT - Math	514	552	530	44%	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%



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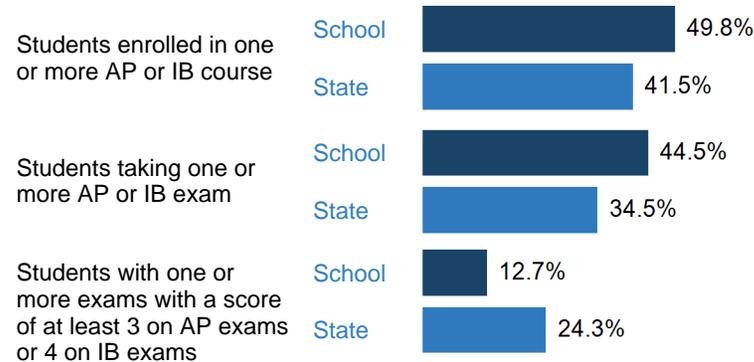
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	10	3
AP Calculus AB	21	15
AP Computer Science A	0	1
AP Computer Science Principles	1	0
AP English Language and Composition	24	22
AP English Literature and Composition	16	15
AP European History	11	9
AP Government	8	0
AP Psychology	89	82
AP U.S. Government and Politics	0	8
AP U.S. History	30	26
Total Exams Taken		181
Exams with scores of at least 3 on AP exams or 4 on IB exams		41

Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.





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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

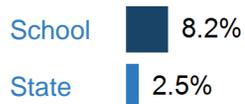
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
7	0	0	0	0	0	0	127
8	0	0	0	0	0	0	118
9	88	42	0	0	0	0	27
10	8	94	36	0	0	0	0
11	0	9	81	30	0	0	1
12	0	5	3	10	21	0	60
Schoolwide	96	150	120	40	21	0	333
Enrolled in AP/IB Course					21	0	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	43	0	0	0	0	0
10	125	4	0	3	0	0
11	3	66	0	49	0	2
12	14	16	0	8	16	15
Schoolwide	185	86	0	60	16	17
Enrolled in AP/IB Course	10	0		0	0	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	121	6	0	0	0	0
10	2	133	0	23	0	2
11	1	119	0	20	0	3
12	4	9	0	46	0	14
Schoolwide	128	267	0	89	0	19
Enrolled in AP/IB Course	0	30	0	89	0	19

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	127	0	0	0	0	0	0
8	118	0	0	0	0	0	0
9	72	0	0	0	0	0	0
10	110	0	0	0	0	0	0
11	52	0	0	0	0	0	0
12	29	0	0	0	0	0	0
Schoolwide	508	0	0	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	55	0	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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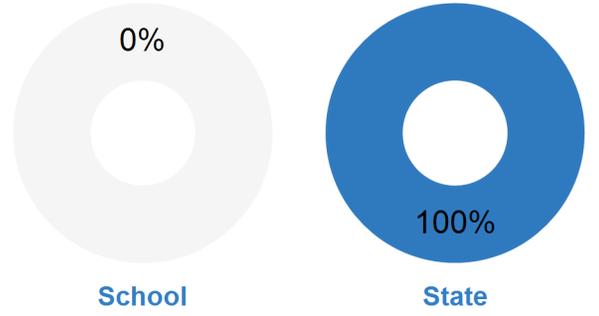
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Visual and Performing Arts – Course Participation

This chart shows the percentages of students in the school and across the state that were enrolled in one or more **Visual and Performing Arts** classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students in the school and across the state that were enrolled in one or more courses within each of the four arts disciplines.

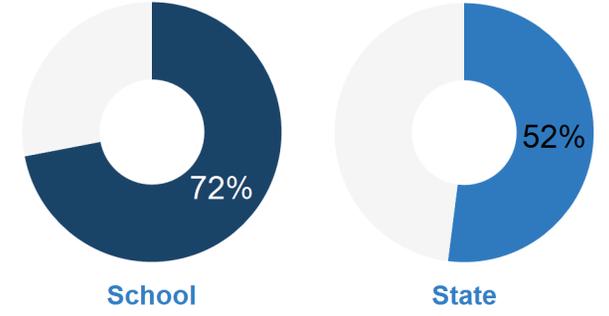
Grades 6-8:

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

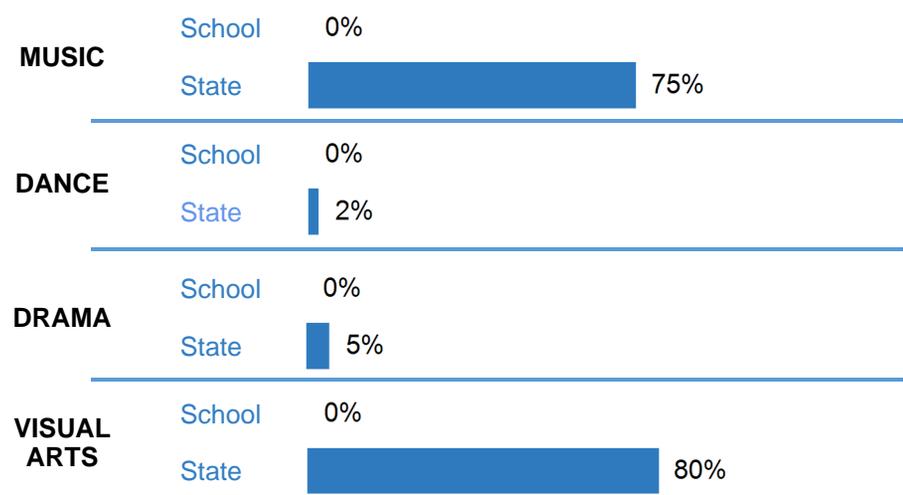


Grades 9-12:

