



State of New Jersey
2015-2016

Grade Span 09-12

11-0540-020
CUMBERLAND
BRIDGETON CITY
Bridgeton High School
111 N WEST AVENUE
BRIDGETON, NJ 08302

2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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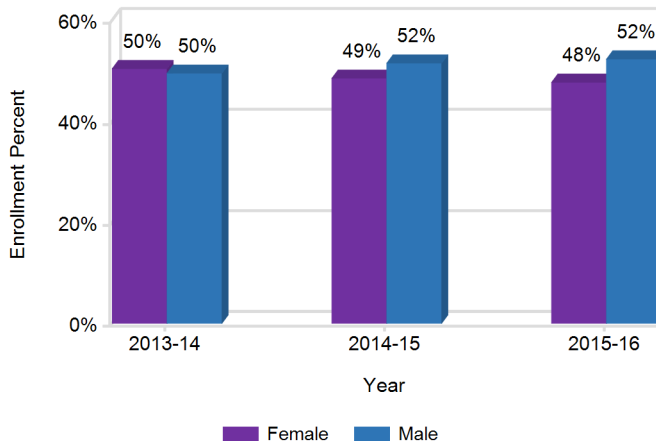
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	330	381	423
Grade 10	260	265	314
Grade 11	201	184	215
Grade 12	204	181	205
UG	81	70	58
Total	1075	1081	1215

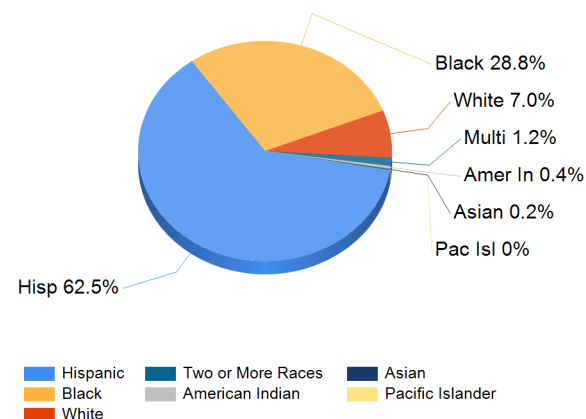
Enrollment by Gender

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



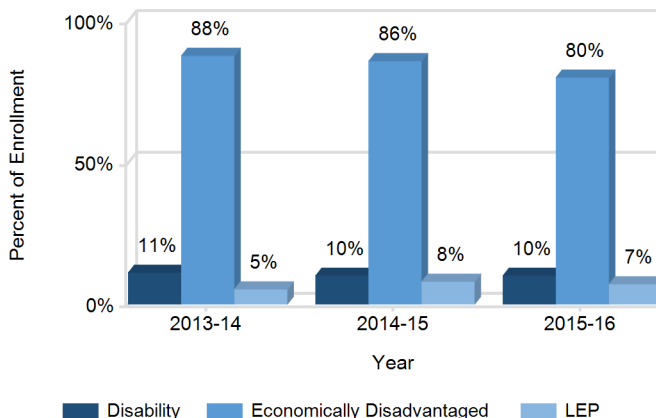
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	50.9%
Spanish	48.9%
Chinese	0.2%
Zapotec	0.1%

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



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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	22%	S	18
Mathematics Met or Exceeded Expectations	11%	S	20

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	661	22%	18	98%	✓	689	11%	20	95%	✓
White	38	34%	28	94%	✗	40	18%	18	96%	✓
African American	179	12%	28	97%	✓	191	3%	23	91%	✗
Hispanic	423	24%	32	99%	✓	433	14%	41	97%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	73	1%	11	98%	✓	78	1%	22	93%	✗
English Learner Students	45	N	2	100%	✓	S	S	S	S	
Economically Disadvantaged Students	579	21%	35	98%	✓	609	11%	33	96%	✓



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PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	394	721	721	746	26%	24%	29%	19%	1%	21%	49%
White	19	729	729	754	11%	37%	26%	21%	5%	26%	58%
African American	107	713	713	729	36%	26%	27%	10%	1%	11%	30%
Hispanic	257	724	724	730	23%	23%	31%	22%	1%	23%	34%
Asian	S	S	S	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	S	S	S	713	S	S	S	S	S	S	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	339	722	722	729	24%	25%	30%	19%	2%	20%	31%

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



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PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	322	714	714	740	42%	20%	18%	18%	3%	21%	44%
White	28	729	729	747	29%	32%	4%	29%	7%	36%	50%
African American	85	702	702	722	54%	14%	20%	12%	N	12%	28%
Hispanic	197	716	716	726	38%	21%	20%	18%	3%	21%	33%
Asian	N	N	N	767	N	N	N	N	N	N	69%
American Indian	S	S	S	729	S	S	S	S	S	S	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	S	S	S	702	S	S	S	S	S	S	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	283	714	714	723	41%	20%	19%	17%	3%	20%	30%

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



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**PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	234	740	740	736	13%	21%	24%	34%	8%	42%	40%
White	16	756	756	739	13%	13%	13%	50%	13%	63%	42%
African American	62	738	738	728	18%	21%	16%	36%	10%	45%	30%
Hispanic	141	739	739	732	10%	22%	29%	33%	6%	39%	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	S	S	S	735	S	S	S	S	S	S	34%
Two or More Races	12	733	733	736	25%	17%	25%	25%	8%	33%	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	191	740	740	730	12%	22%	25%	33%	8%	41%	33%

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

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



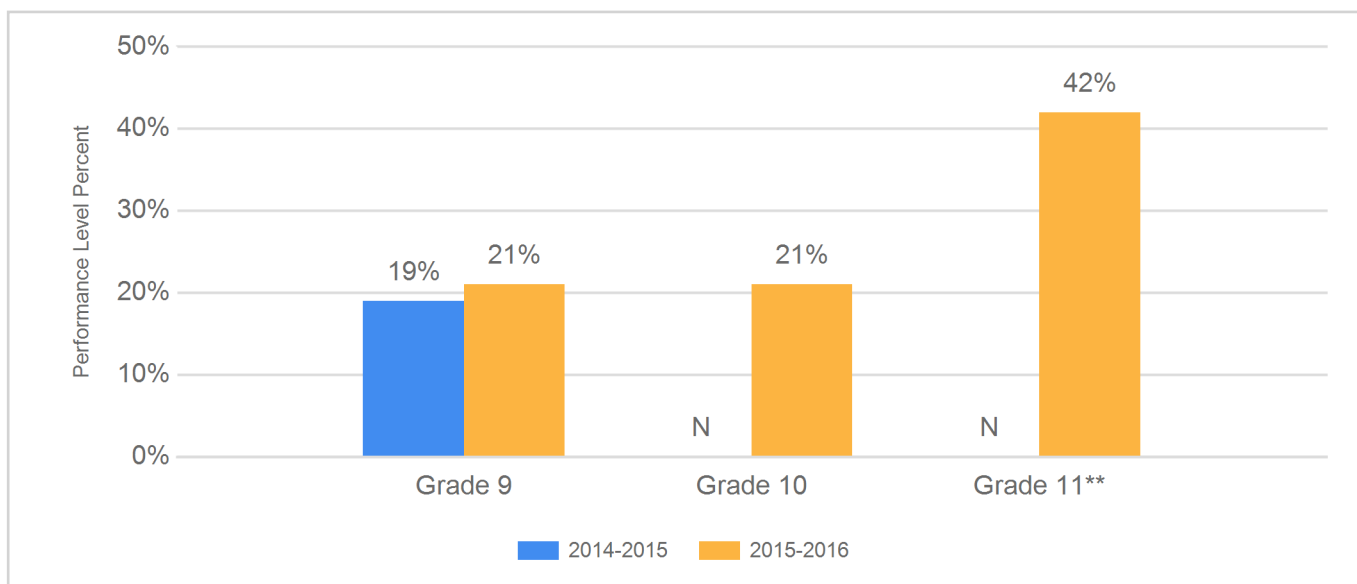
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PARCC ELA Performance Trends

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



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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	334	714	714	727	27%	38%	25%	11%	N	11%	41%
White	S	S	S	734	S	S	S	S	S	S	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	211	717	717	720	24%	35%	28%	14%	N	14%	25%
Asian	S	S	S	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	35	711	711	707	26%	46%	17%	11%	N	11%	9%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
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PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	S	730	S	S	S	S	S	S	27%
White	S	S	S	736	S	S	S	S	S	S	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	227	719	719	720	16%	42%	30%	11%	N	11%	13%
Asian	S	S	S	750	S	S	S	S	S	S	61%
American Indian	S	S	S	722	S	S	S	S	S	S	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	15	722	722	710	13%	40%	33%	7%	7%	13%	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	S	722	S	S	S	S	S	S	27%
White	15	727	727	728	27%	20%	20%	33%	N	33%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	N	N	N	754	N	N	N	N	N	N	60%
American Indian	S	S	S	714	S	S	S	S	S	S	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%

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 ■ Exceeded Expectations



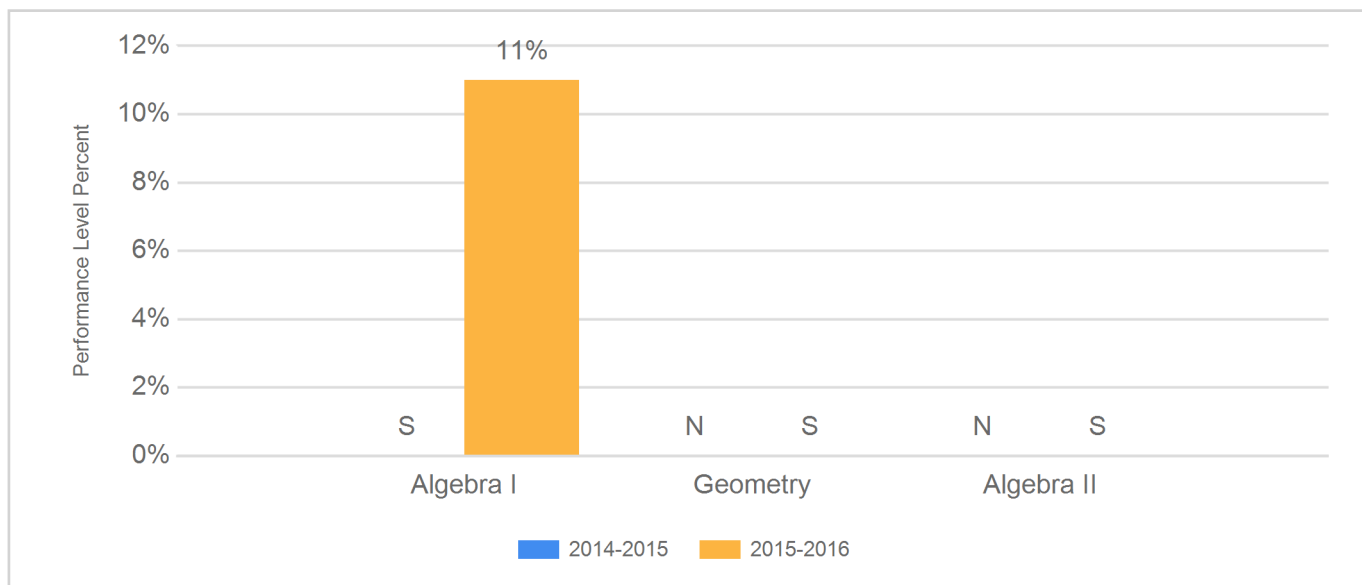
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PARCC Math Performance Trends

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



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



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

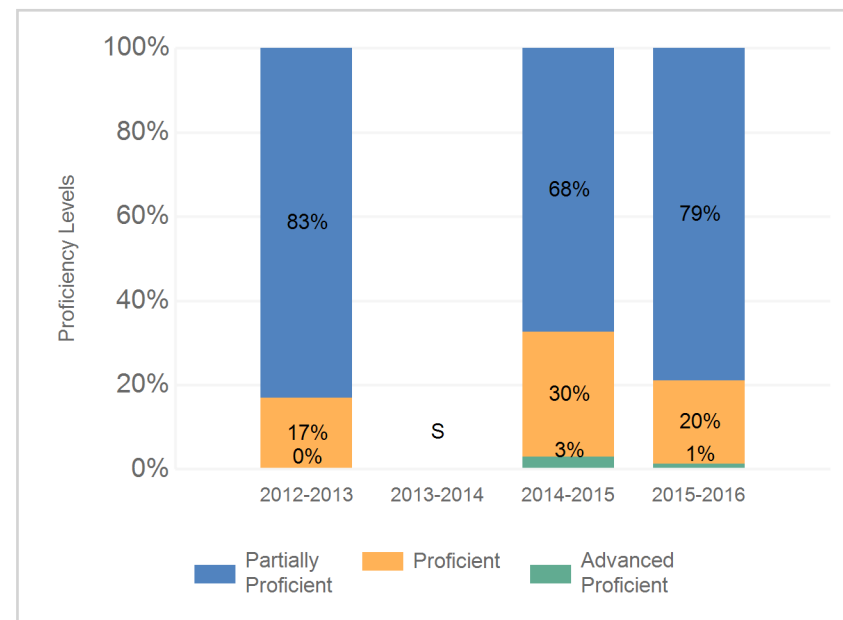
Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	1%	20%	79%
White	13%	56%	31%
African American	N	16%	84%
Hispanic	1%	17%	83%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	27%	73%
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	12%	N	88%

Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	46.9%	58.0%
Percent of Students Participating in ACT	16.1%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	29%	71%
Math	530	16%	53%
ACT	-	-	-
Reading	22	18%	58%
English	18	15%	74%
Math	22	15%	61%
Science	23	9%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	799	950
SAT	-	-
Reading and Writing	442	537
Math	452	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	860	780	730
SAT	-	-	-
Reading and Writing	480	440	390
Math	510	440	400
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S



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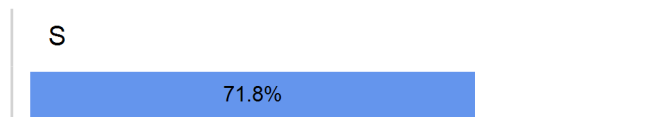
AP/ IB Test Performance

AP/ IB Courses Offered

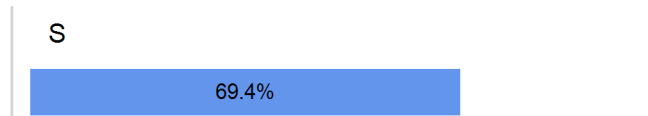
This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

Percent of AP Tests ≥ 3 or IB Test ≥ 4



Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Sciences



■ School Avg ■ State Avg

AP/IB Course	Students Enrolled	Students Tested
AP Biology	12	11
AP Calculus AB	0	26
AP Chemistry	0	16
AP English Language and Composition	33	32
AP English Literature and Composition	81	78
AP Studio Art—Drawing Portfolio	4	0
AP U.S. Government and Politics	0	3
AP U.S. History	22	22
Student AP Tests ≥ 3 and IB Tests ≥ 4		9

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	29.0%	39.1%
One of More Test	31.4%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	31.4%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



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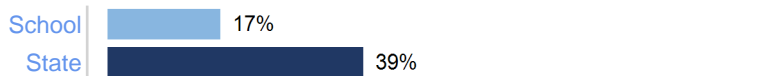
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Visual and Performing Arts

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

MUSIC



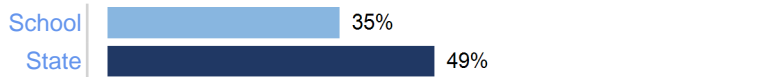
DRAMA



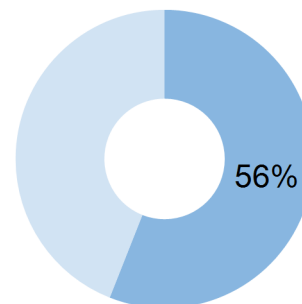
DANCE



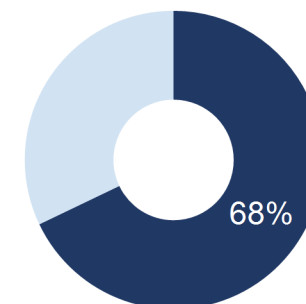
VISUAL ARTS



Any Visual and Performing Arts



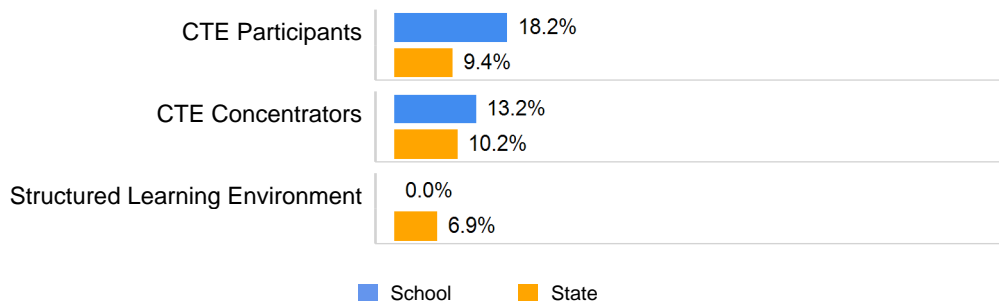
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



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



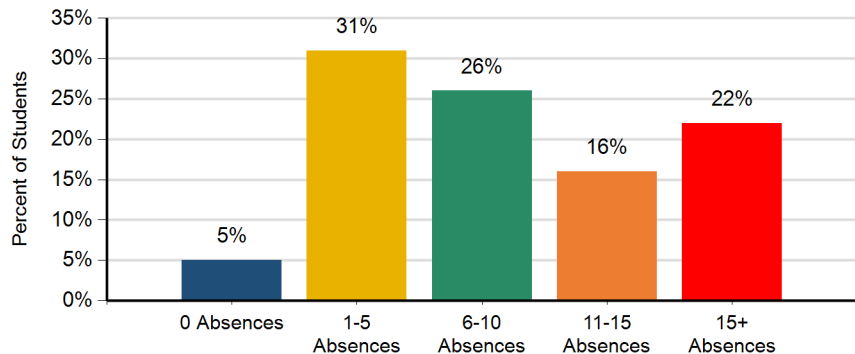
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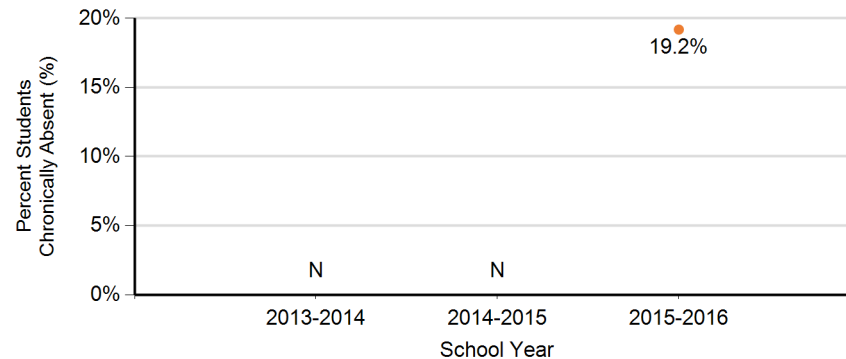
Absenteeism

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



Chronic Absenteeism Trend

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



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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	78.8%	12	81%
White	78.8%	9	
African American	77.2%	22	
Hispanic	80.8%	22	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	65.8%	13	
English Language Learners	S	S	
Economically Disadvantaged Students	81.6%	27	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	3.6%	1.2%
White	2.5%	0.6%
African American	3.8%	2.6%
Hispanic	3.8%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	S	1.0%
Students with Disability	9.2%	1.7%
English Language Learners	1.0%	0.1%
Economically Disadvantaged Students	3.1%	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	68%	70%
2014	71%	74%
2015	76%	75%
2016	79%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	58.5%	75.5%	24.5%
White	S	S	S
African American	56.8%	63.0%	37.0%
Hispanic	60.7%	87.0%	13.0%
American Indian	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	56.8%	76.1%	23.9%



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Length of School Day

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

	School
2015-16	6 Hrs. 45 Mins.

