

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

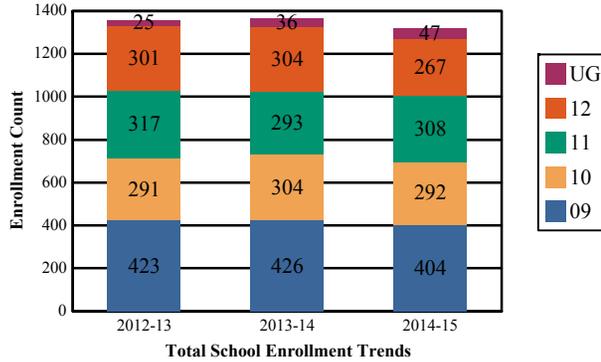
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**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

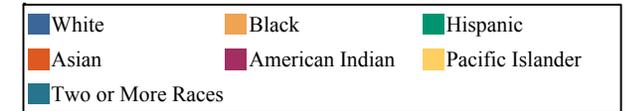
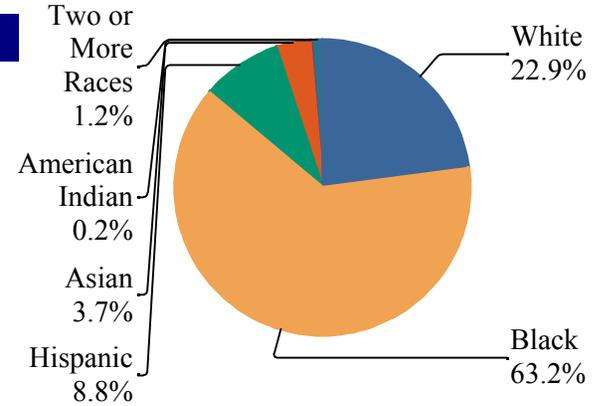
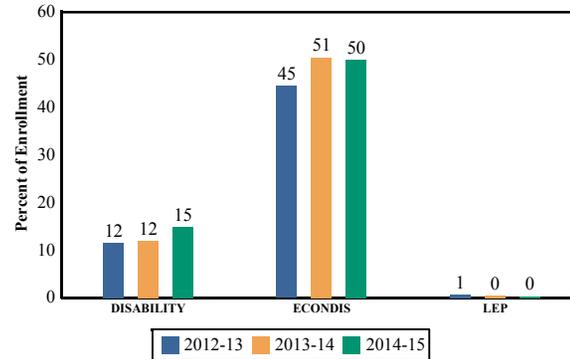
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

**Enrollment Trends by Program Participation**

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

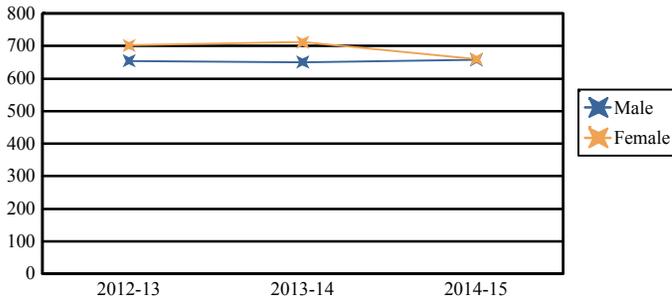


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,357
2013-14	1,363
2014-15	1,318

**Enrollment by Gender**

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



	Male	Female
2012-13	655	702
2013-14	651	712
2014-15	658	660

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	195	15%
Economically Disadvantaged Students	659	50.0%
English Language Learners	4	0.3%

**Language Diversity**

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

2014-15	Percent
English	94.5%
Spanish	2.7%
Creoles and pidgins	0.5%
Yoruba	0.5%
Philippine languages	0.4%
Chinese	0.2%
Other	1.3%

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

<b>Academic Achievement</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
HS English Language Arts/Literacy Met or Exceeded Expectation	<b>35%</b>	<b>65</b>	<b>42</b>
Math Met or Exceeded Expectation	<b>19%</b>		

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

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

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	248	34.7%	95%	38%	<b>NO</b>
White	54	46.3%	95%	38.4%	<b>NO</b>
African American	151	29.8%	95%	35.8%	<b>NO</b>
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	32	21.9%	95%	35.6%	<b>NO</b>
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	116	25.9%	95%	32.2%	<b>NO</b>

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

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

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**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	216	19%	95%	32.9%	NO
White	45	35.6%	95%	32%	NO
African American	137	12.4%	95%	32%	NO
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	99	13.1%	95%	27.2%	NO

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

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

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**Proficiency Outcomes - Biology**

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

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	-	-	-
White	-	-	-
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

**Proficiency Trends - Biology**

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

**Data is suppressed to protect the confidentiality of the students.**

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**PARCC Performance Level**

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

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

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

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	162	729	739	23%	23%	23%	24%	6%	30%	41%
White	37	738	746	16%	30%	8%	32%	14%	46%	47%
African American	99	725	723	26%	23%	27%	20%	3%	23%	23%
Hispanic	16	719	725	38%	19%	25%	19%	0%	19%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	-	-	765	-	-	-	-	-	-	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	-	-	706	-	-	-	-	-	-	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	82	718	724	32%	28%	23%	15%	2%	17%	24%

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	739	735	18%	15%	27%	31%	9%	40%	38%
White	16	745	741	25%	13%	13%	25%	25%	50%	43%
African American	46	734	717	17%	17%	30%	33%	2%	35%	22%
Hispanic	-	-	720	-	-	-	-	-	-	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	-	-	763	-	-	-	-	-	-	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	27	736	718	22%	11%	33%	19%	15%	33%	23%

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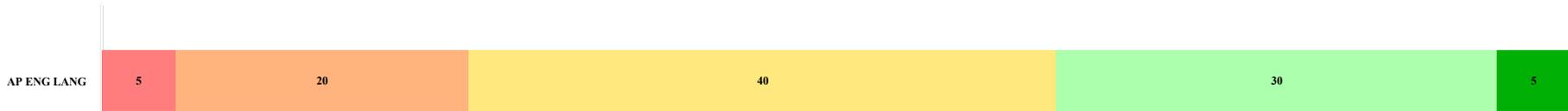
**PARCC ELA Performance Distribution - Grade - 11**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	73	742	741	18%	14%	19%	33%	16%	49%	42%
White	17	756	745	6%	12%	29%	41%	12%	53%	46%
African American	48	737	727	21%	17%	15%	29%	19%	48%	27%
Hispanic	-	-	731	-	-	-	-	-	-	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	-	-	765	-	-	-	-	-	-	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	16	707	712	25%	6%	19%	31%	19%	50%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	34	730	730	26%	6%	24%	24%	21%	44%	30%

**Advanced Placement/International Baccalaureate English Performance Distribution**

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP >= 3 or score IB >= 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	20	75.0%	3.10	3.36

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**PARCC ALGEBRA I - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	145	719	740	22%	36%	28%	14%	0%	14%	40%
White	32	726	746	19%	28%	25%	28%	0%	28%	47%
African American	95	715	722	25%	36%	28%	11%	0%	11%	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

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**PARCC GEOMETRY - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	731	728	5%	34%	40%	22%	0%	22%	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	42	728	716	2%	45%	40%	12%	0%	12%	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	24	727	718	8%	33%	38%	21%	0%	21%	8%

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**PARCC ALGEBRA II - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	32	725	721	25%	19%	31%	22%	3%	25%	24%
White	-	-	725	-	-	-	-	-	-	27%
African American	17	711	701	47%	12%	24%	18%	0%	18%	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

**COLLEGE AND CAREER READINESS**

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

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

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	74%	68	30	80%	NO
Percent of Students Participating in PSAT or PLAN	56%	33	25	60%	NO
Percent of Students Scoring Above 1550 on SAT	20%	42	27	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	18%	65	40	35%	NO
Percent of AP Tests >= 3 or IB Test >= 4 in English, Math, Social Studies or Science	34%	40	28	75%	NO
<b>Summary</b>		<b>50</b>	<b>30</b>		<b>0%</b>

**College Readiness Test Participation**

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

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	73.4%	68.0%	79.1%
Participating in ACT	7.5%		25.2%
Participating in PSAT or PLAN	56.0%	70.9%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

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

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

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	28.9%	23.6%	36.3%
One or More Test	18.8%	20.4%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	17.7%	18.2%	25.3%

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

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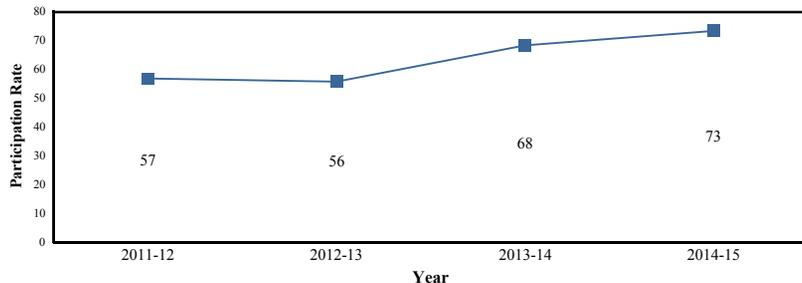
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

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



**Scholastic Assessment Test (SAT) Results**

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

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	19.8%	22.4%	43.8%

**Composite SAT Score**

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

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,350	1,373	1,508
Critical Reading	449	453	496
Mathematics	457	471	518
Writing	444	450	494

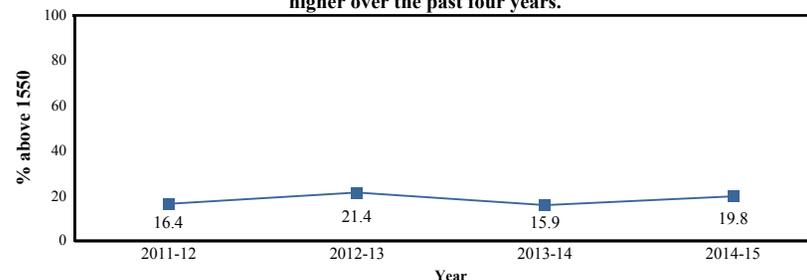
**AP /IB Test Results**

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

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$	33.3%	44.3%	72.4%
Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science	34.3%	44.4%	69.7%

**SAT Benchmark Trends**

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



**Composite SAT Score**

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

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	520	520	493
50th Percentile	440	455	430
25th Percentile	390	400	380

AP/IB Courses Offered

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

AP/IB Course Name	Students Enrolled	Students Tested
AP Government	43	
AP Psychology	42	13
AP Statistics	42	24
AP Physics 1	31	30
AP English Language and Composition	27	20
AP Chemistry	25	25
AP Calculus AB	25	17
AP English Literature and Composition	22	23
AP Biology	16	16
AP World History	14	8
AP Environmental Science	11	8
AP Physics B	9	
AP Art/History of Art	1	
AP U.S. Government and Politics		17

**COLLEGE AND CAREER READINESS**

CAMDEN  
WINSLOW TWP

GRADE SPAN 09-12

**Visual and Performing Arts**

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

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	5.7%	3.8%
Music	18.4%	17.8%
Visual Arts	17.6%	31.7%
<b>Total: All Visual and Performing Arts</b>	38.5%	49.9%

N/R - Data Not Reported

**Participation in Career Readiness**

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

Percent of Students Enrolled	School	State
Participating in CTE	22.6%	18.3%
Structured Learning Experience	5.4%	7.0%

N/R - Data Not Reported

**GRADUATION AND POSTSECONDARY**

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GRADE SPAN 09-12

WINSLOW TOWNSHIP HIGH SCHOOL  
10 COOPER FOLLY ROAD  
ATCO, NJ 08004

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

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

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	79%	17	11	78%	YES
Dropout Rate	1.5%	45	20	2%	YES
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		<b>31</b>	<b>16</b>		<b>100%</b>

**Graduation Rate by Subgroup**

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

	School	State Target
<b>Schoolwide</b>	79%	78%
White	79%	
African American	80%	
Hispanic	66%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	66%	
English Language Learners	-	
Economically Disadvantaged Students	69%	

**Dropout Rate by Subgroup**

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

	School	State Target
<b>Schoolwide</b>	1.5%	2%
White	1%	
African American	1.4%	
Hispanic	3.4%	
American Indian	-	
Asian	2%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	1%	
English Language Learners	-	
Economically Disadvantaged Students	2%	

**GRADUATION AND POSTSECONDARY**

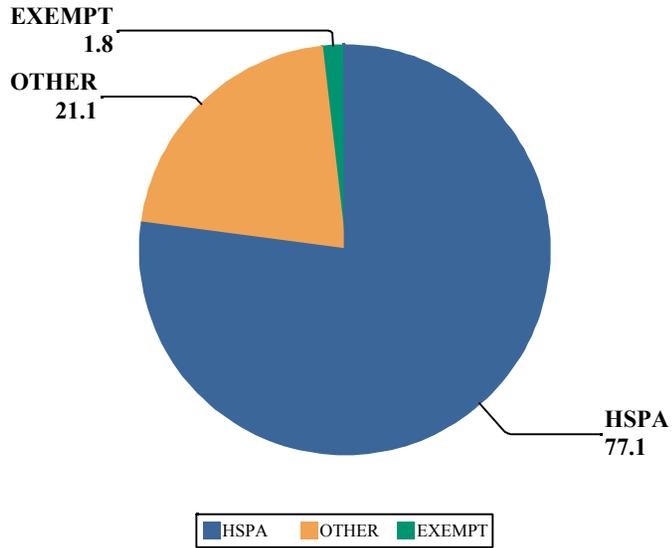
CAMDEN  
WINSLOW TWP

GRADE SPAN 09-12

07-5820-010  
WINSLOW TOWNSHIP HIGH SCHOOL  
10 COOPER FOLLY ROAD  
ATCO, NJ 08004

**Graduation Pathway Rates**

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



**Extended Year Graduation Rate**

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

Class of	4-year Rate	5-year Rate
2012	76%	81%
2013	78%	86%
2014	81%	85%
2015	79%	

**GRADUATION AND POSTSECONDARY**

CAMDEN  
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GRADE SPAN 09-12

WINSLOW TOWNSHIP HIGH SCHOOL  
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**Postsecondary Enrollment Rates**

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

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

	<b>Percent Enrolled</b>	<b>Percent in 2 Year</b>	<b>Percent in 4 Year</b>
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	67%	52.2%	47.8%
White	65.4%	66%	34%
African American	67.4%	44.4%	55.6%
Hispanic	63.3%	68.4%	31.6%
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	25.6%	70%	30%
English Language Learners	-	-	-
Economically Disadvantaged Students	61.2%	50.7%	49.3%

**WITHIN SCHOOL ACHIEVEMENT GAP**

CAMDEN  
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GRADE SPAN 09-12

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

**Grade Level - 09**

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

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

Percentile	School Scale Score	State Scale Score
99th	809	850
75th	754	766
50th	727	739
25th	700	710
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	56

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

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

Percentile	School Scale Score	State Scale Score
99th	770	821
75th	735	762
50th	718	735
25th	700	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

CAMDEN  
WINSLOW TWP

WINSLOW TOWNSHIP HIGH SCHOOL  
10 COOPER FOLLY ROAD  
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GRADE SPAN 09-12

**Grade Level - 10**

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

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

Percentile	School Scale Score	State Scale Score
99th	825	850
75th	769	766
50th	741	733
25th	709	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	60	67

**Grade Level - 11**

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

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

Percentile	School Scale Score	State Scale Score
99th	825	850
75th	774	768
50th	746	740
25th	706	711
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	68	57

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

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

Percentile	School Scale Score	State Scale Score
99th	769	793
75th	745	747
50th	728	726
25th	716	710
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	37

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

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

Percentile	School Scale Score	State Scale Score
99th	800	813
75th	743	748
50th	726	718
25th	698	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	56

**SCHOOL CLIMATE**

CAMDEN  
WINSLOW TWP

GRADE SPAN 09-12

**Length of School Day**

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

	School
2014-15	6 Hrs. 23 Mins.