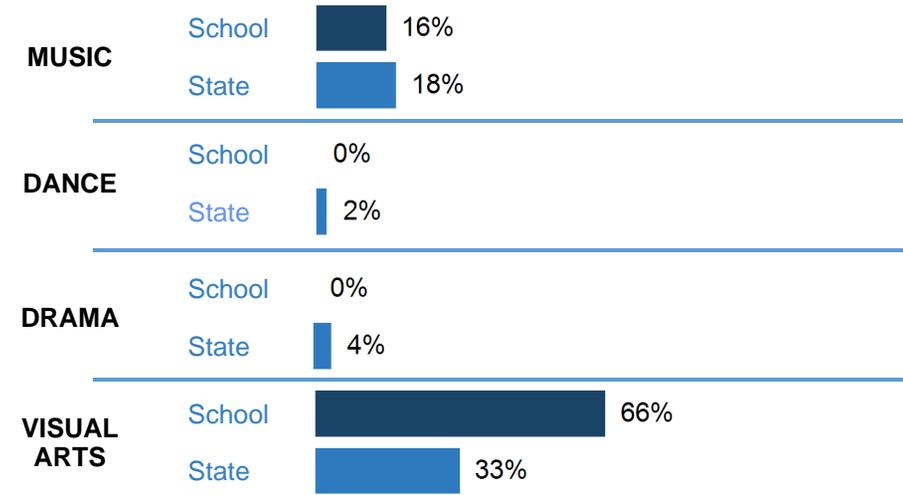
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	89.9%	90.5%	94.7%	91.8%	94.0%	83.1%	Met Target	85.6%	88.7%	Not Met
White	90.3%	94.5%	93.0%	95.1%	92.2%	82.0%	Met Target	*	89.4%	Not Met
Hispanic	80.0%	84.3%	100.0%	86.3%	100.0%	**	**	92.9%	**	**
Black or African American	100.0%	83.4%	100.0%	85.3%	100.0%	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	90.5%	83.9%	95.9%	85.6%	95.9%	N	Met Goal	81.6%	84.8%	Not Met
Students with Disabilities	77.8%	78.8%	82.5%	82.1%	82.9%	73.6%	Met Target	81.6%	66.1%	Met Target
English Learners	N	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	89.9%	-
2016	94.0%	94.7%
2015	82.5%	85.6%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	1.5%	1.1%
2015-2016	2.2%	1.1%
2014-2015	1.6%	1.1%

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	51.9%	49.3%	50.7%
White	52.7%	45.8%	54.2%
Hispanic	*	*	0%
Black or African American	50%	60%	40%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	52.4%	54.6%	45.5%
Students with Disabilities	20%	100%	0%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	49.3%	59.7%	40.3%	83.6%	16.4%	82.1%	17.9%
White	49.5%	59.6%	40.4%	84.6%	15.4%	84.6%	15.4%
Hispanic	50%	62.5%	37.5%	75%	25%	62.5%	37.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	41.8%	60.6%	39.4%	81.8%	18.2%	81.8%	18.2%
Students with Disabilities	25%	75%	25%	87.5%	12.5%	75%	25%
English Learners	N	N	N	N	N	N	N



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

Chronic Absenteeism

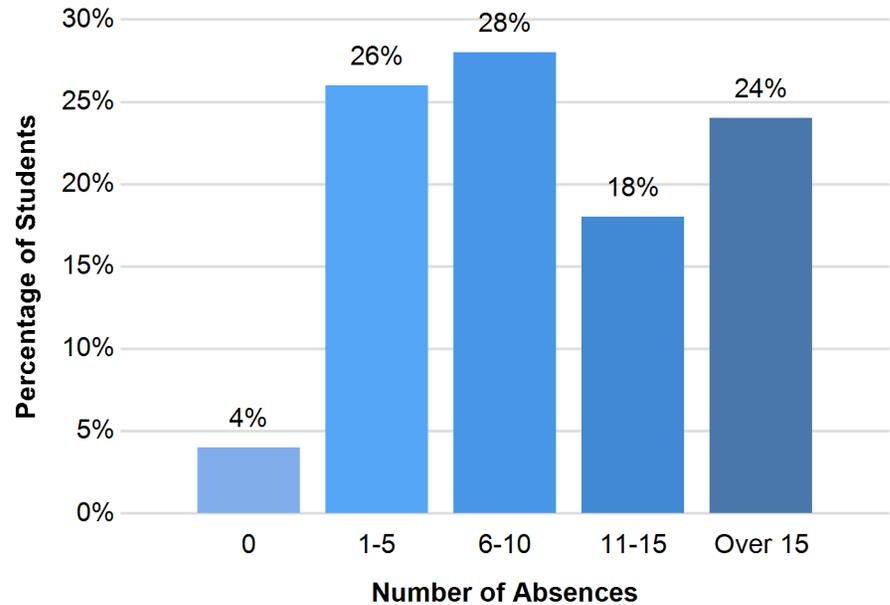
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	18.50	12.60	Not Met
White	18.50	12.60	Not Met
Hispanic	19.00	12.60	Not Met
Black or African American	24.70	12.60	Not Met
Asian, Native Hawaiian, or Pacific Islander	5.00	12.60	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	20.80	12.60	Not Met
Students with Disabilities	24.90	12.60	Not Met
English Learners	N	**	**

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

Days Absent

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





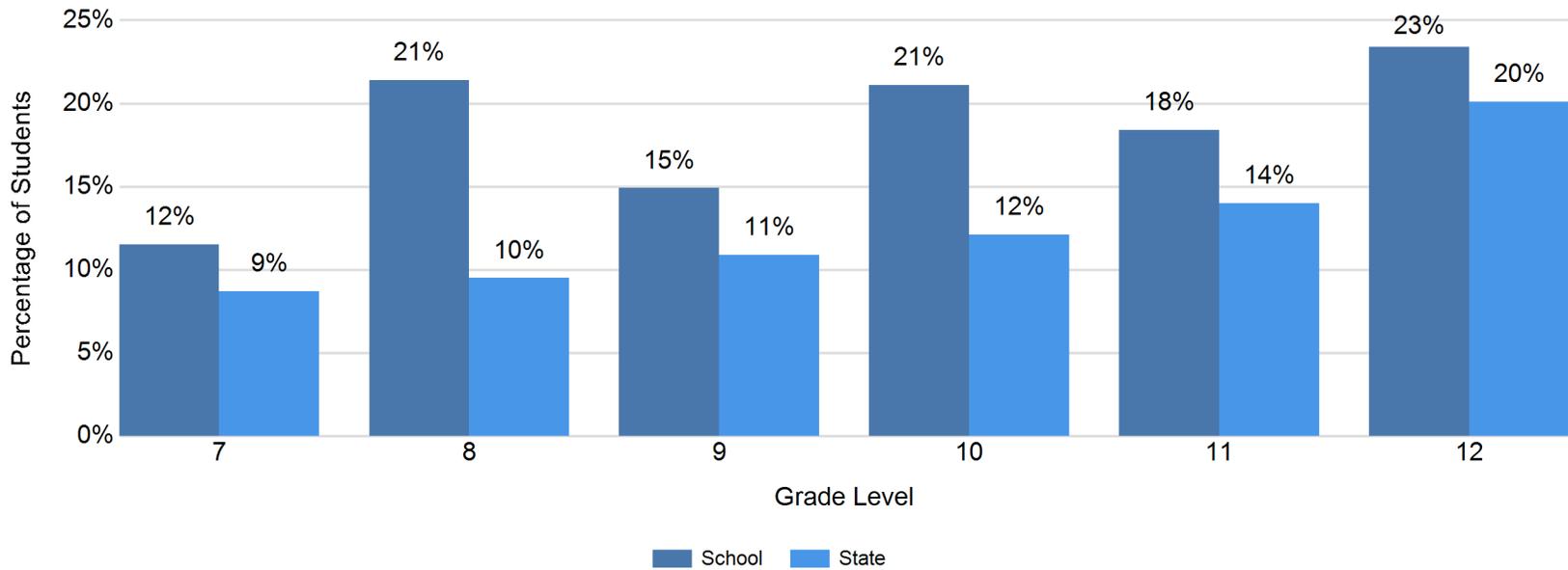
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Chronic Absenteeism by Grade