Instructional Time

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

	School
2015-16	
Full Time	5 Hrs. 36 Mins.
Shared Time	3 Hrs. 24 Mins.

Student to Staff Ratio

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

	School
2015-16	
Faculty	10:1
Administrator	135:1

Student Suspension Rate

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

	School
2015-16	18.1%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	96%



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2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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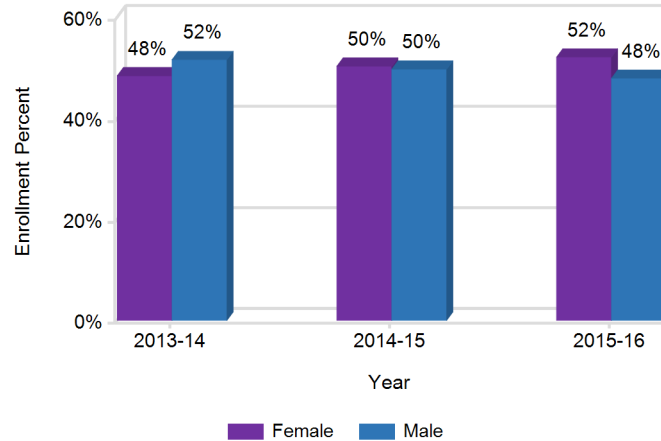
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	154	152	133
Grade 01	180	148	145
Grade 02	139	161	150
Grade 03	141	139	144
Grade 04	120	121	122
Grade 05	125	129	131
Grade 06	97	114	116
Grade 07	71	108	98
Grade 08	83	102	106
UG	41	44	46
Total	1151	1218	1191

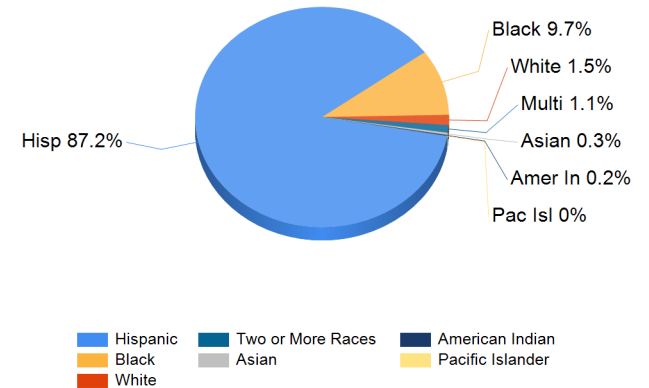
Enrollment by Gender

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



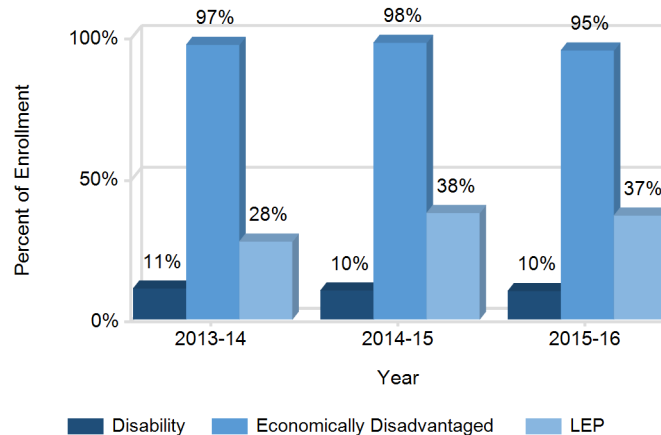
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
Spanish	78.8%
English	20.8%
Chinese	0.3%
English, Middle (1100-1500)	0.1%

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



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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	18%	67	5
Mathematics Met or Exceeded Expectations	12%	50	5

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	686	18%	5	99%	✓	694	12%	5	100%	✓
White	S	S	S	S		S	S	S	S	
African American	71	14%	14	100%	✓	71	6%	13	100%	✓
Hispanic	590	18%	8	99%	✓	598	13%	9	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	104	2%	8	99%	✓	105	5%	15	99%	✓
English Learner Students	140	1%	51	100%	✓	140	2%	36	100%	✓
Economically Disadvantaged Students	661	18%	12	98%	✓	661	13%	11	100%	✓



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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	706	746	S	S	S	S	S	S	48%
White	S	S	722	756	S	S	S	S	S	S	58%
African American	16	699	704	727	56%	25%	6%	13%	N	13%	30%
Hispanic	S	S	706	730	S	S	S	S	S	S	31%
Asian	S	S	720	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	728	753	S	S	S	S	S	S	55%
Students with Disability	S	S	683	718	S	S	S	S	S	S	22%
English Language Learners	S	S	687	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	706	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	155	712	720	749	28%	36%	25%	10%	N	10%	52%
White	S	S	730	757	S	S	S	S	S	S	63%
African American	16	701	711	730	56%	19%	13%	13%	N	13%	31%
Hispanic	S	S	721	736	S	S	S	S	S	S	35%
Asian	S	S	744	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	733	754	S	S	S	S	S	S	57%
Students with Disability	S	S	696	727	S	S	S	S	S	S	28%
English Language Learners	S	S	709	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	151	712	720	732	28%	36%	25%	11%	N	11%	32%

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



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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	123	719	715	750	28%	29%	26%	18%	N	18%	54%
White	S	S	729	759	S	S	S	S	S	S	64%
African American	12	711	705	733	42%	33%	N	25%	N	25%	33%
Hispanic	107	720	718	737	27%	27%	29%	17%	N	17%	37%
Asian	S	S	S	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	717	756	S	S	S	S	S	S	62%
Students with Disability	17	703	690	723	53%	29%	6%	12%	N	12%	22%
English Language Learners	S	S	687	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	120	719	715	734	27%	29%	26%	18%	N	18%	33%
PARCC MATH											
Schoolwide	126	722	721	745	15%	42%	27%	16%	N	16%	47%
White	S	S	727	752	S	S	S	S	S	S	57%
African American	S	S	711	727	S	S	S	S	S	S	24%
Hispanic	110	724	723	733	11%	45%	28%	16%	N	16%	30%
Asian	S	S	S	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	714	750	S	S	S	S	S	S	54%
Students with Disability	S	S	702	724	S	S	S	S	S	S	22%
English Language Learners	S	S	707	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	122	723	720	730	15%	42%	27%	16%	N	16%	27%

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



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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	717	751	S	S	S	S	S	S	53%
White	S	S	730	758	S	S	S	S	S	S	64%
African American	S	S	714	733	S	S	S	S	S	S	32%
Hispanic	S	S	717	738	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	724	759	S	S	S	S	S	S	63%
Students with Disability	S	S	693	723	S	S	S	S	S	S	20%
English Language Learners	S	S	685	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	717	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	721	747	S	S	S	S	S	S	47%
White	S	S	723	753	S	S	S	S	S	S	57%
African American	S	S	714	728	S	S	S	S	S	S	24%
Hispanic	128	717	723	735	23%	36%	31%	11%	N	11%	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	721	754	S	S	S	S	S	S	56%
Students with Disability	S	S	703	725	S	S	S	S	S	S	19%
English Language Learners	S	S	701	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	137	717	721	732	26%	34%	31%	10%	N	10%	28%

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



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PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	114	728	726	750	23%	16%	32%	30%	N	30%	52%
White	S	S	721	756	S	S	S	S	S	S	61%
African American	12	716	716	732	42%	25%	17%	17%	N	17%	31%
Hispanic	97	729	729	738	21%	16%	34%	30%	N	30%	37%
Asian	S	S	730	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	726	755	S	S	S	S	S	S	60%
Students with Disability	S	S	696	719	S	S	S	S	S	S	15%
English Language Learners	S	S	686	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	110	729	726	735	22%	16%	32%	30%	N	30%	33%
PARCC MATH											
Schoolwide	117	716	722	743	27%	35%	27%	9%	1%	10%	43%
White	S	S	721	750	S	S	S	S	S	S	53%
African American	S	S	712	724	S	S	S	S	S	S	20%
Hispanic	100	718	726	730	25%	36%	27%	11%	1%	12%	26%
Asian	S	S	728	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	723	748	S	S	S	S	S	S	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	S	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	111	717	723	728	27%	34%	28%	10%	1%	11%	23%

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



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PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	83	724	724	753	25%	25%	24%	22%	4%	25%	56%
White	S	S	729	760	S	S	S	S	S	S	65%
African American	14	712	718	733	57%	N	21%	21%	N	21%	35%
Hispanic	67	727	726	739	19%	28%	25%	22%	5%	27%	41%
Asian	S	S	S	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	694	716	S	S	S	S	S	S	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	78	723	725	735	27%	24%	23%	23%	3%	26%	37%
PARCC MATH											
Schoolwide	87	719	724	740	25%	29%	30%	16%	N	16%	39%
White	S	S	734	747	S	S	S	S	S	S	47%
African American	S	S	718	724	S	S	S	S	S	S	19%
Hispanic	71	721	725	729	23%	28%	30%	20%	N	20%	23%
Asian	S	S	S	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	693	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	81	719	723	727	25%	31%	28%	16%	N	16%	21%

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



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PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	86	727	730	753	22%	26%	23%	29%	N	29%	55%
White	S	S	752	759	S	S	S	S	S	S	63%
African American	S	S	723	732	S	S	S	S	S	S	34%
Hispanic	75	727	731	740	24%	25%	20%	31%	N	31%	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	S	S	751	753	S	S	S	S	S	S	52%
Two or More Races	S	S	699	756	S	S	S	S	S	S	59%
Students with Disability	S	S	688	715	S	S	S	S	S	S	16%
English Language Learners	S	S	681	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	81	727	730	736	22%	25%	24%	30%	N	30%	38%
**PARCC MATH											
Schoolwide	S	S	717	726	S	S	S	S	S	S	26%
White	S	S	735	732	S	S	S	S	S	S	32%
African American	S	S	707	712	S	S	S	S	S	S	14%
Hispanic	S	S	719	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	S	S	739	726	S	S	S	S	S	S	25%
Two or More Races	S	S	694	726	S	S	S	S	S	S	26%
Students with Disability	S	S	680	704	S	S	S	S	S	S	8%
English Language Learners	S	S	702	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	717	718	S	S	S	S	S	S	18%

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

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

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



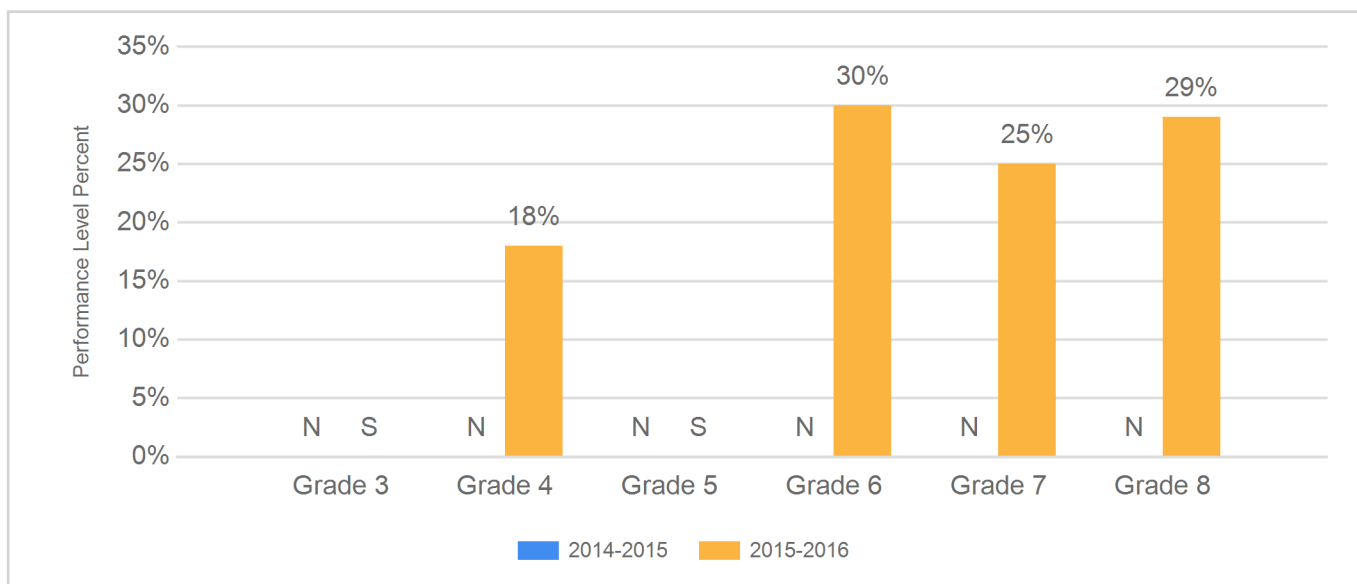
State of New Jersey
2015-2016

Grade Span KF-08

11-0540-030
CUMBERLAND
BRIDGETON CITY
Broad Street School
251 WEST BROAD STREET
BRIDGETON, NJ 08302

PARCC ELA Performance Trends

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



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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	777	769	S	S	S	S	S	S	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	S	S	771	748	S	S	S	S	S	S	20%
Hispanic	S	S	777	746	S	S	S	S	S	S	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	776	746	S	S	S	S	S	S	23%

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



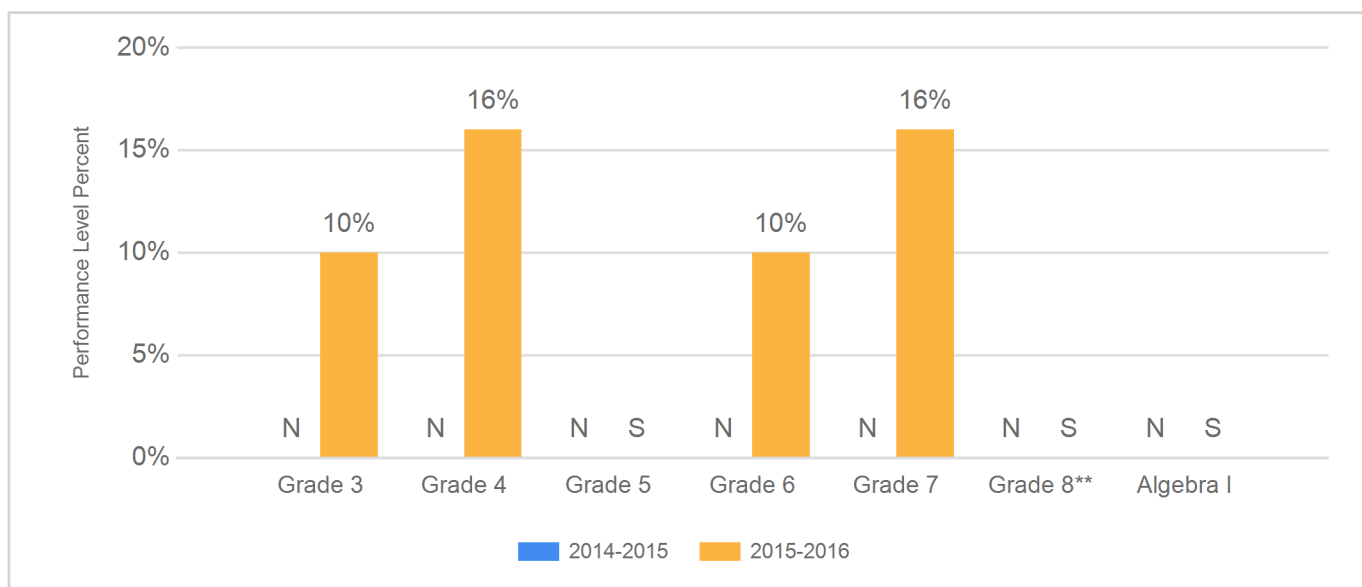
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PARCC Math Performance Trends

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



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

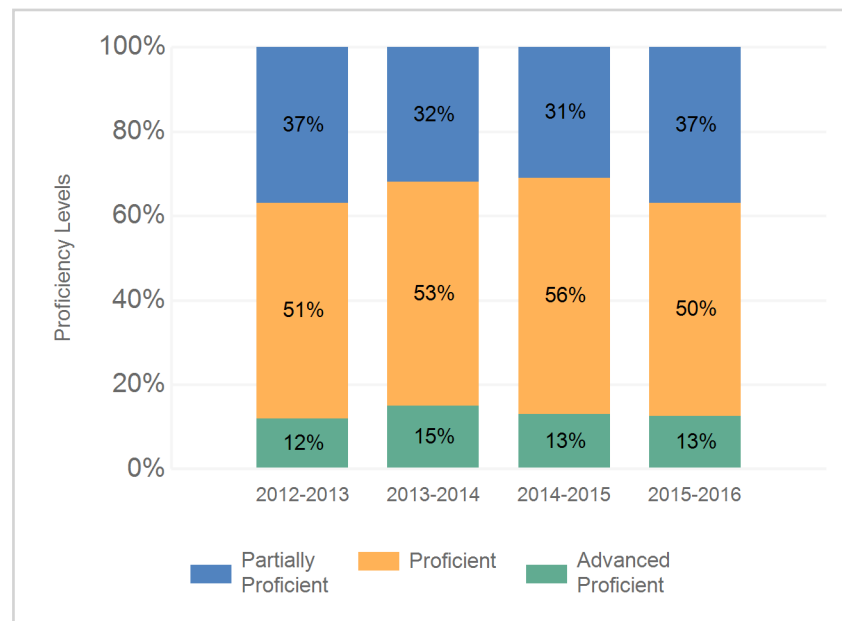
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	13%	50%	37%
White	S	S	S
African American	8%	50%	42%
Hispanic	13%	50%	38%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	N	42%	58%
English Language Learners	N	4%	96%
Economically Disadvantaged Students	13%	50%	37%

NJASK Proficiency Trends Science - Grade Level 04

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



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

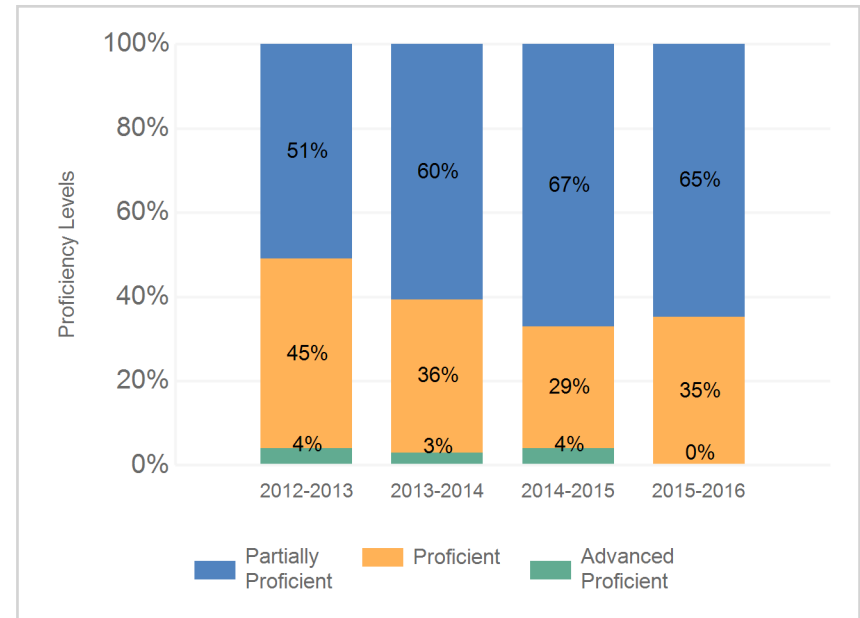
NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	N	35%	65%
White	S	S	S
African American	S	S	S
Hispanic	N	37%	63%
American Indian	S	S	S
Asian	N	N	N
Two or More Races	S	S	S
Students with Disability	N	18%	82%
English Language Learners	N	27%	73%
Economically Disadvantaged Students	N	37%	63%