**Student Suspension Rate**

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

	School
2014-15	42.8%

**Instructional Time**

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

2014-15	School
Full Time	5 Hrs. 1 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	11
Administrators	264

**SCHOOL PEER GROUP**

CAMDEN  
WINSLOW TWP

GRADE SPAN 09-12

WINSLOW TOWNSHIP HIGH SCHOOL  
10 COOPER FOLLY ROAD  
ATCO, NJ 08004

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

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

**SCHOOL PEER GROUP**

**WINSLOW TOWNSHIP HIGH SCHOOL**  
**10 COOPER FOLLY ROAD**  
**ATCO, NJ 08004**

CAMDEN

GRADE SPAN 09-12

WINSLOW TWP

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

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

In particular, the School Performance Reports seek to:

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

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

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

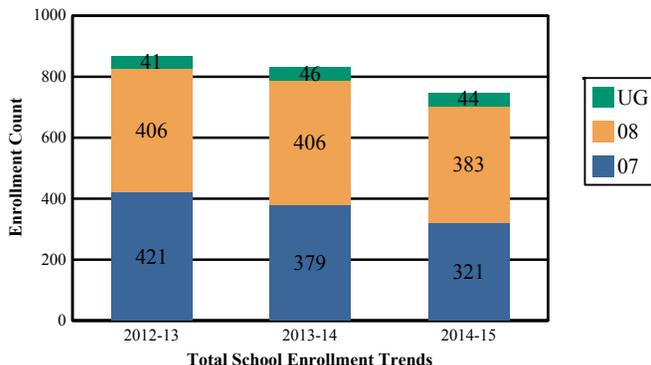
**DEMOGRAPHIC INFORMATION**

CAMDEN  
WINSLOW TWP

GRADE SPAN 07-08

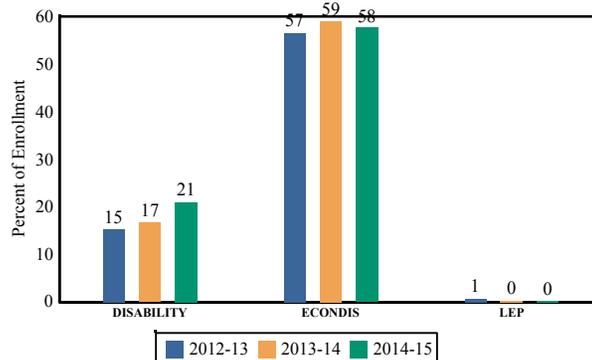
**Enrollment by Grade**

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



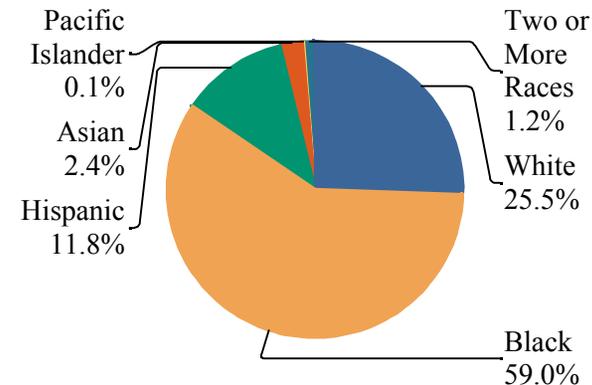
**Enrollment Trends by Program Participation**

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



**Enrollment by Ethnic/Racial Subgroup**

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

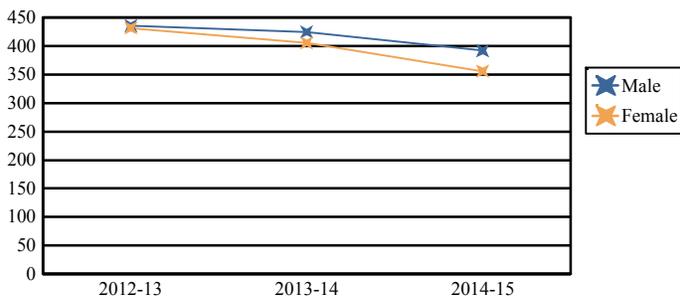


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	868
2013-14	831
2014-15	748

**Enrollment by Gender**

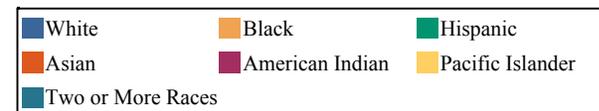
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	436	432
2013-14	425	406
2014-15	392	356

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	157	21%
Economically Disadvantaged Students	431	57.6%
English Language Learners	2	0.3%



**Language Diversity**

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

2014-15	Percent
English	95.6%
Spanish	3.4%
Swahili	0.1%
Creoles and pidgins	0.1%
Arabic	0.1%
Italian	0.1%
Other	0.4%

**ACADEMIC ACHIEVEMENT**

**CAMDEN  
WINSLOW TWP**

**GRADE SPAN 07-08**

**WINSLOW TOWNSHIP MIDDLE SCHOOL  
30 COOPER FOLLY ROAD  
ATCO, NJ 08004**

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

<b>Academic Achievement Indicators</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
English Language Arts/Literacy Met or Exceeded Expectation	<b>40%</b>	<b>59</b>	<b>36</b>
Math Met or Exceeded Expectation	<b>21%</b>		

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

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

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	619	40.3%	95%	91%	YES*
White	158	50%	95%	87.9%	YES*
African American	366	35%	95%	92.5%	YES*
Hispanic	66	40.9%	95%	88.4%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	124	15.3%	95%	95.5%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	356	31.7%	95%	89.7%	YES*

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

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

**ACADEMIC ACHIEVEMENT**

CAMDEN  
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GRADE SPAN 07-08

WINSLOW TOWNSHIP MIDDLE SCHOOL  
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ATCO, NJ 08004

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	614	20.7%	95%	90.3%	YES*
White	156	31.4%	95%	86.8%	YES*
African American	363	15.7%	95%	91.6%	YES*
Hispanic	66	16.7%	95%	88.4%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	352	14.5%	95%	88.5%	YES*

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

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

**ACADEMIC ACHIEVEMENT**

CAMDEN  
WINSLOW TWP

GRADE SPAN 07-08

**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

CAMDEN  
WINSLOW TWP

GRADE SPAN 07-08

WINSLOW TOWNSHIP MIDDLE SCHOOL  
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**PARCC ELA Performance Distribution - Grade - 07**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	282	735	750	18%	21%	24%	28%	10%	37%	53%
White	70	747	757	10%	20%	23%	31%	16%	47%	61%
African American	162	729	730	22%	22%	23%	26%	7%	33%	31%
Hispanic	31	734	736	10%	19%	42%	23%	6%	29%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	11	765	777	9%	9%	9%	45%	27%	73%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	61	692	713	48%	31%	8%	7%	7%	13%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	159	725	733	21%	25%	25%	21%	7%	28%	33%

**ACADEMIC ACHIEVEMENT**

CAMDEN  
WINSLOW TWP

GRADE SPAN 07-08

WINSLOW TOWNSHIP MIDDLE SCHOOL  
30 COOPER FOLLY ROAD  
ATCO, NJ 08004

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	337	740	750	15%	18%	24%	35%	8%	43%	53%
White	88	751	757	11%	14%	23%	41%	11%	52%	61%
African American	204	735	730	18%	20%	25%	29%	7%	37%	31%
Hispanic	35	743	735	9%	17%	23%	51%	0%	51%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	63	704	713	38%	32%	13%	13%	5%	17%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	197	731	732	20%	22%	23%	30%	5%	35%	34%

**ACADEMIC ACHIEVEMENT**

CAMDEN  
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GRADE SPAN 07-08

WINSLOW TOWNSHIP MIDDLE SCHOOL  
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**PARCC MATH - Performance Distribution - Grade - 07**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	281	729	740	14%	31%	33%	21%	2%	23%	38%
White	70	736	745	9%	24%	33%	31%	3%	34%	46%
African American	161	724	725	16%	35%	33%	16%	0%	16%	17%
Hispanic	31	731	730	13%	26%	39%	23%	0%	23%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	11	756	760	0%	9%	36%	27%	27%	55%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	158	722	728	16%	40%	28%	15%	0%	15%	21%

**ACADEMIC ACHIEVEMENT**

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WINSLOW TOWNSHIP MIDDLE SCHOOL  
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**PARCC MATH - Performance Distribution - Grade - 08**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	726	-	-	-	-	-	-	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

**ACADEMIC ACHIEVEMENT**

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WINSLOW TOWNSHIP MIDDLE SCHOOL  
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**PARCC ALGEBRA I - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	84	751	740	0%	11%	35%	55%	0%	55%	40%
White	31	753	746	0%	10%	35%	55%	0%	55%	47%
African American	43	750	722	0%	9%	37%	53%	0%	53%	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	34	746	725	0%	12%	38%	50%	0%	50%	21%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 07-08

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

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

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 07-08

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

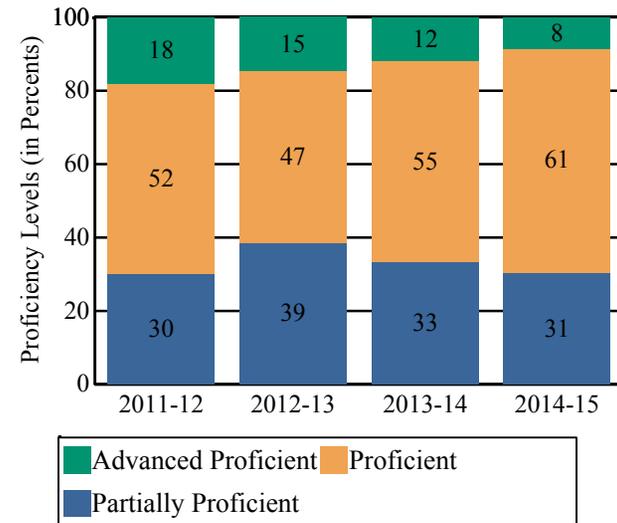
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	8%	61%	31%
White	14%	63%	23%
African American	5%	59%	36%
Hispanic	16%	59%	24%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	0%	67%	33%
Students with Disability	1%	37%	62%
English Language Learners	-	-	-
Economically Disadvantaged Students	3%	59%	38%

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

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

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



**COLLEGE AND CAREER READINESS**

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

**Algebra I Course Enrollment**

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
0	87

**Algebra I Test Taking**

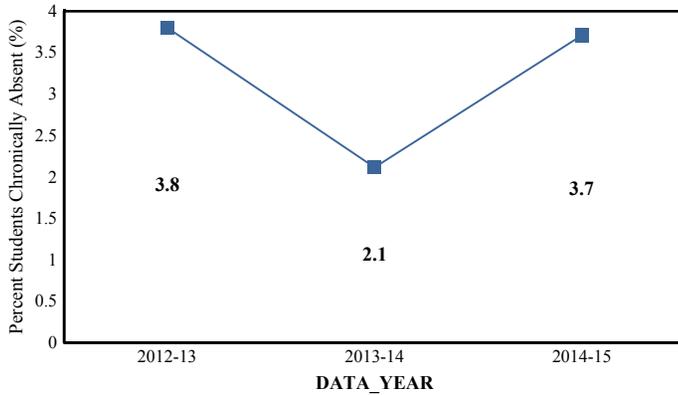
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
0.0%	55.2%

- Data Suppressed to protect the confidentiality of students

### Chronic Absenteeism Trend

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

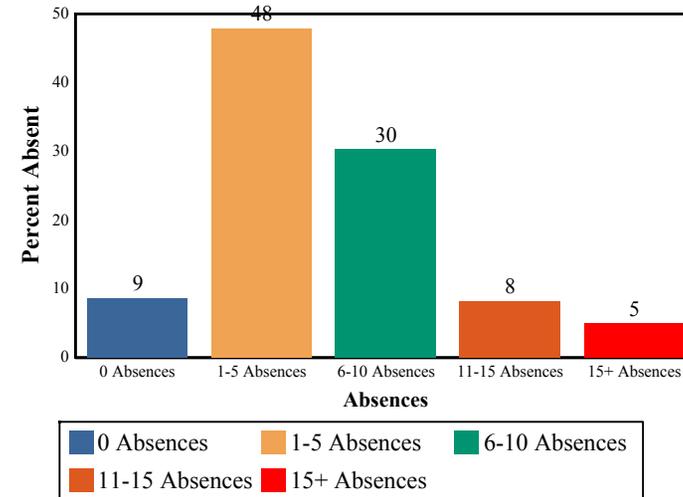


**Chronic Absenteeism for 2014-15**

**3.71%**

### Absenteeism

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



**Visual and Performing Arts**

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

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	100.0%	66.0%
Visual Arts	91.2%	71.1%
<b>Total: All Visual and Performing Arts</b>	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	50	71	52	35	YES
Student Growth on Math	49	68	52	35	YES
		70	52		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	12%	5%	0%
Partially Met	7%	8%	3%
Approached	9%	9%	7%
Met	5%	11%	16%
Exceeded	0%	2%	6%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	19%	4%	0%
Partially Met	12%	11%	8%
Approached	9%	10%	9%
Met	2%	5%	8%
Exceeded	0%	0%	1%

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

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GRADE SPAN 07-08

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

**Grade Level - 07**

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

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

Percentile	School Scale Score	State Scale Score
99th	818	850
75th	762	776
50th	735	751
25th	709	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	52

**Grade Level - 07**

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

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

Percentile	School Scale Score	State Scale Score
99th	787	850
75th	746	759
50th	728	740
25th	710	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	39

**WITHIN SCHOOL ACHIEVEMENT GAP**

CAMDEN  
WINSLOW TWP

GRADE SPAN 07-08

**Grade Level - 08**

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

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

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	767	777
50th	741	751
25th	712	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	54

**Grade Level - 08**

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

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

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	748
50th	N/A	726
25th	N/A	704
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	44

**SCHOOL CLIMATE**

CAMDEN  
WINSLOW TWP

GRADE SPAN 07-08

**Length of School Day**

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

	School
2014-15	6 Hrs. 30 Mins.

