

OVERVIEW

CAMDEN  
GLOUCESTER CITY

GRADE SPAN 07-12

GLOUCESTER CITY JR. SR. HIGH SCHOOL  
1300 MARKET STREET  
GLOUCESTER CITY, NJ 08030

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

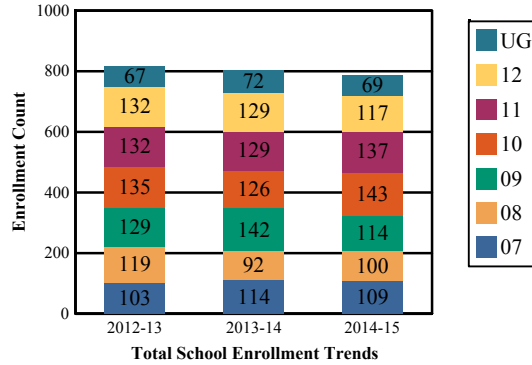
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**Enrollment by Grade**

This graph presents the count of students who were 'on roll' by grade in October of each school year.

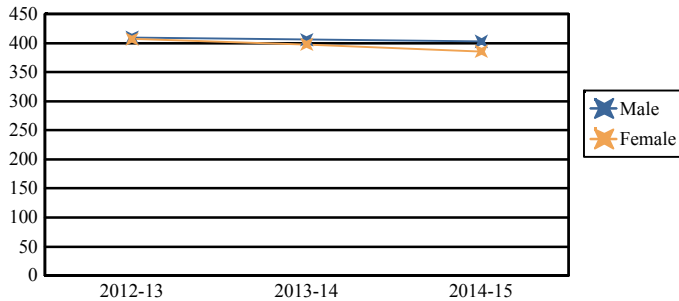


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment	
2012-13	817
2013-14	804
2014-15	789

**Enrollment by Gender**

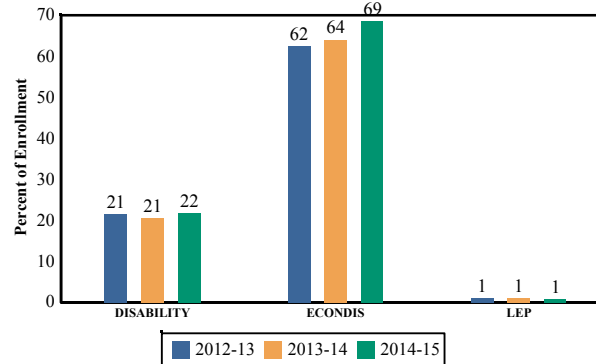
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	410	407
2013-14	406	398
2014-15	403	386

**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

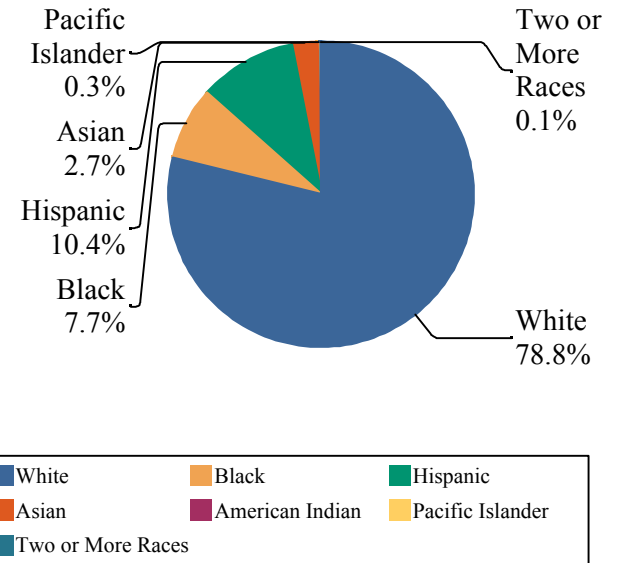


**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	172	22%
Economically Disadvantaged Students	541	68.6%
English Language Learners	5	0.6%

**Enrollment by Ethnic/Racial Subgroup**

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	97.1%
Spanish	1.7%
Mandar	0.5%
Pushto	0.3%
Bengali	0.3%
Ladino	0.1%
Other	0.1%

**ACADEMIC ACHIEVEMENT**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	34%	77	45
HS Math Met or Exceeded Expectation	14%		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	436	39%	95%	94.8%	YES
White	346	41.7%	95%	95.9%	YES
African American	-	-	--	--	--
Hispanic	46	28.2%	95%	94.5%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	106	11.3%	95%	95%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	311	35.1%	95%	95.5%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	440	31.6%	95%	95.5%	YES
White	349	33.5%	95%	96.2%	YES
African American	-	-	--	--	--
Hispanic	47	25.5%	95%	96.4%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	314	25.8%	95%	96.4%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**Proficiency Outcomes - Biology**

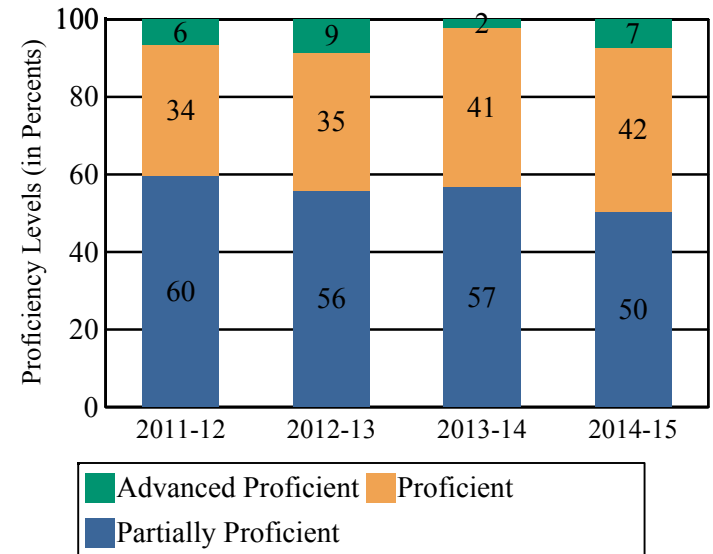
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	7%	42%	50%
White	8%	45%	47%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	16%	84%
English Language Learners	-	-	-
Economically Disadvantaged Students	4%	44%	52%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**Proficiency Trends - Biology**

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

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**PARCC ELA Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	119	737	750	13%	21%	29%	31%	6%	37%	53%
White	86	737	757	14%	19%	28%	34%	6%	40%	61%
African American	11	745	730	0%	36%	18%	45%	0%	45%	31%
Hispanic	16	726	736	19%	25%	38%	6%	13%	19%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	30	707	713	40%	20%	20%	17%	3%	20%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	90	736	733	11%	24%	30%	29%	6%	34%	33%

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**PARCC ELA Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	107	747	750	12%	16%	21%	41%	9%	50%	53%
White	81	747	757	14%	15%	21%	41%	10%	51%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	19	737	735	11%	26%	16%	47%	0%	47%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	73	739	732	15%	18%	26%	36%	5%	41%	34%

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**PARCC ELA Performance Distribution - Grade - 09**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	95	733	739	15%	21%	32%	28%	4%	33%	41%
White	79	735	746	14%	20%	29%	32%	5%	37%	47%
African American	-	-	723	-	-	-	-	-	-	23%
Hispanic	-	-	725	-	-	-	-	-	-	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	-	-	765	-	-	-	-	-	-	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	21	711	706	38%	29%	19%	14%	0%	14%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	67	733	724	16%	21%	31%	27%	4%	31%	24%