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





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School Day

Violence, Vandalism, HIB, and Substance Offenses

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

Category	School
Typical Start Time	8:00AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 2 Mins.
Shared Time - Instructional Time	*

Incident Type	Number of Incidents
Violence	11
Vandalism	2
Weapons	2
Substances	13
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	32
Incidents Per 100 Students Enrolled	4.18

Student Suspension Rate

Student Expulsions

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

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

Suspension Types	% of Students
In-School Suspensions	4.3%
Out-of-School Suspensions	6.4%
Any Suspension	10.7%

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.2:1	474.6 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$880	\$15,814	\$16,694



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

- Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
- Teachers:** All classroom teachers
- Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
- Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	73	120,724
Average years experience in public schools	12.9	11.8
Average years experience in district	11.7	10.5
Teachers in district for 4 or more years	89%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,506
Average years experience in public schools	18.4	15.9
Average years experience in district	13.7	11.6
Administrators in district for 4 or more years	94%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	85:1	132:1
Librarian/Media Specialists		702:1
Nurses		421:1
Counselors		351:1
Child Study Team		263:1

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



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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	87%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	36.2	12.5%
Mathematics Proficiency	53.2	12.5%
Graduation - 4-Year	48.9	15.0%
Graduation - 5-Year	6.7	15.0%
English Language Arts Growth	42.5	15.0%
Mathematics Growth	50.0	15.0%
Chronic Absenteeism	19.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		36.3
Summative Rating: Percentile rank of Summative Score		34.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	36.3	19.6	No	Met Target	Not Met	Not Met	Met Target	Not Met	Not Met	Not Met	No
White	25.7	19.6	No	Met Target	Not Met	Not Met	Met Target	Not Met	Not Met	Not Met	No
Hispanic	38.2	11.9	No	Met Target	Met Target	Not Met	**	**	Met Target	**	No
Black or African American	**	**	No	Met Target†	Met Target†	Not Met	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Target	Met Target	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	**	**	No
Two or More Races	**	**	No	**	**	**	**	N	**	**	No
Economically Disadvantaged Students	45.6	19.6	No	Met Target	Met Target†	Not Met	Met Goal	Not Met	Not Met	Not Met	No
Students with Disabilities	33.9	19.6	No	Not Met	Met Target	Not Met	Met Target	Met Target	Not Met	**	No
English Learners	**	**	No	**	**	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Gorman	Email Address:	sgorman@gcsd.k12.nj.us
Address:	1300 MARKET STREET GLOUCESTER CITY, NJ 08030	Website:	http://ghs.gcsd.k12.nj.us/
Phone:	(856)456-7000	Facebook:	https://www.facebook.com/mightygloucesterlions/
		Twitter:	https://twitter.com/GloucesterGHS

School Narrative

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

	Highlights:	<ul style="list-style-type: none"> • 1 of 433 schools across US & Canada named to College Board's 2017 "AP District Honor Roll" • One of the top four-year graduation rates of all high schools throughout Camden County. • Personalizing the educational experience academically, extra-curricularly, & socially for all students to excel.
	Mission, Vision, Theme:	Gloucester High School, in partnership with students, families, and our community, sets high expectations for our performance and instills pride in our achievements, developing responsible citizens and a commitment to lifelong learning.
	Awards, Recognition, Accomplishments:	One of 433 schools across the United States & Canada named to College Board's 2017 "AP District Honor Roll" for increasing AP program participation and passing rates. One of our staff members, Mrs. Kati Light, was honored as the 2015 Camden County "Teacher of the Year." Last school year, Wrestling Coach & Teacher, Mr. Tom McConnell, won multiple "Coach of the Year" awards throughout the area.



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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Our staff currently instructs 9 AP courses on our campus with expansion plans being developed for the 2018-2019 school year. Additionally, we offer Pre-AP courses in English I, English II, US History & World History. We proudly established the AVID program at GHS this school year. Our Engineering program is flourishing. Option II opportunities include college coursework, Cooper Health Network internships, Junior Police academy, employment, and much more.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Boys & Girls), Diving (Boys & Girls), Field Hockey (Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>We also have a competitive Dance Team as well as a Cheerleading Team. Our Wrestling & Softball programs added to our storied history of athletic championships as both programs won division titles during the 2016-2017 school year. 34 student-athletes were named to All-Conference teams in 2016-2017. We are extremely proud that 25 graduates are currently participating in athletics at the collegiate level.</p>
 <p>Clubs and Activities:</p>	<p>We offer an outstanding variety of clubs with student extra-curricular life bringing vibrance to the building throughout each week. Clubs include Ceramics, Friends of Rachel, Gay-Straight Alliance, Leo, Interact, Military, Ping Pong, Page to Stage, Photography, Pep, Sports Marketing, Intramural Basketball, Art, Yoga, Stress Busters, Video Gaming, STEM, Graphic Novel, & Stage Design. Our student-led newspaper, The Lions Roar, remains a point of pride throughout our school community.</p>
 <p>Before and After School Programs:</p>	<p>We are extremely proud of our Music & Theater programs. Our competitive Marching Band, Winter Ensemble, and Color Guard programs have recently achieved some of the highest scores at local competitions in our school's history. Musicals and dramatic performances such as Grease and Mary Poppins have filled our auditorium every night of performance. We also host an annual student Talent Show and school-spirited events like "Dancing with the Staff" and "Mr. GHS."</p>