**Student Suspension Rate**

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

	School
2014-15	40.0%

**Instructional Time**

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

2014-15	School
Full Time	4 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	9
Administrators	187

**SCHOOL PEER GROUP**

CAMDEN  
WINSLOW TWP

GRADE SPAN 07-08

WINSLOW TOWNSHIP MIDDLE SCHOOL  
30 COOPER FOLLY ROAD  
ATCO, NJ 08004

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BUENA REGIONAL	<b>BUENA REGIONAL MIDDLE SCHOOL</b>	01-0590-030	06-08	59%	0.2%	22.7%
ATLANTIC	GALLOWAY TWP	<b>GALLOWAY TOWNSHIP MIDDLE SCHOOL</b>	01-1690-016	07-08	53.3%	1%	17.1%
ATLANTIC	MULLICA TWP	<b>MULLICA TOWNSHIP MIDDLE SCHOOL</b>	01-3480-025	05-08	46.1%	0%	18.2%
ATLANTIC	WEYMOUTH TWP	<b>WEYMOUTH TOWNSHIP ELEMENTARY SCHOOL</b>	01-5760-020	PK-08	50.3%	0%	22.1%
BERGEN	TEANECK TWP	<b>BENJAMIN FRANKLIN MIDDLE SCHOOL</b>	03-5150-060	05-08	36%	0.4%	27.5%
BURLINGTON	BEVERLY CITY	<b>BEVERLY CITY SCHOOL</b>	05-0380-025	PK-08	67%	2.4%	17.9%
BURLINGTON	MOUNT HOLLY TWP	<b>F. W. HOLBEIN MIDDLE SCHOOL</b>	05-3430-060	06-08	64.6%	0.4%	24.1%
BURLINGTON	RIVERSIDE TWP	<b>RIVERSIDE MIDDLE SCHOOL</b>	05-4450-070	06-08	54.2%	1.8%	18.7%
BURLINGTON	WILLINGBORO TWP	<b>WILLINGBORO MEMORIAL MIDDLE SCHOOL</b>	05-5805-057	06-08	60.7%	0.6%	19.9%
CAMDEN	BERLIN TWP	<b>DWIGHT D EISENHOWER MIDDLE SCHOOL</b>	07-0340-030	04-08	38.2%	1.7%	25.3%
CAMDEN	BROOKLAWN BORO	<b>ALICE COSTELLO ELEMENTARY SCHOOL</b>	07-0580-010	PK-08	57.5%	0%	14.6%
CAMDEN	CLEMENTON BORO	<b>CLEMENTON ELEMENTARY SCHOOL DISTRICT</b>	07-0880-010	PK-08	62.7%	1.8%	16.2%
CAMDEN	GLOUCESTER TWP	<b>CHARLES W. LEWIS MIDDLE SCHOOL</b>	07-1780-035	06-08	56.4%	2.8%	22.6%
CAMDEN	PINE HILL BORO	<b>PINE HILL MIDDLE SCHOOL</b>	07-4110-100	06-08	59.8%	0%	24.4%
CAMDEN	WINSLOW TWP	<b>WINSLOW TOWNSHIP MIDDLE SCHOOL</b>	07-5820-020	07-08	57.6%	0.3%	20.6%
CAPE MAY	LOWER CAPE MAY REGIONAL	<b>RICHARD M. TEITELMAN MIDDLE SCHOOL</b>	09-2820-060	07-08	53.6%	0.6%	23.5%
CAPE MAY	MIDDLE TWP	<b>MIDDLE TOWNSHIP ELEMENTARY #4</b>	09-3130-091	06-08	41%	0.4%	24.2%
CAPE MAY	WOODBINE BORO	<b>WOODBINE ELEMENTARY SCHOOL</b>	09-5840-050	PK-08	44.8%	1.1%	25%
CUMBERLANI	VINELAND CITY	<b>ANTHONY ROSSI MIDDLE SCHOOL</b>	11-5390-065	06-08	51.3%	2.5%	21.9%
GLOUCESTER	WEST DEPTFORD TWP	<b>WEST DEPTFORD MIDDLE SCHOOL</b>	15-5620-130	05-08	31.5%	0.5%	26.3%
HUDSON	BAYONNE CITY	<b>HENRY E. HARRIS #1</b>	17-0220-050	PK-08	59.1%	0%	16.3%

**SCHOOL PEER GROUP**

CAMDEN  
WINSLOW TWP

GRADE SPAN 07-08

WINSLOW TOWNSHIP MIDDLE SCHOOL  
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HUDSON	BAYONNE CITY	<b>JOHN M. BAILEY #12</b>	17-0220-040	PK-08	65.5%	0%	14.6%
HUDSON	BAYONNE CITY	<b>LINCOLN COMMUNITY SCHOOL #5</b>	17-0220-070	PK-08	62.1%	0%	15.9%
HUDSON	BAYONNE CITY	<b>WASHINGTON COMMUNITY SCHOOL #9</b>	17-0220-120	PK-08	62.1%	0.4%	22.4%
HUDSON	BAYONNE CITY	<b>WOODROW WILSON #10</b>	17-0220-130	PK-08	66.5%	0%	11.3%
MERCER	EWING TWP	<b>GILMORE J FISHER MIDDLE</b>	21-1430-060	06-08	48.7%	2%	21%
MONMOUTH	EATONTOWN BORO	<b>MEMORIAL MIDDLE SCHOOL</b>	25-1260-070	07-08	48.2%	0.9%	20.8%
MONMOUTH	NEPTUNE TWP	<b>NEPTUNE MIDDLE SCHOOL</b>	25-3510-055	06-08	64%	1.7%	21.8%
OCEAN	LAKEHURST BORO	<b>LAKEHURST ELEMENTARY SCHOOL</b>	29-2500-050	PK-08	54.7%	1.8%	20%
OCEAN	PINELANDS REGIONAL	<b>PINELANDS REGIONAL JUNIOR HIGH SCHOOL</b>	29-4105-060	07-09	41.9%	0.8%	21.1%
UNION	RAHWAY CITY	<b>RAHWAY 7TH &amp; 8TH GRADE ACADEMY</b>	39-4290-060	07-08	61.4%	3.3%	19.4%



# State of New Jersey

2014-15

07-5820-030

## OVERVIEW

CAMDEN

WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL ONE

413 INSKIP ROAD

BLUE ANCHOR, NJ 08037-9511

GRADE SPAN PK-03

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

In particular, the School Performance Reports seek to:

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

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

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

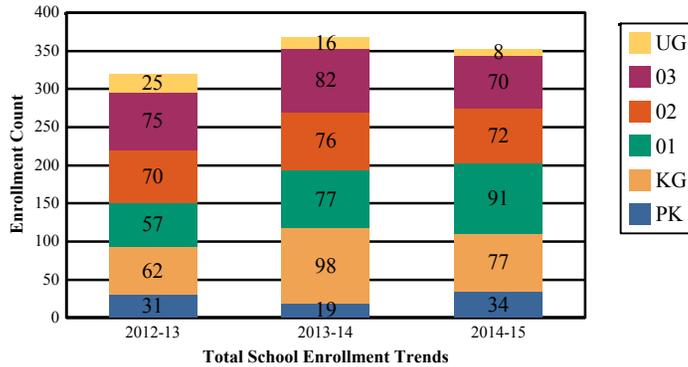
**DEMOGRAPHIC INFORMATION**

CAMDEN  
WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL ONE  
413 INSKIP ROAD  
BLUE ANCHOR, NJ 08037-9511

**Enrollment by Grade**

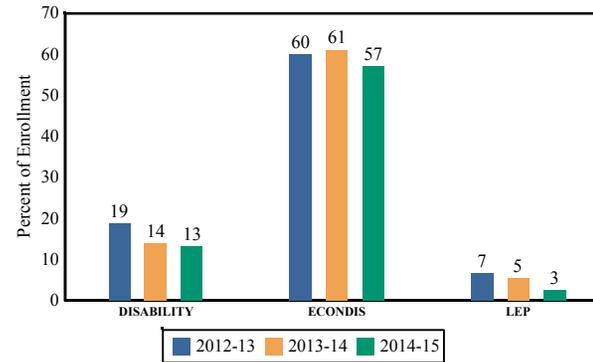
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

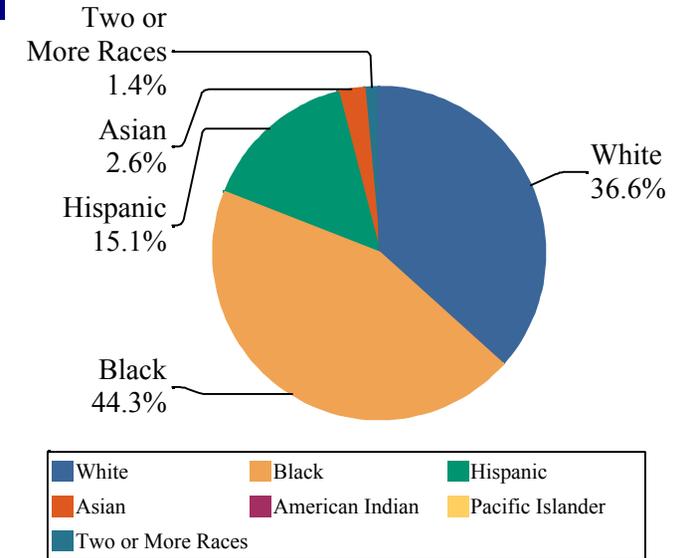
**Enrollment Trends by Program Participation**

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



**Enrollment by Ethnic/Racial Subgroup**

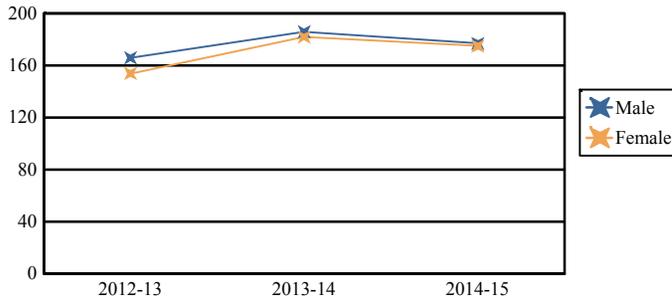
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	320
2013-14	368
2014-15	352

**Enrollment by Gender**

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



	Male	Female
2012-13	166	154
2013-14	186	182
2014-15	177	175

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	47	13%
Economically Disadvantaged Students	201	57.1%
English Language Learners	9	2.6%

**Language Diversity**

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

2014-15	Percent
English	86.3%
Spanish	10.7%
Polish	0.6%
Hebrew	0.3%
Korean	0.3%
Tamil	0.3%
Other	1.7%

**ACADEMIC ACHIEVEMENT**

CAMDEN  
WINSLOW TWP

GRADE SPAN PK-03

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	29%	26	13
Math Met or Exceeded Expectation	32%		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	56	28.6%	95%	97.1%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	32	28.1%	95%	97.4%	-

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

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

**ACADEMIC ACHIEVEMENT**

CAMDEN

WINSLOW TWP

GRADE SPAN PK-03

WINSLOW TOWNSHIP ELEMENTARY SCHOOL ONE

413 INSKIP ROAD

BLUE ANCHOR, NJ 08037-9511

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	56	32.2%	95%	97.1%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	32	34.4%	95%	97.4%	-

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

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**ACADEMIC ACHIEVEMENT**

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GRADE SPAN PK-03

WINSLOW TOWNSHIP ELEMENTARY SCHOOL ONE  
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**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

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413 INSKIP ROAD  
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GRADE SPAN PK-03

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	56	730	744	23%	21%	27%	29%	0%	29%	44%
White	24	731	753	25%	13%	38%	25%	0%	25%	55%
African American	25	728	725	24%	24%	24%	28%	0%	28%	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	32	731	724	19%	25%	28%	28%	0%	28%	24%

**ACADEMIC ACHIEVEMENT**

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WINSLOW TOWNSHIP ELEMENTARY SCHOOL ONE  
413 INSKIP ROAD  
BLUE ANCHOR, NJ 08037-9511

GRADE SPAN PK-03

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	56	731	746	16%	21%	30%	29%	4%	32%	46%
White	24	736	752	8%	29%	25%	29%	8%	38%	56%
African American	25	732	728	20%	12%	36%	32%	0%	32%	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	32	734	730	9%	22%	34%	34%	0%	34%	26%

**ACADEMIC ACHIEVEMENT**

CAMDEN  
WINSLOW TWP

GRADE SPAN PK-03

WINSLOW TOWNSHIP ELEMENTARY SCHOOL ONE  
413 INSKIP ROAD  
BLUE ANCHOR, NJ 08037-9511

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

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

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**COLLEGE AND CAREER READINESS**

CAMDEN

WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL ONE

413 INSKIP ROAD

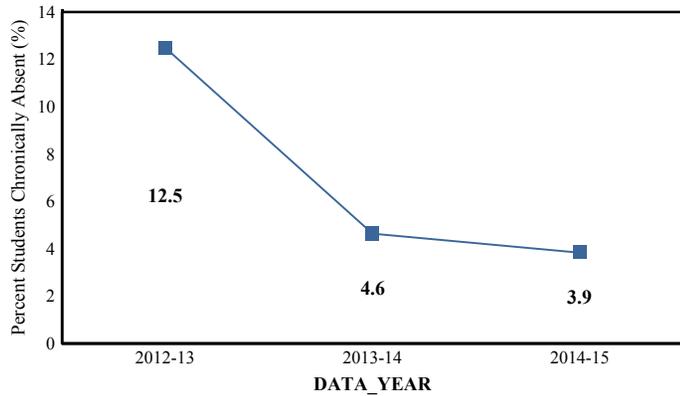
BLUE ANCHOR, NJ 08037-9511

GRADE SPAN PK-03

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

**Chronic Absenteeism Trend**

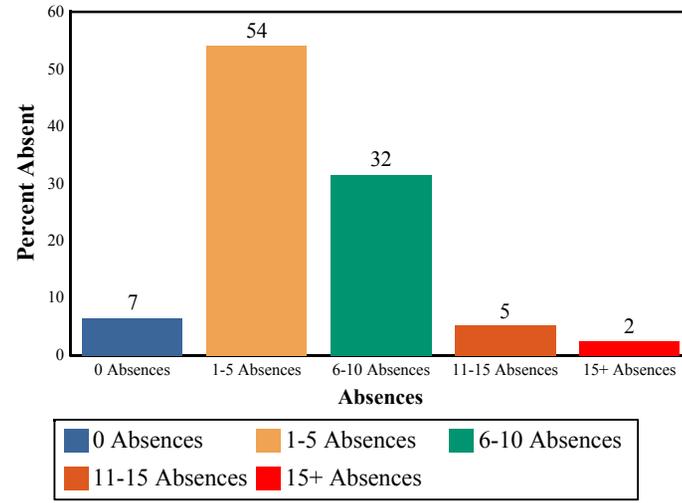
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>3.85%</b>
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**Absenteeism**

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



**WITHIN SCHOOL ACHIEVEMENT GAP**

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WINSLOW TOWNSHIP ELEMENTARY SCHOOL ONE  
413 INSKIP ROAD  
BLUE ANCHOR, NJ 08037-9511

GRADE SPAN PK-03

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	814	850
75th	751	770
50th	739	743
25th	699	715
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	55

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	794	850
75th	755	767
50th	732	745
25th	702	722
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	45

**SCHOOL CLIMATE**

CAMDEN

WINSLOW TWP

GRADE SPAN PK-03

**Length of School Day**

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

	School
2014-15	6 Hrs. 15 Mins.

**Student Suspension Rate**

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

	School
2014-15	3.7%

**Instructional Time**

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

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

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	11
Administrators	352

**SCHOOL PEER GROUP**

CAMDEN

WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL ONE

413 INSKIP ROAD

BLUE ANCHOR, NJ 08037-9511

GRADE SPAN PK-03

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BUENA REGIONAL	COLLINGS LAKES ELEMENTARY SCHOOL	01-0590-045	KG-03	66.3%	4.6%	13.7%
ATLANTIC	EGG HARBOR TWP	CLAYTON J. DAVENPORT ELEMENTARY SCHOOL	01-1310-033	PK-03	64.6%	8%	11.8%
ATLANTIC	VENTNOR CITY	VENTNOR ELEMENTARY SCHOOL	01-5350-045	PK-04	67.8%	7.7%	11.7%
BERGEN	GARFIELD CITY	WASHINGTON IRVING SCHOOL #4	03-1700-120	PK-05	66.8%	7.1%	13.7%
BERGEN	GARFIELD CITY	WOODROW WILSON SCHOOL #5	03-1700-130	PK-05	67.1%	9.7%	11%
BERGEN	LODI BOROUGH	COLUMBUS SCHOOL	03-2740-060	KG-05	59.8%	5.8%	6.5%
BURLINGTON	WILLINGBORO TWP	GARFIELD EAST ELEMENTARY SCHOOL	05-5805-064	PK-05	57.3%	0%	16%
BURLINGTON	WILLINGBORO TWP	J. C. STUART ELEMENTARY SCHOOL	05-5805-090	PK-05	58.7%	0.2%	13%
CAMDEN	GLOUCESTER TWP	BLACKWOOD ELEMENTARY SCHOOL	07-1780-020	PK-05	56.2%	0%	15.4%
CAMDEN	PENNSAUKEN TWP	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	07-4060-100	KG-04	65.7%	1.8%	17.6%
CAMDEN	PINE HILL BORO	DR. ALBERT M. BEAN SCHOOL	07-4110-060	PK-05	65.5%	1.5%	17.1%
CAMDEN	PINE HILL BORO	JOHN H. GLENN SCHOOL	07-4110-070	PK-05	56%	1.2%	12.3%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL ONE	07-5820-030	PK-03	57.1%	2.6%	11%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL THREE	07-5820-050	PK-03	56.1%	0%	10.8%
CHARTERS	JERSEY CITY GLOBAL CS	JERSEY CITY GLOBAL CS	80-6093-981	KG-03	41.2%	0%	0.4%
CHARTERS	VINELAND PUBLIC CHARTER SCHOOL	VINELAND PUBLIC CHARTER SCHOOL	80-6028-910	KG-07	50%	0%	7.3%
CUMBERLANI	MILLVILLE CITY	HOLLY HEIGHTS ELEMENTARY SCHOOL	11-3230-075	KG-05	65.4%	0.4%	24.6%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS10	13-0250-100	KG-05	52.2%	2.2%	3.8%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS5	13-0250-060	KG-05	53.4%	2.7%	8.8%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS8	13-0250-080	KG-05	67.4%	9.2%	11.4%
ESSEX	BLOOMFIELD TWP	BERKELEY ELEMENTARY	13-0410-050	PK-06	60.8%	5.7%	11.3%