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**PARCC ELA Performance Distribution - Grade - 10**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	115	736	735	18%	29%	17%	23%	12%	36%	38%
White	100	740	741	17%	26%	17%	26%	14%	40%	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	-	-	720	-	-	-	-	-	-	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	-	-	763	-	-	-	-	-	-	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	81	732	718	20%	28%	19%	27%	6%	33%	23%

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**PARCC ELA Performance Distribution - Grade - 11**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	122	744	741	11%	16%	29%	39%	5%	44%	42%
White	99	745	745	11%	14%	30%	39%	5%	44%	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	15	739	731	13%	20%	27%	33%	7%	40%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	-	-	765	-	-	-	-	-	-	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	34	718	712	26%	38%	24%	12%	0%	12%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	78	743	730	6%	22%	27%	42%	3%	45%	30%

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**PARCC MATH - Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	118	734	740	11%	21%	36%	31%	2%	32%	38%
White	85	736	745	12%	19%	34%	33%	2%	35%	46%
African American	11	736	725	0%	27%	45%	27%	0%	27%	17%
Hispanic	16	720	730	19%	31%	31%	19%	0%	19%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	89	735	728	8%	25%	35%	30%	2%	33%	21%

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**PARCC MATH - Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	106	746	726	14%	11%	21%	50%	4%	54%	24%
White	81	747	732	14%	11%	20%	52%	4%	56%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	18	739	721	17%	17%	22%	44%	0%	44%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	30	709	705	40%	23%	20%	17%	0%	17%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	72	737	719	17%	15%	28%	39%	1%	40%	17%

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**PARCC ALGEBRA I - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	105	731	740	14%	35%	24%	27%	0%	27%	40%
White	87	732	746	14%	36%	21%	30%	0%	30%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	74	728	725	12%	42%	24%	22%	0%	22%	21%

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**PARCC GEOMETRY - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	728	-	-	-	-	-	-	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

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**PARCC ALGEBRA II - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	130	702	721	50%	32%	8%	10%	0%	10%	24%
White	107	705	725	45%	34%	9%	12%	0%	12%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

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**NJASK Results - Science Grade Level - 08**

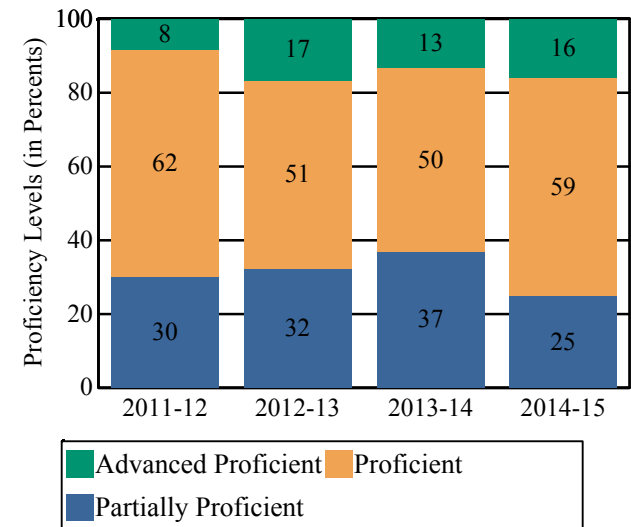
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	16%	59%	25%
White	13%	60%	26%
African American	-	-	-
Hispanic	27%	53%	20%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	7%	45%	48%
English Language Learners	-	-	-
Economically Disadvantaged Students	15%	55%	30%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 08**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**ACADEMIC ACHIEVEMENT**

CAMDEN

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GLOUCESTER CITY JR. SR. HIGH SCHOOL

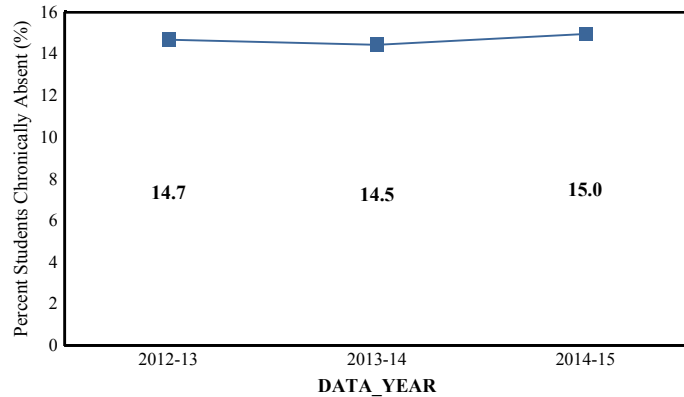
1300 MARKET STREET

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GRADE SPAN 07-12

**Chronic Absenteeism Trend**

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

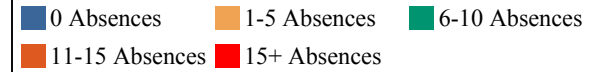
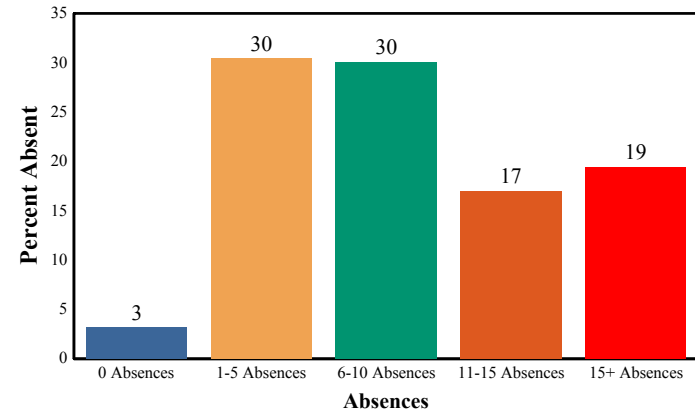


**Chronic Absenteeism for 2014-15**

**14.96%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



**COLLEGE AND CAREER READINESS**

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**GLOUCESTER CITY JR. SR. HIGH SCHOOL**

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	59%	29	13	80%	NO
Percent of Students Participating in PSAT or PLAN	32%	13	8	60%	NO
Percent of Students Scoring Above 1550 on SAT	26%	71	34	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	18%	68	41	35%	NO
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$ in English, Math, Social Studies or Science	20%	17	20	75%	NO
<b>Summary</b>		<b>40</b>	<b>23</b>		<b>0%</b>

**College Readiness Test Participation**

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	59.0%	68.0%	79.1%
Participating in ACT	6.0%		25.2%
Participating in PSAT or PLAN	31.8%	70.9%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

**AP/IB Participation - 'Unique' Students**

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	17.7%	23.6%	36.3%
One or More Test	18.1%	20.4%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	18.1%	18.2%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

**COLLEGE AND CAREER READINESS**

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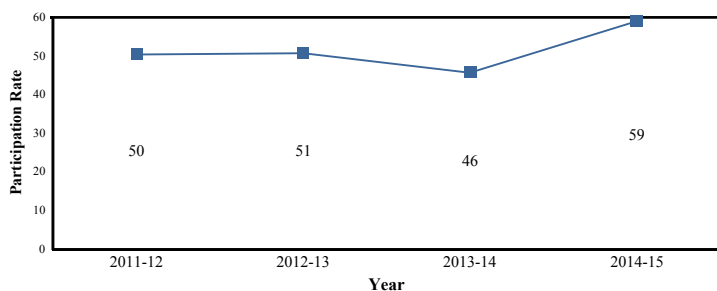
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GRADE SPAN 07-12

**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

This graph presents the participation rate in the SAT over the last four years.