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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Our Department Chairs and administration meet monthly to keep the pulse of our academic progress and development. Gloucester High School's dedicated staff prides itself in pursuing excellence. Professional focus areas this school year include embedding rigorous assessments and instruction that parallel the newly designed suite of assessments by College Board (PSAT, SAT, AP) and introducing the AVID program in its first year to our 9th grade student and staff member cohort.</p>
 <p>Postsecondary Information:</p>	<p>Nearly 90% of the Class of 17 were accepted to college. Graduates were accepted by schools far (Auburn, West Virginia, Penn State) & near (Rutgers, Temple, Rowan, Drexel, LaSalle). We pride ourselves on providing families with robust supports throughout high school: 4 field trips to college campuses, trip to Atlantic City National College Fair, GHS College Fair, free SAT prep, PSAT & SAT School-Day testing, SAT trips, Scholarship Fair, Financial Aid Night & Workshop, and much more.</p>
 <p>Student Supports and Services:</p>	<p>Comprehensive student & family support services include our Guidance Department, School Resource Officer, Child Study Team, English Language Learners instructor, SAC Counselor, Media Specialist, Speech Therapist, Intervention & Referral Services Team, and 504 Committee. "Homework Help" is offered every Monday through Thursday until 4 p.m. to all students.</p>
 <p>Student Health and Wellness:</p>	<p>Our Physical Education Departments offers students the opportunity to choose from three avenues: Team Sports, Weight Training, and Aerobic Fitness. In-depth studies of each students' area of interest occur throughout the school year. Health focuses range from Driver's Education to First Aid and Family Life. Our School Nurse and Athletic Trainer have both been honored by our staff and study body in recent school years for their invaluable contributions throughout each year.</p>
 <p>Parent and Community Involvement:</p>	<p>Our "Lions Pride" parent organization welcomes new members at any time during the calendar year. Parents can review student academic performance & attendance daily through our Parent Portal. Parent events range from Rising Senior Night to our Course Selection/AP Night & multiple parent conferences throughout the school year. We frequently partner with nearly all of Gloucester City's municipal service providers throughout each year including a Junior Police Academy and Mock Government Day.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers</p> <p>Our School Safety Team meets at least once per semester to assess the climate throughout our school community. We pride ourselves in creating an environment in which all students feel comfortable "being themselves" and look forward to coming to the "family atmosphere" present at GHS each day.</p>
 <p>Facilities:</p>	<p>We are proud to have one of the nicest facilities in the area. Recent constructions added include our Fieldhouse & Media Center. Our auditorium was recently renovated. Athletic teams have access to the brand-new turf field at the Gloucester Middle School. All levels of Biology, Chemistry, Physics, & Forensics are taught in dual classroom/laboratory settings. Unique spaces include our Life Skills room, TV Studio, Fitness Center, Engineering room, and Ceramics & Photo labs.</p>



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School Narrative

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



Other Information:

Our Department Chairs & administration meet monthly to keep the pulse of our academic progress & development. Professional focus areas this school year include embedding rigorous assessments & instruction that parallel the newly designed suite of assessments by College Board (PSAT, SAT, AP) & introducing the AVID program in its 1st year to our 9th grade student & staff member cohort. Through a pilot program with College Board, all of our 9th through 11th grade students participated in the PSAT administration and all 12th grade students participated in the SAT administration during our school day. This not only ensures that all of our students participate in these critical steps along the road to “college readiness” but also provides our administration and staff with invaluable data on our entire student population to assist in guiding our instructional focus. Students at Gloucester High School enjoy a variety of AP courses in English, Mathematics, Science, & Social Studies. Rigorous instruction begins as early as 9th grade with many students enrolling in Pre-AP & Honors-level courses. Our students have the opportunity to earn college credits through dual-credit courses with Camden County College, our partnership with Rowan College at Gloucester County in which students are completing coursework on their Sewell campus, & the various AP courses that our staff offers in-house (9) or on-line. We are excited to continue the expansion of our “Option II” program that permits students the opportunity to earn high school credits for employment, volunteerism, & college and online course work. We also offer an alternative track as educational option for students who are not experiencing success in the “traditional” high school program. Entering their Senior year, the Class of 2018 has had more of its members take AP course work (nearly 200 AP tests will be taken at GHS in Spring of 2018) and the SAT test (100%) than any other graduating class in our school’s history.



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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
4	134	134	142
5	119	112	132
6	99	112	112
Ungraded	35	39	51
Total	387	397	437

Student Group	2014-15	2015-16	2016-17
Female	46%	47%	50%
Male	54%	53%	50%
Economically Disadvantaged Students	76%	76%	77%
Students with Disabilities	22%	22%	23%
English Learners	2%	3%	3%
Homeless Students			4%
Students in Foster Care			2%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	70.7%
Hispanic	16.2%
Black or African American	6.4%
Asian	6.2%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.2%

Enrollment by Home Language

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

Home Language	% of Students
English	92.7%
Spanish	3.9%
Other	3.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	373	92.9	45.90	46.80	54.90	45	52.9	Not Met
White	269	91.7	46.10	48.00	63.90	44.6	53.1	Not Met
Hispanic	58	95.5	39.60	38.80	39.80	39.6	47.2	Met Target†
Black or African American	18	92.9	38.90	35.70	35.20	38.6	N	N
Asian, Native Hawaiian, or Pacific Islander	21	100.0	66.60	*	80.70	66.6	73.1	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	186	91.7	53.80	56.80	62.20	52.6		
Male	187	94.1	37.90	38.60	48.10	37.4		
Economically Disadvantaged Students	276	91.4	40.90	40.50	36.20	39.7	50.2	Not Met
Non-Economically Disadvantaged Students	97	97.3	59.80	61.50	65.80	59.8		
Students with Disabilities	76	81.7	15.80	*	20.50	13.7	23.3	Not Met
Students without Disabilities	297	96.4	53.50	*	61.90	53.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	16	100.0	25.00	*	26.40	25		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	145	744	744	753	8%	21%	28%	37%	8%	44%	56%
White	102	749	749	762	*	19%	29%	40%	*	48%	67%
Hispanic	24	726	726	740	*	*	*	*	0%	25%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	10	753	753	777	*	*	*	*	*	60%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	71	756	756	758	*	*	28%	47%	*	58%	61%
Male	74	734	734	749	*	*	27%	27%	*	31%	51%
Economically Disadvantaged Students	105	739	739	737	*	*	*	29%	*	34%	36%
Non-Economically Disadvantaged Students	40	759	759	764	*	*	*	58%	*	70%	69%
Students with Disabilities	27	717	717	725	*	*	*	*	*	11%	25%
Students without Disabilities	118	751	751	759	*	*	*	*	*	52%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	145	744	744	755	8%	21%	28%	37%	8%	44%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	746	746	756	*	17%	27%	43%	*	47%	59%
White	101	747	747	763	*	17%	30%	44%	*	47%	69%
Hispanic	23	746	746	743	*	*	*	52%	0%	52%	44%
Black or African American	12	747	747	740	*	*	*	*	*	42%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	84	749	749	761	*	14%	24%	44%	*	50%	66%
Male	58	742	742	750	*	21%	31%	41%	*	41%	53%
Economically Disadvantaged Students	103	746	746	740	*	*	24%	43%	*	47%	40%
Non-Economically Disadvantaged Students	39	747	747	765	*	*	33%	44%	*	46%	71%
Students with Disabilities	32	721	721	725	*	*	*	*	*	22%	22%
Students without Disabilities	110	754	754	762	*	*	*	*	*	54%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	142	746	746	757	*	17%	27%	43%	*	47%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	745	745	752	*	20%	30%	38%	*	45%	54%
White	82	741	741	758	*	24%	28%	35%	*	42%	63%
Hispanic	16	750	750	740	*	*	*	*	*	38%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	43	753	753	758	*	*	*	42%	*	56%	61%
Male	73	741	741	746	*	*	*	36%	*	38%	46%
Economically Disadvantaged Students	86	743	743	737	*	*	*	35%	*	41%	34%
Non-Economically Disadvantaged Students	30	753	753	761	*	*	*	47%	*	57%	65%
Students with Disabilities	23	717	717	722	*	48%	*	*	*	13%	17%
Students without Disabilities	93	753	753	758	*	13%	*	*	*	53%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