**State of New Jersey**  
2014-15

07-5820-030

**SCHOOL PEER GROUP**

**WINSLOW TOWNSHIP ELEMENTARY SCHOOL ONE**  
**413 INSKIP ROAD**  
**BLUE ANCHOR, NJ 08037-9511**

**CAMDEN**

**GRADE SPAN    PK-03**

**WINSLOW TWP**

ESSEX	BLOOMFIELD TWP	<b>CARTERET ELEMENTARY</b>	13-0410-080	PK-06	61.7%	7.5%	8.4%
ESSEX	WEST ORANGE TOWN	<b>HAZEL AVENUE ELEMENTARY SCHOOL</b>	13-5680-130	KG-05	63.2%	8.9%	7.6%
HUDSON	KEARNY TOWN	<b>FRANKLIN ELEMENTARY SCHOOL</b>	17-2410-070	PK-06	63.5%	8.3%	8.3%
MERCER	HAMILTON TWP	<b>KLOCKNER ELEMENTARY SCHOOL</b>	21-1950-160	PK-05	59.5%	2.3%	13.6%
MIDDLESEX	CARTERET BORO	<b>COLUMBUS ELEMENTARY SCHOOL</b>	23-0750-050	PK-05	68.9%	9.3%	10.3%
MIDDLESEX	WOODBRIIDGE TWP	<b>ROSS STREET ELEMENTARY SCHOOL</b>	23-5850-280	KG-05	51.9%	0.2%	8.9%
SOMERSET	NORTH PLAINFIELD BORO	<b>EAST END SCHOOL</b>	35-3670-060	PK-04	67.4%	8.5%	9.5%
SOMERSET	NORTH PLAINFIELD BORO	<b>SOMERSET SCHOOL</b>	35-3670-080	05-06	66.3%	5%	16.8%
SOMERSET	NORTH PLAINFIELD BORO	<b>WEST END SCHOOL</b>	35-3670-110	PK-04	66.6%	11.5%	8%
UNION	RAHWAY CITY	<b>GROVER CLEVELAND ELEMENTARY SCHOOL</b>	39-4290-090	PK-06	63.7%	11.6%	5%



# State of New Jersey

2014-15

07-5820-040

## OVERVIEW

CAMDEN

WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO

125 FIRST AVENUE

SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

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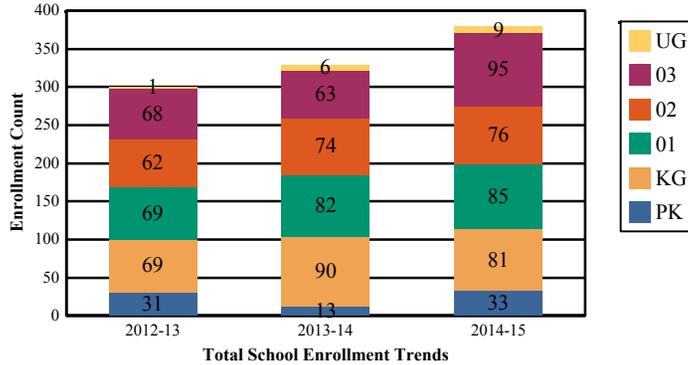
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**Enrollment by Grade**

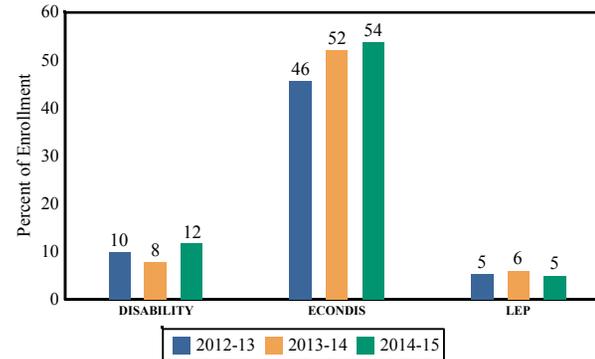
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**Enrollment Trends by Program Participation**

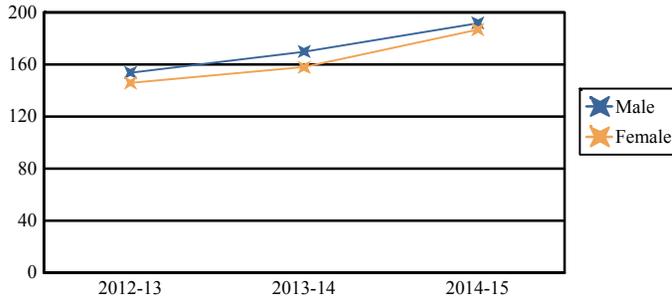
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2013-14	328
2014-15	379

**Enrollment by Gender**

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



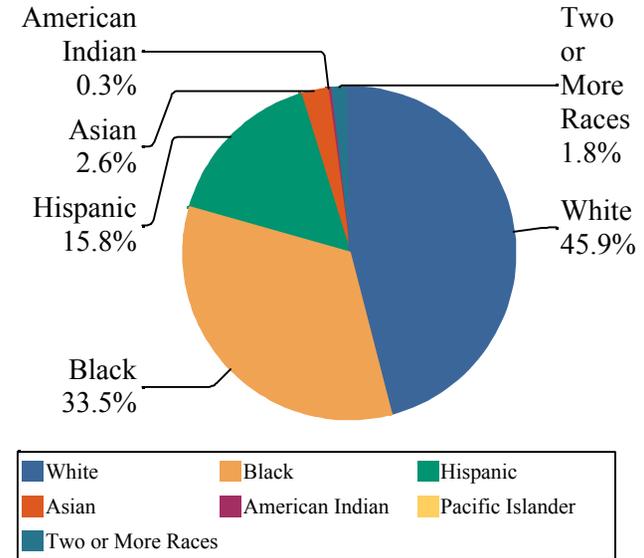
	Male	Female
2012-13	154	146
2013-14	170	158
2014-15	192	187

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	44	12%
Economically Disadvantaged Students	204	53.8%
English Language Learners	19	5.0%

**Enrollment by Ethnic/Racial Subgroup**

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



**Language Diversity**

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

2014-15	Percent
English	86.8%
Spanish	10.2%
Punjabi	0.5%
Russian	0.5%
Vietnamese	0.5%
Korean	0.3%
Other	1.3%

**ACADEMIC ACHIEVEMENT**

CAMDEN

WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO

125 FIRST AVENUE

SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	33%	30	18
Math Met or Exceeded Expectation	37%		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	76	32.9%	95%	85.1%	NO
White	32	50.1%	95%	83.7%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	49	24.5%	95%	85.5%	NO

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

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

**ACADEMIC ACHIEVEMENT**

CAMDEN

WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO

125 FIRST AVENUE

SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	76	36.9%	95%	85.1%	NO
White	32	68.8%	95%	83.7%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	49	22.4%	95%	85.5%	NO

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

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

**ACADEMIC ACHIEVEMENT**

CAMDEN  
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WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO  
125 FIRST AVENUE  
SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

CAMDEN  
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WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO  
125 FIRST AVENUE  
SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	732	744	17%	22%	28%	30%	3%	33%	44%
White	32	754	753	3%	9%	38%	44%	6%	50%	55%
African American	29	711	725	34%	31%	10%	24%	0%	24%	26%
Hispanic	14	725	727	14%	36%	36%	14%	0%	14%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	49	723	724	20%	27%	29%	24%	0%	24%	24%

**ACADEMIC ACHIEVEMENT**

CAMDEN  
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WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO  
125 FIRST AVENUE  
SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	738	746	12%	18%	33%	32%	5%	37%	46%
White	32	758	752	0%	3%	28%	56%	13%	69%	56%
African American	29	721	728	21%	31%	38%	10%	0%	10%	25%
Hispanic	14	729	733	21%	21%	36%	21%	0%	21%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	49	730	730	14%	24%	39%	20%	2%	22%	26%

**ACADEMIC ACHIEVEMENT**

CAMDEN  
WINSLOW TWP

GRADE SPAN PK-03

WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO  
125 FIRST AVENUE  
SICKLERVILLE, NJ 08081

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

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

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**COLLEGE AND CAREER READINESS**

CAMDEN  
WINSLOW TWP

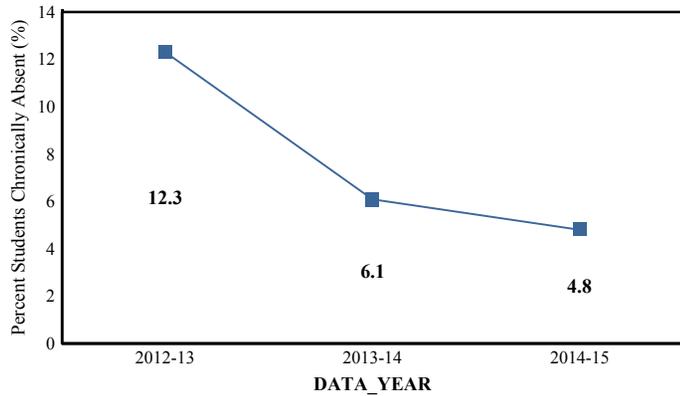
WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO  
125 FIRST AVENUE  
SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

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

**Chronic Absenteeism Trend**

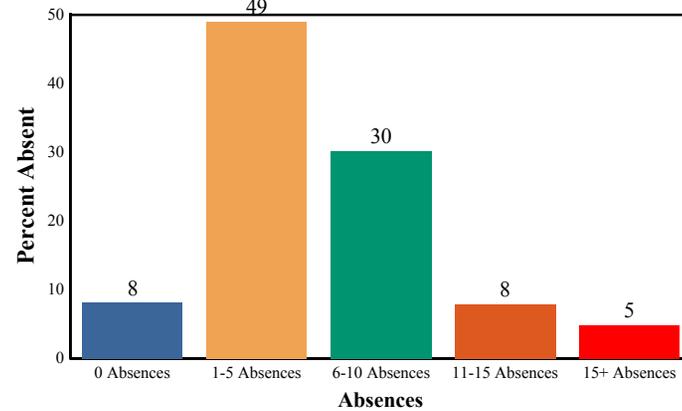
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>4.82%</b>
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**Absenteeism**

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



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

**WITHIN SCHOOL ACHIEVEMENT GAP**

CAMDEN

WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO

125 FIRST AVENUE

SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	833	850
75th	755	770
50th	732	743
25th	708	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	55

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	760	767
50th	736	745
25th	717	722
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	45

**SCHOOL CLIMATE**

CAMDEN

WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO

125 FIRST AVENUE

SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

**Length of School Day**

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

	School
2014-15	6 Hrs. 15 Mins.

**Student Suspension Rate**

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

	School
2014-15	5.5%

**Instructional Time**

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

2014-15	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	14
Administrators	379

**SCHOOL PEER GROUP**

CAMDEN  
WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO  
125 FIRST AVENUE  
SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	EGG HARBOR TWP	CLAYTON J. DAVENPORT ELEMENTARY SCHOOL	01-1310-033	PK-03	64.6%	8%	11.8%
BERGEN	ENGLEWOOD CITY	DR. LEROY MCCLLOUD ELEMENTARY SCHOOL	03-1370-060	04-06	64.8%	10.5%	11.6%
BERGEN	HACKENSACK CITY	FANNY MEYER HILLERS	03-1860-110	PK-04	65.1%	11.1%	12.6%
BERGEN	LODI BOROUGH	HILLTOP SCHOOL	03-2740-065	PK-05	53%	5.7%	8.3%
BERGEN	LODI BOROUGH	WASHINGTON SCHOOL	03-2740-090	PK-05	55.2%	6.4%	7%
BURLINGTON	BURLINGTON CITY	WILBUR WATTS INTERMEDIATE SCHOOL	05-0600-085	03-06	60.3%	1.5%	18.9%
BURLINGTON	PEMBERTON TWP	JOSEPH S. STACKHOUSE SCHOOL	05-4050-140	03-05	54.4%	0.7%	16.5%
BURLINGTON	RIVERSIDE TWP	RIVERSIDE ELEMENTARY SCHOOL	05-4450-060	PK-05	61.6%	6.9%	13.7%
BURLINGTON	WILLINGBORO TWP	TWIN HILLS ELEMENTARY SCHOOL	05-5805-120	PK-05	50.8%	0%	12.3%
CAMDEN	GLOUCESTER TWP	BLACKWOOD ELEMENTARY SCHOOL	07-1780-020	PK-05	56.2%	0%	15.4%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL SIX	07-5820-080	04-06	57.6%	0.6%	21.2%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO	07-5820-040	PK-03	53.8%	5%	9.2%
CAPE MAY	LOWER TWP	MAUD ABRAMS SCHOOL	09-2840-060	03-04	60.1%	1.1%	22%
CHARTERS	JERSEY CITY GLOBAL CS	JERSEY CITY GLOBAL CS	80-6093-981	KG-03	41.2%	0%	0.4%
CUMBERLANI	MILLVILLE CITY	HOLLY HEIGHTS ELEMENTARY SCHOOL	11-3230-075	KG-05	65.4%	0.4%	24.6%
CUMBERLANI	VINELAND CITY	JOHN H. WINSLOW ELEMENTARY SCHOOL	11-5390-115	KG-05	56.4%	4.3%	14.1%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS3	13-0250-050	KG-05	63.8%	9.2%	13.9%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS5	13-0250-060	KG-05	53.4%	2.7%	8.8%
ESSEX	BLOOMFIELD TWP	BERKELEY ELEMENTARY	13-0410-050	PK-06	60.8%	5.7%	11.3%
ESSEX	BLOOMFIELD TWP	WATSESSING ELEMENTARY	13-0410-150	PK-06	61.4%	6.6%	14.8%
GLOUCESTER	DEPTFORD TWP	SHADY LANE ELEMENTARY SCHOOL	15-1100-140	02-06	52.8%	0%	17.4%
GLOUCESTER	NATIONAL PARK BORO	NATIONAL PARK SCHOOL	15-3490-050	PK-06	50.6%	0.4%	14.4%

**SCHOOL PEER GROUP**

WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO  
125 FIRST AVENUE  
SICKLERVILLE, NJ 08081

CAMDEN

GRADE SPAN PK-03

WINSLOW TWP

GLOUCESTER	WOODBURY CITY	<b>WEST END MEMORIAL ELEMENTARY SCHOOL</b>	15-5860-110	PK-05	57.6%	3.8%	15.3%
HUDSON	HOBOKEN CITY	<b>WALLACE ELEMENTARY SCHOOL</b>	17-2210-070	PK-06	53.8%	3%	12.2%
HUDSON	JERSEY CITY	<b>FRANK R CONWELL SCHOOL</b>	17-2390-100	PK-05	67.4%	12.4%	10.8%
HUDSON	KEARNY TOWN	<b>SCHUYLER ELEMENTARY SCHOOL</b>	17-2410-110	PK-06	54.6%	3.2%	13.2%
MERCER	EWING TWP	<b>PARKWAY ELEMENTARY SCHOOL</b>	21-1430-130	KG-05	61.6%	6.1%	14.9%
MIDDLESEX	EDISON TWP	<b>LINDENEAU ELEMENTARY SCHOOL</b>	23-1290-103	KG-05	49.2%	0%	13.8%
MIDDLESEX	WOODBIDGE TWP	<b>MENLO PARK TERRACE ELEMENTARY SCHOOL</b>	23-5850-230	KG-05	40.1%	0.3%	4.2%
OCEAN	BARNEGAT TWP	<b>LILLIAN M. DUNFEE ELEMENTARY</b>	29-0185-010	KG-05	51.6%	1.9%	12.6%
SOMERSET	NORTH PLAINFIELD BORO	<b>WEST END SCHOOL</b>	35-3670-110	PK-04	66.6%	11.5%	8%



State of New Jersey  
2014-15

07-5820-050

OVERVIEW

CAMDEN  
WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL THREE  
131 SICKLERVILLE ROAD  
SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