**Scholastic Assessment Test (SAT) Results**

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	26.1%	22.4%	43.8%

**Composite SAT Score**

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,384	1,373	1,508
Critical Reading	450	453	496
Mathematics	478	471	518
Writing	456	450	494

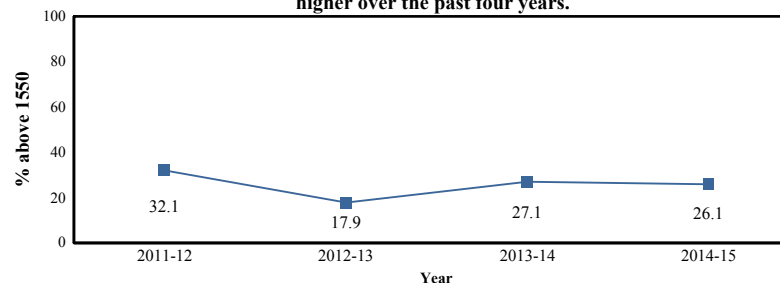
**AP /IB Test Results**

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP >= 3 and scored IB >= 4.

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests >= 3 or IB Test >= 4	19.6%	44.3%	72.4%
Percent of Scores in AP >= 3 or IB >= 4 in English, Math, Social Studies or Science	19.6%	44.4%	69.7%

**SAT Benchmark Trends**

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



**Composite SAT Score**

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	530	540	520
50th Percentile	440	480	450
25th Percentile	380	420	400

**COLLEGE AND CAREER READINESS**

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**AP/IB Courses Offered**

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP U.S. History	22	22
AP Calculus AB	21	18
AP English Literature and Composition	13	12
AP Biology	5	5
AP World History		18
AP Computer Science A		1

**COLLEGE AND CAREER READINESS**

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**Visual and Performing Arts**

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	3.5%	3.8%
Music	10.0%	17.8%
Visual Arts	47.0%	31.7%
<b>Total: All Visual and Performing Arts</b>	52.5%	49.9%

N/R - Data Not Reported

**Participation in Career Readiness**

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	5.3%	18.3%
Structured Learning Experience	2.4%	7.0%

N/R - Data Not Reported

**STUDENT GROWTH**

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GRADE SPAN 07-12

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here:

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

The below chart consist of three columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

Student Growth Indicators	Schoolwide Performance
Student Growth on Language Arts	67
Student Growth on Math	60

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	10%	3%	0%
Partially Met	6%	8%	9%
Approached	4%	9%	12%
Met	3%	8%	21%
Exceeded	0%	0%	7%

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	10%	2%	0%
Partially Met	5%	7%	5%
Approached	4%	8%	14%
Met	2%	9%	32%
Exceeded	0%	0%	2%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.  
**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.  
**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

**GRADUATION AND POSTSECONDARY**

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GRADE SPAN 07-12

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This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	82%	33	14	78%	YES
Dropout Rate	1.0%	52	28	2%	YES
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		<b>43</b>	<b>21</b>		<b>100%</b>

**Graduation Rate by Subgroup**

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
<b>Schoolwide</b>	82%	78%
White	81%	
African American	-	
Hispanic	-	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	73%	
English Language Learners	-	
Economically Disadvantaged Students	75%	

**Dropout Rate by Subgroup**

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
<b>Schoolwide</b>	1%	2%
White	1.1%	
African American	1.6%	
Hispanic	0%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	1.2%	
English Language Learners	-	
Economically Disadvantaged Students	1.3%	

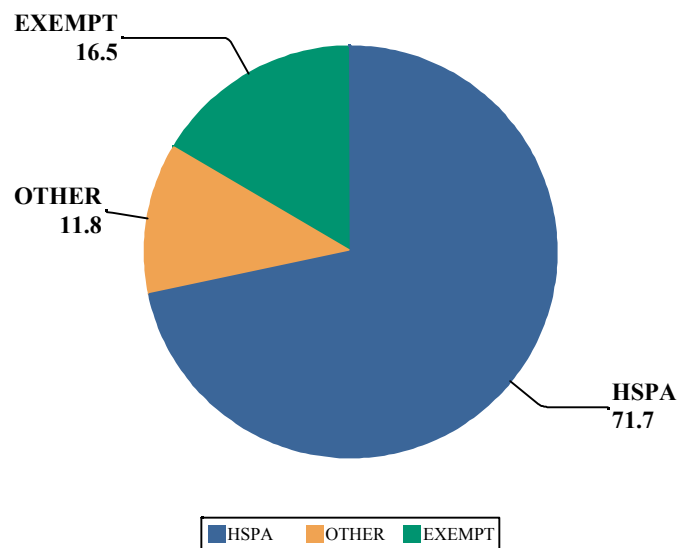
**GRADUATION AND POSTSECONDARY**

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GRADE SPAN 07-12

**Graduation Pathway Rates**

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



**Extended Year Graduation Rate**

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	87%	89%
2013	83%	85%
2014	86%	88%
2015	82%	

**GRADUATION AND POSTSECONDARY**

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**Postsecondary Enrollment Rates**

This chart presents the enrollment rates of this school’s high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	<b>Percent Enrolled</b>	<b>Percent in 2 Year</b>	<b>Percent in 4 Year</b>
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	66%	61.4%	38.6%
White	67%	62.7%	37.3%
African American	-	-	-
Hispanic	-	-	-
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	60%	64.3%	35.7%

**WITHIN SCHOOL ACHIEVEMENT GAP**

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

**Grade Level - 07**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	757	776
50th	737	751
25th	717	724
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	52

**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	756	759
50th	733	740
25th	715	720
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	39

**WITHIN SCHOOL ACHIEVEMENT GAP**

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GRADE SPAN 07-12

**Grade Level - 08**

**Grade Level - 08**

**PARCC Language Arts 25th %ile vs 75th%ile**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	772	777
50th	751	751
25th	720	723
0th	650	650

Percentile	School Scale Score	State Scale Score
99th	814	850
75th	773	748
50th	754	726
25th	723	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	54

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	44

**Grade Level - 09**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

**PARCC ALG-1 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	795	850
75th	754	766
50th	736	739
25th	715	710
0th	660	650

Percentile	School Scale Score	State Scale Score
99th	795	821
75th	749	762
50th	722	735
25th	706	711
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	56

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

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**Grade Level - 10**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	830	850
75th	765	766
50th	728	733
25th	706	699
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	59	67

**Grade Level - 11**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	814	850
75th	766	768
50th	745	740
25th	723	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	57

**PARCC GEO 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	793
75th	N/A	747
50th	N/A	726
25th	N/A	710
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	37

**PARCC ALG-2 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th		0
75th		0
50th		0
25th		0
0th		0

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap		0

**SCHOOL CLIMATE**

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GRADE SPAN 07-12

**Length of School Day**

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

	School
2014-15	6 Hrs. 24 Mins.