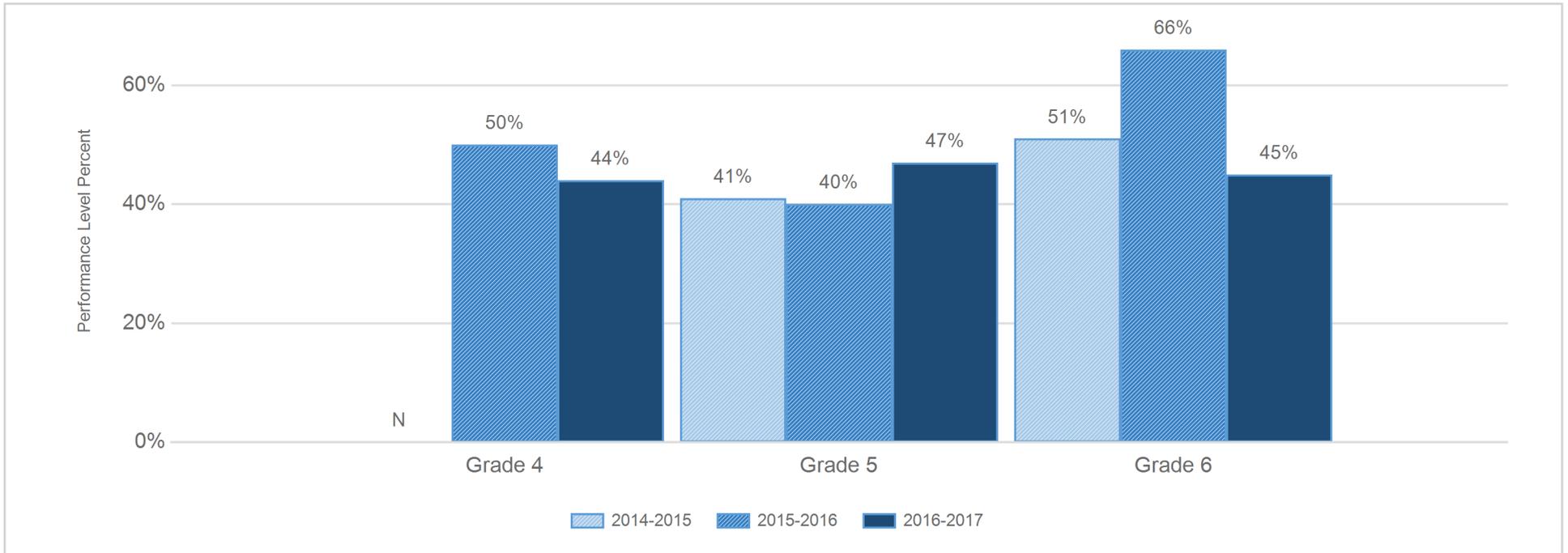


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	374	92.9	31.30	31.90	43.50	30.7	36.6	Not Met
White	269	91.7	30.50	31.50	52.40	29.5	35.8	Not Met
Hispanic	59	95.7	28.80	29.80	27.60	28.8	31.6	Met Target†
Black or African American	18	92.9	22.30	20.60	21.70	22.1	N	N
Asian, Native Hawaiian, or Pacific Islander	21	100.0	57.10	*	75.60	57.1	60.1	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	186	91.7	36.10	36.80	44.10	35.3		
Male	188	94.1	26.60	27.80	42.90	26.2		
Economically Disadvantaged Students	277	91.4	27.10	28.00	25.10	26.2	37.3	Not Met
Non-Economically Disadvantaged Students	97	97.3	43.30	41.00	54.30	43.3		
Students with Disabilities	76	81.7	10.50	*	16.50	*	18.8	Not Met
Students without Disabilities	298	96.4	36.50	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	16	100.0	12.50	*	16.40	12.5		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	146	733	733	747	12%	32%	28%	27%	0%	27%	47%
White	102	735	735	755	10%	33%	28%	28%	0%	28%	59%
Hispanic	25	722	722	734	*	*	*	*	0%	16%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	10	755	755	774	0%	*	*	*	0%	60%	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	72	736	736	747	*	24%	32%	32%	*	32%	47%
Male	74	730	730	747	*	41%	24%	23%	*	23%	48%
Economically Disadvantaged Students	106	729	729	732	*	35%	29%	21%	*	21%	27%
Non-Economically Disadvantaged Students	40	744	744	757	*	25%	25%	45%	*	45%	61%
Students with Disabilities	27	717	717	724	*	56%	*	*	0%	11%	22%
Students without Disabilities	119	737	737	751	*	27%	*	*	0%	31%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	736	736	747	*	25%	38%	28%	*	29%	46%
White	101	735	735	754	*	27%	39%	27%	*	27%	57%
Hispanic	23	740	740	735	*	*	*	*	*	35%	30%
Black or African American	12	734	734	729	*	*	*	*	0%	33%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	84	735	735	747	*	29%	31%	31%	*	32%	47%
Male	58	737	737	746	*	21%	48%	22%	*	24%	46%
Economically Disadvantaged Students	103	737	737	732	*	24%	40%	26%	*	28%	27%
Non-Economically Disadvantaged Students	39	734	734	756	*	28%	33%	31%	*	31%	59%
Students with Disabilities	32	723	723	725	*	*	*	*	*	*	19%
Students without Disabilities	110	740	740	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	142	736	736	748	*	25%	38%	28%	*	29%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	740	740	743	*	18%	34%	33%	*	38%	44%
White	82	739	739	751	*	17%	38%	34%	*	35%	54%
Hispanic	17	730	730	731	*	*	*	*	0%	35%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	43	743	743	745	*	*	*	44%	*	51%	45%
Male	74	738	738	742	*	*	*	27%	*	30%	43%
Economically Disadvantaged Students	87	737	737	728	*	*	*	29%	*	33%	24%
Non-Economically Disadvantaged Students	30	747	747	752	*	*	*	47%	*	50%	56%
Students with Disabilities	23	712	712	717	*	*	*	*	*	13%	13%
Students without Disabilities	94	746	746	748	*	*	*	*	*	44%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