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

In particular, the School Performance Reports seek to:

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

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

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

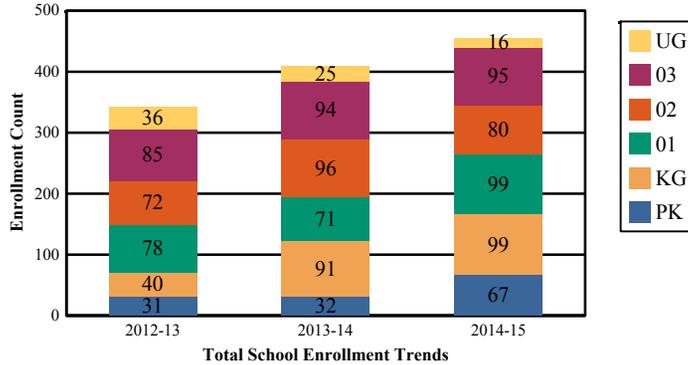
**DEMOGRAPHIC INFORMATION**

CAMDEN  
WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL THREE  
131 SICKLERVILLE ROAD  
SICKLERVILLE, NJ 08081

**Enrollment by Grade**

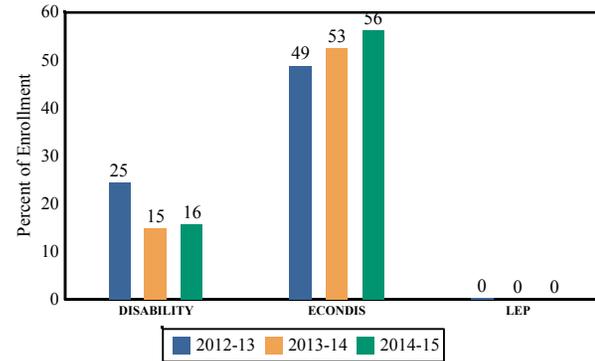
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

**Enrollment Trends by Program Participation**

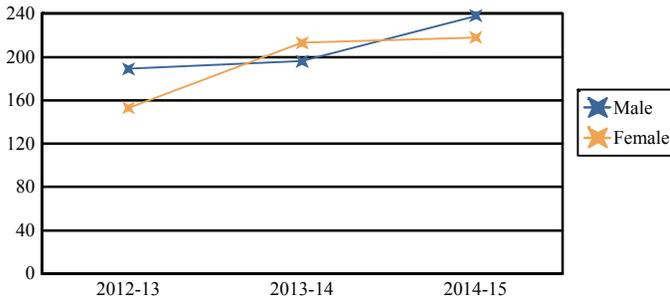
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	342
2013-14	409
2014-15	456

**Enrollment by Gender**

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

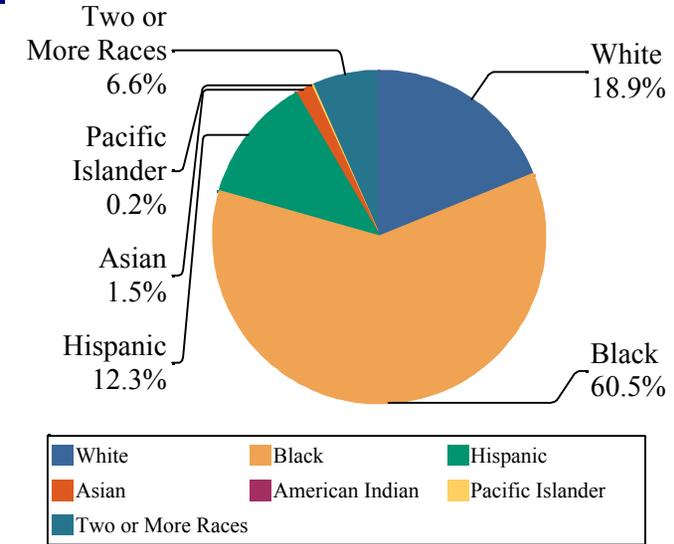


	Male	Female
2012-13	189	153
2013-14	196	213
2014-15	238	218

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	72	16%
Economically Disadvantaged Students	256	56.1%
English Language Learners	0	0.0%

**Enrollment by Ethnic/Racial Subgroup**

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



**Language Diversity**

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

2014-15	Percent
English	89.6%
Spanish	6.1%
Tagalog	1.3%
Arabic	0.4%
French	0.4%
Twi	0.4%
Other	1.7%

**ACADEMIC ACHIEVEMENT**

CAMDEN  
WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL THREE  
131 SICKLERVILLE ROAD  
SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	28%	23	12
Math Met or Exceeded Expectation	36%		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	89	28.1%	95%	94.1%	YES*
White	-	-	--	--	--
African American	58	25.8%	95%	96.9%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	47	21.2%	95%	94.2%	YES*

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

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

**ACADEMIC ACHIEVEMENT**

CAMDEN

WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL THREE

131 SICKLERVILLE ROAD

SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	89	36%	95%	94.1%	YES*
White	-	-	--	--	--
African American	58	36.2%	95%	96.9%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	47	29.8%	95%	94.2%	YES*

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

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

**ACADEMIC ACHIEVEMENT**

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131 SICKLERVILLE ROAD  
SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

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131 SICKLERVILLE ROAD  
SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	89	729	744	22%	26%	24%	27%	1%	28%	44%
White	18	735	753	28%	17%	11%	44%	0%	44%	55%
African American	58	728	725	24%	22%	28%	24%	2%	26%	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	47	726	724	23%	23%	32%	19%	2%	21%	24%

**ACADEMIC ACHIEVEMENT**

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131 SICKLERVILLE ROAD  
SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	89	735	746	18%	17%	29%	33%	3%	36%	46%
White	18	743	752	17%	6%	28%	44%	6%	50%	56%
African American	58	734	728	19%	16%	29%	33%	3%	36%	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	47	732	730	15%	21%	34%	26%	4%	30%	26%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN PK-03

WINSLOW TOWNSHIP ELEMENTARY SCHOOL THREE  
131 SICKLERVILLE ROAD  
SICKLERVILLE, NJ 08081

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

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

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**COLLEGE AND CAREER READINESS**

CAMDEN

WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL THREE

131 SICKLERVILLE ROAD

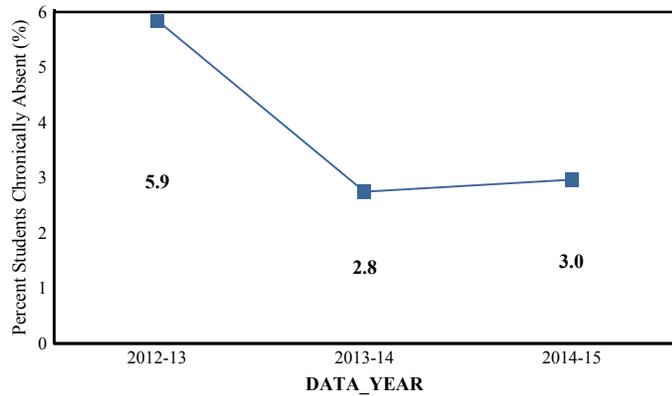
SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

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

**Chronic Absenteeism Trend**

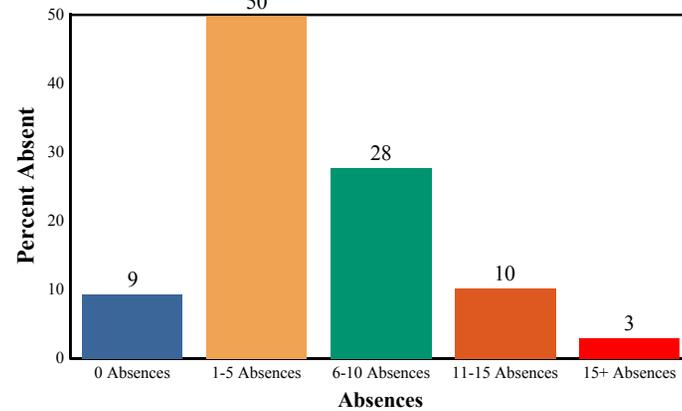
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>2.97%</b>
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**Absenteeism**

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



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

**WITHIN SCHOOL ACHIEVEMENT GAP**

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131 SICKLERVILLE ROAD  
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GRADE SPAN PK-03

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	795	850
75th	753	770
50th	729	743
25th	705	715
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	55

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	803	850
75th	758	767
50th	738	745
25th	715	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	45

**SCHOOL CLIMATE**

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WINSLOW TOWNSHIP ELEMENTARY SCHOOL THREE

131 SICKLERVILLE ROAD

SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

**Length of School Day**

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

	School
2014-15	6 Hrs. 15 Mins.

**Student Suspension Rate**

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

	School
2014-15	0.9%

**Instructional Time**

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

2014-15	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	12
Administrators	456

**SCHOOL PEER GROUP**

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WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL THREE  
131 SICKLERVILLE ROAD  
SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BUENA REGIONAL	COLLINGS LAKES ELEMENTARY SCHOOL	01-0590-045	KG-03	66.3%	4.6%	13.7%
ATLANTIC	VENTNOR CITY	VENTNOR ELEMENTARY SCHOOL	01-5350-045	PK-04	67.8%	7.7%	11.7%
BERGEN	GARFIELD CITY	WASHINGTON IRVING SCHOOL #4	03-1700-120	PK-05	66.8%	7.1%	13.7%
BERGEN	HACKENSACK CITY	FAIRMOUNT	03-1860-100	PK-04	66.1%	5.8%	10.5%
BERGEN	LODI BOROUGH	COLUMBUS SCHOOL	03-2740-060	KG-05	59.8%	5.8%	6.5%
BERGEN	LODI BOROUGH	WILSON SCHOOL	03-2740-100	PK-05	63.7%	5.5%	8.4%
BURLINGTON	WILLINGBORO TWP	HAWTHORNE PARK ELEMMENTARY SCHOOL	05-5805-065	PK-05	58%	0%	11.7%
BURLINGTON	WILLINGBORO TWP	J. C. STUART ELEMENTARY SCHOOL	05-5805-090	PK-05	58.7%	0.2%	13%
BURLINGTON	WILLINGBORO TWP	W. R. JAMES SR. ELEMENTARY SCHOOL	05-5805-080	PK-05	60.3%	3.9%	6.6%
CAMDEN	BELLMAWR BORO	BELLMAWR PARK ELEMENTARY SCHOOL	07-0260-020	PK-04	60.6%	5.5%	5.1%
CAMDEN	PENNSAUKEN TWP	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	07-4060-100	KG-04	65.7%	1.8%	17.6%
CAMDEN	PENNSAUKEN TWP	ROOSEVELT ELEMENTARY SCHOOL	07-4060-180	KG-04	56.8%	2.4%	3%
CAMDEN	PINE HILL BORO	DR. ALBERT M. BEAN SCHOOL	07-4110-060	PK-05	65.5%	1.5%	17.1%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL ONE	07-5820-030	PK-03	57.1%	2.6%	11%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL THREE	07-5820-050	PK-03	56.1%	0%	10.8%
CHARTERS	VINELAND PUBLIC CHARTER SCHOOL	VINELAND PUBLIC CHARTER SCHOOL	80-6028-910	KG-07	50%	0%	7.3%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS10	13-0250-100	KG-05	52.2%	2.2%	3.8%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS8	13-0250-080	KG-05	67.4%	9.2%	11.4%
ESSEX	BLOOMFIELD TWP	CARTERET ELEMENTARY	13-0410-080	PK-06	61.7%	7.5%	8.4%
ESSEX	WEST ORANGE TOWN	HAZEL AVENUE ELEMENTARY SCHOOL	13-5680-130	KG-05	63.2%	8.9%	7.6%
HUDSON	KEARNY TOWN	FRANKLIN ELEMENTARY SCHOOL	17-2410-070	PK-06	63.5%	8.3%	8.3%



State of New Jersey  
2014-15

07-5820-050

**SCHOOL PEER GROUP**

WINSLOW TOWNSHIP ELEMENTARY SCHOOL THREE  
131 SICKLERVILLE ROAD  
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GRADE SPAN PK-03

WINSLOW TWP

HUDSON	KEARNY TOWN	<b>GARFIELD ELEMENTARY SCHOOL</b>	17-2410-080	PK-06	63.2%	1.6%	14.3%
MERCER	HAMILTON TWP	<b>KLOCKNER ELEMENTARY SCHOOL</b>	21-1950-160	PK-05	59.5%	2.3%	13.6%
MERCER	HAMILTON TWP	<b>KUSER ELEMENTARY SCHOOL</b>	21-1950-170	PK-05	67.6%	8%	6.3%
MIDDLESEX	CARTERET BORO	<b>COLUMBUS ELEMENTARY SCHOOL</b>	23-0750-050	PK-05	68.9%	9.3%	10.3%
MIDDLESEX	WOODBRIIDGE TWP	<b>ROSS STREET ELEMENTARY SCHOOL</b>	23-5850-280	KG-05	51.9%	0.2%	8.9%
OCEAN	OCEAN GATE BORO	<b>OCEAN GATE ELEMENTARY SCHOOL</b>	29-3800-050	PK-06	62.9%	0%	16.6%
PASSAIC	CLIFTON CITY	<b>SCHOOL #1</b>	31-0900-080	KG-05	60.7%	2.4%	7.7%
PASSAIC	CLIFTON CITY	<b>SCHOOL #3</b>	31-0900-100	KG-05	58.2%	1.7%	8.6%
SOMERSET	NORTH PLAINFIELD BORO	<b>EAST END SCHOOL</b>	35-3670-060	PK-04	67.4%	8.5%	9.5%
SOMERSET	NORTH PLAINFIELD BORO	<b>SOMERSET SCHOOL</b>	35-3670-080	05-06	66.3%	5%	16.8%



# State of New Jersey

2014-15

07-5820-060

## OVERVIEW

CAMDEN

WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL FOUR

541 KALI ROAD

SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

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

In particular, the School Performance Reports seek to:

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

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

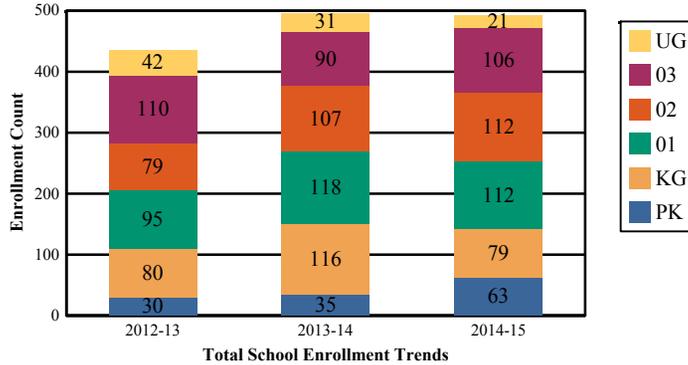
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

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**Enrollment by Grade**

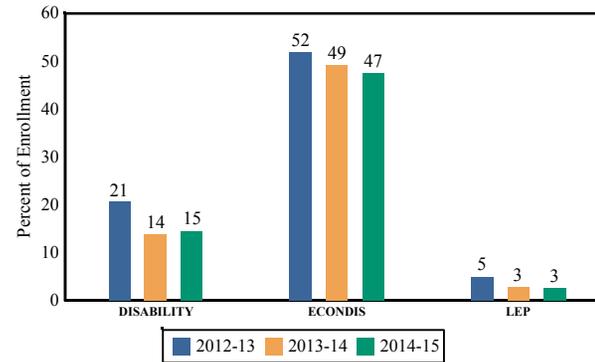
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