**Student Suspension Rate**

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

	School
2014-15	24.7%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 39 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	9
Administrators	105

**SCHOOL PEER GROUP**

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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BUENA REGIONAL	<b>BUENA REGIONAL HIGH SCHOOL</b>	01-0590-025	09-12	51.9%	0.3%	16.7%
ATLANTIC	GREATER EGG HARBOR REG	<b>ABSEGAMI HIGH SCHOOL</b>	01-1790-040	09-12	46%	1.3%	18%
ATLANTIC	GREATER EGG HARBOR REG	<b>CEDAR CREEK HIGH SCHOOL</b>	01-1790-060	09-12	41.2%	0.4%	16.5%
BERGEN	LODI BOROUGH	<b>LODI HIGH SCHOOL</b>	03-2740-050	09-12	62.4%	3.8%	9.8%
BURLINGTON	BURLINGTON CITY	<b>BULINGTON CITY HIGH SCHOOL</b>	05-0600-020	07-12	61%	1.7%	23.1%
BURLINGTON	PEMBERTON TWP	<b>PEMBERTON TOWNSHIP HIGH SCHOOL</b>	05-4050-055	09-12	45%	0.6%	19.5%
BURLINGTON	WILLINGBORO TWP	<b>WILLINGBORO HIGH SCHOOL</b>	05-5805-053	09-12	58.9%	0.7%	23.4%
<b>CAMDEN</b>	<b>GLOUCESTER CITY</b>	<b>GLOUCESTER CITY JR. SR. HIGH SCHOOL</b>	<b>07-1770-050</b>	<b>07-12</b>	<b>68.6%</b>	<b>0.6%</b>	<b>21.4%</b>
CAMDEN	PENNSAUKEN TWP	<b>PENNSAUKEN HIGH SCHOOL</b>	07-4060-050	09-12	69.9%	2.4%	19.7%
CAMDEN	PINE HILL BORO	<b>OVERBROOK SENIOR HIGH SCHOOL</b>	07-4110-010	09-12	52.1%	0.8%	19.5%
CAMDEN	WINSLOW TWP	<b>WINSLOW TOWNSHIP HIGH SCHOOL</b>	07-5820-010	09-12	50%	0.3%	14.2%
CAPE MAY	LOWER CAPE MAY REGIONAL	<b>LOWER CAPE MAY REGIONAL HIGH SCHOOL</b>	09-2820-050	09-12	47.7%	0.2%	27.5%
CHARTERS	BERGEN ARTS AND SCIENCES CS	<b>BERGEN ARTS AND SCIENCES CS</b>	80-6013-900	KG-12	55.2%	2.6%	4.1%
CHARTERS	CHARTER~TECH HIGH SCHOOL	<b>CHARTER~TECH HIGH SCHOOL FOR THE PERFORMING ARTS</b>	80-7410-940	09-12	60.1%	0%	15.4%
CHARTERS	UNION COUNTY TEAMS CS	<b>UNION COUNTY TEAMS CHARTER SCHOOL</b>	80-8010-980	KG-12	54.1%	0%	6.5%
CUMBERLANI	CUMBERLAND REGIONAL	<b>CUMBERLAND REGIONAL HIGH SCHOOL</b>	11-0997-030	09-12	42.9%	0.2%	15.7%
CUMBERLANI	MILLVILLE CITY	<b>MILLVILLE SENIOR HIGH SCHOOL</b>	11-3230-050	09-12	49.7%	0.3%	20%
GLOUCESTER	CLAYTON BORO	<b>CLAYTON HIGH SCHOOL</b>	15-0860-030	09-12	56.4%	1.3%	17.8%
GLOUCESTER	DEPTFORD TWP	<b>DEPTFORD TOWNSHIP HIGH SCHOOL</b>	15-1100-040	09-12	43.9%	0.5%	14.9%
GLOUCESTER	PAULSBORO BORO	<b>PAULSBORO HIGH SCHOOL</b>	15-4020-050	09-12	58.8%	0.3%	24.6%
GLOUCESTER	WOODBURY CITY	<b>WOODBURY JR-SR HIGH SCHOOL</b>	15-5860-050	06-12	63%	1.3%	18%
HUDSON	BAYONNE CITY	<b>BAYONNE HIGH SCHOOL</b>	17-0220-020	09-12	66.8%	4.8%	14.9%

**SCHOOL PEER GROUP**

**GLOUCESTER CITY JR. SR. HIGH SCHOOL**  
1300 MARKET STREET  
GLOUCESTER CITY, NJ 08030

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GRADE SPAN 07-12

GLOUCESTER CITY

HUDSON	JERSEY CITY	<b>DR RONALD MCNAIR HIGH SCHOOL</b>	17-2390-075	09-12	50.3%	0%	0.1%
HUDSON	JERSEY CITY	<b>LIBERTY HIGH SCHOOL</b>	17-2390-082	09-12	63.4%	0.5%	13.2%
MERCER	HAMILTON TWP	<b>HAMILTON NORTH-NOTTINGHAM</b>	21-1950-055	09-12	53.1%	2.3%	14.1%
MIDDLESEX	CARTERET BORO	<b>CARTERET HIGH SCHOOL</b>	23-0750-030	09-12	65.3%	4%	9.3%
MONMOUTH	KEYPORT BORO	<b>KEYPORT HIGH SCHOOL</b>	25-2430-050	09-12	56.1%	2.7%	13.7%
MONMOUTH	NEPTUNE TWP	<b>NEPTUNE HIGH SCHOOL</b>	25-3510-050	09-12	53.7%	2.1%	16%
SALEM	PENNS GRV-CARNEY'S PT REG	<b>PENNS GROVE HIGH SCHOOL</b>	33-4070-050	09-12	67%	3.5%	21.3%
UNION	PLAINFIELD CITY	<b>PLAINFIELD ACADEMY FOR THE ARTS &amp; ADVANCED STUDIES</b>	39-4160-052	07-12	68.8%	1.8%	7.9%
UNION	RAHWAY CITY	<b>RAHWAY HIGH SCHOOL</b>	39-4290-050	09-12	54.2%	2%	16%



# State of New Jersey

2014-15

07-1770-100

## OVERVIEW

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GLOUCESTER CITY

MARY ETHEL COSTELLO SCHOOL  
520 CUMBERLAND STREET  
GLOUCESTER CITY, NJ 08030

GRADE SPAN 04-06

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

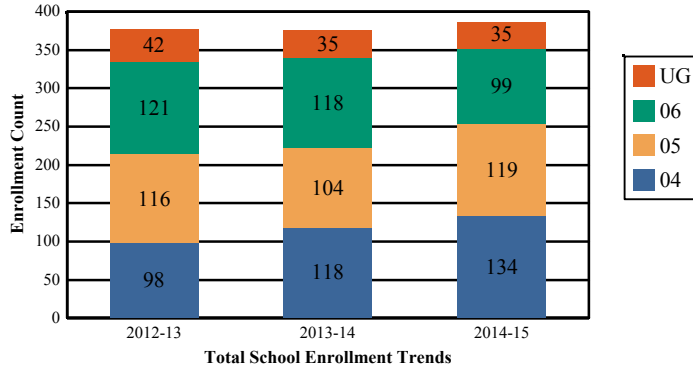
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GRADE SPAN 04-06

**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

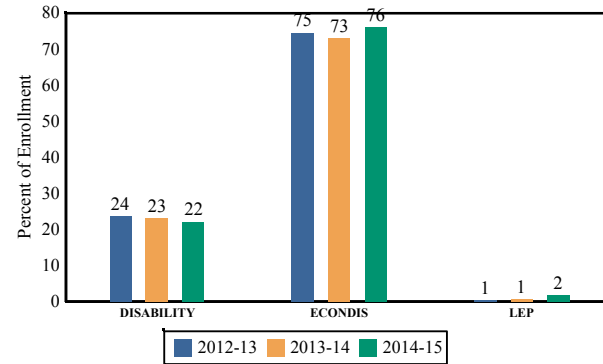
This graph presents the count of students who were 'on roll' by grade in October of each school year.