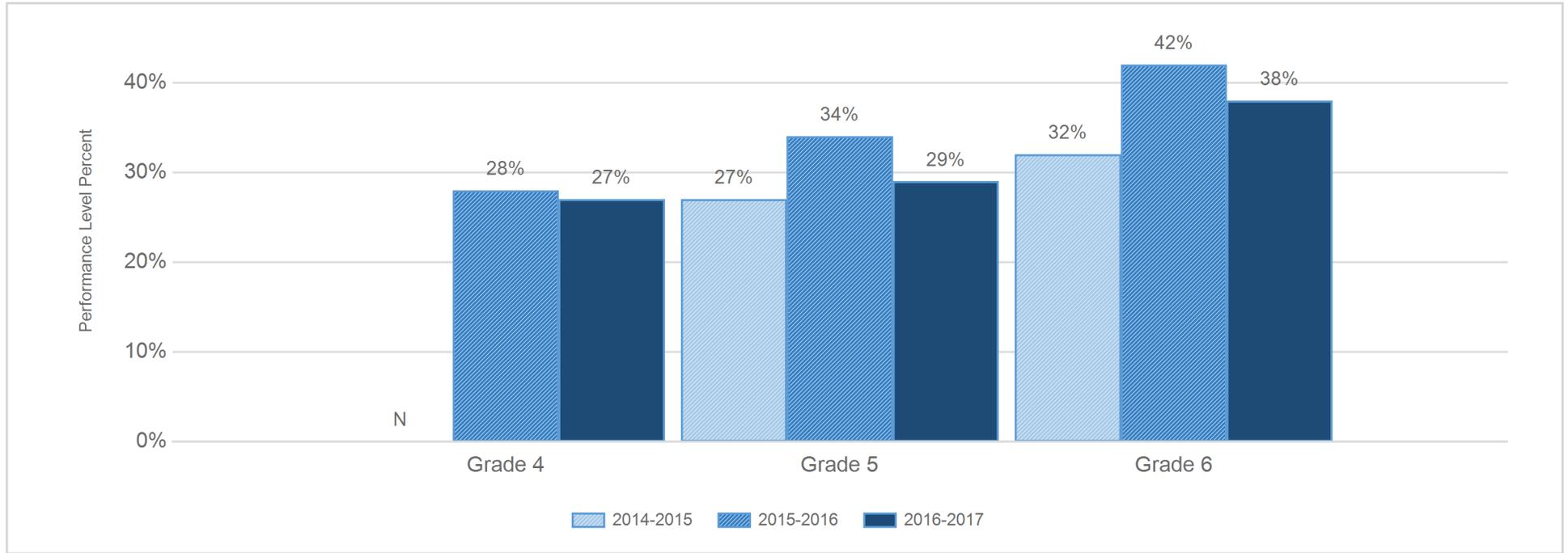


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
4	N	N
5	N	N
6	*	*

English Language Proficiency Test - Participation and Performance

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

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

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



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

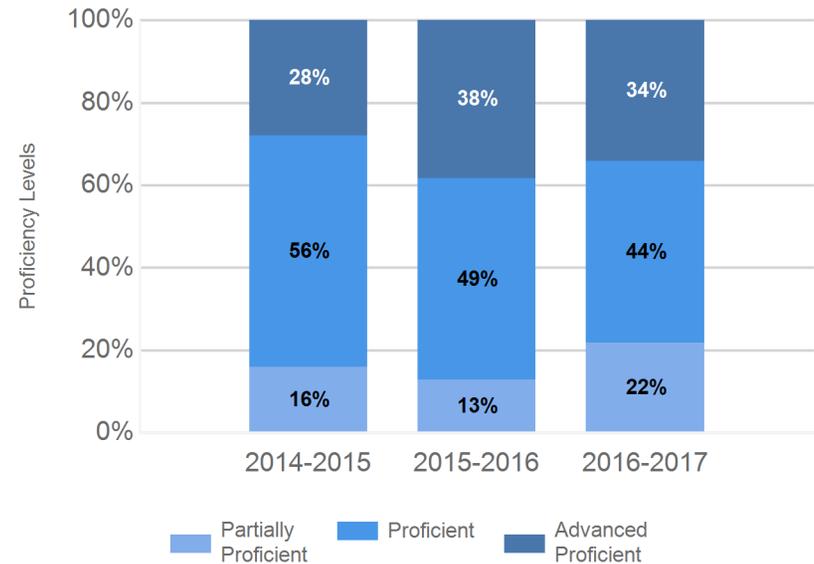
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	34%	44%	22%
White	40%	43%	17%
Hispanic	15%	48%	37%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	42%	*
American Indian or Alaska Native	N	*	N
Two or More Races	N	N	N
Economically Disadvantaged Students	30%	46%	24%
Students with Disabilities	4%	36%	61%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	49	43.5	50	Met Target	42	42	50	Met Target
White	47	41	50	Met Target	42	41	52	Met Target
Hispanic	40	40	49	Met Target	47	50	47	Met Target
Black or African American	52.5	49.5	45	**	40.5	*	43	**
Asian, Native Hawaiian, or Pacific Islander	61	*	60	Exceeds Target	70	*	59	Exceeds Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	47	44	47	Met Target	41	40	46	Met Target
Students with Disabilities	43.5	37.5	41	Met Target	43.5	41	43	Met Target
English Learners	*	74	53	**	*	66	51	**