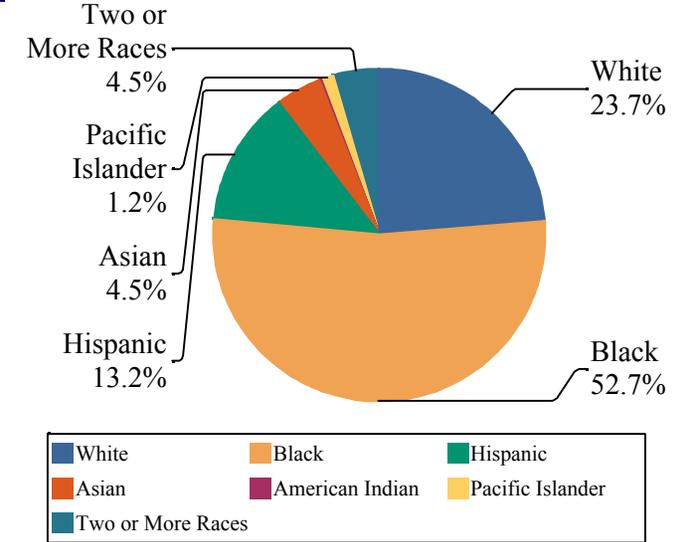
**Enrollment Trends by Program Participation**

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



**Enrollment by Ethnic/Racial Subgroup**

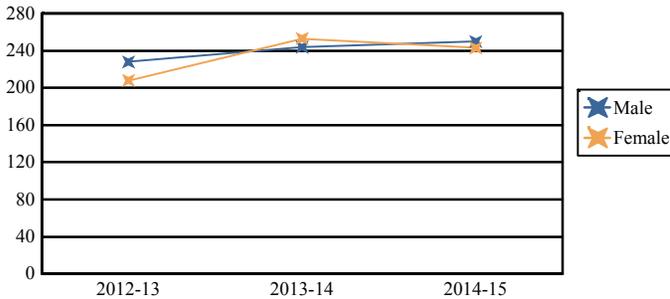
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	436
2013-14	497
2014-15	493

**Enrollment by Gender**

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



	Male	Female
2012-13	228	208
2013-14	244	253
2014-15	250	243

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	72	15%
Economically Disadvantaged Students	234	47.5%
English Language Learners	13	2.6%

**Language Diversity**

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

2014-15	Percent
English	81.5%
Spanish	7.7%
Arabic	2.0%
Chinese	1.4%
Yoruba	1.4%
Tagalog	1.0%
Other	4.9%

**ACADEMIC ACHIEVEMENT**

CAMDEN  
WINSLOW TWP

GRADE SPAN PK-03

WINSLOW TOWNSHIP ELEMENTARY SCHOOL FOUR  
541 KALI ROAD  
SICKLERVILLE, NJ 08081

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	43%	75	32
Math Met or Exceeded Expectation	30%		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	90	43.3%	95%	97.1%	YES
White	-	-	--	--	--
African American	53	28.3%	95%	98.4%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	48	35.4%	95%	100%	YES

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

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

**ACADEMIC ACHIEVEMENT**

CAMDEN  
WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL FOUR  
541 KALI ROAD  
SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	90	30%	95%	97.1%	YES
White	-	-	--	--	--
African American	53	18.9%	95%	98.4%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	48	20.8%	95%	100%	YES

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

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

**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

CAMDEN  
WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL FOUR  
541 KALI ROAD  
SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	90	743	744	9%	24%	23%	39%	4%	43%	44%
White	14	753	753	21%	0%	21%	43%	14%	57%	55%
African American	53	734	725	8%	34%	30%	26%	2%	28%	26%
Hispanic	12	745	727	8%	17%	17%	58%	0%	58%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	15	702	718	40%	33%	13%	13%	0%	13%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	48	734	724	8%	29%	27%	33%	2%	35%	24%

**ACADEMIC ACHIEVEMENT**

CAMDEN  
WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL FOUR  
541 KALI ROAD  
SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	90	737	746	2%	32%	36%	27%	3%	30%	46%
White	14	741	752	0%	43%	29%	14%	14%	29%	56%
African American	53	730	728	2%	42%	38%	19%	0%	19%	25%
Hispanic	12	740	733	8%	0%	58%	33%	0%	33%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	15	726	727	0%	60%	27%	13%	0%	13%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	48	731	730	4%	35%	40%	21%	0%	21%	26%

**ACADEMIC ACHIEVEMENT**

CAMDEN  
WINSLOW TWP

GRADE SPAN PK-03

WINSLOW TOWNSHIP ELEMENTARY SCHOOL FOUR  
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**2015 National Assessment Educational Progress (NAEP)**

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

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**COLLEGE AND CAREER READINESS**

CAMDEN

WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL FOUR

541 KALI ROAD

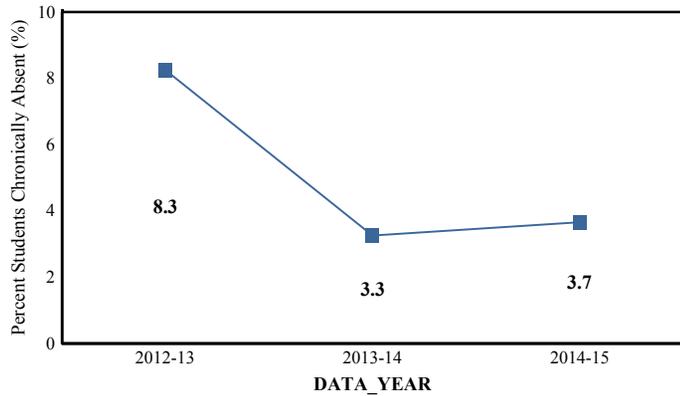
SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

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

**Chronic Absenteeism Trend**

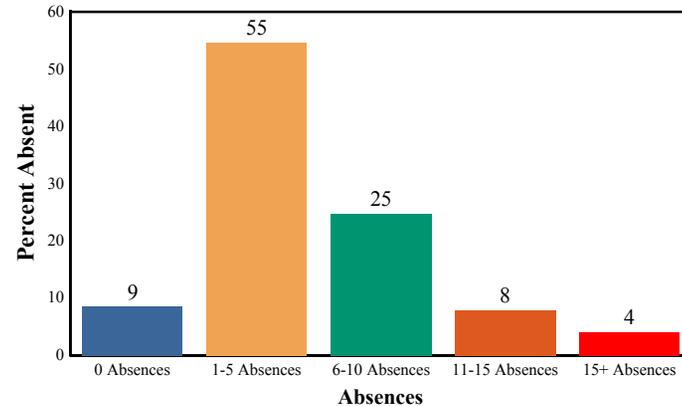
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>3.66%</b>
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**Absenteeism**

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



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

**WITHIN SCHOOL ACHIEVEMENT GAP**

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GRADE SPAN PK-03

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	823	850
75th	764	770
50th	741	743
25th	717	715
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	55

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	752	767
50th	733	745
25th	718	722
0th	695	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

**SCHOOL CLIMATE**

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GRADE SPAN PK-03

**Length of School Day**

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

	School
2014-15	6 Hrs. 15 Mins.

**Student Suspension Rate**

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

	School
2014-15	1.4%

**Instructional Time**

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

2014-15	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	11
Administrators	247

**SCHOOL PEER GROUP**

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WINSLOW TOWNSHIP ELEMENTARY SCHOOL FOUR  
541 KALI ROAD  
SICKLERVILLE, NJ 08081

GRADE SPAN PK-03

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BRIGANTINE CITY	BRIGANTINE ELEMENTARY SCHOOL	01-0570-010	PK-04	49%	3.2%	10.2%
ATLANTIC	BUENA REGIONAL	DR. J.P. CLEARY ELEMENTARY	01-0590-300	04-05	64.9%	1.1%	29.1%
ATLANTIC	EGG HARBOR TWP	DR. JOYANNE D. MILLER ELEMENTARY SCHOOL	01-1310-045	04-05	48.7%	1.4%	13.1%
ATLANTIC	GALLOWAY TWP	ARTHUR RANN ELEMENTARY SCHOOL	01-1690-015	KG-06	52.8%	3.7%	15.5%
ATLANTIC	GALLOWAY TWP	SMITHVILLE ELEMENTARY SCHOOL	01-1690-048	KG-06	49.4%	3.7%	10.1%
ATLANTIC	MULLICA TWP	MULLICA TOWNSHIP PRIMARY SCHOOL	01-3480-020	PK-04	47%	0%	13.8%
BERGEN	GARFIELD CITY	JAMES MADISON SCHOOL #10	03-1700-205	PK-05	69%	7.1%	24.2%
BERGEN	RIDGEFIELD PARK TWP	GRANT ELEMENTARY SCHOOL	03-4380-060	KG-06	49.3%	8.1%	3.8%
BURLINGTON	MOUNT HOLLY TWP	GERTRUDE C. FOLWELL ELEMENTARY SCHOOL	05-3430-050	03-05	61.6%	3.1%	23.9%
CAMDEN	COLLINGSWOOD BORO	THOMAS SHARP ELEMENTARY SCHOOL	07-0940-070	PK-05	53.3%	3%	16.8%
CAMDEN	GLOUCESTER TWP	GLOUCESTER TOWNSHIP ELEMENTARY SCHOOL	07-1780-070	KG-05	45.4%	0%	13.2%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL FIVE	07-5820-070	04-06	56.2%	0.8%	20.4%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL FOUR	07-5820-060	PK-03	47.5%	2.6%	10.2%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL SIX	07-5820-080	04-06	57.6%	0.6%	21.2%
CAPE MAY	CAPE MAY CITY	CAPE MAY CITY ELEMENTARY SCHOOL	09-0710-050	PK-06	49.7%	0%	17%
CUMBERLANI	MILLVILLE CITY	MOUNT PLEASANT ELEMENTARY SCHOOL	11-3230-080	KG-05	50.4%	0%	18.5%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS7	13-0250-070	PK-06	54.7%	6.5%	12.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	SETH BOYDEN ELEMENTARY DEMONSTRATION SCHOOL	13-4900-130	KG-05	42.6%	0%	8%
GLOUCESTER	CLAYTON BORO	HERMA S. SIMMONS ELEMENTARY SCHOOL	15-0860-040	PK-05	55.7%	5.3%	13.2%
GLOUCESTER	DEPTFORD TWP	SHADY LANE ELEMENTARY SCHOOL	15-1100-140	02-06	52.8%	0%	17.4%

**SCHOOL PEER GROUP**

WINSLOW TOWNSHIP ELEMENTARY SCHOOL FOUR  
541 KALI ROAD  
SICKLERVILLE, NJ 08081

CAMDEN

GRADE SPAN PK-03

WINSLOW TWP

HUDSON	WEEHAWKEN TWP	<b>THEODORE ROOSEVELT SCHOOL</b>	17-5580-080	03-06	47%	4.7%	8.1%
MERCER	HAMILTON TWP	<b>KISTHARDT ELEMENTARY SCHOOL</b>	21-1950-150	PK-05	60.4%	5.4%	17.2%
MIDDLESEX	EDISON TWP	<b>LINDENEAU ELEMENTARY SCHOOL</b>	23-1290-103	KG-05	49.2%	0%	13.8%
MIDDLESEX	NORTH BRUNSWICK TWP	<b>PARSONS</b>	23-3620-090	PK-05	50%	6.8%	6.8%
MIDDLESEX	WOODBRIIDGE TWP	<b>AVENEL STREET ELEMENTARY SCHOOL</b>	23-5850-100	KG-05	37.9%	0.4%	3.9%
MIDDLESEX	WOODBRIIDGE TWP	<b>MENLO PARK TERRACE ELEMENTARY SCHOOL</b>	23-5850-230	KG-05	40.1%	0.3%	4.2%
SUSSEX	NEWTON TOWN	<b>MERRIAM AVENUE SCHOOL</b>	37-3590-070	PK-04	53.2%	3.7%	15.9%
UNION	LINDEN CITY	<b>NUMBER 2</b>	39-2660-090	PK-05	67.7%	15.3%	11.4%
UNION	RAHWAY CITY	<b>FRANKLIN ELEMENTARY SCHOOL</b>	39-4290-080	PK-06	67.2%	15.2%	11.5%
UNION	UNION TWP	<b>FRANKLIN ELEMENTARY</b>	39-5290-100	PK-04	49.6%	7%	5.7%
WARREN	PHILLIPSBURG TOWN	<b>GREEN STREET ELEMENTARY SCHOOL</b>	41-4100-105	03-05	69.4%	4.2%	30.3%



# State of New Jersey

2014-15

07-5820-070

## OVERVIEW

CAMDEN

WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL FIVE

130 OAK LEAF ROAD

BERLIN, NJ 08009

GRADE SPAN 04-06

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

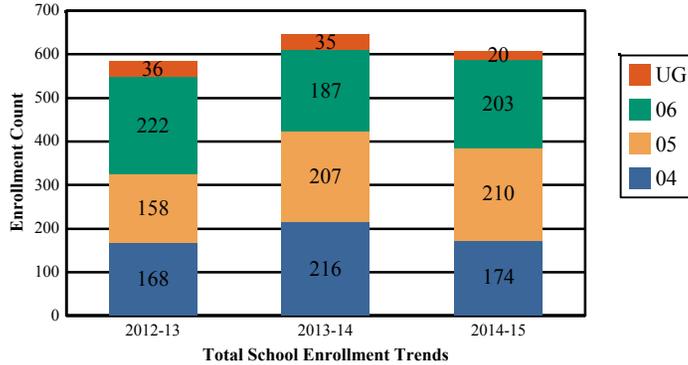
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WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL FIVE  
130 OAK LEAF ROAD  
BERLIN, NJ 08009

GRADE SPAN 04-06

**Enrollment by Grade**

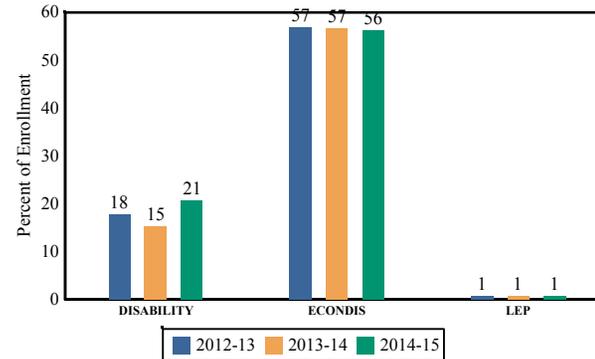
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

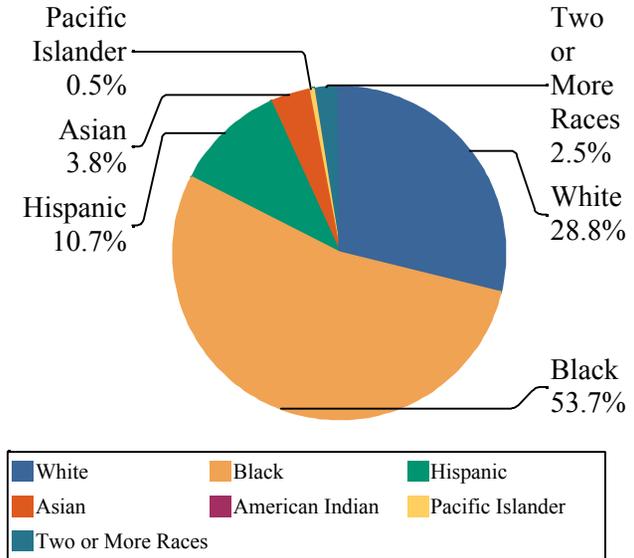
**Enrollment Trends by Program Participation**

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



**Enrollment by Ethnic/Racial Subgroup**

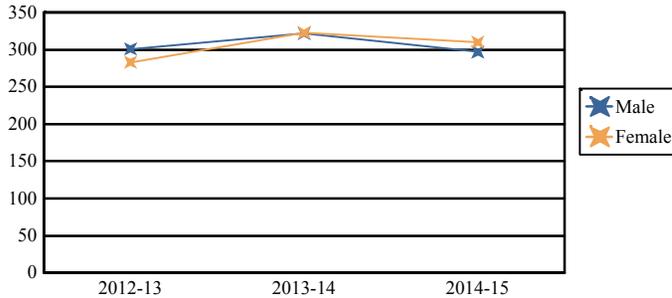
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	584
2013-14	645
2014-15	607

**Enrollment by Gender**

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



	Male	Female
2012-13	301	283
2013-14	322	323
2014-15	297	310

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	126	21%
Economically Disadvantaged Students	341	56.2%
English Language Learners	5	0.8%