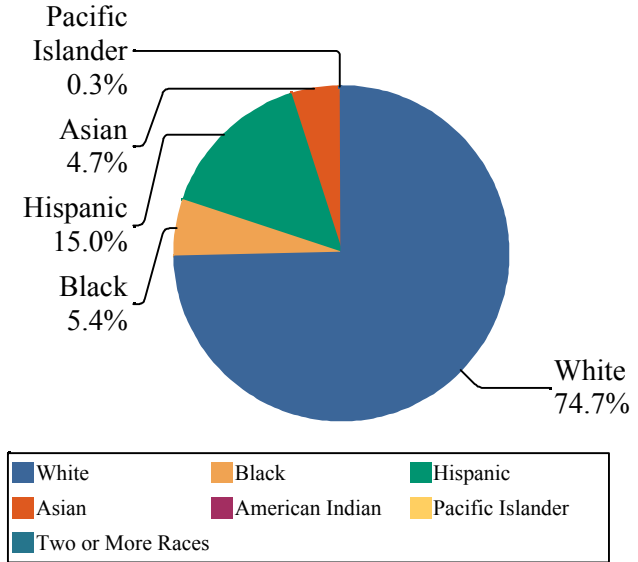
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



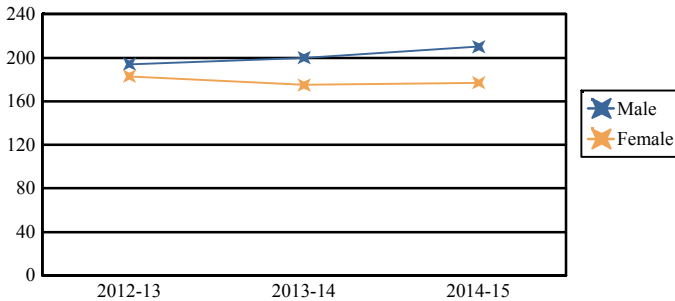
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	377
2013-14	375
2014-15	387

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	194	183
2013-14	200	175
2014-15	210	177

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	86	22%
Economically Disadvantaged Students	295	76.2%
English Language Learners	7	1.8%

**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	94.5%
Spanish	3.7%
Mandar	1.3%
Pushto	0.3%
Urdu	0.3%

**ACADEMIC ACHIEVEMENT**

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GLOUCESTER CITY

GRADE SPAN 04-06

MARY ETHEL COSTELLO SCHOOL  
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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	45%	91	35
Math Met or Exceeded Expectation	29%		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	225	44.8%	95%	97.6%	YES
White	167	44.9%	95%	97.5%	YES
African American	-	-	--	--	--
Hispanic	32	37.5%	95%	96.5%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	54	13%	95%	96.5%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	164	42%	95%	96.8%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

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MARY ETHEL COSTELLO SCHOOL  
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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	224	29%	95%	97.3%	YES
White	167	26.3%	95%	97.5%	YES
African American	-	-	--	--	--
Hispanic	31	25.8%	95%	94.7%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	53	11.3%	95%	95.3%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	163	26.3%	95%	96.5%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 04-06

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**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 04-06

MARY ETHEL COSTELLO SCHOOL  
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**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	751	-	-	-	-	-	-	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 04-06

**PARCC ELA Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	114	744	751	5%	22%	32%	39%	3%	41%	53%
White	85	744	757	7%	22%	27%	40%	4%	44%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	18	742	737	0%	28%	44%	28%	0%	28%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	25	719	723	16%	48%	24%	12%	0%	12%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	82	740	734	6%	23%	33%	38%	0%	38%	31%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 04-06

**PARCC ELA Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	105	745	749	10%	13%	25%	45%	7%	51%	50%
White	78	744	755	12%	12%	28%	42%	6%	49%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	12	749	736	8%	8%	25%	50%	8%	58%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	25	708	718	40%	32%	12%	12%	4%	16%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	78	743	733	12%	14%	26%	42%	6%	49%	30%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 04-06

MARY ETHEL COSTELLO SCHOOL  
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GLOUCESTER CITY, NJ 08030

**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	744	-	-	-	-	-	-	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

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MARY ETHEL COSTELLO SCHOOL  
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GLOUCESTER CITY, NJ 08030

GRADE SPAN 04-06

**PARCC MATH - Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	113	734	744	6%	35%	32%	27%	0%	27%	42%
White	85	734	749	5%	36%	33%	26%	0%	26%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	17	734	733	12%	29%	35%	24%	0%	24%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	81	732	731	9%	35%	33%	23%	0%	23%	23%

**ACADEMIC ACHIEVEMENT**

CAMDEN  
GLOUCESTER CITY

MARY ETHEL COSTELLO SCHOOL  
520 CUMBERLAND STREET  
GLOUCESTER CITY, NJ 08030

GRADE SPAN 04-06

**PARCC MATH - Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	105	739	743	4%	28%	36%	29%	4%	32%	42%
White	78	739	749	4%	26%	42%	27%	1%	28%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	12	731	731	8%	25%	33%	33%	0%	33%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	25	723	718	8%	48%	24%	12%	8%	20%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	78	737	729	5%	28%	36%	27%	4%	31%	23%

**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

CAMDEN  
GLOUCESTER CITY

GRADE SPAN 04-06

MARY ETHEL COSTELLO SCHOOL  
520 CUMBERLAND STREET  
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**NJASK Results - Science Grade Level - 04**

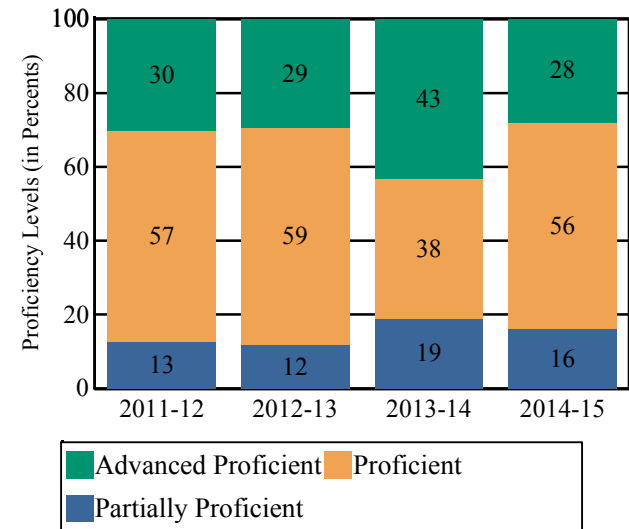
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	28%	56%	16%
White	30%	54%	16%
African American	-	-	-
Hispanic	14%	71%	14%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	11%	47%	42%
English Language Learners	-	-	-
Economically Disadvantaged Students	24%	61%	15%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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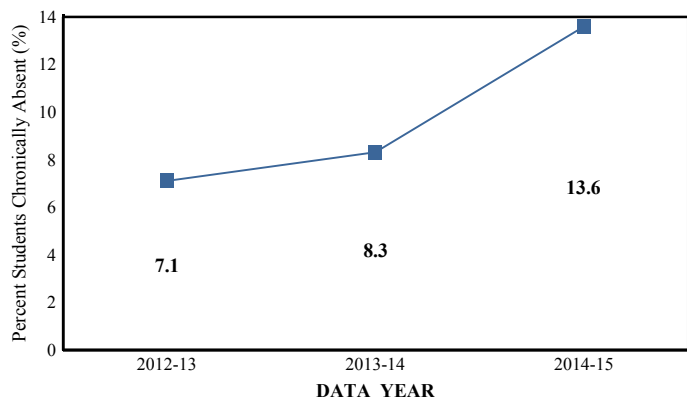
GRADE SPAN 04-06