NJASK Proficiency Trends Science - Grade Level 08

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	55	48	50
Student Growth on Math	47	47	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	15%	7%	2%
Partially Met (L2)	6%	11%	9%
Approached (L3)	8%	9%	12%
Met (L4)	2%	7%	13%
Exceeded (L5)	0%	0%	0%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	16%	4%	1%
Partially Met (L2)	13%	13%	11%
Approached (L3)	6%	10%	13%
Met (L4)	2%	4%	5%
Exceeded (L5)	0%	0%	0%



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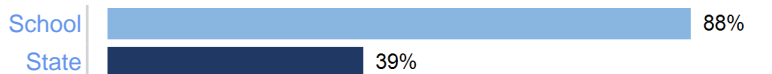
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Visual and Performing Arts

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

MUSIC



DRAMA



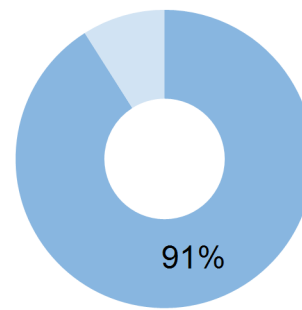
DANCE



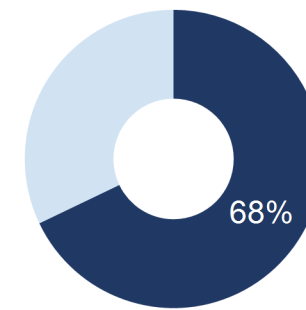
VISUAL ARTS



Any Visual and Performing Arts



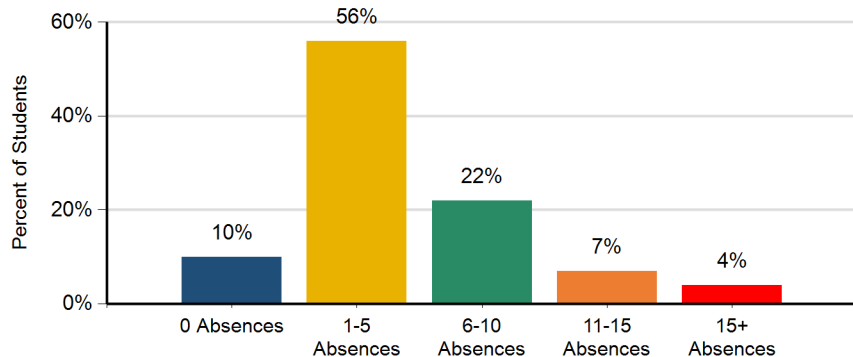
School



State

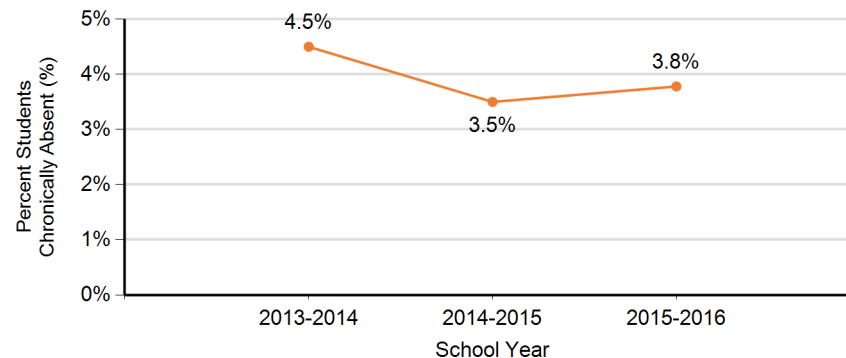
Absenteeism

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



Chronic Absenteeism Trend

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



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Length of School Day

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

	School
2015-16	6 Hrs. 45 Mins.

Instructional Time

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

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	298:1

Student Suspension Rate

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

	School
2015-16	2.4%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	96%



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2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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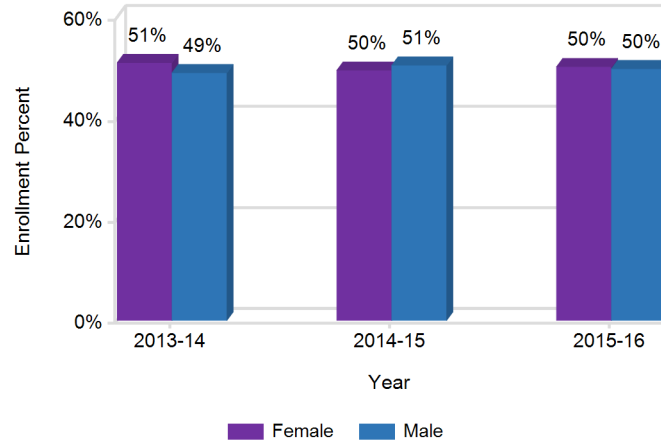
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	80	63	63
Grade 01	78	78	56
Grade 02	81	54	49
Grade 03	53	52	60
Grade 04	50	49	64
Grade 05	38	51	53
Grade 06	36	40	51
Grade 07	38	33	43
Grade 08	38	39	34
UG	18	24	25
Total	510	483	498

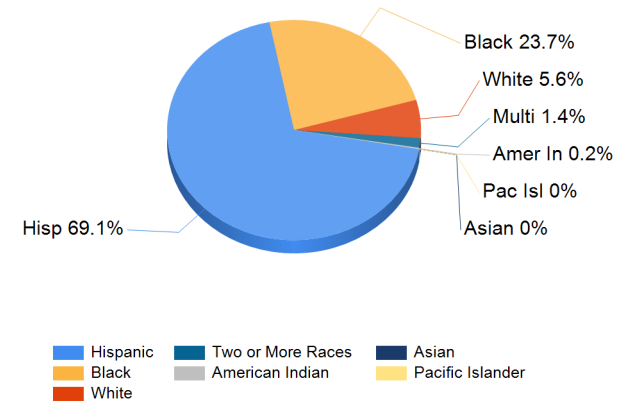
Enrollment by Gender

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



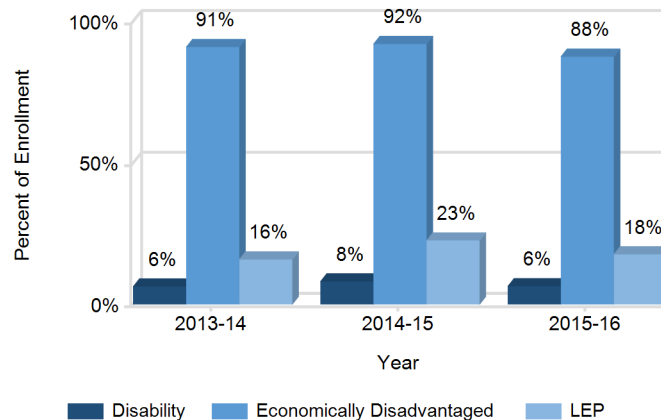
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
Spanish	55.6%
English	44.2%
Turkish	0.2%

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



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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	15%	33	5
Mathematics Met or Exceeded Expectations	17%	83	9

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	293	15%	5	100%	✓	293	17%	9	100%	✓
White	S	S	S	S		S	S	S	S	
African American	68	15%	17	100%	✓	68	18%	34	100%	✓
Hispanic	208	16%	8	100%	✓	208	16%	16	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	N	N	N	N		N	N	N	N	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	258	16%	11	100%	✓	258	17%	21	100%	✓



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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	59	713	706	746	32%	32%	22%	14%	N	14%	48%
White	S	S	722	756	S	S	S	S	S	S	58%
African American	15	714	704	727	33%	33%	20%	13%	N	13%	30%
Hispanic	42	714	706	730	31%	31%	24%	14%	N	14%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	S	S	699	746	S	S	S	S	S	S	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	683	718	S	S	S	S	S	S	22%
English Language Learners	S	S	687	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	54	712	706	727	33%	32%	22%	13%	N	13%	28%
PARCC MATH											
Schoolwide	59	725	720	749	19%	22%	36%	24%	N	24%	52%
White	S	S	730	757	S	S	S	S	S	S	63%
African American	15	722	711	730	20%	20%	40%	20%	N	20%	31%
Hispanic	42	727	721	736	17%	24%	36%	24%	N	24%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	S	S	698	746	S	S	S	S	S	S	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	696	727	S	S	S	S	S	S	28%
English Language Learners	12	722	709	724	25%	42%	8%	25%	N	25%	20%
Economically Disadvantaged Students	54	725	720	732	19%	20%	39%	22%	N	22%	32%

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



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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	64	729	715	750	13%	28%	36%	23%	N	23%	54%
White	S	S	729	759	S	S	S	S	S	S	64%
African American	12	727	705	733	8%	33%	33%	25%	N	25%	33%
Hispanic	47	729	718	737	15%	26%	36%	23%	N	23%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	717	756	S	S	S	S	S	S	62%
Students with Disability	N	N	N	723	N	N	N	N	N	N	22%
English Language Learners	S	S	687	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	61	730	715	734	13%	26%	36%	25%	N	25%	33%
PARCC MATH											
Schoolwide	64	732	721	745	6%	34%	31%	27%	2%	28%	47%
White	S	S	727	752	S	S	S	S	S	S	57%
African American	12	730	711	727	8%	33%	33%	25%	N	25%	24%
Hispanic	47	735	723	733	6%	30%	34%	28%	2%	30%	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	714	750	S	S	S	S	S	S	54%
Students with Disability	N	N	N	724	N	N	N	N	N	N	22%
English Language Learners	S	S	707	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	61	733	720	730	7%	31%	33%	28%	2%	30%	27%

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



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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	51	723	717	751	14%	45%	24%	18%	N	18%	53%
White	S	S	730	758	S	S	S	S	S	S	64%
African American	S	S	714	733	S	S	S	S	S	S	32%
Hispanic	39	723	717	738	15%	39%	26%	21%	N	21%	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	N	N	N	723	N	N	N	N	N	N	20%
English Language Learners	S	S	685	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	46	726	717	735	13%	41%	26%	20%	N	20%	33%
PARCC MATH											
Schoolwide	51	730	721	747	10%	26%	49%	16%	N	16%	47%
White	S	S	723	753	S	S	S	S	S	S	57%
African American	S	S	714	728	S	S	S	S	S	S	24%
Hispanic	39	732	723	735	8%	23%	49%	21%	N	21%	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	N	N	N	725	N	N	N	N	N	N	19%
English Language Learners	S	S	701	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	46	732	721	732	9%	20%	54%	17%	N	17%	28%

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



State of New Jersey
2015-2016

Grade Span KF-08

11-0540-050
CUMBERLAND
BRIDGETON CITY
Buckshutem Road School
550 BUCKSHUTEM ROAD
BRIDGETON, NJ 08302-9501

PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	39	729	726	750	13%	26%	49%	13%	N	13%	52%
White	S	S	721	756	S	S	S	S	S	S	61%
African American	14	727	716	732	14%	36%	36%	14%	N	14%	31%
Hispanic	23	731	729	738	13%	17%	57%	13%	N	13%	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	726	755	S	S	S	S	S	S	60%
Students with Disability	S	S	696	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	726	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	722	743	S	S	S	S	S	S	43%
White	S	S	721	750	S	S	S	S	S	S	53%
African American	14	724	712	724	7%	64%	7%	21%	N	21%	20%
Hispanic	S	S	726	730	S	S	S	S	S	S	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	723	748	S	S	S	S	S	S	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	723	728	S	S	S	S	S	S	23%

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



State of New Jersey
2015-2016

Grade Span KF-08

11-0540-050
CUMBERLAND
BRIDGETON CITY
Buckshutem Road School
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BRIDGETON, NJ 08302-9501

PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	37	720	724	753	22%	32%	35%	8%	3%	11%	56%
White	S	S	729	760	S	S	S	S	S	S	65%
African American	S	S	718	733	S	S	S	S	S	S	35%
Hispanic	23	721	726	739	17%	35%	35%	13%	N	13%	41%
Asian	N	N	N	781	N	N	N	N	N	N	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	N	N	N	716	N	N	N	N	N	N	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	30	722	725	735	20%	37%	30%	10%	3%	13%	37%
PARCC MATH											
Schoolwide	S	S	724	740	S	S	S	S	S	S	39%
White	S	S	734	747	S	S	S	S	S	S	47%
African American	S	S	718	724	S	S	S	S	S	S	19%
Hispanic	S	S	725	729	S	S	S	S	S	S	23%
Asian	N	N	N	763	N	N	N	N	N	N	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	N	N	N	713	N	N	N	N	N	N	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	723	727	S	S	S	S	S	S	21%

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



State of New Jersey
2015-2016

Grade Span KF-08

11-0540-050
CUMBERLAND
BRIDGETON CITY
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PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	26	729	730	753	8%	42%	31%	19%	N	19%	55%
White	S	S	752	759	S	S	S	S	S	S	63%
African American	S	S	723	732	S	S	S	S	S	S	34%
Hispanic	20	723	731	740	10%	50%	25%	15%	N	15%	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	699	756	S	S	S	S	S	S	59%
Students with Disability	N	N	N	715	N	N	N	N	N	N	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	23	729	730	736	9%	39%	30%	22%	N	22%	38%
**PARCC MATH											
Schoolwide	23	725	717	726	9%	44%	35%	13%	N	13%	26%
White	S	S	735	732	S	S	S	S	S	S	32%
African American	S	S	707	712	S	S	S	S	S	S	14%
Hispanic	S	S	719	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	694	726	S	S	S	S	S	S	26%
Students with Disability	N	N	N	704	N	N	N	N	N	N	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	21	727	717	718	5%	43%	38%	14%	N	14%	18%

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

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

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



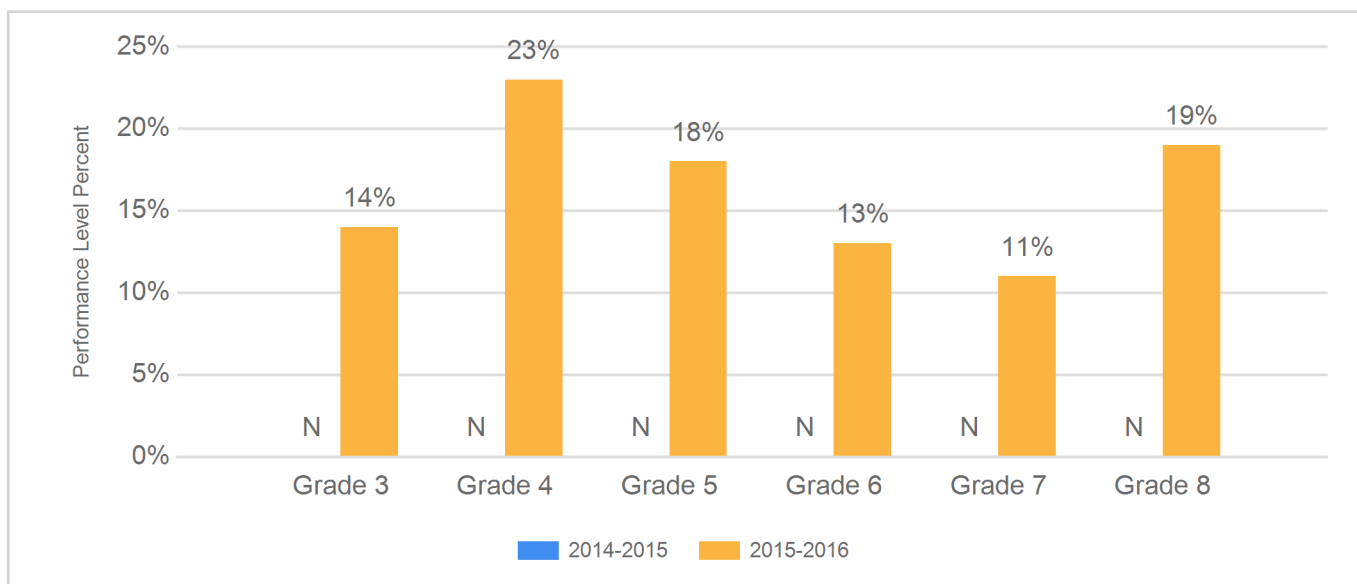
State of New Jersey
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Grade Span KF-08

11-0540-050
CUMBERLAND
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PARCC ELA Performance Trends

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



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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	777	769	S	S	S	S	S	S	41%
White	S	S	791	772	S	S	S	S	S	S	51%
African American	S	S	771	748	S	S	S	S	S	S	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	776	746	S	S	S	S	S	S	23%

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



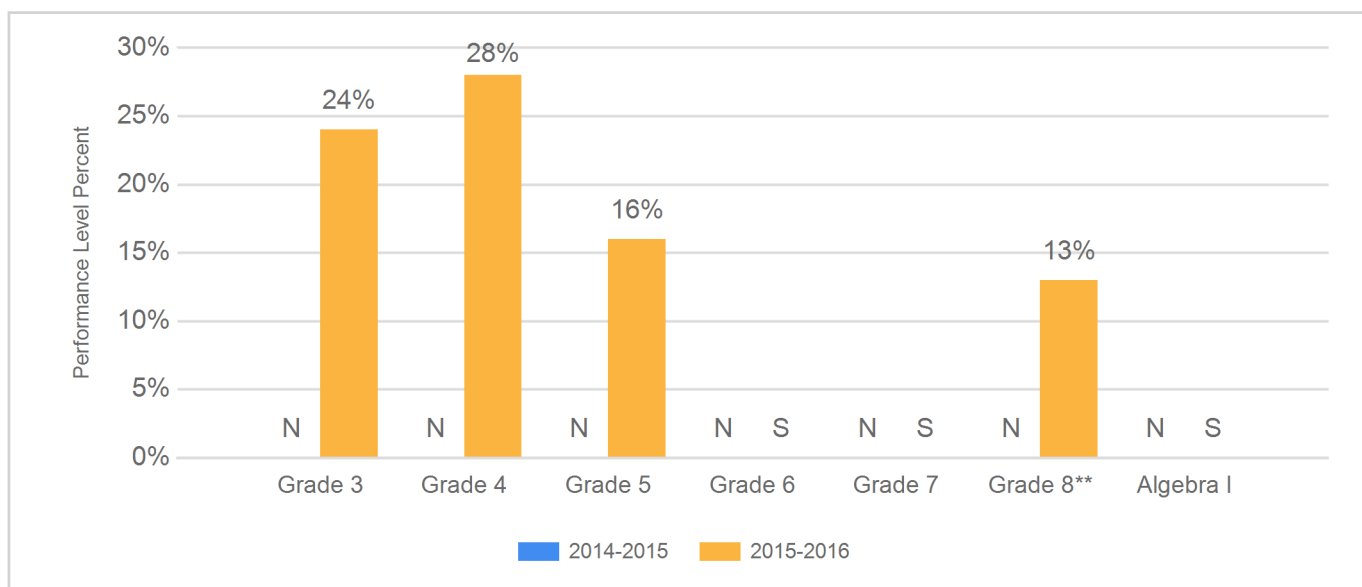
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PARCC Math Performance Trends

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



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

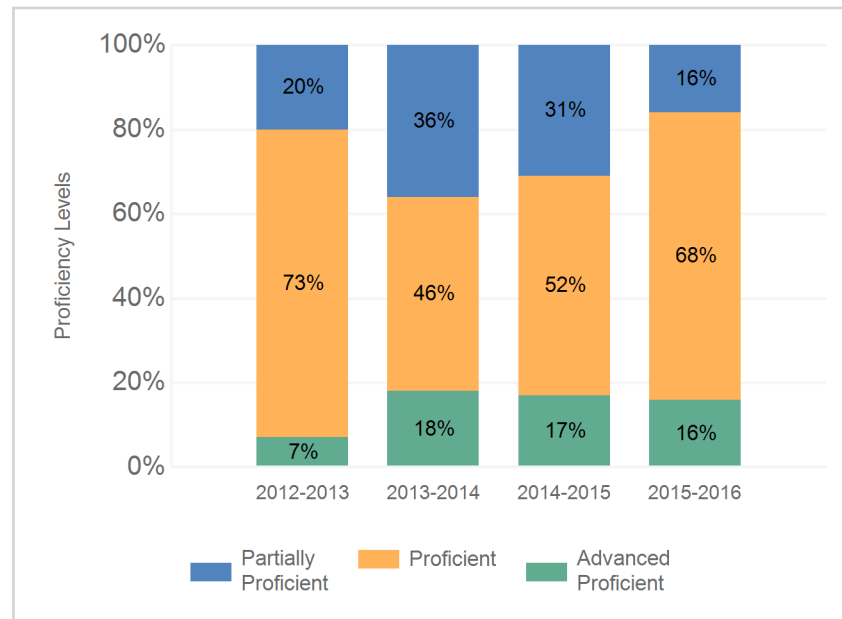
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	16%	68%	16%
White	S	S	S
African American	17%	67%	17%
Hispanic	17%	69%	15%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	N	N
English Language Learners	S	S	S
Economically Disadvantaged Students	17%	66%	17%