**Language Diversity**

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

2014-15	Percent
English	91.9%
Spanish	5.3%
Tagalog	0.7%
Arabic	0.3%
Chinese	0.3%
Hausa	0.3%
Other	1.2%

**ACADEMIC ACHIEVEMENT**

CAMDEN

WINSLOW TWP

GRADE SPAN 04-06

WINSLOW TOWNSHIP ELEMENTARY SCHOOL FIVE

130 OAK LEAF ROAD

BERLIN, NJ 08009

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	30%	10	15
Math Met or Exceeded Expectation	32%		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	516	30.2%	95%	94.1%	YES*
White	154	41.5%	95%	90.5%	YES*
African American	273	26.3%	95%	95.7%	YES
Hispanic	56	14.3%	95%	97.1%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	291	17.2%	95%	94.6%	YES

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

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

**ACADEMIC ACHIEVEMENT**

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WINSLOW TOWNSHIP ELEMENTARY SCHOOL FIVE  
130 OAK LEAF ROAD  
BERLIN, NJ 08009

GRADE SPAN 04-06

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	517	32.3%	95%	94.3%	YES*
White	154	38.9%	95%	90.5%	YES*
African American	274	27.3%	95%	96%	YES
Hispanic	56	26.8%	95%	97.1%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	75	16%	95%	89.7%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	292	21.6%	95%	94.9%	YES

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

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

**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

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130 OAK LEAF ROAD  
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GRADE SPAN 04-06

**PARCC ELA Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	141	735	751	12%	22%	35%	26%	5%	31%	52%
White	54	744	758	7%	15%	37%	35%	6%	41%	63%
African American	59	730	733	17%	27%	29%	22%	5%	27%	30%
Hispanic	19	724	737	16%	26%	47%	11%	0%	11%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	22	712	725	23%	36%	27%	14%	0%	14%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	82	726	734	16%	29%	37%	13%	5%	18%	31%

**ACADEMIC ACHIEVEMENT**

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BERLIN, NJ 08009

GRADE SPAN 04-06

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	187	735	751	14%	25%	27%	33%	1%	34%	53%
White	45	750	757	4%	20%	22%	53%	0%	53%	62%
African American	112	731	734	17%	27%	29%	26%	2%	28%	31%
Hispanic	18	717	737	28%	28%	33%	11%	0%	11%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	109	724	734	22%	27%	33%	17%	1%	18%	31%

**ACADEMIC ACHIEVEMENT**

CAMDEN  
WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL FIVE  
130 OAK LEAF ROAD  
BERLIN, NJ 08009

GRADE SPAN 04-06

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	188	730	749	19%	22%	32%	23%	3%	26%	50%
White	55	736	755	16%	13%	38%	29%	4%	33%	59%
African American	102	728	732	20%	25%	31%	22%	3%	25%	29%
Hispanic	19	724	736	26%	21%	32%	21%	0%	21%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	100	720	733	26%	28%	31%	15%	0%	15%	30%

**ACADEMIC ACHIEVEMENT**

CAMDEN  
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BERLIN, NJ 08009

GRADE SPAN 04-06

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	141	733	744	12%	33%	23%	28%	3%	31%	42%
White	54	739	749	9%	28%	26%	33%	4%	37%	50%
African American	59	729	727	19%	32%	25%	22%	2%	24%	20%
Hispanic	19	723	732	5%	53%	21%	21%	0%	21%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	22	718	724	18%	41%	18%	18%	5%	23%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	82	724	730	17%	40%	22%	20%	1%	21%	23%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 04-06

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	187	739	744	6%	28%	28%	34%	3%	37%	42%
White	45	748	749	2%	16%	36%	44%	2%	47%	49%
African American	112	735	728	9%	29%	28%	32%	2%	34%	21%
Hispanic	18	727	733	6%	50%	22%	22%	0%	22%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	26	716	724	23%	46%	12%	12%	8%	19%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	109	731	731	8%	39%	27%	24%	3%	27%	23%

**ACADEMIC ACHIEVEMENT**

CAMDEN  
WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL FIVE  
130 OAK LEAF ROAD  
BERLIN, NJ 08009

GRADE SPAN 04-06

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	189	733	743	11%	27%	34%	25%	3%	28%	42%
White	55	738	749	11%	15%	40%	27%	7%	35%	50%
African American	103	730	726	11%	34%	33%	20%	2%	22%	19%
Hispanic	19	730	731	16%	21%	26%	37%	0%	37%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	101	724	729	17%	32%	35%	17%	0%	17%	23%

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

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

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

CAMDEN  
WINSLOW TWP

GRADE SPAN 04-06

07-5820-070  
WINSLOW TOWNSHIP ELEMENTARY SCHOOL FIVE  
130 OAK LEAF ROAD  
BERLIN, NJ 08009

**NJASK Results - Science Grade Level - 04**

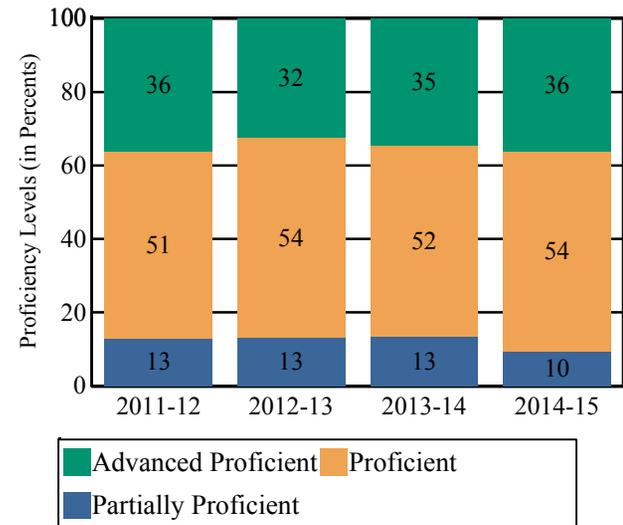
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	36%	54%	10%
White	53%	38%	9%
African American	30%	63%	8%
Hispanic	13%	75%	13%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	18%	58%	24%
English Language Learners	-	-	-
Economically Disadvantaged Students	24%	64%	13%

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

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

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



**COLLEGE AND CAREER READINESS**

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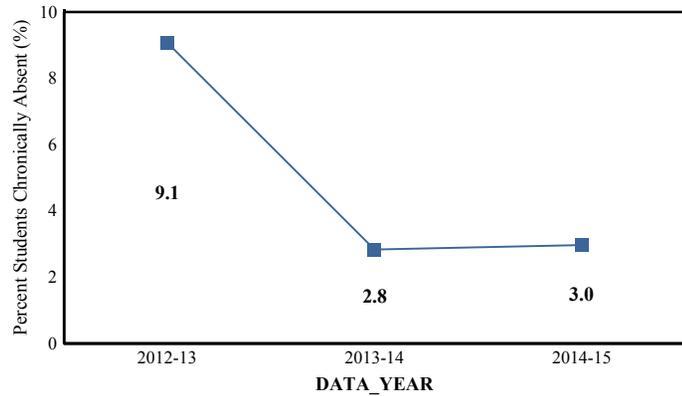
GRADE SPAN 04-06

07-5820-070  
WINSLOW TOWNSHIP ELEMENTARY SCHOOL FIVE  
130 OAK LEAF ROAD  
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

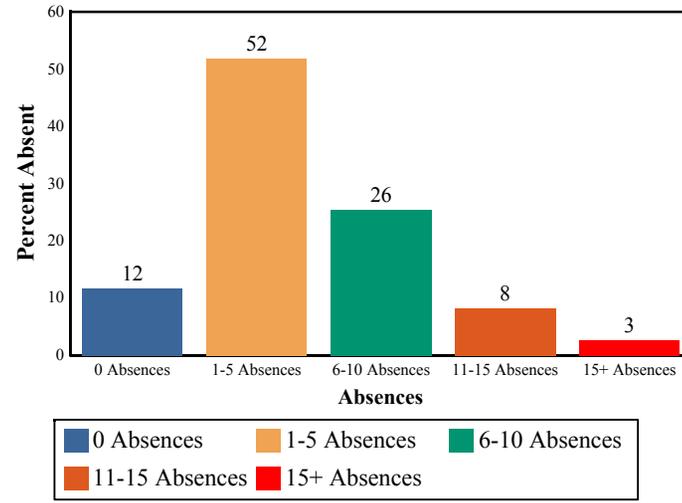
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>2.98%</b>
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**Absenteeism**

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



**STUDENT GROWTH**

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130 OAK LEAF ROAD

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GRADE SPAN 04-06

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	28	10	3	35	NO
Student Growth on Math	51	54	47	35	YES
		32	25		50%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	14%	2%	0%
Partially Met	16%	5%	2%
Approached	17%	9%	5%
Met	9%	10%	7%
Exceeded	1%	0%	2%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	8%	2%	0%
Partially Met	15%	8%	6%
Approached	7%	10%	13%
Met	5%	7%	15%
Exceeded	0%	0%	2%

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

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

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

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GRADE SPAN 04-06

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

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	799	850
75th	753	773
50th	735	750
25th	712	728
0th	658	650

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

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	751	764
50th	727	742
25th	710	721
0th	669	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	43

**WITHIN SCHOOL ACHIEVEMENT GAP**

CAMDEN

WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL FIVE

130 OAK LEAF ROAD

BERLIN, NJ 08009

GRADE SPAN 04-06

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	760	773
50th	735	751
25th	710	728
0th	655	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	45

**Grade Level - 06**

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

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

Percentile	School Scale Score	State Scale Score
99th	803	850
75th	750	770
50th	734	749
25th	707	726
0th	662	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	44

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	794	850
75th	758	763
50th	738	743
25th	718	723
0th	651	650

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

**Grade Level - 06**

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

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

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	751	763
50th	731	742
25th	712	721
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	42

**SCHOOL CLIMATE**

CAMDEN

WINSLOW TWP

GRADE SPAN 04-06

**Length of School Day**

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

	School
2014-15	6 Hrs. 15 Mins.

**Student Suspension Rate**

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

	School
2014-15	15.0%

**Instructional Time**

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

2014-15	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	10
Administrators	304

**SCHOOL PEER GROUP**

CAMDEN  
WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL FIVE  
130 OAK LEAF ROAD  
BERLIN, NJ 08009

GRADE SPAN 04-06

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BRIGANTINE CITY	BRIGANTINE ELEMENTARY SCHOOL	01-0570-010	PK-04	49%	3.2%	10.2%
ATLANTIC	BUENA REGIONAL	DR. J.P. CLEARY ELEMENTARY	01-0590-300	04-05	64.9%	1.1%	29.1%
ATLANTIC	EGG HARBOR TWP	DR. JOYANNE D. MILLER ELEMENTARY SCHOOL	01-1310-045	04-05	48.7%	1.4%	13.1%
ATLANTIC	GALLOWAY TWP	SMITHVILLE ELEMENTARY SCHOOL	01-1690-048	KG-06	49.4%	3.7%	10.1%
ATLANTIC	MULLICA TWP	MULLICA TOWNSHIP PRIMARY SCHOOL	01-3480-020	PK-04	47%	0%	13.8%
BERGEN	GARFIELD CITY	JAMES MADISON SCHOOL #10	03-1700-205	PK-05	69%	7.1%	24.2%
BERGEN	HACKENSACK CITY	FANNY MEYER HILLERS	03-1860-110	PK-04	65.1%	11.1%	12.6%
BERGEN	LODI BOROUGH	HILLTOP SCHOOL	03-2740-065	PK-05	53%	5.7%	8.3%
BERGEN	RIDGEFIELD PARK TWP	GRANT ELEMENTARY SCHOOL	03-4380-060	KG-06	49.3%	8.1%	3.8%
BURLINGTON	MOUNT HOLLY TWP	GERTRUDE C. FOLWELL ELEMENTARY SCHOOL	05-3430-050	03-05	61.6%	3.1%	23.9%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL FIVE	07-5820-070	04-06	56.2%	0.8%	20.4%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL FOUR	07-5820-060	PK-03	47.5%	2.6%	10.2%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL SIX	07-5820-080	04-06	57.6%	0.6%	21.2%
CAPE MAY	LOWER TWP	MAUD ABRAMS SCHOOL	09-2840-060	03-04	60.1%	1.1%	22%
CUMBERLANI	VINELAND CITY	JOHN H. WINSLOW ELEMENTARY SCHOOL	11-5390-115	KG-05	56.4%	4.3%	14.1%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS3	13-0250-050	KG-05	63.8%	9.2%	13.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	SETH BOYDEN ELEMENTARY DEMONSTRATION SCHOOL	13-4900-130	KG-05	42.6%	0%	8%
GLOUCESTER	CLAYTON BORO	HERMA S. SIMMONS ELEMENTARY SCHOOL	15-0860-040	PK-05	55.7%	5.3%	13.2%
GLOUCESTER	DEPTFORD TWP	SHADY LANE ELEMENTARY SCHOOL	15-1100-140	02-06	52.8%	0%	17.4%
GLOUCESTER	NATIONAL PARK BORO	NATIONAL PARK SCHOOL	15-3490-050	PK-06	50.6%	0.4%	14.4%
HUDSON	KEARNY TOWN	SCHUYLER ELEMENTARY SCHOOL	17-2410-110	PK-06	54.6%	3.2%	13.2%

**SCHOOL PEER GROUP**

WINSLOW TOWNSHIP ELEMENTARY SCHOOL FIVE  
130 OAK LEAF ROAD  
BERLIN, NJ 08009

CAMDEN

GRADE SPAN 04-06

WINSLOW TWP

MERCER	HAMILTON TWP	<b>KISTHARDT ELEMENTARY SCHOOL</b>	21-1950-150	PK-05	60.4%	5.4%	17.2%
MIDDLESEX	EDISON TWP	<b>LINDENEAU ELEMENTARY SCHOOL</b>	23-1290-103	KG-05	49.2%	0%	13.8%
MIDDLESEX	NORTH BRUNSWICK TWP	<b>PARSONS</b>	23-3620-090	PK-05	50%	6.8%	6.8%
MIDDLESEX	WOODBIDGE TWP	<b>AVENEL STREET ELEMENTARY SCHOOL</b>	23-5850-100	KG-05	37.9%	0.4%	3.9%
MIDDLESEX	WOODBIDGE TWP	<b>MENLO PARK TERRACE ELEMENTARY SCHOOL</b>	23-5850-230	KG-05	40.1%	0.3%	4.2%
OCEAN	BARNEGAT TWP	<b>LILLIAN M. DUNFEE ELEMENTARY</b>	29-0185-010	KG-05	51.6%	1.9%	12.6%
UNION	LINDEN CITY	<b>NUMBER 2</b>	39-2660-090	PK-05	67.7%	15.3%	11.4%
UNION	RAHWAY CITY	<b>FRANKLIN ELEMENTARY SCHOOL</b>	39-4290-080	PK-06	67.2%	15.2%	11.5%
UNION	UNION TWP	<b>FRANKLIN ELEMENTARY</b>	39-5290-100	PK-04	49.6%	7%	5.7%
WARREN	PHILLIPSBURG TOWN	<b>GREEN STREET ELEMENTARY SCHOOL</b>	41-4100-105	03-05	69.4%	4.2%	30.3%



# State of New Jersey

2014-15

07-5820-080

## OVERVIEW

CAMDEN

WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL SIX

617 SICKLER AVENUE

SICKLERVILLE, NJ 08081

GRADE SPAN 04-06

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

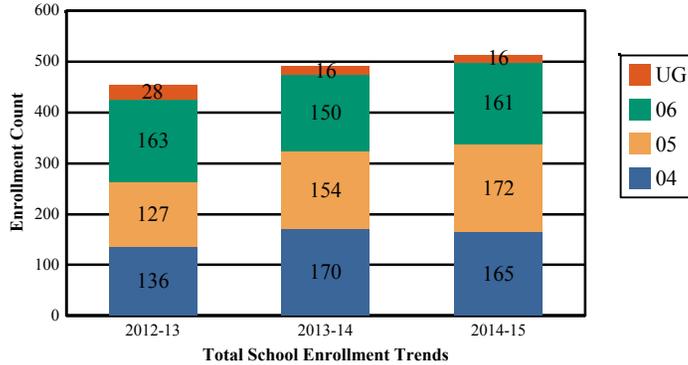
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GRADE SPAN 04-06