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GLOUCESTER CITY, NJ 08030

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

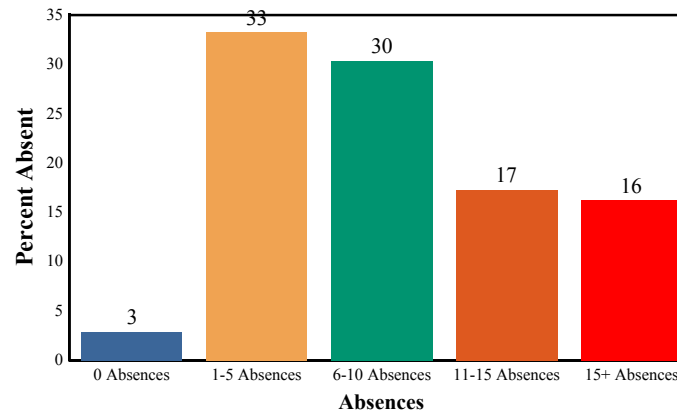
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>13.61%</b>
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**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being ‘not present’ and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

**STUDENT GROWTH**

CAMDEN  
GLOUCESTER CITY

MARY ETHEL COSTELLO SCHOOL  
520 CUMBERLAND STREET  
GLOUCESTER CITY, NJ 08030

GRADE SPAN 04-06

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	58	90	72	35	YES
Student Growth on Math	42	38	26	35	YES
		64	49		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	8%	1%	0%
Partially Met	10%	6%	4%
Approached	7%	12%	10%
Met	4%	11%	23%
Exceeded	0%	0%	4%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	8%	2%	0%
Partially Met	16%	9%	5%
Approached	12%	9%	14%
Met	5%	11%	9%
Exceeded	0%	0%	1%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

CAMDEN  
GLOUCESTER CITY

GRADE SPAN 04-06

MARY ETHEL COSTELLO SCHOOL  
520 CUMBERLAND STREET  
GLOUCESTER CITY, NJ 08030

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 05**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	827	850
75th	764	773
50th	741	751
25th	723	728
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45

**Grade Level - 05**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	784	850
75th	752	763
50th	734	743
25th	715	723
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	40

**WITHIN SCHOOL ACHIEVEMENT GAP**

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GRADE SPAN 04-06

**Grade Level - 06**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	769	770
50th	751	749
25th	727	726
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	44

**Grade Level - 06**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	753	763
50th	739	742
25th	721	721
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	42

**SCHOOL CLIMATE**

CAMDEN

GLOUCESTER CITY

GRADE SPAN 04-06

**Length of School Day**

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

	School
2014-15	6 Hrs. 50 Mins.

**Student Suspension Rate**

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

	School
2014-15	9.0%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 5 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	9
Administrators	97

**SCHOOL PEER GROUP**

**CAMDEN  
GLOUCESTER CITY**

**MARY ETHEL COSTELLO SCHOOL  
520 CUMBERLAND STREET  
GLOUCESTER CITY, NJ 08030**

**GRADE SPAN 04-06**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	EGG HARBOR CITY	CHARLES L. SPRAGG SCHOOL	01-1300-020	PK-03	76.7%	6.7%	18.3%
BERGEN	GARFIELD CITY	CHRISTOPHER COLUMBUS SCHOOL	03-1700-060	PK-05	70.2%	2.7%	12.7%
BERGEN	LODI BOROUGH	#8 ROOSEVELT SCHOOL	03-2740-080	PK-05	70.1%	10.3%	8%
CAMDEN	GLOUCESTER CITY	COLD SPRINGS SCHOOL	07-1770-160	PK-03	70.7%	3.3%	14.4%
<b>CAMDEN</b>	<b>GLOUCESTER CITY</b>	<b>MARY ETHEL COSTELLO SCHOOL</b>	<b>07-1770-100</b>	<b>04-06</b>	<b>76.2%</b>	<b>1.8%</b>	<b>22%</b>
CAMDEN	PENNSAUKEN TWP	DELAIR ELEMENTARY SCHOOL	07-4060-120	KG-04	76.4%	0.7%	13.7%
CAMDEN	PENNSAUKEN TWP	GEORGE B. FINE ELEMENTARY SCHOOL	07-4060-140	PK-04	72.4%	20%	20.7%
CAMDEN	PENNSAUKEN TWP	PENNSAUKEN INTERMEDIATE SCHOOL	07-4060-175	05-06	77.2%	1.7%	21%
CHARTERS	INTERNATIONAL CS OF TRENTON	INTERNATIONAL CHARTER SCHOOL OF TRENTON	80-6810-940	KG-04	70%	0%	4.4%
CUMBERLANI	COMMERCIAL TWP	HALEYVILLE-MAURICETOWN ELEMENTARY SCHOOL	11-0950-025	PK-05	79.6%	0%	18.5%
CUMBERLANI	MILLVILLE CITY	R. M. BACON ELEMENTARY SCHOOL	11-3230-065	KG-05	79.4%	0%	17.7%
CUMBERLANI	VINELAND CITY	MARIE DURAND ELEMENTARY SCHOOL	11-5390-135	KG-05	77.3%	7.9%	16.5%
CUMBERLANI	VINELAND CITY	SOLVE D'IPPOLITO ELEMENTARY SCHOOL	11-5390-230	KG-05	74%	9.1%	21.3%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS4	13-0250-055	PK-05	70.5%	8.8%	14.3%
ESSEX	NEWARK CITY	BRANCH BROOK SCHOOL	13-3570-270	PK-04	77%	0%	24.3%
ESSEX	NEWARK CITY	HARRIET TUBMAN ELEMENTARY SCHOOL	13-3570-455	PK-06	76.8%	1.9%	17.2%
GLOUCESTER	PAULSBORO BORO	LOUDENSLAGER ELEMENTARY SCHOOL	15-4020-070	03-06	74.9%	0.7%	22.8%
GLOUCESTER	WOODBURY CITY	EVERGREEN AVENUE ELEMENTARY SCHOOL	15-5860-090	PK-05	78.8%	1.4%	17.3%
GLOUCESTER	WOODBURY CITY	WALNUT STREET SCHOOL	15-5860-100	KG-05	74.3%	2%	13.9%
HUDSON	HARRISON TOWN	HAMILTON INTERMEDIATE SCHOOL	17-2060-061	04-05	78.5%	2.6%	22.5%
HUDSON	KEARNY TOWN	WASHINGTON ELEMENTARY SCHOOL	17-2410-120	PK-06	79.7%	2.9%	17.6%

**SCHOOL PEER GROUP**

CAMDEN  
GLOUCESTER CITY

MARY ETHEL COSTELLO SCHOOL  
520 CUMBERLAND STREET  
GLOUCESTER CITY, NJ 08030

GRADE SPAN 04-06

MERCER	HAMILTON TWP	LALOR ELEMENTARY SCHOOL	21-1950-180	PK-05	74.2%	5.5%	17.3%
MONMOUTH	KEANSBURG BORO	JOSEPH C. CARUSO SCHOOL	25-2400-050	03-04	74.7%	5.7%	24.4%
PASSAIC	CLIFTON CITY	SCHOOL #11	31-0900-160	KG-05	72.2%	1%	11.1%
PASSAIC	CLIFTON CITY	SCHOOL #4	31-0900-110	KG-05	71.3%	4.2%	6.6%
SALEM	PENNS GRV-CARNEY'S PT REG	PAUL W CARLETON	33-4070-080	04-05	72.4%	11.6%	13.8%
UNION	HILLSIDE TWP	GEORGE WASHINGTON SCHOOL	39-2190-110	05	73.4%	2.5%	22.2%
UNION	LINDEN CITY	NUMBER 4	39-2660-115	PK-05	70.3%	7.8%	8.3%
UNION	ROSELLE BORO	DR. CHARLES C. POLK SCHOOL	39-4540-030	01-04	70.8%	4.1%	15.8%
UNION	ROSELLE BORO	LEONARD V. MOORE MIDDLE SCHOOL	39-4540-040	05-06	71.6%	3.5%	14.2%
WARREN	PHILLIPSBURG TOWN	ANDOVER MORRIS ELEMENTARY SCHOOL	41-4100-060	03-05	77.6%	5.4%	19.7%