NJASK Proficiency Trends Science - Grade Level 04

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



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

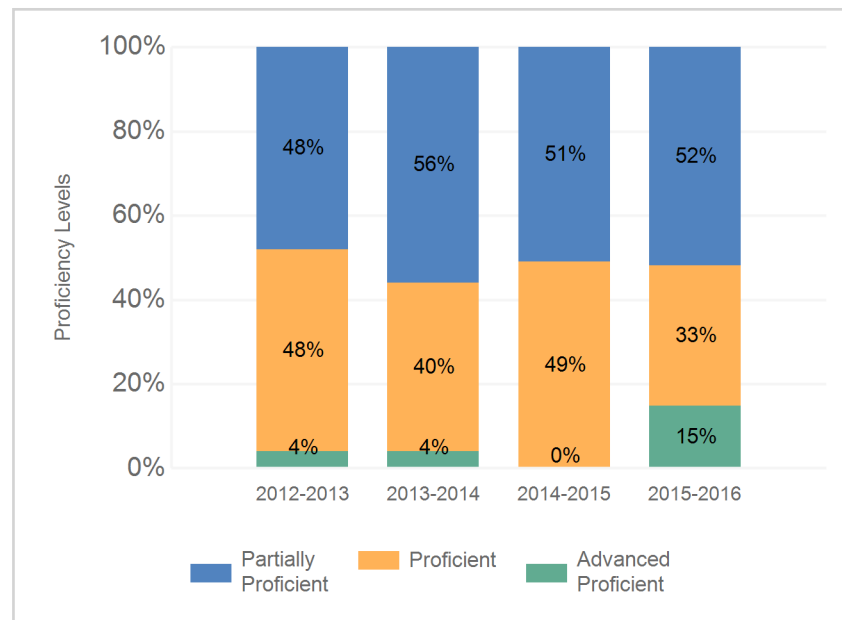
NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	15%	33%	52%
White	S	S	S
African American	S	S	S
Hispanic	10%	29%	62%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	13%	39%	48%

NJASK Proficiency Trends Science - Grade Level 08

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	46	48	50
Student Growth on Math	49	47	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	9%	4%	0%
Partially Met (L2)	18%	14%	3%
Approached (L3)	8%	18%	9%
Met (L4)	2%	6%	9%
Exceeded (L5)	0%	0%	0%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	3%	0%
Partially Met (L2)	13%	16%	7%
Approached (L3)	11%	14%	13%
Met (L4)	3%	4%	8%
Exceeded (L5)	0%	0%	0%



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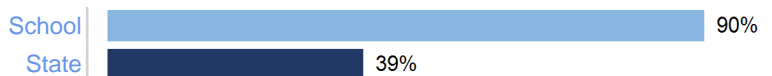
Grade Span KF-08

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CUMBERLAND
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Visual and Performing Arts

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

MUSIC



DRAMA



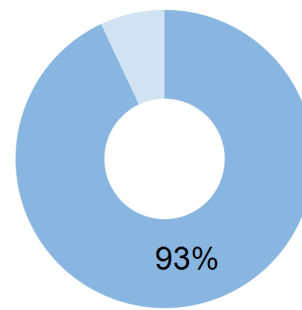
DANCE



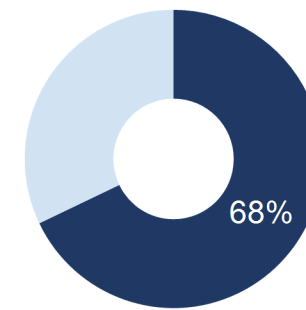
VISUAL ARTS



Any Visual and Performing Arts



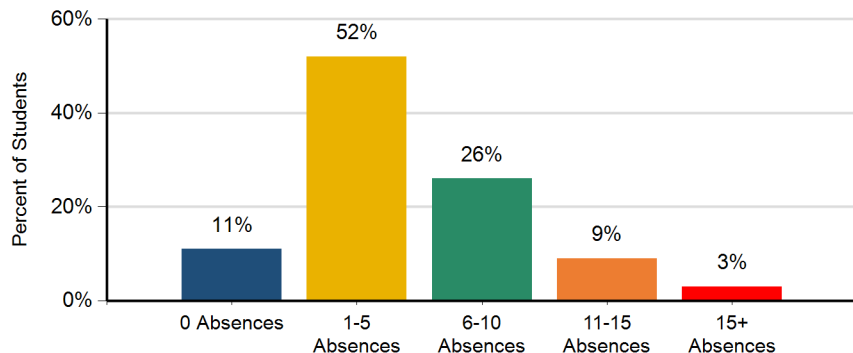
School



State

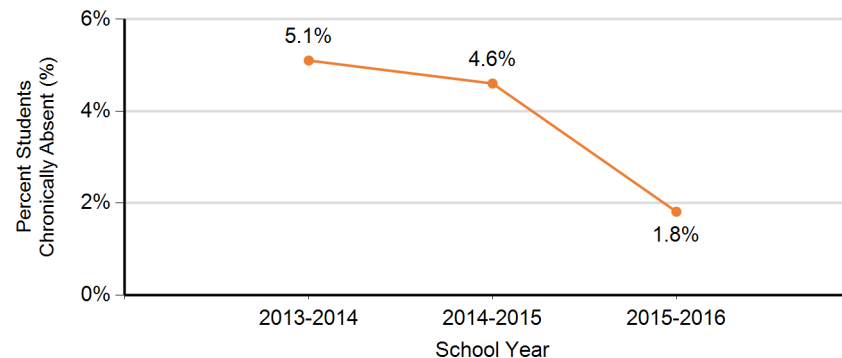
Absenteeism

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



Chronic Absenteeism Trend

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



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Length of School Day

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

	School
2015-16	6 Hrs. 45 Mins.

Instructional Time

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

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	498:1

Student Suspension Rate

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

	School
2015-16	0.4%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	96%



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11-0540-055
CUMBERLAND
BRIDGETON CITY
Cherry Street School
11 CHERRY STREET
BRIDGETON, NJ 08302

2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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CUMBERLAND
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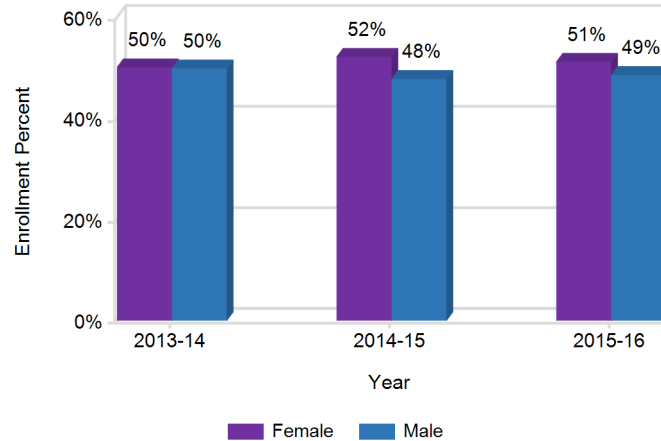
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	109	106	108
Grade 01	111	105	102
Grade 02	84	116	112
Grade 03	109	72	103
Grade 04	70	106	71
Grade 05	58	48	77
Grade 06	46	53	44
Grade 07	34	45	53
Grade 08	35	46	47
UG	24	20	21
Total	680	717	738

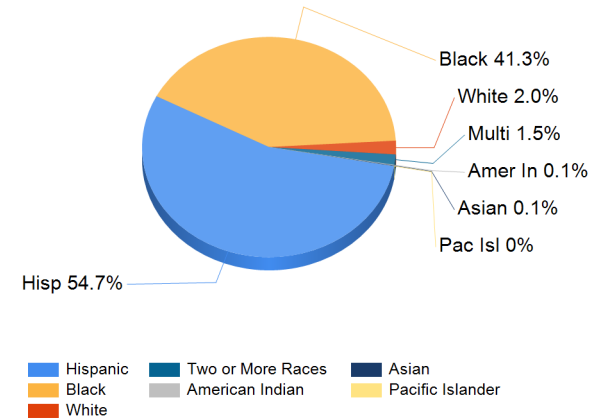
Enrollment by Gender

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



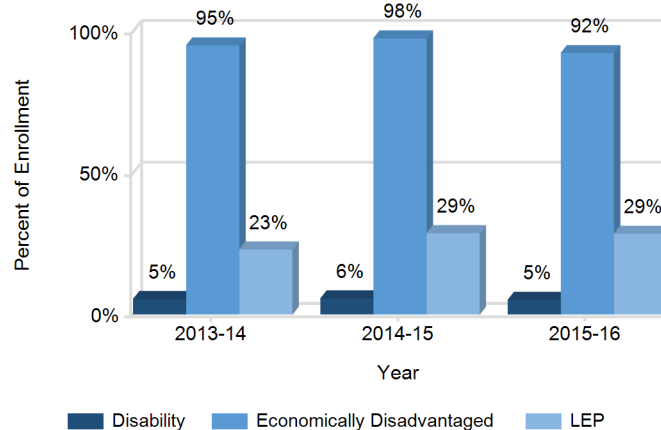
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	54.1%
Spanish	45.7%
Nepali	0.3%

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



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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	9%	17	1
Mathematics Met or Exceeded Expectations	10%	33	4

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	405	9%	1	98%	✓	406	10%	4	98%	✓
White	S	S	S	S		S	S	S	S	
African American	183	6%	8	97%	✓	184	7%	15	98%	✓
Hispanic	208	12%	4	99%	✓	208	13%	9	99%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	N	N	N	N		N	N	N	N	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	49	2%	0	96%	✓	50	N	1	98%	✓
English Learner Students	48	N	4	98%	✓	48	2%	36	98%	✓
Economically Disadvantaged Students	369	10%	5	98%	✓	369	11%	9	98%	✓



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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	105	703	706	746	46%	32%	11%	11%	N	11%	48%
White	S	S	722	756	S	S	S	S	S	S	58%
African American	S	S	704	727	S	S	S	S	S	S	30%
Hispanic	57	702	706	730	49%	33%	7%	11%	N	11%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	728	753	S	S	S	S	S	S	55%
Students with Disability	S	S	683	718	S	S	S	S	S	S	22%
English Language Learners	S	S	687	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	100	703	706	727	46%	31%	12%	11%	N	11%	28%
PARCC MATH											
Schoolwide	105	719	720	749	26%	26%	33%	14%	1%	15%	52%
White	S	S	730	757	S	S	S	S	S	S	63%
African American	45	713	711	730	31%	24%	31%	13%	N	13%	31%
Hispanic	57	723	721	736	21%	28%	35%	16%	N	16%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	733	754	S	S	S	S	S	S	57%
Students with Disability	S	S	696	727	S	S	S	S	S	S	28%
English Language Learners	S	S	709	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	100	719	720	732	27%	24%	33%	15%	1%	16%	32%

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



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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	715	750	S	S	S	S	S	S	54%
White	S	S	729	759	S	S	S	S	S	S	64%
African American	S	S	S	733	S	S	S	S	S	S	33%
Hispanic	41	708	718	737	46%	20%	20%	15%	N	15%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	717	756	S	S	S	S	S	S	62%
Students with Disability	S	S	690	723	S	S	S	S	S	S	22%
English Language Learners	S	S	687	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	715	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	721	745	S	S	S	S	S	S	47%
White	S	S	727	752	S	S	S	S	S	S	57%
African American	S	S	711	727	S	S	S	S	S	S	24%
Hispanic	S	S	723	733	S	S	S	S	S	S	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	714	750	S	S	S	S	S	S	54%
Students with Disability	S	S	702	724	S	S	S	S	S	S	22%
English Language Learners	S	S	707	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	720	730	S	S	S	S	S	S	27%

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



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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	82	714	717	751	31%	33%	26%	11%	N	11%	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	S	S	714	733	S	S	S	S	S	S	32%
Hispanic	47	716	717	738	26%	36%	26%	13%	N	13%	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	724	759	S	S	S	S	S	S	63%
Students with Disability	S	S	693	723	S	S	S	S	S	S	20%
English Language Learners	S	S	685	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	76	715	717	735	28%	34%	26%	12%	N	12%	33%
PARCC MATH											
Schoolwide	S	S	721	747	S	S	S	S	S	S	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	S	S	714	728	S	S	S	S	S	S	24%
Hispanic	47	720	723	735	15%	49%	23%	13%	N	13%	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	721	754	S	S	S	S	S	S	56%
Students with Disability	S	S	703	725	S	S	S	S	S	S	19%
English Language Learners	S	S	701	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	721	732	S	S	S	S	S	S	28%

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



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PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	726	750	S	S	S	S	S	S	52%
White	S	S	721	756	S	S	S	S	S	S	61%
African American	S	S	716	732	S	S	S	S	S	S	31%
Hispanic	19	718	729	738	26%	42%	16%	16%	N	16%	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	696	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	726	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	722	743	S	S	S	S	S	S	43%
White	S	S	721	750	S	S	S	S	S	S	53%
African American	S	S	712	724	S	S	S	S	S	S	20%
Hispanic	19	723	726	730	16%	42%	32%	11%	N	11%	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	723	728	S	S	S	S	S	S	23%

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



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PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	51	718	724	753	26%	35%	26%	12%	2%	14%	56%
White	S	S	729	760	S	S	S	S	S	S	65%
African American	26	724	718	733	15%	39%	31%	15%	N	15%	35%
Hispanic	S	S	726	739	S	S	S	S	S	S	41%
Asian	N	N	N	781	N	N	N	N	N	N	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	720	759	S	S	S	S	S	S	63%
Students with Disability	S	S	694	716	S	S	S	S	S	S	16%
English Language Learners	S	S	694	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	46	719	725	735	24%	37%	24%	13%	2%	15%	37%
PARCC MATH											
Schoolwide	52	720	724	740	19%	31%	39%	12%	N	12%	39%
White	S	S	734	747	S	S	S	S	S	S	47%
African American	S	S	718	724	S	S	S	S	S	S	19%
Hispanic	23	718	725	729	22%	30%	35%	13%	N	13%	23%
Asian	N	N	N	763	N	N	N	N	N	N	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	714	744	S	S	S	S	S	S	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	693	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	47	719	723	727	21%	30%	38%	11%	N	11%	21%

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



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PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	730	753	S	S	S	S	S	S	55%
White	S	S	752	759	S	S	S	S	S	S	63%
African American	S	S	723	732	S	S	S	S	S	S	34%
Hispanic	S	S	731	740	S	S	S	S	S	S	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	S	S	751	753	S	S	S	S	S	S	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	688	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	730	736	S	S	S	S	S	S	38%
**PARCC MATH											
Schoolwide	48	705	717	726	48%	21%	21%	10%	N	10%	26%
White	S	S	735	732	S	S	S	S	S	S	32%
African American	S	S	707	712	S	S	S	S	S	S	14%
Hispanic	16	717	719	721	31%	19%	38%	13%	N	13%	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	S	S	739	726	S	S	S	S	S	S	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	680	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	45	704	717	718	49%	20%	20%	11%	N	11%	18%

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

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

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



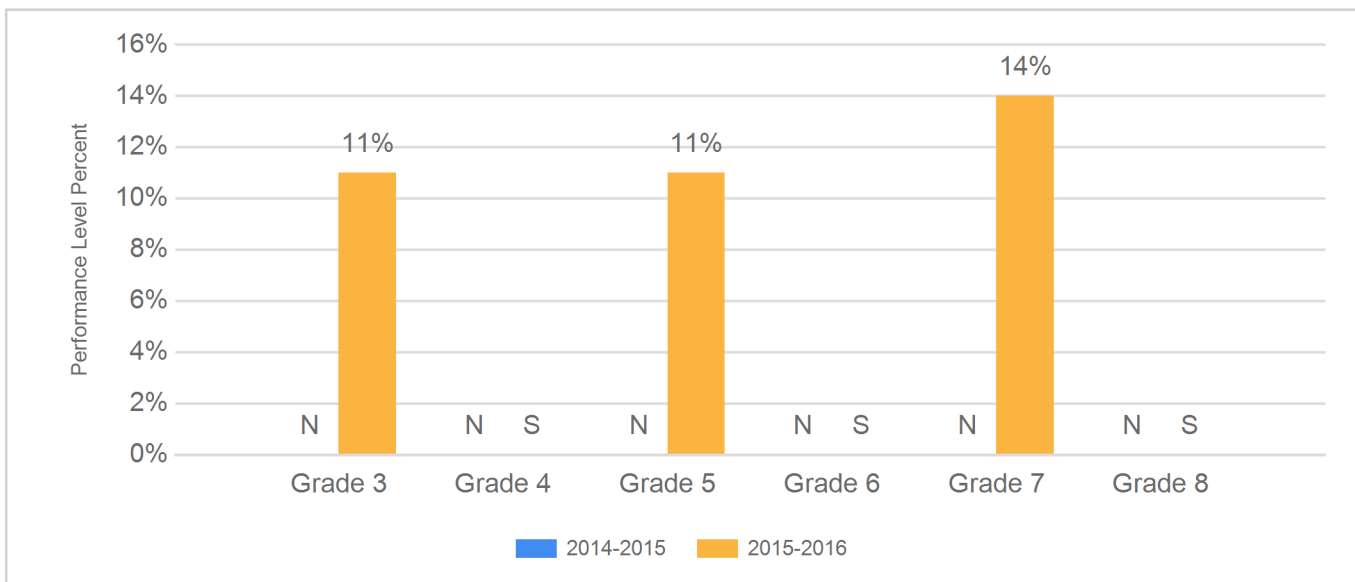
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PARCC ELA Performance Trends

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



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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	N	N	N	769	N	N	N	N	N	N	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



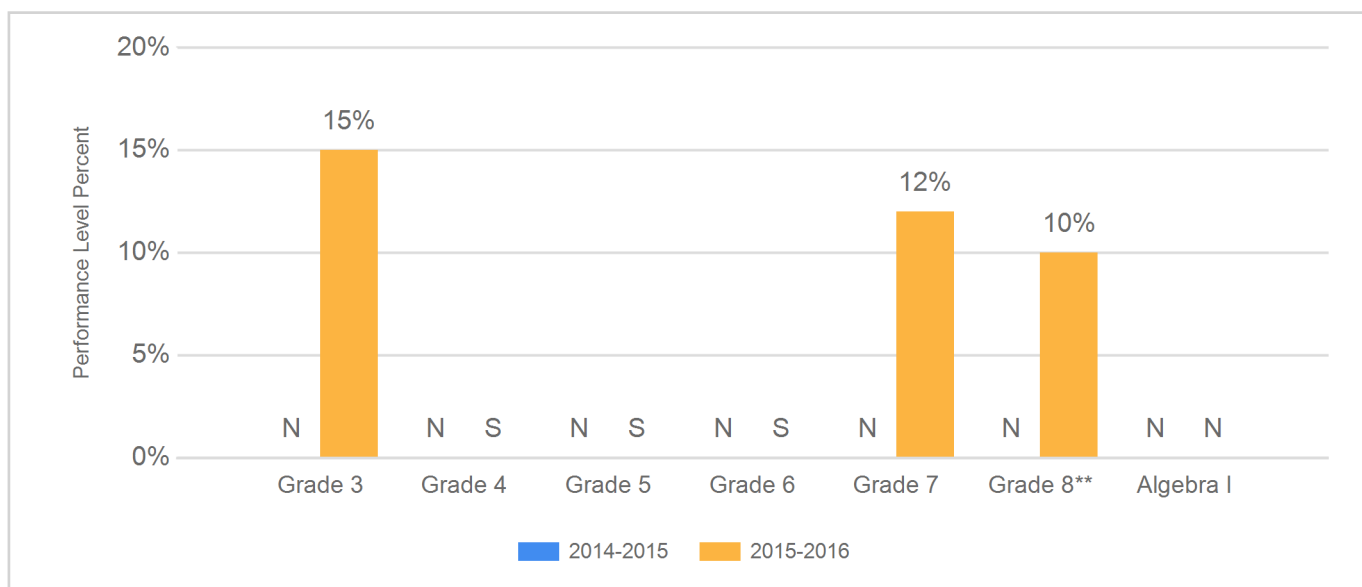
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PARCC Math Performance Trends