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



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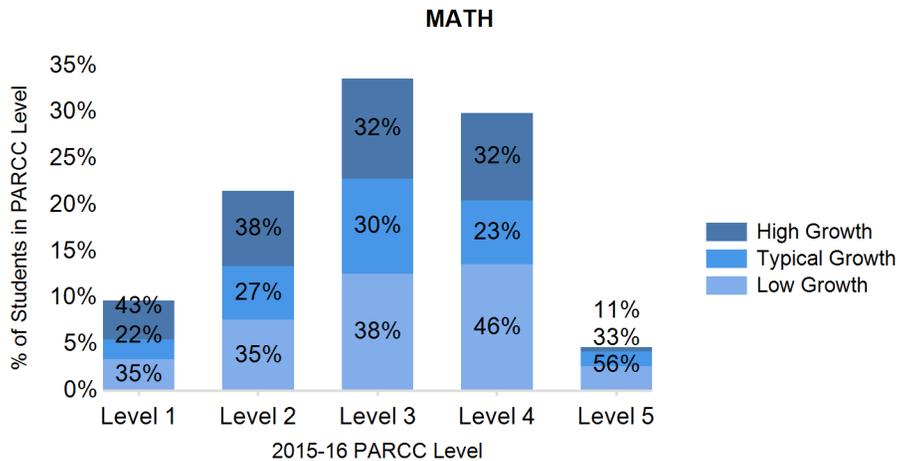
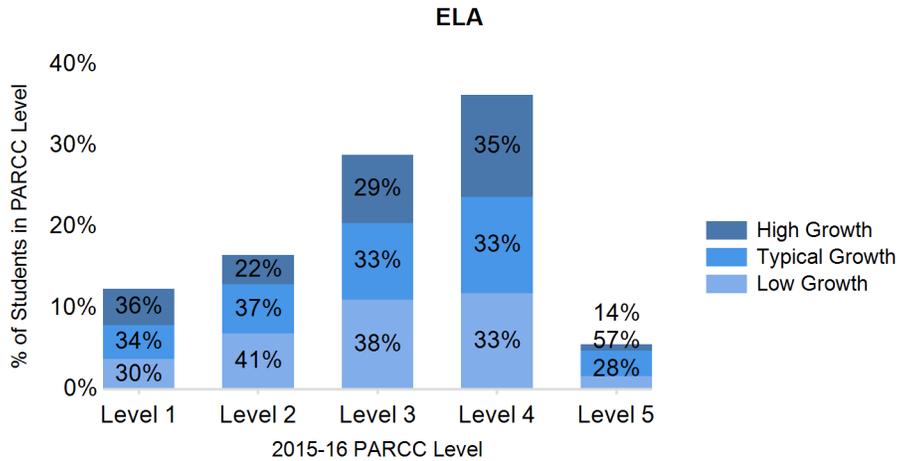
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

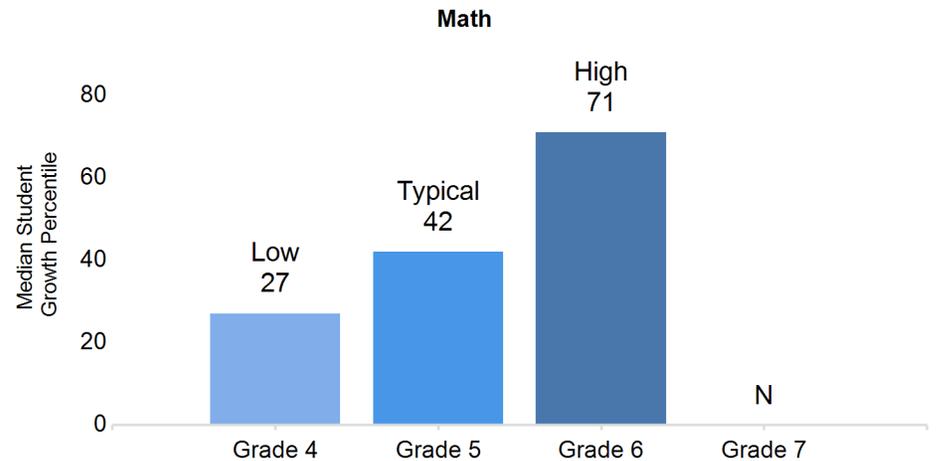
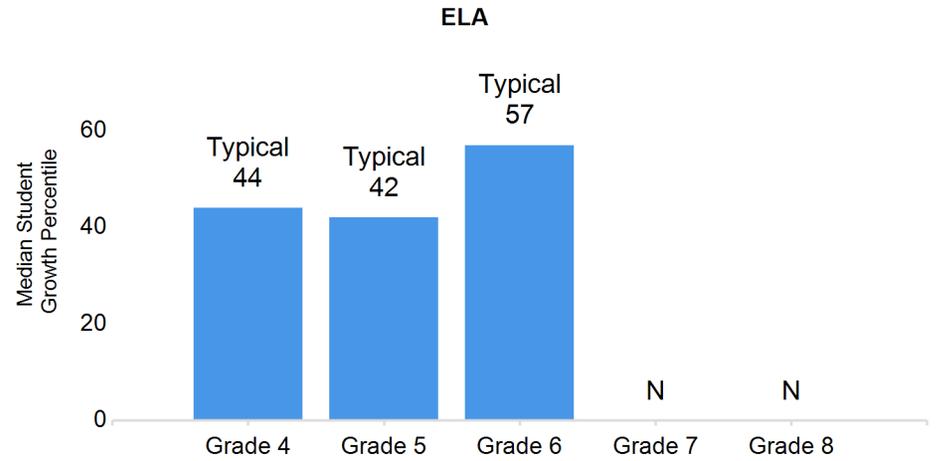
Student Growth by Performance Level

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



Student Growth by Grade

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



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

Chronic Absenteeism

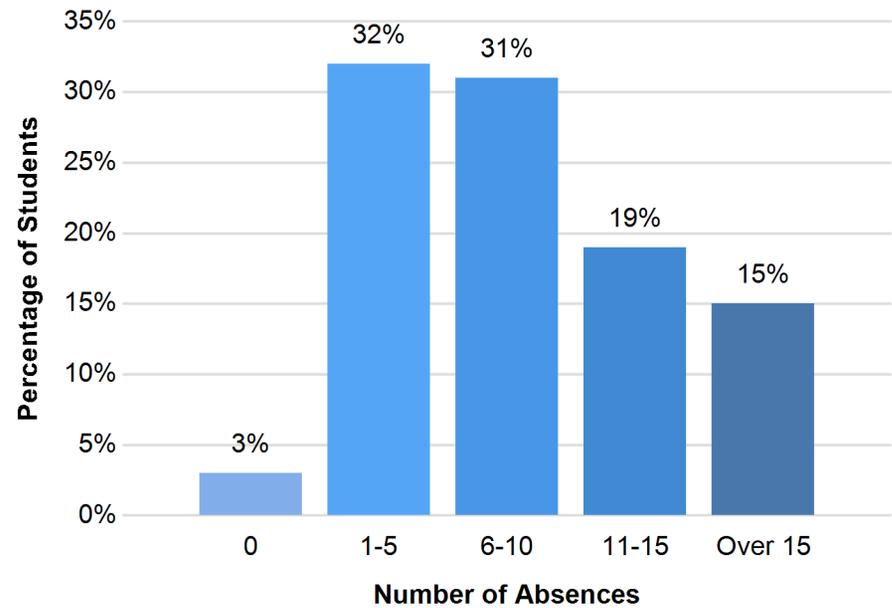
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.70	7.30	Not Met
White	13.30	7.30	Not Met
Hispanic	9.90	7.30	Not Met
Black or African American	7.10	7.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.70	7.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.10	7.30	Not Met
Students with Disabilities	15.60	7.30	Not Met
English Learners	N	**	**