# State of New Jersey

2014-15

## OVERVIEW

CAMDEN  
GLOUCESTER CITY

GRADE SPAN PK-03

07-1770-160  
COLD SPRINGS SCHOOL  
1194 MARKET STREET  
GLOUCESTER CITY, NJ 08030

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

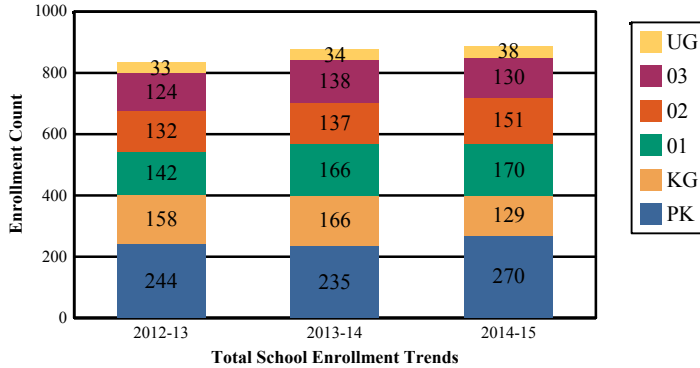
CAMDEN  
GLOUCESTER CITY

GRADE SPAN PK-03

07-1770-160  
COLD SPRINGS SCHOOL  
1194 MARKET STREET  
GLOUCESTER CITY, NJ 08030

**Enrollment by Grade**

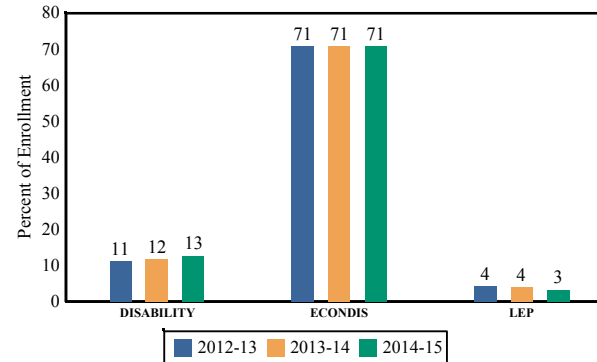
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**Enrollment Trends by Program Participation**

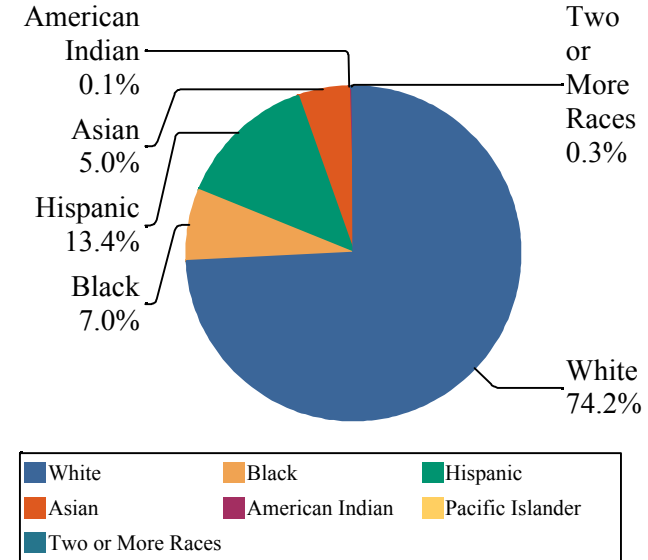
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



2014-15	Count of Students	% of Enrollment
Students with Disability	114	13%
Economically Disadvantaged Students	628	70.7%
English Language Learners	29	3.3%

**Enrollment by Ethnic/Racial Subgroup**

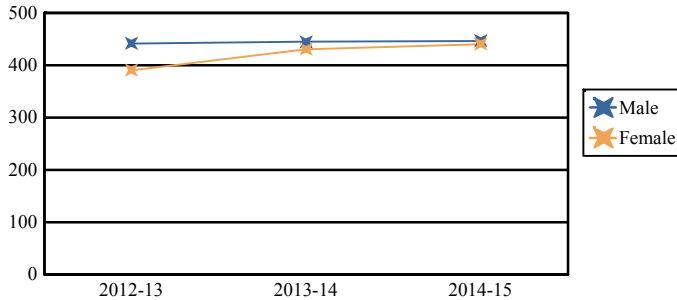
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Year	Count
2012-13	833
2013-14	876
2014-15	888

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	442	391
2013-14	445	431
2014-15	447	441

**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	93.5%
Spanish	2.9%
Mandar	1.2%
Pushto	0.8%
Bengali	0.6%
Vietnamese	0.6%
Other	0.6%

**ACADEMIC ACHIEVEMENT**

CAMDEN

GLOUCESTER CITY

GRADE SPAN PK-03

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	40%	68	28
Math Met or Exceeded Expectation	39%		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	117	40.2%	95%	94.2%	YES*
White	93	40.9%	95%	95.2%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	31	29%	95%	94.4%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	85	37.7%	95%	92.2%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

CAMDEN  
GLOUCESTER CITY

GRADE SPAN PK-03

07-1770-160  
COLD SPRINGS SCHOOL  
1194 MARKET STREET  
GLOUCESTER CITY, NJ 08030

**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	117	38.5%	95%	94.9%	YES
White	93	36.6%	95%	96.1%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	31	25.8%	95%	97.1%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	85	36.5%	95%	93.1%	YES*

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

CAMDEN  
GLOUCESTER CITY

GRADE SPAN PK-03

**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

CAMDEN  
GLOUCESTER CITY

GRADE SPAN PK-03

**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	117	736	744	15%	20%	25%	38%	2%	40%	44%
White	93	737	753	17%	15%	27%	39%	2%	41%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	15	739	727	13%	20%	13%	53%	0%	53%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	31	718	718	35%	23%	13%	29%	0%	29%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	85	732	724	18%	20%	25%	36%	1%	38%	24%

**ACADEMIC ACHIEVEMENT**

CAMDEN  
GLOUCESTER CITY

GRADE SPAN PK-03

**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	117	741	746	9%	17%	36%	37%	2%	38%	46%
White	93	740	752	9%	18%	37%	35%	1%	37%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	15	748	733	13%	7%	27%	47%	7%	53%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	31	727	727	26%	19%	29%	23%	3%	26%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	85	740	730	9%	19%	35%	34%	2%	36%	26%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