**Enrollment by Grade**

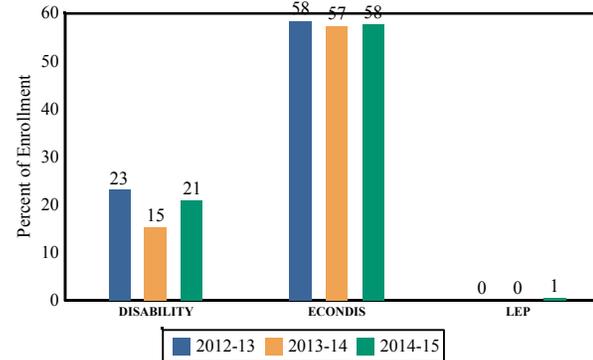
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

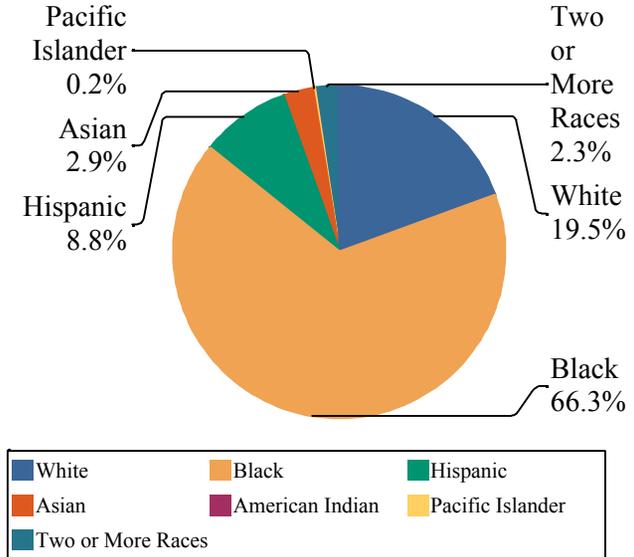
**Enrollment Trends by Program Participation**

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



**Enrollment by Ethnic/Racial Subgroup**

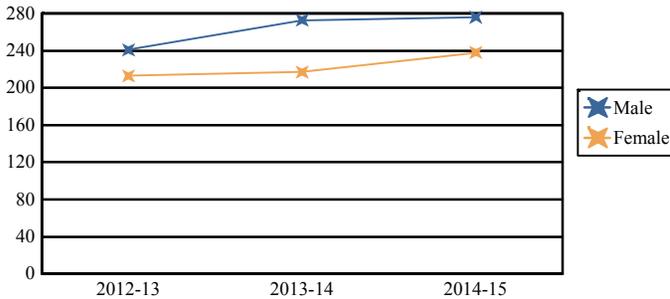
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	454
2013-14	490
2014-15	514

**Enrollment by Gender**

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



	Male	Female
2012-13	241	213
2013-14	273	217
2014-15	276	238

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	108	21%
Economically Disadvantaged Students	296	57.6%
English Language Learners	3	0.6%

**Language Diversity**

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

2014-15	Percent
English	94.3%
Spanish	2.2%
Yoruba	0.8%
Swahili	0.4%
Igbo	0.4%
Akan	0.4%
Other	1.6%

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	25%	7	9
Math Met or Exceeded Expectation	18%		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	367	24.8%	95%	85.7%	YES*
White	72	29.2%	95%	81.2%	NO
African American	240	22.5%	95%	85.3%	YES*
Hispanic	33	18.2%	95%	92.7%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	69	10.1%	95%	92%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	215	19.5%	95%	86.6%	YES*

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

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

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**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	369	17.9%	95%	85.6%	YES*
White	72	27.8%	95%	80.4%	NO
African American	243	13.9%	95%	85.7%	YES*
Hispanic	32	15.6%	95%	90.2%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	68	11.7%	95%	89.5%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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

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**PARCC Performance Level**

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

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

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

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**PARCC ELA Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	120	737	751	11%	21%	38%	27%	3%	30%	52%
White	21	742	758	5%	19%	43%	33%	0%	33%	63%
African American	81	734	733	15%	21%	36%	23%	5%	28%	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	26	718	725	27%	35%	23%	15%	0%	15%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	76	732	734	13%	22%	41%	20%	4%	24%	31%

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GRADE SPAN 04-06

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	136	727	751	18%	32%	27%	22%	0%	22%	53%
White	29	736	757	10%	21%	38%	31%	0%	31%	62%
African American	91	722	734	20%	40%	23%	18%	0%	18%	31%
Hispanic	13	726	737	31%	15%	31%	23%	0%	23%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	77	721	734	22%	35%	25%	18%	0%	18%	31%

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	111	725	749	20%	35%	23%	19%	4%	23%	50%
White	22	732	755	18%	23%	36%	18%	5%	23%	59%
African American	68	720	732	25%	32%	21%	18%	4%	22%	29%
Hispanic	11	729	736	9%	64%	9%	18%	0%	18%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	62	718	733	27%	37%	19%	16%	0%	16%	30%

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	122	731	744	12%	26%	41%	19%	2%	20%	42%
White	21	740	749	0%	29%	38%	33%	0%	33%	50%
African American	83	727	727	17%	24%	43%	14%	1%	16%	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	26	716	724	31%	27%	23%	19%	0%	19%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	78	728	730	15%	24%	46%	13%	1%	14%	23%

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	136	723	744	15%	39%	29%	15%	1%	16%	42%
White	29	732	749	10%	28%	31%	31%	0%	31%	49%
African American	92	719	728	18%	43%	27%	9%	2%	11%	21%
Hispanic	12	729	733	8%	33%	42%	17%	0%	17%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	111	726	743	11%	39%	33%	15%	2%	17%	42%
White	22	732	749	14%	18%	50%	14%	5%	18%	50%
African American	68	724	726	12%	40%	32%	15%	1%	16%	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	-	-	729	-	-	-	-	-	-	23%

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

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

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

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**NJASK Results - Science Grade Level - 04**

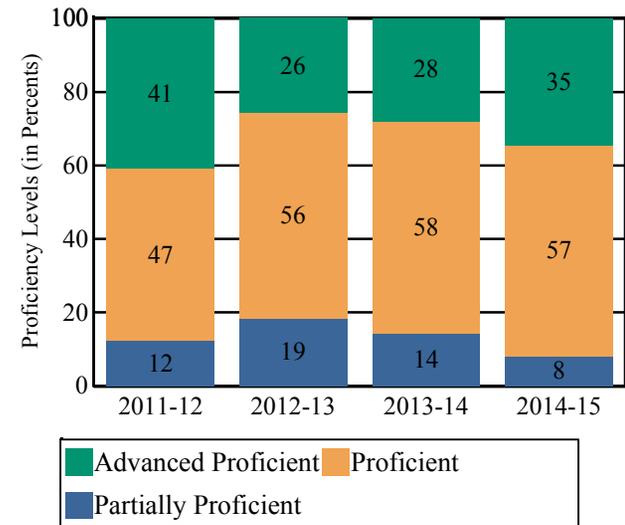
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	35%	57%	8%
White	50%	41%	9%
African American	31%	60%	9%
Hispanic	27%	73%	0%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	21%	68%	11%
English Language Learners	-	-	-
Economically Disadvantaged Students	26%	64%	10%

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

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

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



**COLLEGE AND CAREER READINESS**

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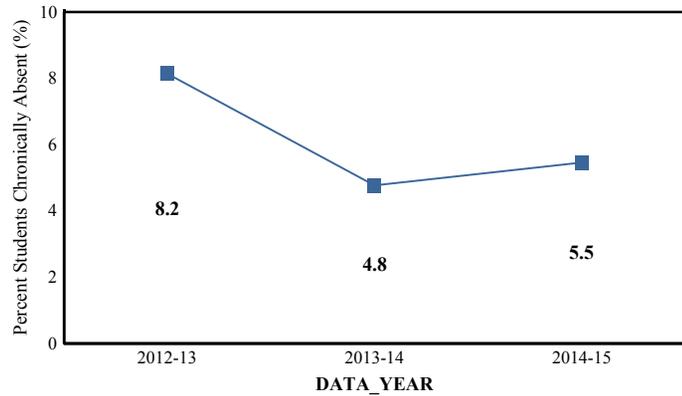
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly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

**Chronic Absenteeism Trend**

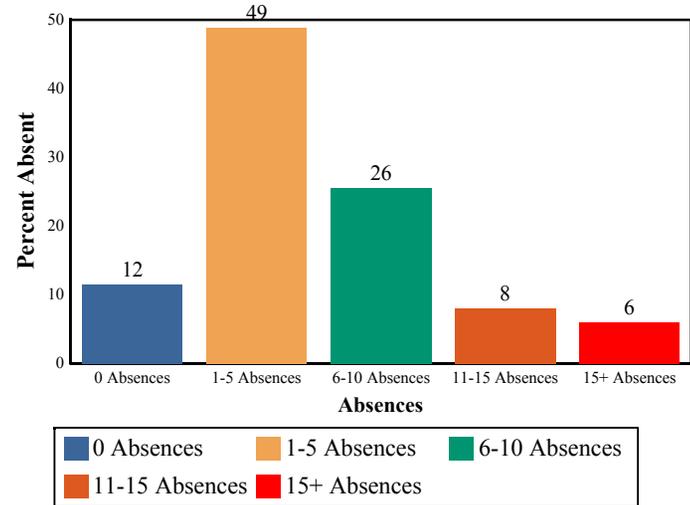
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>5.47%</b>
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**Absenteeism**

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



**STUDENT GROWTH**

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	25	7	2	35	NO
Student Growth on Math	37	28	12	35	YES
		18	7		50%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	15%	2%	0%
Partially Met	20%	9%	1%
Approached	19%	8%	2%
Met	10%	6%	5%
Exceeded	0%	0%	2%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	13%	1%	0%
Partially Met	17%	13%	5%
Approached	12%	12%	10%
Met	5%	6%	5%
Exceeded	0%	0%	1%

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

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

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

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

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	803	850
75th	752	773
50th	739	750
25th	715	728
0th	664	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	746	764
50th	728	742
25th	713	721
0th	682	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	43

**WITHIN SCHOOL ACHIEVEMENT GAP**

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**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	787	850
75th	743	773
50th	723	751
25th	704	728
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	45

**Grade Level - 06**

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

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

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	748	770
50th	724	749
25th	705	726
0th	659	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	44

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	779	850
75th	739	763
50th	718	743
25th	703	723
0th	662	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	40

**Grade Level - 06**

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

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

Percentile	School Scale Score	State Scale Score
99th	780	850
75th	744	763
50th	727	742
25th	710	721
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	42

**SCHOOL CLIMATE**

CAMDEN

WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL SIX

617 SICKLER AVENUE

SICKLERVILLE, NJ 08081

GRADE SPAN 04-06

**Length of School Day**

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

	School
2014-15	6 Hrs. 30 Mins.

**Student Suspension Rate**

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

	School
2014-15	14.8%

**Instructional Time**

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

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	10
Administrators	257

**SCHOOL PEER GROUP**

CAMDEN

WINSLOW TWP

WINSLOW TOWNSHIP ELEMENTARY SCHOOL SIX

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SICKLERVILLE, NJ 08081

GRADE SPAN 04-06

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BRIGANTINE CITY	BRIGANTINE ELEMENTARY SCHOOL	01-0570-010	PK-04	49%	3.2%	10.2%
ATLANTIC	BUENA REGIONAL	DR. J.P. CLEARY ELEMENTARY	01-0590-300	04-05	64.9%	1.1%	29.1%
ATLANTIC	EGG HARBOR TWP	DR. JOYANNE D. MILLER ELEMENTARY SCHOOL	01-1310-045	04-05	48.7%	1.4%	13.1%
ATLANTIC	GALLOWAY TWP	SMITHVILLE ELEMENTARY SCHOOL	01-1690-048	KG-06	49.4%	3.7%	10.1%
BERGEN	ENGLEWOOD CITY	DR. LEROY MCCLOUD ELEMENTARY SCHOOL	03-1370-060	04-06	64.8%	10.5%	11.6%
BERGEN	GARFIELD CITY	JAMES MADISON SCHOOL #10	03-1700-205	PK-05	69%	7.1%	24.2%
BERGEN	HACKENSACK CITY	FANNY MEYER HILLERS	03-1860-110	PK-04	65.1%	11.1%	12.6%
BERGEN	LODI BOROUGH	HILLTOP SCHOOL	03-2740-065	PK-05	53%	5.7%	8.3%
BURLINGTON	PEMBERTON TWP	JOSEPH S. STACKHOUSE SCHOOL	05-4050-140	03-05	54.4%	0.7%	16.5%
BURLINGTON	RIVERSIDE TWP	RIVERSIDE ELEMENTARY SCHOOL	05-4450-060	PK-05	61.6%	6.9%	13.7%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL FIVE	07-5820-070	04-06	56.2%	0.8%	20.4%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL FOUR	07-5820-060	PK-03	47.5%	2.6%	10.2%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL SIX	07-5820-080	04-06	57.6%	0.6%	21.2%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO	07-5820-040	PK-03	53.8%	5%	9.2%
CAPE MAY	LOWER TWP	MAUD ABRAMS SCHOOL	09-2840-060	03-04	60.1%	1.1%	22%
CUMBERLANI	VINELAND CITY	JOHN H. WINSLOW ELEMENTARY SCHOOL	11-5390-115	KG-05	56.4%	4.3%	14.1%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS3	13-0250-050	KG-05	63.8%	9.2%	13.9%
ESSEX	BLOOMFIELD TWP	WATSCESSING ELEMENTARY	13-0410-150	PK-06	61.4%	6.6%	14.8%
ESSEX	SOUTH ORANGE-MAPLEWOOD	SETH BOYDEN ELEMENTARY DEMONSTRATION SCHOOL	13-4900-130	KG-05	42.6%	0%	8%
GLOUCESTER	CLAYTON BORO	HERMA S. SIMMONS ELEMENTARY SCHOOL	15-0860-040	PK-05	55.7%	5.3%	13.2%
GLOUCESTER	DEPTFORD TWP	SHADY LANE ELEMENTARY SCHOOL	15-1100-140	02-06	52.8%	0%	17.4%

**SCHOOL PEER GROUP**

CAMDEN

WINSLOW TWP

GRADE SPAN 04-06

WINSLOW TOWNSHIP ELEMENTARY SCHOOL SIX  
617 SICKLER AVENUE  
SICKLERVILLE, NJ 08081

GLOUCESTER	NATIONAL PARK BORO	NATIONAL PARK SCHOOL	15-3490-050	PK-06	50.6%	0.4%	14.4%
GLOUCESTER	WOODBURY CITY	WEST END MEMORIAL ELEMENTARY SCHOOL	15-5860-110	PK-05	57.6%	3.8%	15.3%
HUDSON	HOBOKEN CITY	WALLACE ELEMENTARY SCHOOL	17-2210-070	PK-06	53.8%	3%	12.2%
HUDSON	KEARNY TOWN	SCHUYLER ELEMENTARY SCHOOL	17-2410-110	PK-06	54.6%	3.2%	13.2%
MERCER	HAMILTON TWP	KISTHARDT ELEMENTARY SCHOOL	21-1950-150	PK-05	60.4%	5.4%	17.2%
MIDDLESEX	EDISON TWP	LINDENEAU ELEMENTARY SCHOOL	23-1290-103	KG-05	49.2%	0%	13.8%
MIDDLESEX	WOODBIDGE TWP	AVENEL STREET ELEMENTARY SCHOOL	23-5850-100	KG-05	37.9%	0.4%	3.9%
MIDDLESEX	WOODBIDGE TWP	MENLO PARK TERRACE ELEMENTARY SCHOOL	23-5850-230	KG-05	40.1%	0.3%	4.2%
OCEAN	BARNEGAT TWP	LILLIAN M. DUNFEE ELEMENTARY	29-0185-010	KG-05	51.6%	1.9%	12.6%
UNION	LINDEN CITY	NUMBER 2	39-2660-090	PK-05	67.7%	15.3%	11.4%