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



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

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



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

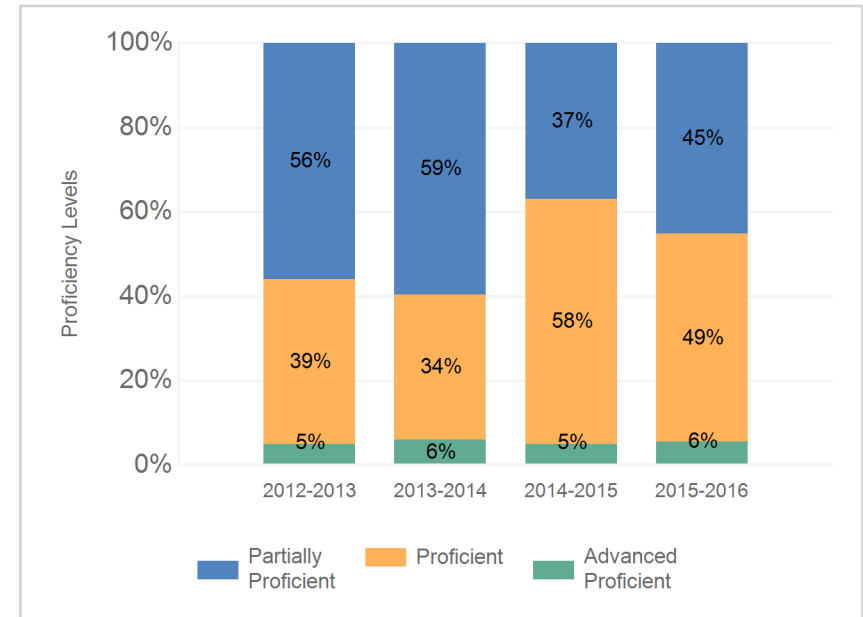
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	6%	49%	45%
White	S	S	S
African American	N	44%	56%
Hispanic	11%	50%	40%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	18%	82%
Economically Disadvantaged Students	6%	49%	44%

NJASK Proficiency Trends Science - Grade Level 04

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





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

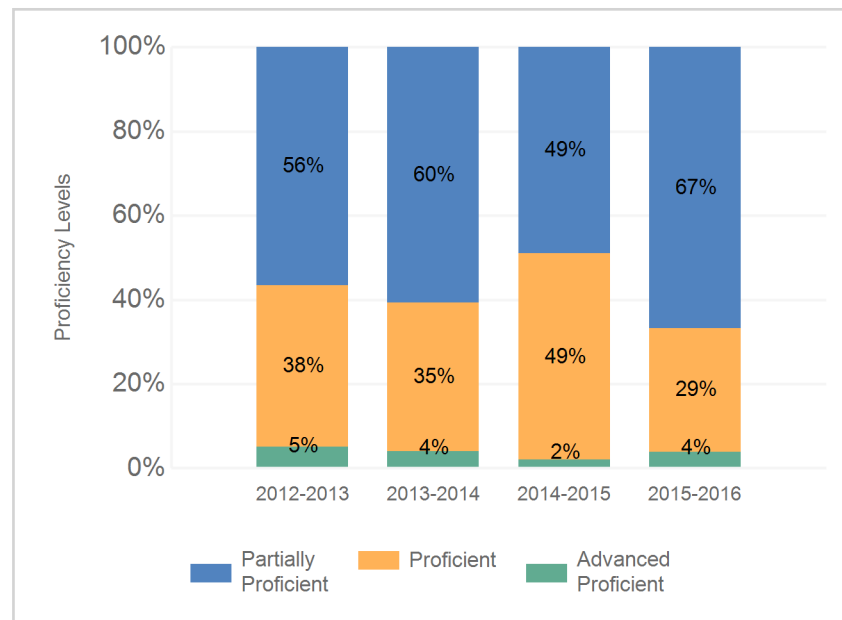
NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	4%	29%	67%
White	S	S	S
African American	3%	24%	72%
Hispanic	6%	41%	53%
American Indian	S	S	S
Asian	N	N	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	5%	34%	61%

NJASK Proficiency Trends Science - Grade Level 08

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



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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey
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Grade Span KF-08

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	47	48	50
Student Growth on Math	42	47	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	22%	7%	2%
Partially Met (L2)	11%	11%	11%
Approached (L3)	8%	9%	9%
Met (L4)	1%	3%	5%
Exceeded (L5)	0%	0%	0%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	16%	6%	1%
Partially Met (L2)	17%	15%	8%
Approached (L3)	9%	9%	10%
Met (L4)	1%	2%	6%
Exceeded (L5)	0%	0%	0%



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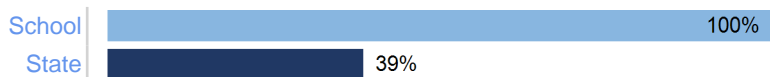
Grade Span KF-08

11-0540-055
CUMBERLAND
BRIDGETON CITY
Cherry Street School
11 CHERRY STREET
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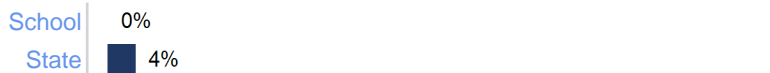
Visual and Performing Arts

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

MUSIC



DRAMA



DANCE



VISUAL ARTS

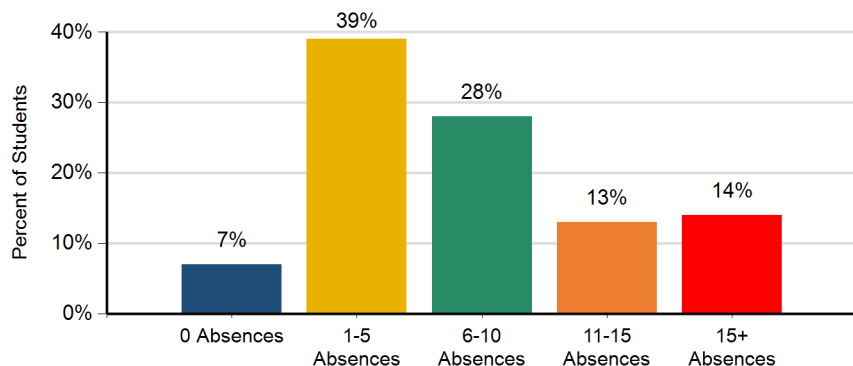


Any Visual and Performing Arts



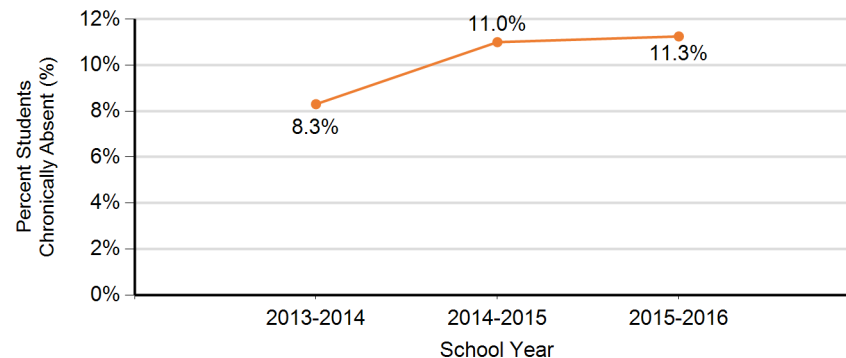
Absenteeism

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



Chronic Absenteeism Trend

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



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



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Length of School Day

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

	School
2015-16	6 Hrs. 45 Mins.

Instructional Time

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

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	14:1
Administrator	246:1

Student Suspension Rate

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

	School
2015-16	4.1%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	96%



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2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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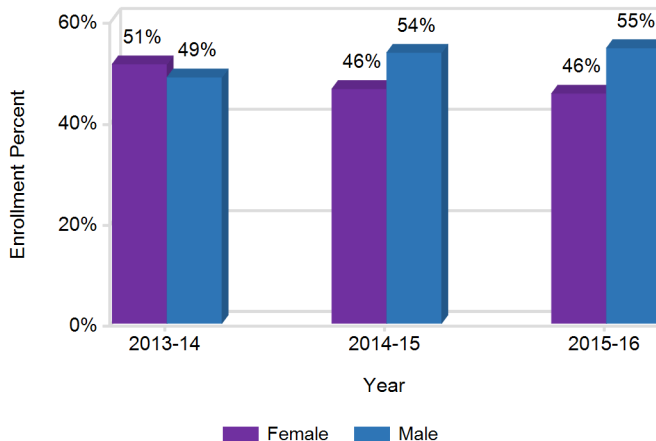
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	398	399	400
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	19	15	11
Total	417	414	411

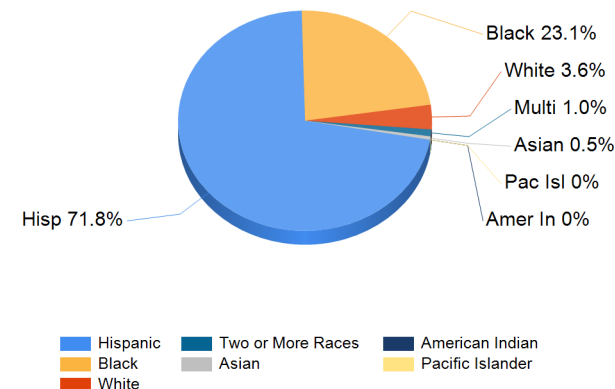
Enrollment by Gender

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



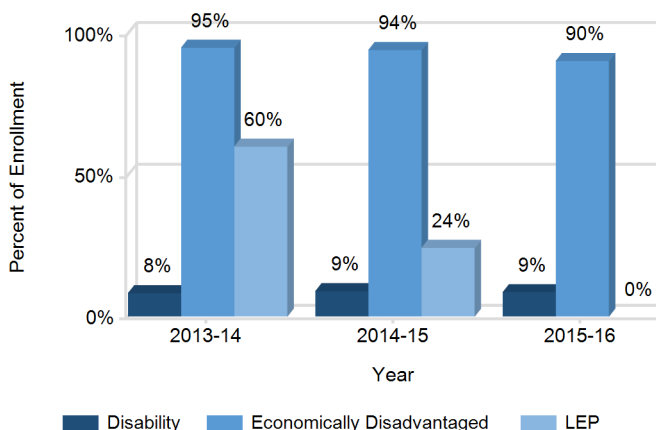
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
Spanish	60.8%
English	38.7%
Chinese	0.5%

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



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	School
2015-16	6 Hrs. 45 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	206:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	96%



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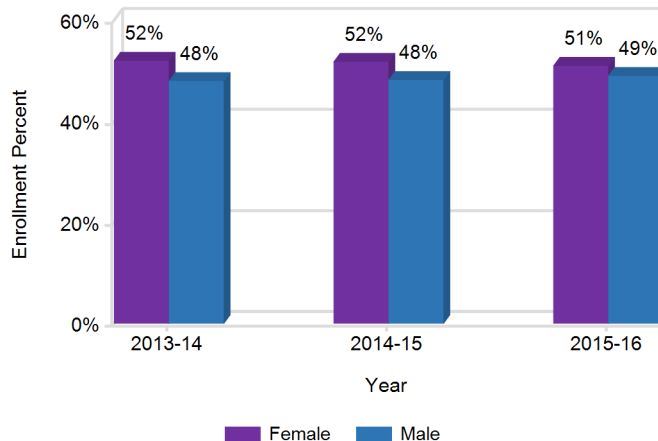
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	92	93	75
Grade 01	65	95	84
Grade 02	98	79	96
Grade 03	64	108	83
Grade 04	72	59	94
Grade 05	62	77	70
Grade 06	62	57	74
Grade 07	48	62	60
Grade 08	49	54	62
UG	40	52	51
Total	652	736	749

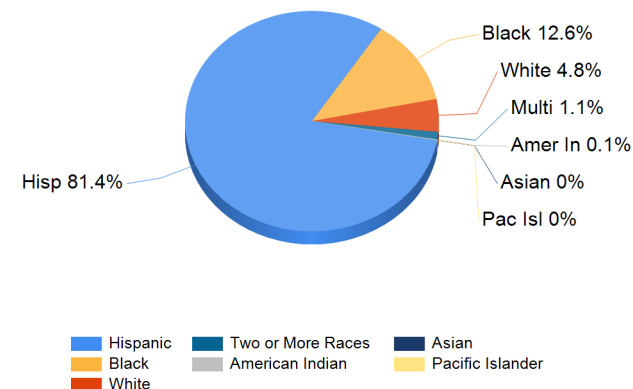
Enrollment by Gender

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



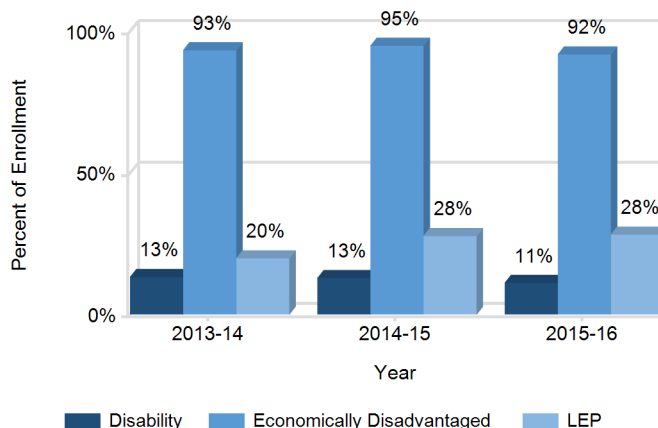
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
Spanish	71.2%
English	28.7%
English, Old (ca.450-1100)	0.1%

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



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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	16%	50	5
Mathematics Met or Exceeded Expectations	17%	67	9

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	465	16%	5	99%	✓	464	17%	9	99%	✓
White	S	S	S	S		S	S	S	S	
African American	77	10%	10	99%	✓	77	7%	14	99%	✓
Hispanic	362	16%	7	100%	✓	361	18%	16	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	81	1%	7	99%	✓	80	4%	14	98%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	427	15%	9	99%	✓	426	16%	16	99%	✓



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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	93	709	706	746	41%	28%	14%	17%	N	17%	48%
White	S	S	722	756	S	S	S	S	S	S	58%
African American	14	702	704	727	50%	29%	7%	14%	N	14%	30%
Hispanic	72	710	706	730	40%	25%	17%	18%	N	18%	31%
Asian	S	S	720	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	728	753	S	S	S	S	S	S	55%
Students with Disability	S	S	683	718	S	S	S	S	S	S	22%
English Language Learners	S	S	687	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	89	710	706	727	40%	28%	15%	17%	N	17%	28%
PARCC MATH											
Schoolwide	93	725	720	749	18%	32%	29%	17%	3%	20%	52%
White	S	S	730	757	S	S	S	S	S	S	63%
African American	S	S	711	730	S	S	S	S	S	S	31%
Hispanic	72	729	721	736	14%	32%	32%	19%	3%	22%	35%
Asian	S	S	744	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	733	754	S	S	S	S	S	S	57%
Students with Disability	18	700	696	727	56%	17%	17%	6%	6%	11%	28%
English Language Learners	S	S	709	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	89	726	720	732	17%	33%	30%	17%	3%	20%	32%

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



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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	108	717	715	750	31%	25%	28%	17%	N	17%	54%
White	S	S	729	759	S	S	S	S	S	S	64%
African American	S	S	705	733	S	S	S	S	S	S	33%
Hispanic	87	719	718	737	26%	28%	30%	16%	N	16%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	690	723	S	S	S	S	S	S	22%
English Language Learners	S	S	687	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	94	717	715	734	31%	26%	29%	15%	N	15%	33%
PARCC MATH											
Schoolwide	108	723	721	745	18%	36%	27%	19%	1%	19%	47%
White	S	S	727	752	S	S	S	S	S	S	57%
African American	S	S	711	727	S	S	S	S	S	S	24%
Hispanic	87	724	723	733	17%	33%	28%	22%	N	22%	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	702	724	S	S	S	S	S	S	22%
English Language Learners	S	S	707	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	94	721	720	730	19%	37%	26%	18%	N	18%	27%

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



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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	719	717	751	28%	27%	31%	14%	N	14%	53%
White	S	S	730	758	S	S	S	S	S	S	64%
African American	13	713	714	733	39%	23%	23%	15%	N	15%	32%
Hispanic	60	720	717	738	25%	30%	33%	12%	N	12%	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	724	759	S	S	S	S	S	S	63%
Students with Disability	S	S	693	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	73	719	717	735	29%	27%	30%	14%	N	14%	33%
PARCC MATH											
Schoolwide	77	725	721	747	13%	38%	39%	10%	N	10%	47%
White	S	S	723	753	S	S	S	S	S	S	57%
African American	S	S	S	728	S	S	S	S	S	S	24%
Hispanic	59	727	723	735	10%	37%	41%	12%	N	12%	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	721	754	S	S	S	S	S	S	56%
Students with Disability	S	S	703	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	72	726	721	732	11%	39%	39%	11%	N	11%	28%

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



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PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	68	721	726	750	15%	38%	34%	13%	N	13%	52%
White	S	S	721	756	S	S	S	S	S	S	61%
African American	S	S	716	732	S	S	S	S	S	S	31%
Hispanic	55	721	729	738	15%	40%	33%	13%	N	13%	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	726	755	S	S	S	S	S	S	60%
Students with Disability	S	S	696	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	63	721	726	735	16%	40%	32%	13%	N	13%	33%
PARCC MATH											
Schoolwide	68	727	722	743	10%	40%	28%	21%	2%	22%	43%
White	S	S	721	750	S	S	S	S	S	S	53%
African American	S	S	712	724	S	S	S	S	S	S	20%
Hispanic	55	729	726	730	9%	38%	29%	22%	2%	24%	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	723	748	S	S	S	S	S	S	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	63	728	723	728	10%	40%	29%	21%	2%	22%	23%

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



State of New Jersey
2015-2016

Grade Span KF-08

11-0540-060
CUMBERLAND
BRIDGETON CITY
Indian Ave School
399 INDIAN AVENUE
BRIDGETON, NJ 08302

PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	721	724	753	24%	31%	26%	19%	N	19%	56%
White	S	S	729	760	S	S	S	S	S	S	65%
African American	S	S	718	733	S	S	S	S	S	S	35%
Hispanic	46	724	726	739	17%	35%	28%	20%	N	20%	41%
Asian	N	N	N	781	N	N	N	N	N	N	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	694	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	55	720	725	735	24%	33%	26%	18%	N	18%	37%
PARCC MATH											
Schoolwide	S	S	724	740	S	S	S	S	S	S	39%
White	S	S	S	747	S	S	S	S	S	S	47%
African American	S	S	718	724	S	S	S	S	S	S	19%
Hispanic	S	S	725	729	S	S	S	S	S	S	23%
Asian	N	N	N	763	N	N	N	N	N	N	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	723	727	S	S	S	S	S	S	21%

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



State of New Jersey
2015-2016

Grade Span KF-08

11-0540-060
CUMBERLAND
BRIDGETON CITY
Indian Ave School
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BRIDGETON, NJ 08302

PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	68	724	730	753	28%	22%	29%	16%	4%	21%	55%
White	S	S	752	759	S	S	S	S	S	S	63%
African American	S	S	723	732	S	S	S	S	S	S	34%
Hispanic	48	724	731	740	27%	23%	29%	17%	4%	21%	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	688	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	59	723	730	736	29%	24%	27%	17%	3%	20%	38%
**PARCC MATH											
Schoolwide	63	715	717	726	27%	33%	25%	14%	N	14%	26%
White	S	S	735	732	S	S	S	S	S	S	32%
African American	S	S	707	712	S	S	S	S	S	S	14%
Hispanic	43	716	719	721	21%	44%	23%	12%	N	12%	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	680	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	54	713	717	718	28%	35%	24%	13%	N	13%	18%

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

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

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



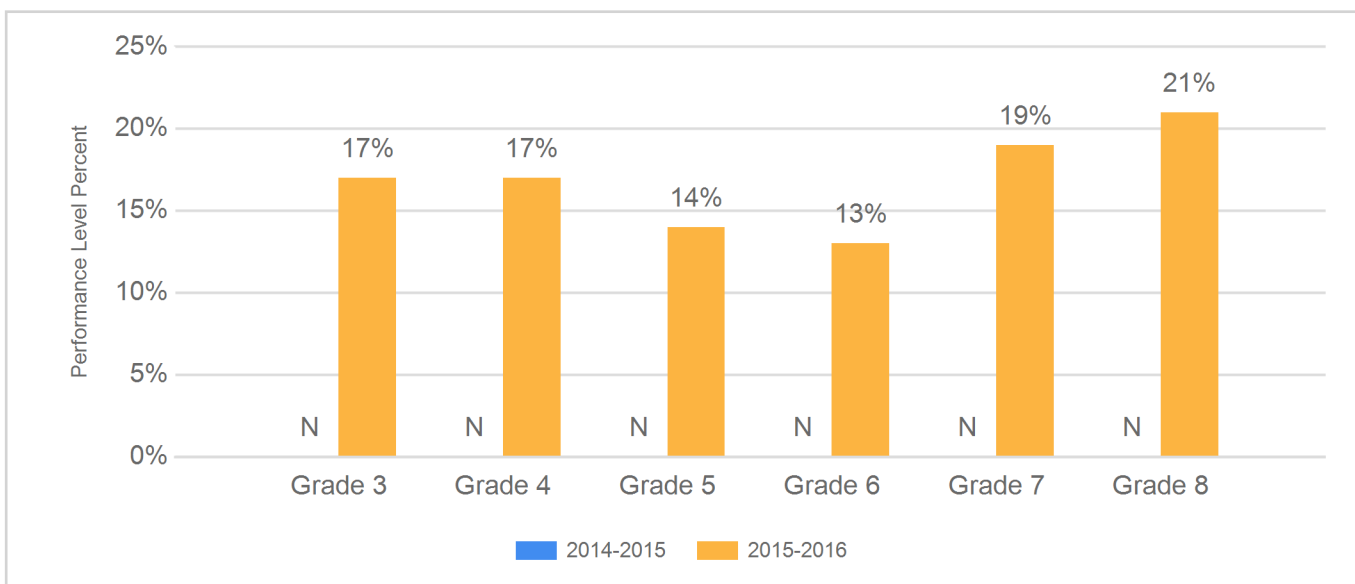
State of New Jersey
2015-2016

Grade Span KF-08

11-0540-060
CUMBERLAND
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PARCC ELA Performance Trends

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



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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	777	769	S	S	S	S	S	S	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	777	746	S	S	S	S	S	S	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	776	746	S	S	S	S	S	S	23%

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



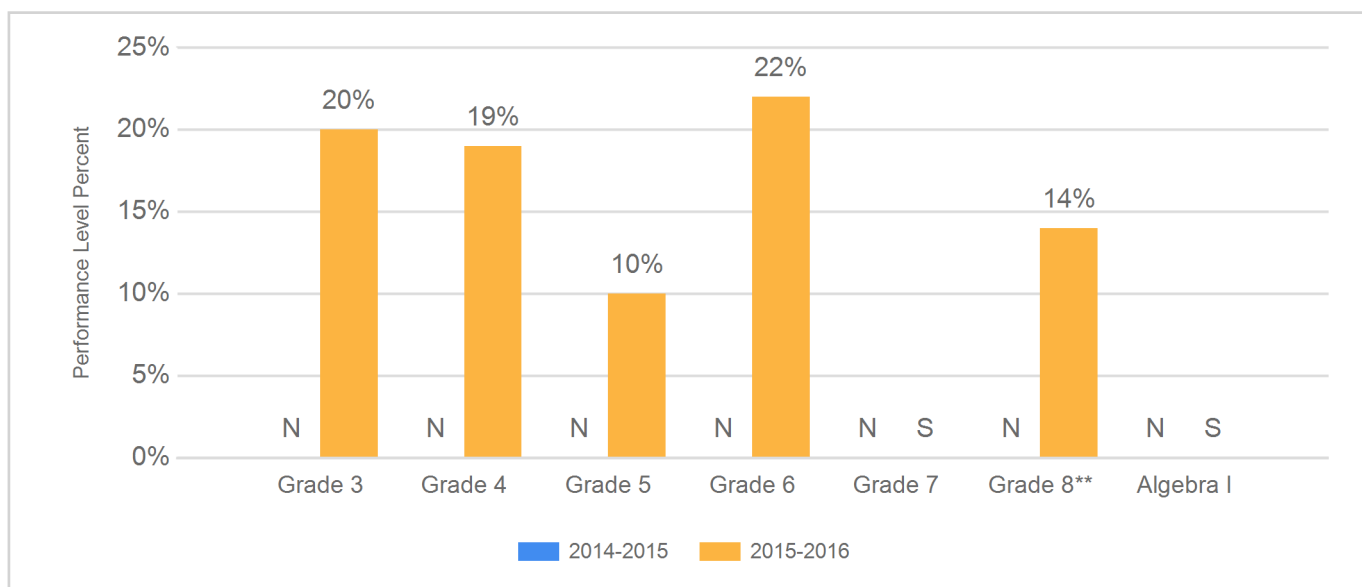
State of New Jersey
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PARCC Math Performance Trends

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



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

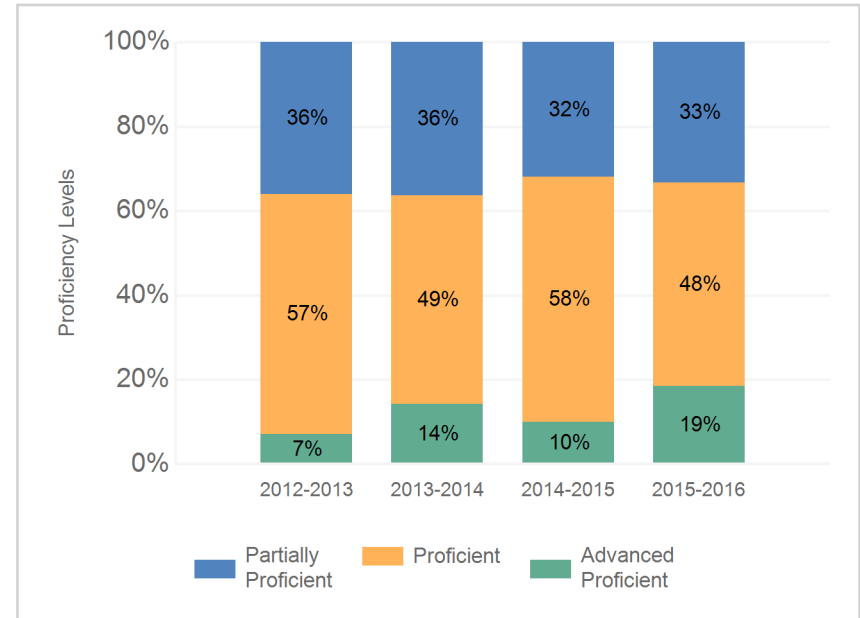
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	19%	48%	33%
White	S	S	S
African American	17%	33%	50%
Hispanic	17%	52%	31%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	31%	69%
English Language Learners	N	27%	73%
Economically Disadvantaged Students	19%	45%	36%

NJASK Proficiency Trends Science - Grade Level 04

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



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

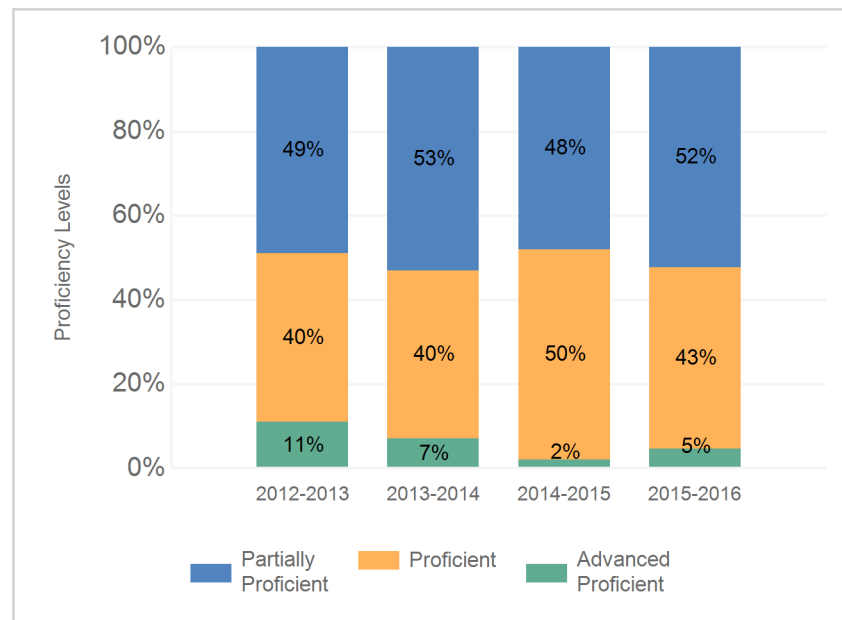
NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	5%	43%	52%
White	S	S	S
African American	N	27%	73%
Hispanic	4%	43%	53%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	4%	37%	60%

NJASK Proficiency Trends Science - Grade Level 08

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

Met/ Exceeded Expectations

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

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

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	20%	4%	1%
Partially Met (L2)	11%	10%	8%
Approached (L3)	7%	11%	12%
Met (L4)	2%	5%	10%
Exceeded (L5)	0%	0%	1%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	11%	4%	1%
Partially Met (L2)	16%	12%	9%
Approached (L3)	11%	9%	12%
Met (L4)	2%	4%	9%
Exceeded (L5)	0%	0%	1%



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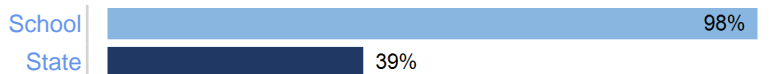
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CUMBERLAND
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Visual and Performing Arts

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

MUSIC



DRAMA



DANCE



VISUAL ARTS

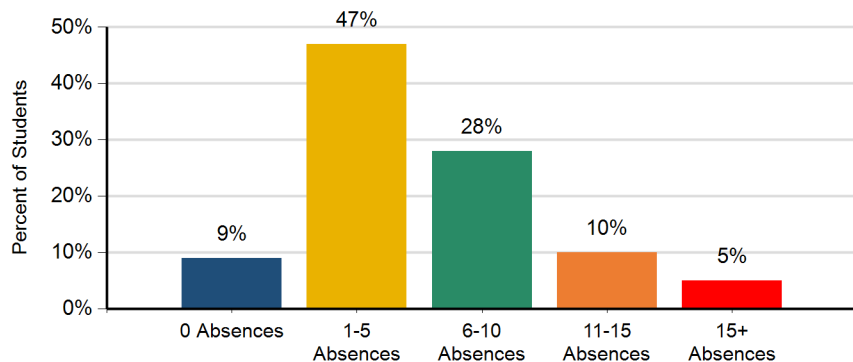


Any Visual and Performing Arts



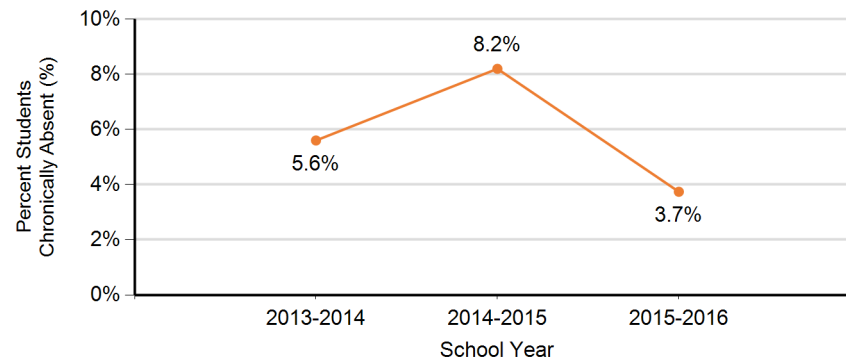
Absenteeism

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



Chronic Absenteeism Trend

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



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Length of School Day

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

	School
2015-16	6 Hrs. 45 Mins.

Instructional Time

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

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	375:1

Student Suspension Rate

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

	School
2015-16	2.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	96%



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2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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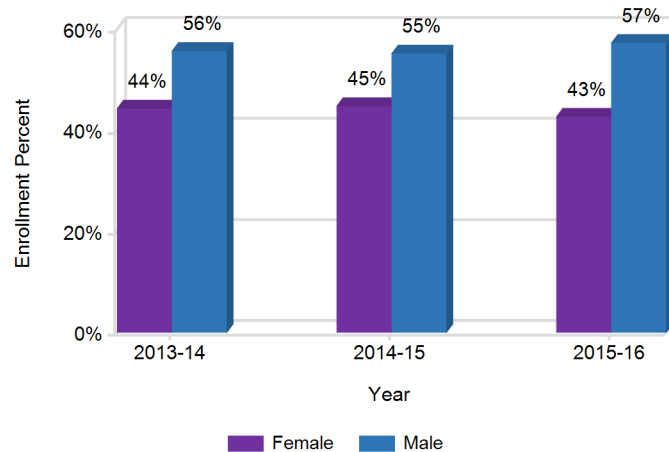
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	48	50	45
Grade 01	45	38	54
Grade 02	52	39	36
Grade 03	29	47	42
Grade 04	33	28	46
Grade 05	36	33	30
Grade 06	25	39	38
Grade 07	38	29	39
Grade 08	23	39	30
UG	7	6	10
Total	336	348	370

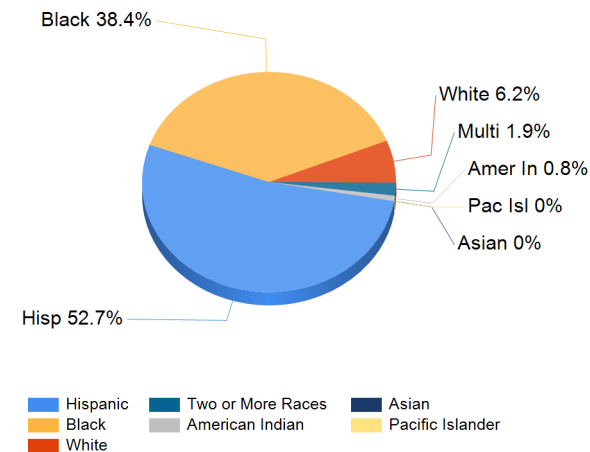
Enrollment by Gender

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



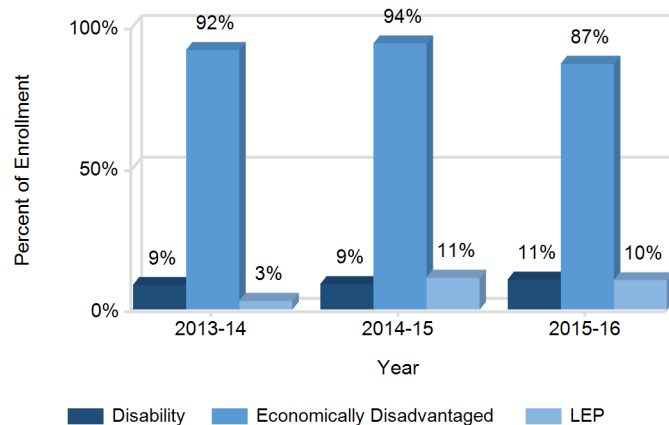
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	59.2%
Spanish	40.8%

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

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	18%	83	6
Mathematics Met or Exceeded Expectations	9%	17	3

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	209	18%	6	99%	✓	207	9%	3	98%	✓
White	S	S	S	S		S	S	S	S	
African American	80	20%	19	98%	✓	78	10%	17	95%	✓
Hispanic	115	17%	7	100%	✓	115	9%	5	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	N	N	N	N		N	N	N	N	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	186	17%	9	99%	✓	184	9%	7	98%	✓



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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	706	746	S	S	S	S	S	S	48%
White	S	S	722	756	S	S	S	S	S	S	58%
African American	S	S	704	727	S	S	S	S	S	S	30%
Hispanic	S	S	706	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	S	S	699	746	S	S	S	S	S	S	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	683	718	S	S	S	S	S	S	22%
English Language Learners	S	S	687	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	706	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	S	S	720	749	S	S	S	S	S	S	52%
White	S	S	730	757	S	S	S	S	S	S	63%
African American	S	S	711	730	S	S	S	S	S	S	31%
Hispanic	S	S	721	736	S	S	S	S	S	S	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	S	S	698	746	S	S	S	S	S	S	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	696	727	S	S	S	S	S	S	28%
English Language Learners	S	S	709	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	720	732	S	S	S	S	S	S	32%

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



State of New Jersey
2015-2016

Grade Span KF-08

11-0540-100
CUMBERLAND
BRIDGETON CITY
Quarter Mile Land School
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BRIDGETON, NJ 08302

PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	715	750	S	S	S	S	S	S	54%
White	S	S	729	759	S	S	S	S	S	S	64%
African American	S	S	705	733	S	S	S	S	S	S	33%
Hispanic	S	S	718	737	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	717	756	S	S	S	S	S	S	62%
Students with Disability	S	S	690	723	S	S	S	S	S	S	22%
English Language Learners	S	S	687	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	715	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	721	745	S	S	S	S	S	S	47%
White	S	S	727	752	S	S	S	S	S	S	57%
African American	S	S	711	727	S	S	S	S	S	S	24%
Hispanic	S	S	723	733	S	S	S	S	S	S	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	714	750	S	S	S	S	S	S	54%
Students with Disability	S	S	702	724	S	S	S	S	S	S	22%
English Language Learners	S	S	707	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	720	730	S	S	S	S	S	S	27%

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



State of New Jersey
2015-2016

Grade Span KF-08

11-0540-100
CUMBERLAND
BRIDGETON CITY
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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	31	721	717	751	23%	39%	16%	23%	N	23%	53%
White	S	S	730	758	S	S	S	S	S	S	64%
African American	S	S	714	733	S	S	S	S	S	S	32%
Hispanic	16	720	717	738	19%	44%	19%	19%	N	19%	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	693	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	26	718	717	735	27%	39%	15%	19%	N	19%	33%
PARCC MATH											
Schoolwide	31	722	721	747	13%	32%	39%	16%	N	16%	47%
White	S	S	723	753	S	S	S	S	S	S	57%
African American	S	S	714	728	S	S	S	S	S	S	24%
Hispanic	16	721	723	735	19%	25%	38%	19%	N	19%	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	703	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	26	720	721	732	15%	35%	31%	19%	N	19%	28%

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



State of New Jersey
2015-2016

Grade Span KF-08

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PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	33	718	726	750	30%	33%	18%	18%	N	18%	52%
White	S	S	721	756	S	S	S	S	S	S	61%
African American	S	S	716	732	S	S	S	S	S	S	31%
Hispanic	18	725	729	738	22%	28%	28%	22%	N	22%	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	696	719	S	S	S	S	S	S	15%
English Language Learners	S	S	686	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	32	717	726	735	31%	34%	16%	19%	N	19%	33%
PARCC MATH											
Schoolwide	S	S	722	743	S	S	S	S	S	S	43%
White	S	S	721	750	S	S	S	S	S	S	53%
African American	S	S	712	724	S	S	S	S	S	S	20%
Hispanic	S	S	726	730	S	S	S	S	S	S	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	691	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	723	728	S	S	S	S	S	S	23%

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



State of New Jersey
2015-2016

Grade Span KF-08

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PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	37	726	724	753	8%	38%	27%	27%	N	27%	56%
White	S	S	729	760	S	S	S	S	S	S	65%
African American	12	723	718	733	8%	50%	N	42%	N	42%	35%
Hispanic	22	728	726	739	9%	27%	46%	18%	N	18%	41%
Asian	N	N	N	781	N	N	N	N	N	N	84%
American Indian	S	S	S	748	S	S	S	S	S	S	54%
Two or More Races	S	S	720	759	S	S	S	S	S	S	63%
Students with Disability	S	S	694	716	S	S	S	S	S	S	16%
English Language Learners	S	S	694	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	33	724	725	735	9%	42%	27%	21%	N	21%	37%
PARCC MATH											
Schoolwide	S	S	S	740	S	S	S	S	S	S	39%
White	S	S	734	747	S	S	S	S	S	S	47%
African American	S	S	718	724	S	S	S	S	S	S	19%
Hispanic	S	S	725	729	S	S	S	S	S	S	23%
Asian	N	N	N	763	N	N	N	N	N	N	72%
American Indian	S	S	S	736	S	S	S	S	S	S	30%
Two or More Races	S	S	714	744	S	S	S	S	S	S	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	693	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	723	727	S	S	S	S	S	S	21%

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



State of New Jersey
2015-2016

Grade Span KF-08

11-0540-100
CUMBERLAND
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PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	24	738	730	753	13%	21%	21%	42%	4%	46%	55%
White	S	S	752	759	S	S	S	S	S	S	63%
African American	S	S	723	732	S	S	S	S	S	S	34%
Hispanic	13	733	731	740	23%	15%	23%	39%	N	39%	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	N	N	N	715	N	N	N	N	N	N	16%
English Language Learners	S	S	681	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	22	738	730	736	14%	18%	23%	41%	5%	46%	38%
**PARCC MATH											
Schoolwide	22	720	717	726	23%	32%	32%	14%	N	14%	26%
White	N	N	N	732	N	N	N	N	N	N	32%
African American	S	S	707	712	S	S	S	S	S	S	14%
Hispanic	S	S	719	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	N	N	N	704	N	N	N	N	N	N	8%
English Language Learners	S	S	702	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	20	722	717	718	20%	30%	35%	15%	N	15%	18%

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

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

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



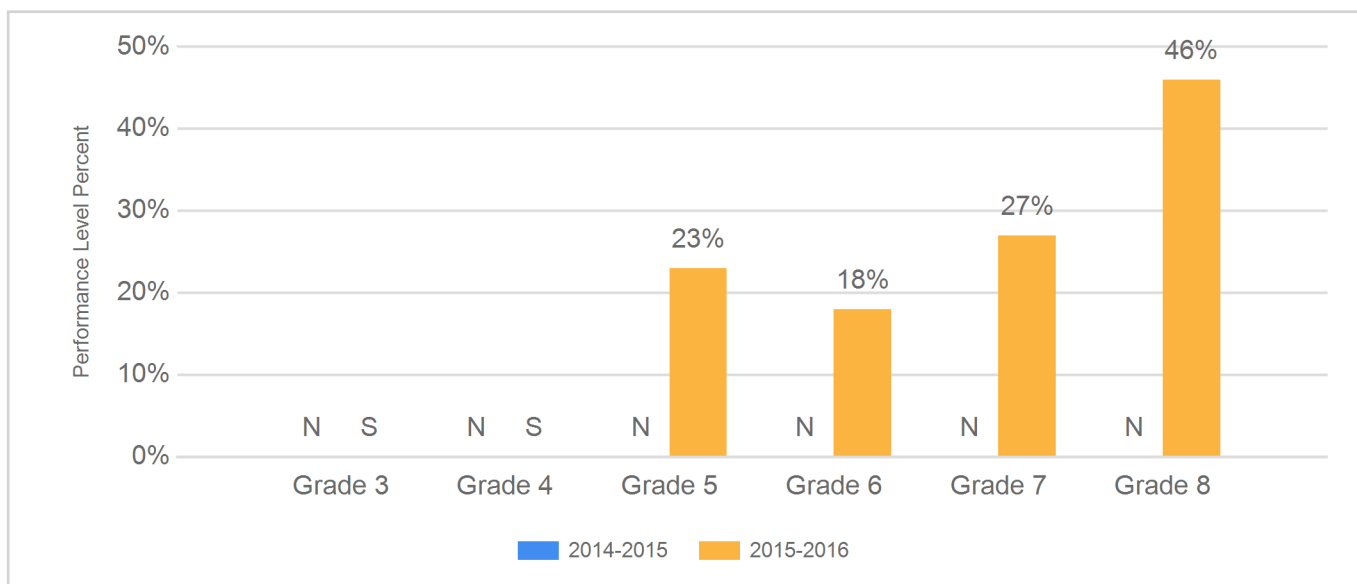
State of New Jersey
2015-2016

Grade Span KF-08

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CUMBERLAND
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PARCC ELA Performance Trends

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



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Grade Span KF-08

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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	777	769	S	S	S	S	S	S	41%
White	S	S	791	772	S	S	S	S	S	S	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	777	746	S	S	S	S	S	S	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	776	746	S	S	S	S	S	S	23%

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



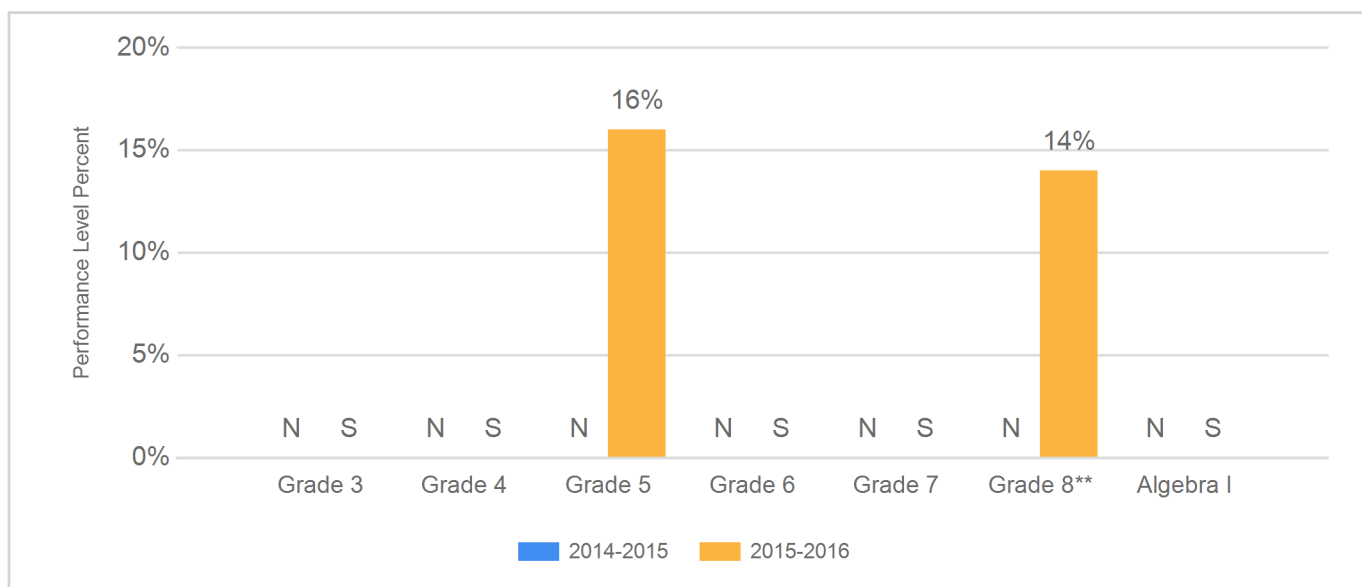
State of New Jersey
2015-2016

Grade Span KF-08

11-0540-100
CUMBERLAND
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PARCC Math Performance Trends

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



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

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

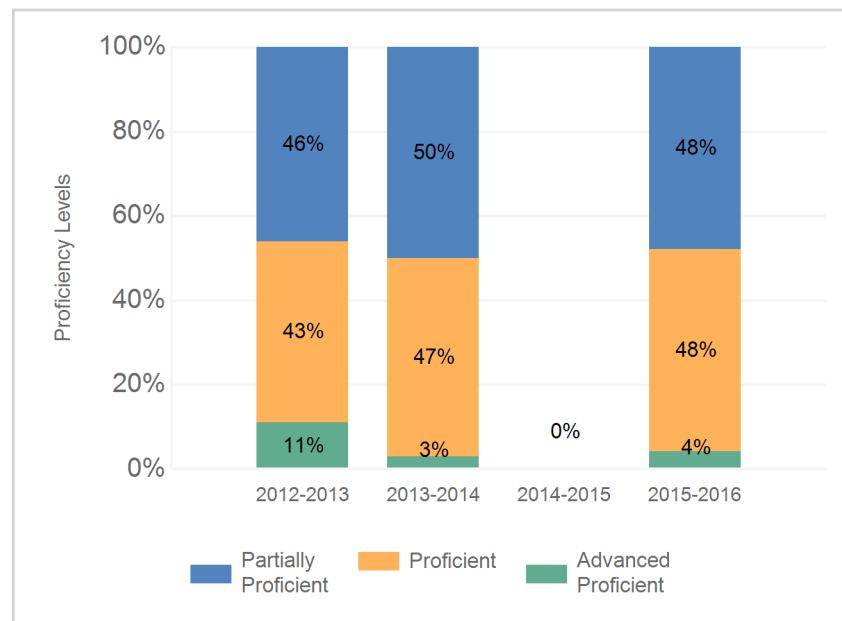
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	4%	48%	48%
White	S	S	S
African American	N	58%	42%
Hispanic	7%	37%	56%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	2%	43%	55%

NJASK Proficiency Trends Science - Grade Level 04

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



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

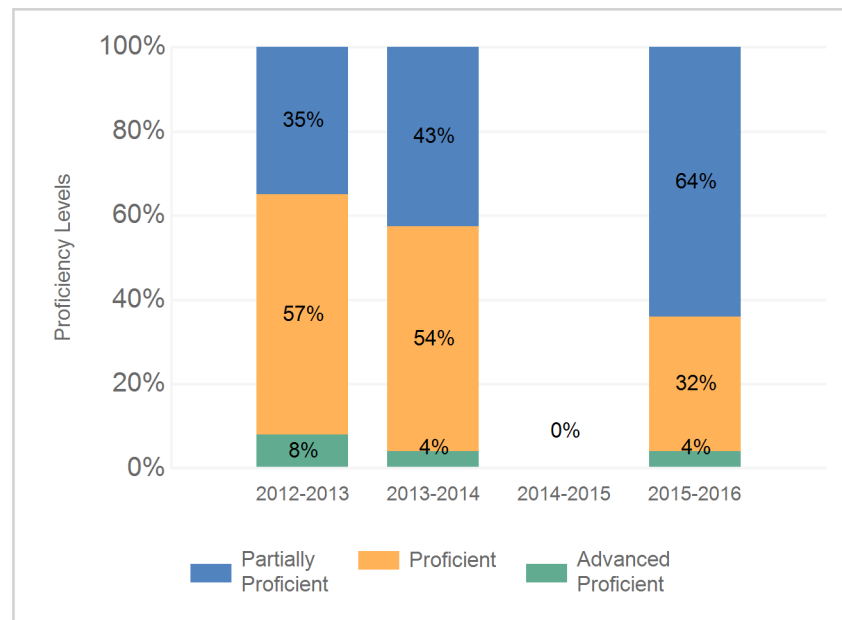
NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	4%	32%	64%
White	S	S	S
African American	N	18%	82%
Hispanic	N	46%	54%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	5%	36%	59%

NJASK Proficiency Trends Science - Grade Level 08

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



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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	51	48	50
Student Growth on Math	44	47	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	16%	7%	1%
Partially Met (L2)	11%	14%	10%
Approached (L3)	5%	9%	7%
Met (L4)	1%	4%	15%
Exceeded (L5)	0%	0%	1%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	14%	5%	1%
Partially Met (L2)	19%	16%	6%
Approached (L3)	7%	13%	11%
Met (L4)	3%	3%	4%
Exceeded (L5)	0%	0%	0%



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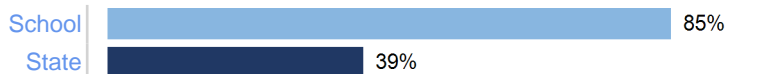
Grade Span KF-08

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Visual and Performing Arts

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

MUSIC



DRAMA



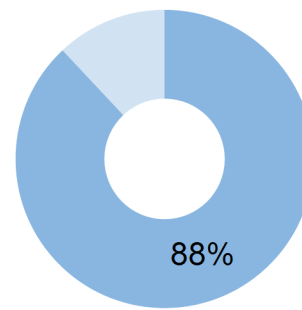
DANCE



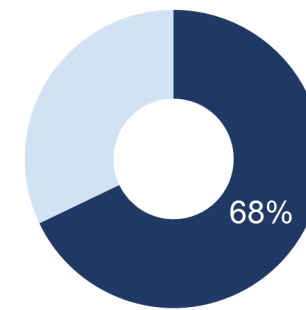
VISUAL ARTS



Any Visual and Performing Arts



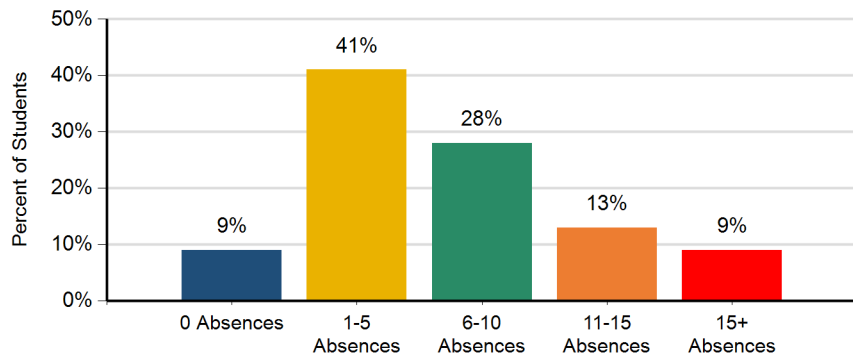
School



State

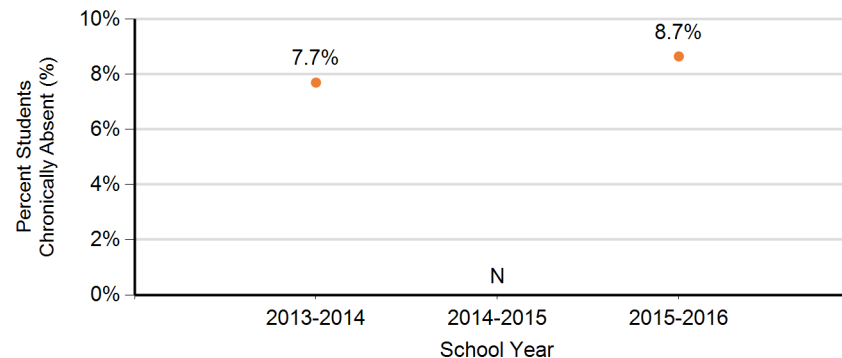
Absenteeism

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



Chronic Absenteeism Trend

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



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



State of New Jersey
2015-2016

Grade Span KF-08

11-0540-100
CUMBERLAND
BRIDGETON CITY
Quarter Mile Land School
300 QUARTER MILE LANE
BRIDGETON, NJ 08302

Length of School Day

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

	School
2015-16	6 Hrs. 45 Mins.

Instructional Time

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

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	185:1

Student Suspension Rate

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

	School
2015-16	3.5%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	96%



State of New Jersey
2015-2016

Grade Span KF-08

11-0540-130
CUMBERLAND
BRIDGETON CITY
West Avenue School
51 NORTH WEST AVENUE
BRIDGETON, NJ 08302-1388

2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-08

11-0540-130
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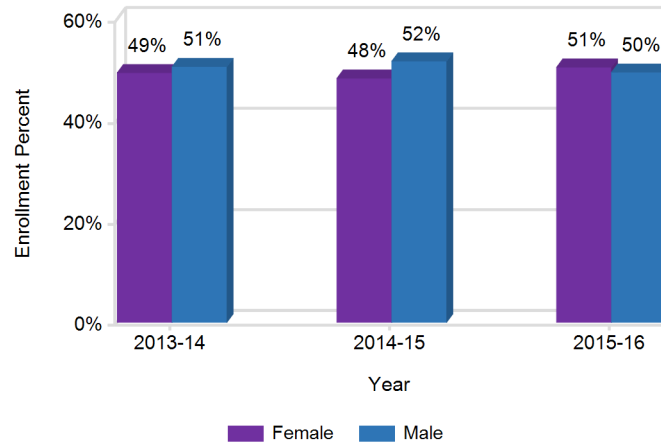
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	56	51	33
Grade 01	59	58	39
Grade 02	71	65	61
Grade 03	54	61	61
Grade 04	61	72	61
Grade 05	69	63	63
Grade 06	100	62	57
Grade 07	110	56	65
Grade 08	95	64	60
UG	15	20	17
Total	690	572	517

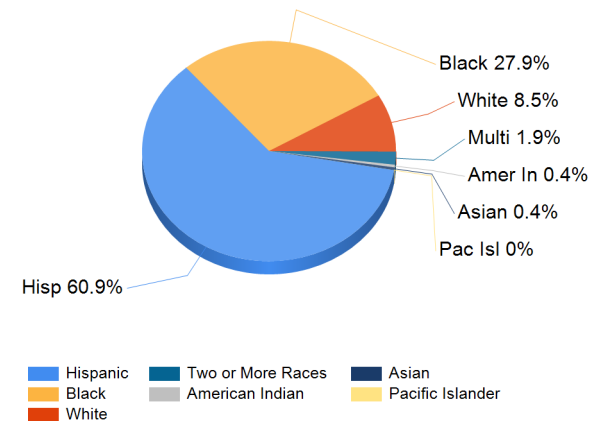
Enrollment by Gender

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



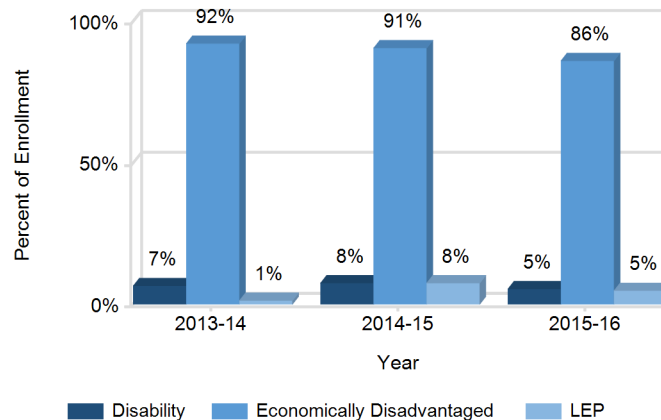
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	55.1%
Spanish	44.7%
Chinese	0.2%

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



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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	27%	100	12
Mathematics Met or Exceeded Expectations	25%	100	15

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	510	27%	12	100%	√	509	25%	15	99%	√
White	S	S	S	S		S	S	S	S	
African American	111	16%	15	98%	√	111	12%	20	98%	√
Hispanic	346	30%	24	100%	√	345	28%	35	100%	√
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	444	28%	29	100%	√	443	24%	35	100%	√



State of New Jersey
2015-2016

Grade Span KF-08

11-0540-130
CUMBERLAND
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BRIDGETON, NJ 08302-1388

PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	706	746	S	S	S	S	S	S	48%
White	S	S	722	756	S	S	S	S	S	S	58%
African American	S	S	704	727	S	S	S	S	S	S	30%
Hispanic	S	S	706	730	S	S	S	S	S	S	31%
Asian	S	S	720	772	S	S	S	S	S	S	74%
American Indian	S	S	699	746	S	S	S	S	S	S	47%
Two or More Races	S	S	728	753	S	S	S	S	S	S	55%
Students with Disability	S	S	683	718	S	S	S	S	S	S	22%
English Language Learners	S	S	687	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	706	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	62	734	720	749	8%	27%	39%	23%	3%	26%	52%
White	S	S	730	757	S	S	S	S	S	S	63%
African American	S	S	711	730	S	S	S	S	S	S	31%
Hispanic	42	736	721	736	12%	19%	43%	21%	5%	26%	35%
Asian	S	S	744	777	S	S	S	S	S	S	82%
American Indian	S	S	698	746	S	S	S	S	S	S	48%
Two or More Races	S	S	733	754	S	S	S	S	S	S	57%
Students with Disability	S	S	696	727	S	S	S	S	S	S	28%
English Language Learners	S	S	709	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	54	734	720	732	7%	28%	41%	20%	4%	24%	32%

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



State of New Jersey
2015-2016

Grade Span KF-08

11-0540-130
CUMBERLAND
BRIDGETON CITY
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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	62	709	715	750	45%	23%	21%	11%	N	11%	54%
White	S	S	S	759	S	S	S	S	S	S	64%
African American	S	S	705	733	S	S	S	S	S	S	33%
Hispanic	34	714	718	737	44%	21%	24%	12%	N	12%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	S	S	S	748	S	S	S	S	S	S	55%
Two or More Races	S	S	717	756	S	S	S	S	S	S	62%
Students with Disability	S	S	690	723	S	S	S	S	S	S	22%
English Language Learners	S	S	687	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	715	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	62	718	721	745	29%	34%	19%	18%	N	18%	47%
White	S	S	727	752	S	S	S	S	S	S	57%
African American	S	S	S	727	S	S	S	S	S	S	24%
Hispanic	34	721	723	733	29%	27%	24%	21%	N	21%	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	S	S	S	742	S	S	S	S	S	S	44%
Two or More Races	S	S	714	750	S	S	S	S	S	S	54%
Students with Disability	S	S	702	724	S	S	S	S	S	S	22%
English Language Learners	S	S	707	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	54	714	720	730	32%	37%	20%	11%	N	11%	27%

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



State of New Jersey
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Grade Span KF-08

11-0540-130
CUMBERLAND
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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	721	717	751	16%	41%	32%	11%	N	11%	53%
White	S	S	S	758	S	S	S	S	S	S	64%
African American	S	S	714	733	S	S	S	S	S	S	32%
Hispanic	41	721	717	738	17%	39%	32%	12%	N	12%	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	693	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	59	721	717	735	15%	42%	31%	12%	N	12%	33%
PARCC MATH											
Schoolwide	63	724	721	747	16%	41%	24%	19%	N	19%	47%
White	S	S	723	753	S	S	S	S	S	S	57%
African American	S	S	714	728	S	S	S	S	S	S	24%
Hispanic	41	730	723	735	10%	34%	32%	24%	N	24%	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	703	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	59	723	721	732	17%	42%	24%	17%	N	17%	28%

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



State of New Jersey
2015-2016

Grade Span KF-08

11-0540-130
CUMBERLAND
BRIDGETON CITY
West Avenue School
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BRIDGETON, NJ 08302-1388

PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	106	733	726	750	11%	29%	28%	29%	2%	31%	52%
White	S	S	S	756	S	S	S	S	S	S	61%
African American	14	714	716	732	29%	43%	14%	14%	N	14%	31%
Hispanic	83	738	729	738	6%	29%	30%	33%	2%	35%	37%
Asian	S	S	730	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	726	755	S	S	S	S	S	S	60%
Students with Disability	S	S	696	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	96	734	726	735	10%	30%	27%	30%	2%	32%	33%
PARCC MATH											
Schoolwide	106	731	722	743	12%	25%	37%	26%	N	26%	43%
White	S	S	721	750	S	S	S	S	S	S	53%
African American	S	S	S	724	S	S	S	S	S	S	20%
Hispanic	83	736	726	730	8%	22%	40%	30%	N	30%	26%
Asian	S	S	728	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	723	748	S	S	S	S	S	S	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	96	732	723	728	10%	25%	40%	25%	N	25%	23%

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



State of New Jersey
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Grade Span KF-08

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CUMBERLAND
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BRIDGETON, NJ 08302-1388

PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	109	730	724	753	19%	21%	29%	27%	4%	30%	56%
White	S	S	729	760	S	S	S	S	S	S	65%
African American	26	716	718	733	35%	15%	35%	15%	N	15%	35%
Hispanic	74	733	726	739	14%	23%	31%	30%	3%	32%	41%
Asian	N	N	N	781	N	N	N	N	N	N	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	720	759	S	S	S	S	S	S	63%
Students with Disability	S	S	694	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	93	733	725	735	15%	22%	30%	30%	3%	33%	37%
PARCC MATH											
Schoolwide	109	731	724	740	10%	36%	30%	19%	5%	24%	39%
White	S	S	734	747	S	S	S	S	S	S	47%
African American	26	720	718	724	19%	39%	31%	12%	N	12%	19%
Hispanic	74	733	725	729	7%	35%	31%	24%	3%	27%	23%
Asian	N	N	N	763	N	N	N	N	N	N	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	714	744	S	S	S	S	S	S	44%
Students with Disability	S	S	S	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	93	732	723	727	9%	33%	32%	22%	4%	26%	21%

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



State of New Jersey
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Grade Span KF-08

11-0540-130
CUMBERLAND
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BRIDGETON, NJ 08302-1388

PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	106	744	730	753	14%	16%	21%	42%	8%	49%	55%
White	S	S	752	759	S	S	S	S	S	S	63%
African American	24	744	723	732	17%	17%	25%	33%	8%	42%	34%
Hispanic	71	744	731	740	14%	14%	20%	47%	6%	52%	43%
Asian	S	S	S	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	699	756	S	S	S	S	S	S	59%
Students with Disability	S	S	688	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	90	744	730	736	13%	18%	18%	44%	7%	51%	38%
**PARCC MATH											
Schoolwide	97	728	717	726	18%	24%	34%	25%	N	25%	26%
White	S	S	735	732	S	S	S	S	S	S	32%
African American	22	721	707	712	23%	23%	36%	18%	N	18%	14%
Hispanic	64	729	719	721	16%	25%	33%	27%	N	27%	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	694	726	S	S	S	S	S	S	26%
Students with Disability	S	S	680	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	81	729	717	718	16%	24%	33%	27%	N	27%	18%

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

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

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



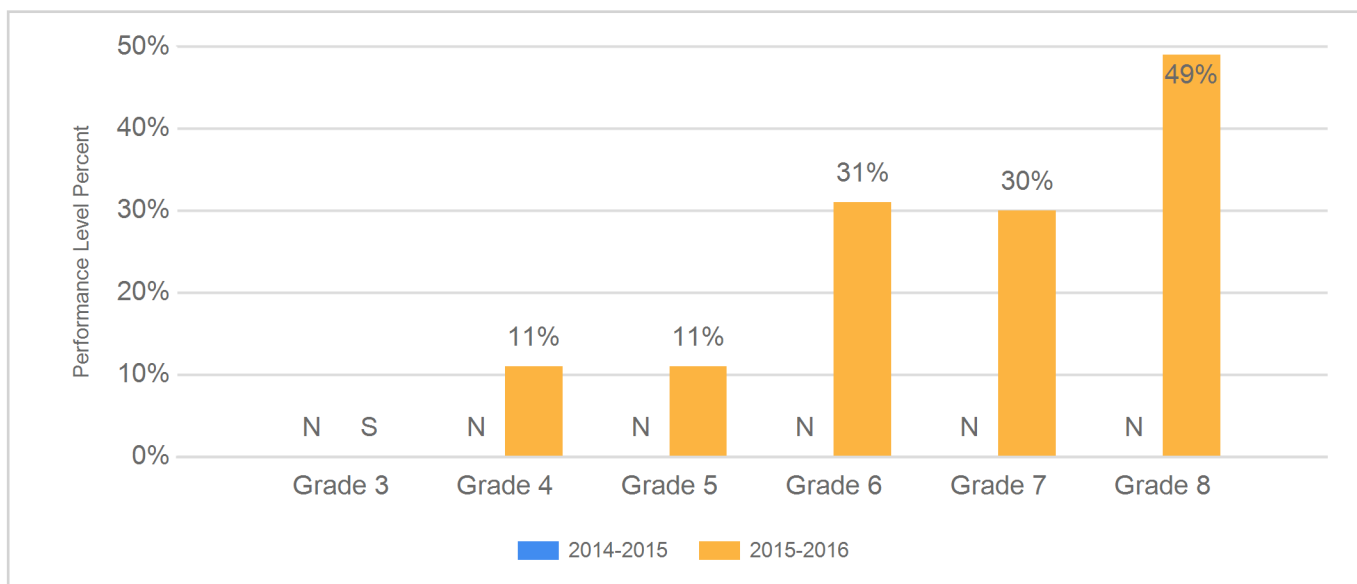
State of New Jersey
2015-2016

Grade Span KF-08

11-0540-130
CUMBERLAND
BRIDGETON CITY
West Avenue School
51 NORTH WEST AVENUE
BRIDGETON, NJ 08302-1388

PARCC ELA Performance Trends

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



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



State of New Jersey
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Grade Span KF-08

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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	777	769	S	S	S	S	S	S	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	S	S	771	748	S	S	S	S	S	S	20%
Hispanic	S	S	777	746	S	S	S	S	S	S	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	776	746	S	S	S	S	S	S	23%

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



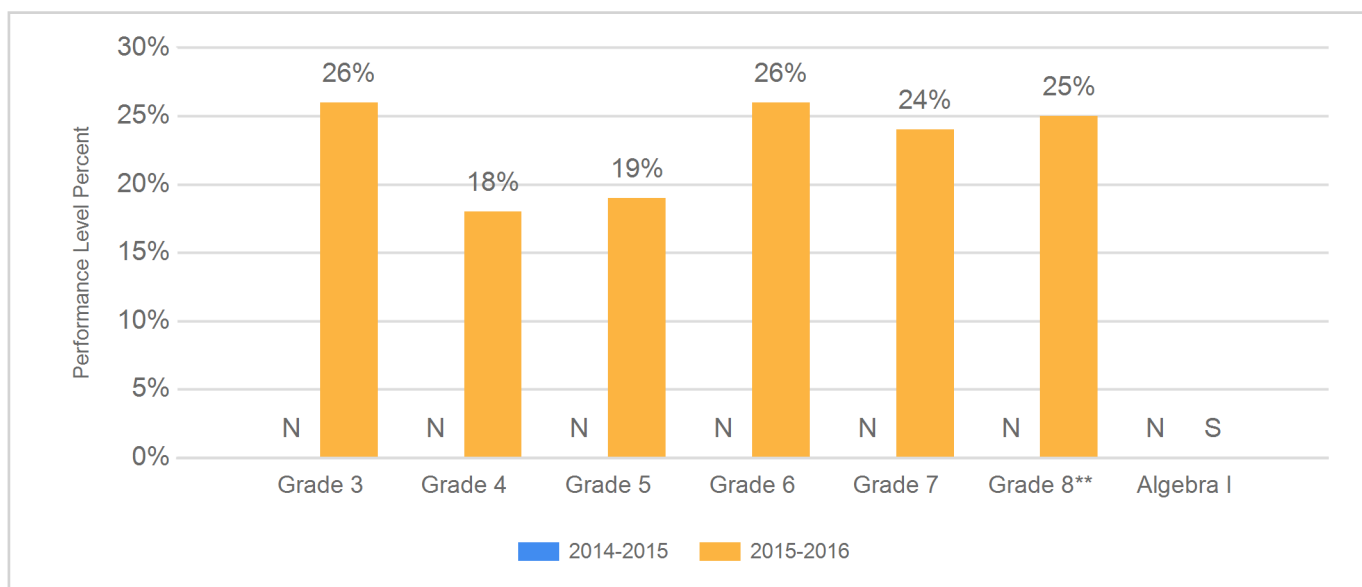
State of New Jersey
2015-2016

Grade Span KF-08

11-0540-130
CUMBERLAND
BRIDGETON CITY
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51 NORTH WEST AVENUE
BRIDGETON, NJ 08302-1388

PARCC Math Performance Trends

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



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

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

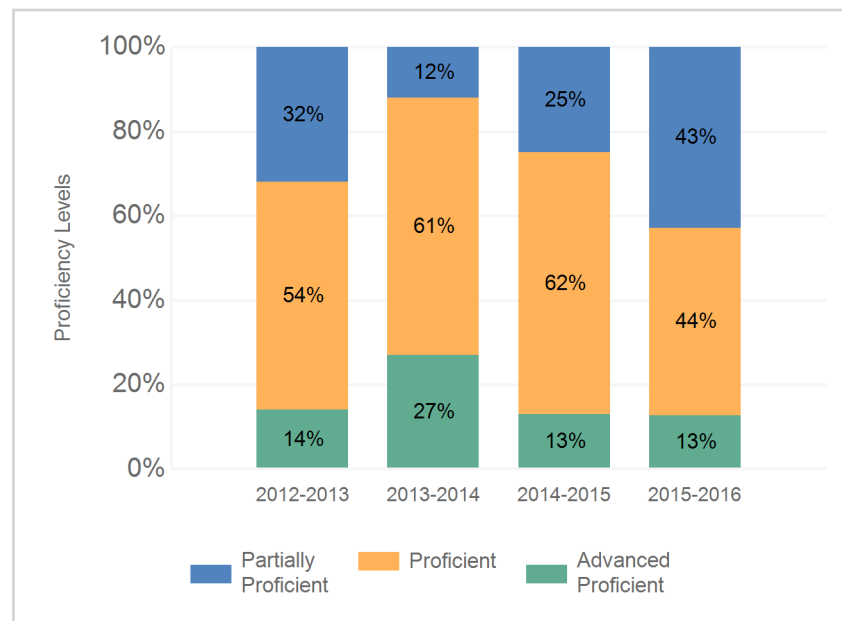
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	13%	44%	43%
White	S	S	S
African American	9%	27%	64%
Hispanic	11%	58%	31%
American Indian	S	S	S
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	11%	42%	47%

NJASK Proficiency Trends Science - Grade Level 04

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



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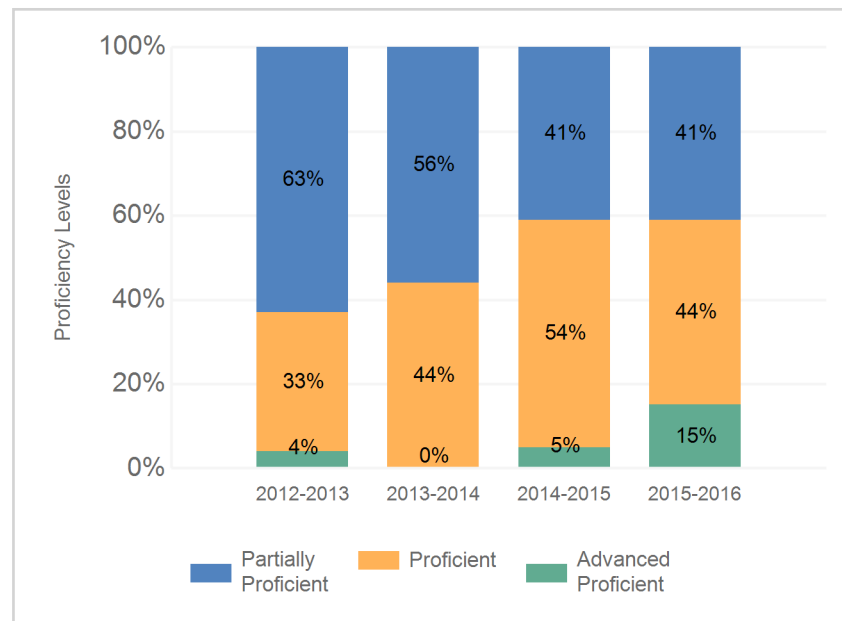
NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	15%	44%	41%
White	S	S	S
African American	17%	39%	44%
Hispanic	14%	44%	43%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	14%	43%	42%

NJASK Proficiency Trends Science - Grade Level 08

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	35	48	50
Student Growth on Math	45	47	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	18%	8%	1%
Partially Met (L2)	16%	9%	4%
Approached (L3)	10%	6%	9%
Met (L4)	4%	5%	8%
Exceeded (L5)	0%	0%	1%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	13%	6%	1%
Partially Met (L2)	15%	11%	7%
Approached (L3)	7%	11%	9%
Met (L4)	2%	7%	11%
Exceeded (L5)	0%	0%	0%



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2015-2016

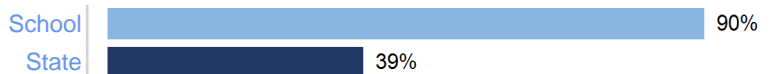
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Visual and Performing Arts

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

MUSIC



DRAMA



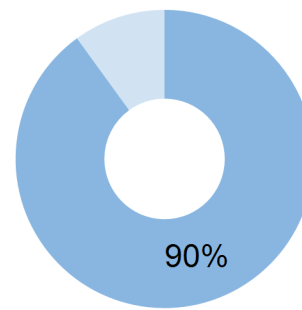
DANCE



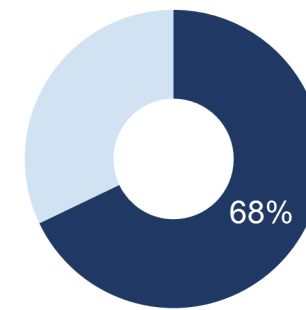
VISUAL ARTS



Any Visual and Performing Arts



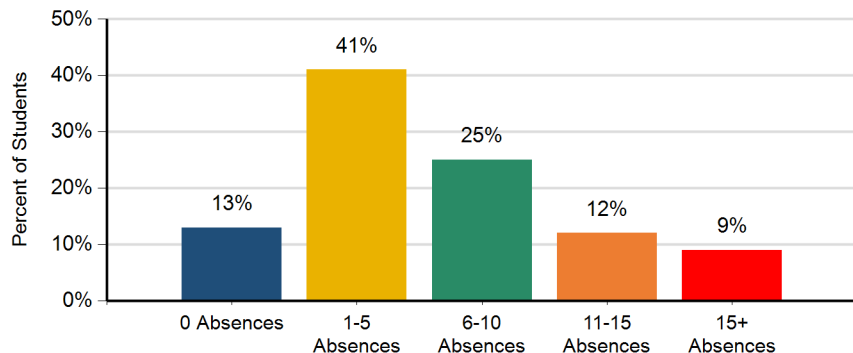
School



State

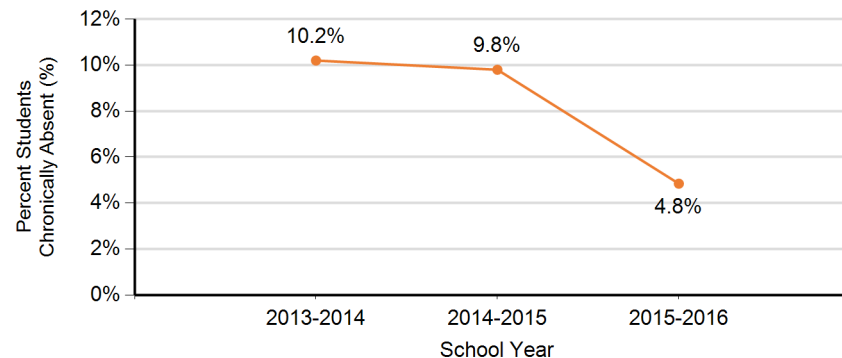
Absenteeism

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



Chronic Absenteeism Trend

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



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Length of School Day

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

	School
2015-16	6 Hrs. 45 Mins.

Instructional Time

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

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	8:1
Administrator	259:1

Student Suspension Rate

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

	School
2015-16	1.5%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	97%