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

#### Proficiency Percentages

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

**COLLEGE AND CAREER READINESS**

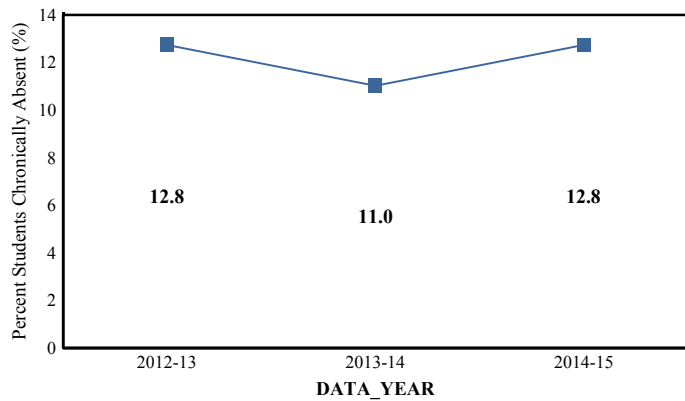
CAMDEN  
GLOUCESTER CITY

GRADE SPAN PK-03

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

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

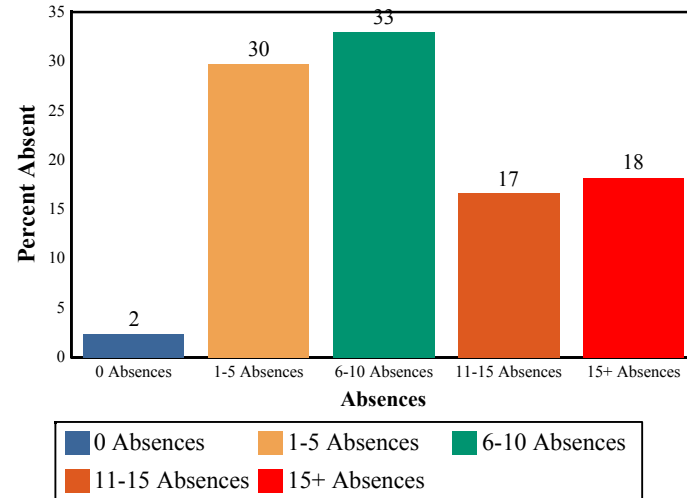


**Chronic Absenteeism for 2014-15**

**12.76%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being ‘not present’ and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



**WITHIN SCHOOL ACHIEVEMENT GAP**

CAMDEN  
GLOUCESTER CITY

GRADE SPAN PK-03

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 03**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	827	850
75th	760	770
50th	732	743
25th	709	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	55

**Grade Level - 03**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	799	850
75th	763	767
50th	740	745
25th	723	722
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	45

**SCHOOL CLIMATE**

CAMDEN

GLOUCESTER CITY

GRADE SPAN PK-03

**Length of School Day**

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

	School
2014-15	7 Hrs. 30 Mins.

**Student Suspension Rate**

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

	School
2014-15	0.8%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 33 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	13
Administrators	296

**SCHOOL PEER GROUP**

**CAMDEN  
GLOUCESTER CITY**

**GRADE SPAN PK-03**

**COLD SPRINGS SCHOOL  
1194 MARKET STREET  
GLOUCESTER CITY, NJ 08030**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	EGG HARBOR CITY	CHARLES L. SPRAGG SCHOOL	01-1300-020	PK-03	76.7%	6.7%	18.3%
BERGEN	GARFIELD CITY	CHRISTOPHER COLUMBUS SCHOOL	03-1700-060	PK-05	70.2%	2.7%	12.7%
BERGEN	LODI BOROUGH	#8 ROOSEVELT SCHOOL	03-2740-080	PK-05	70.1%	10.3%	8%
<b>CAMDEN</b>	<b>GLOUCESTER CITY</b>	<b>COLD SPRINGS SCHOOL</b>	<b>07-1770-160</b>	<b>PK-03</b>	<b>70.7%</b>	<b>3.3%</b>	<b>14.4%</b>
CAMDEN	GLOUCESTER CITY	MARY ETHEL COSTELLO SCHOOL	07-1770-100	04-06	76.2%	1.8%	22%
CAMDEN	PENNSAUKEN TWP	DELAIR ELEMENTARY SCHOOL	07-4060-120	KG-04	76.4%	0.7%	13.7%
CAMDEN	PENNSAUKEN TWP	GEORGE B. FINE ELEMENTARY SCHOOL	07-4060-140	PK-04	72.4%	20%	20.7%
CAMDEN	PENNSAUKEN TWP	PENNSAUKEN INTERMEDIATE SCHOOL	07-4060-175	05-06	77.2%	1.7%	21%
CHARTERS	INTERNATIONAL CS OF TRENTON	INTERNATIONAL CHARTER SCHOOL OF TRENTON	80-6810-940	KG-04	70%	0%	4.4%
CUMBERLANI	COMMERCIAL TWP	HALEYVILLE-MAURICETOWN ELEMENTARY SCHOOL	11-0950-025	PK-05	79.6%	0%	18.5%
CUMBERLANI	MILLVILLE CITY	R. M. BACON ELEMENTARY SCHOOL	11-3230-065	KG-05	79.4%	0%	17.7%
CUMBERLANI	VINELAND CITY	MARIE DURAND ELEMENTARY SCHOOL	11-5390-135	KG-05	77.3%	7.9%	16.5%
CUMBERLANI	VINELAND CITY	SOLVE D'IPPOLITO ELEMENTARY SCHOOL	11-5390-230	KG-05	74%	9.1%	21.3%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS4	13-0250-055	PK-05	70.5%	8.8%	14.3%
ESSEX	NEWARK CITY	BRANCH BROOK SCHOOL	13-3570-270	PK-04	77%	0%	24.3%
ESSEX	NEWARK CITY	HARRIET TUBMAN ELEMENTARY SCHOOL	13-3570-455	PK-06	76.8%	1.9%	17.2%
GLOUCESTER	PAULSBORO BORO	LOUDENSLAGER ELEMENTARY SCHOOL	15-4020-070	03-06	74.9%	0.7%	22.8%
GLOUCESTER	WOODBURY CITY	EVERGREEN AVENUE ELEMENTARY SCHOOL	15-5860-090	PK-05	78.8%	1.4%	17.3%
GLOUCESTER	WOODBURY CITY	WALNUT STREET SCHOOL	15-5860-100	KG-05	74.3%	2%	13.9%
HUDSON	HARRISON TOWN	HAMILTON INTERMEDIATE SCHOOL	17-2060-061	04-05	78.5%	2.6%	22.5%
HUDSON	KEARNY TOWN	WASHINGTON ELEMENTARY SCHOOL	17-2410-120	PK-06	79.7%	2.9%	17.6%

**SCHOOL PEER GROUP**

CAMDEN  
GLOUCESTER CITY

COLD SPRINGS SCHOOL  
1194 MARKET STREET  
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GRADE SPAN PK-03

MERCER	HAMILTON TWP	LALOR ELEMENTARY SCHOOL	21-1950-180	PK-05	74.2%	5.5%	17.3%
MONMOUTH	KEANSBURG BORO	JOSEPH C. CARUSO SCHOOL	25-2400-050	03-04	74.7%	5.7%	24.4%
PASSAIC	CLIFTON CITY	SCHOOL #11	31-0900-160	KG-05	72.2%	1%	11.1%
PASSAIC	CLIFTON CITY	SCHOOL #4	31-0900-110	KG-05	71.3%	4.2%	6.6%
SALEM	PENNS GRV-CARNEY'S PT REG	PAUL W CARLETON	33-4070-080	04-05	72.4%	11.6%	13.8%
UNION	HILLSIDE TWP	GEORGE WASHINGTON SCHOOL	39-2190-110	05	73.4%	2.5%	22.2%
UNION	LINDEN CITY	NUMBER 4	39-2660-115	PK-05	70.3%	7.8%	8.3%
UNION	ROSELLE BORO	DR. CHARLES C. POLK SCHOOL	39-4540-030	01-04	70.8%	4.1%	15.8%
UNION	ROSELLE BORO	LEONARD V. MOORE MIDDLE SCHOOL	39-4540-040	05-06	71.6%	3.5%	14.2%
WARREN	PHILLIPSBURG TOWN	ANDOVER MORRIS ELEMENTARY SCHOOL	41-4100-060	03-05	77.6%	5.4%	19.7%