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

Days Absent

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





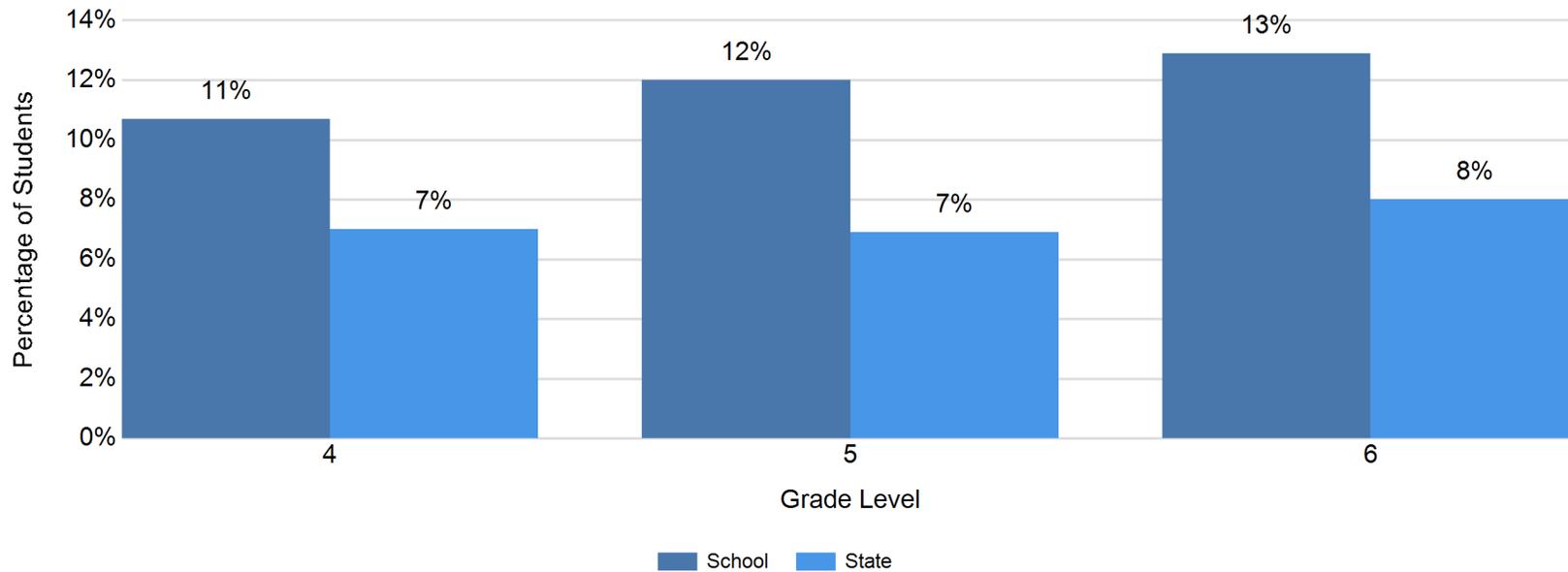
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Chronic Absenteeism by Grade

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





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:00AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs. 50 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.23

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	5.7%
Out-of-School Suspensions	9.2%
Any Suspension	14.9%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	4.1:1	474.6 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$880	\$15,814	\$16,694



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	45	120,724
Average years experience in public schools	13.7	11.8
Average years experience in district	12.5	10.5
Teachers in district for 4 or more years	82%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,506
Average years experience in public schools	18.4	15.9
Average years experience in district	13.7	11.6
Administrators in district for 4 or more years	94%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	87:1	132:1
Librarian/Media Specialists		702:1
Nurses		421:1
Counselors		351:1
Child Study Team		263:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	87%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	91%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	25.9	17.5%
Mathematics Proficiency	18.2	17.5%
English Language Arts Growth	42.5	25.0%
Mathematics Growth	31.7	25.0%
Chronic Absenteeism	22.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		29.7
Summative Rating: Percentile rank of Summative Score		19.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	29.7	11.9	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
White	16.5	11.9	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
Hispanic	38.0	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	N	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	43.8	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	43.0	11.9	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	42.0	11.9	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Address:	520 CUMBERLAND STREET GLOUCESTER CITY, NJ 08030	Website:	http://mec.gcsd.k12.nj.us/
Phone:	(856)456-7000		

School Narrative

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

	Highlights:	<ul style="list-style-type: none"> Students at GMS are matched one to one with Dell lap tops GMS has an advisory period built into each grade level schedule to support academic clinics GMS has a character education program with weekly lessons and monthly themes
	Awards, Recognition, Accomplishments:	Mrs. Kelly Malone selected for the New Jersey Exemplary Award 2016-2017



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 <p>Courses, Curriculum, Instruction:</p>	<p>Journeys Reading program- Gifted and Talented Program - Advanced Course work Grades 7-8 including Algebra 1 - My Math and Go Math - IXL and NEWSELA tech supports. Inspire Science Program- Google Classroom platform- Homework support program</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>The 5th-6th grade basketball team won their league championship in 2017.</p>
 <p>Clubs and Activities:</p>	<p>Clubs at GMS include Art, Student Council, Environmental Club, Character Ed, Math/Game Club, Chorus, and Yearbook</p>
 <p>Before and After School Programs:</p>	<p>Homework help is offered to students in 4th through 8th grade</p>



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 <p>Staff and Professional Learning:</p>	<p>GMS has contracted with PLN, Engaged Instruction and Standard Solutions to support PD efforts through the district.</p>
 <p>Student Supports and Services:</p>	<p>GMS supports remedial needs with reading tutoring, academic clinics, ELL support services, IEPs including in class support to self contained programs along with I&RS support committees to assist with curricular supports.</p>
 <p>Student Health and Wellness:</p>	<p>Students at GMS have a robust breakfast and lunch program with healthy options offered each day. Physical Education minutes meet or exceed state requirements at each grade level. The advisory program offers availability to walking clubs and extended physical activities each day.</p>
 <p>Parent and Community Involvement:</p>	<p>GMS works closely with the PTO to set goals for school fundraising. Student and parent fun nights are scheduled out each year to promote home and school relations.</p>



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Facilities:

The Gloucester City Middle school is housed in a new buidling. The facilities are beautiful with fields and play areas outside and a top of the line media center and science labs inside.



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The Gloucester City Middle School is all about family. Grade levels from 4th through 8th grade are developed around teaching teams. Advisory periods are built into each grade level schedule to support academic clinics and school seasonal tournaments. Parents are invited to be part of the GMS experience with fun nights and parents conferences scheduled throughout the school year. Character education and school climate is paramount. Student recognition assembles are scheduled each month to acknowledge students success and promote good character education throughout the building. GMS is promotng the Google platform as an effective instruction/communication tool for students and staff throughout the building.



Other Information: