

OVERVIEW

CUMBERLAND
VINELAND CITY

GRADE SPAN 09-12

VINELAND SENIOR HIGH SCHOOL
2880 E CHESTNUT AVE
VINELAND, NJ 08360-6144

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

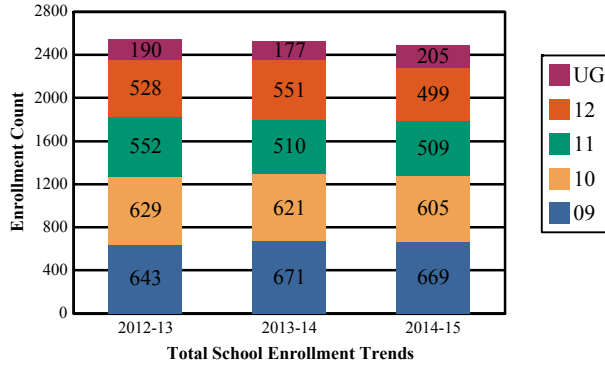
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Enrollment by Ethnic/Racial Subgroup

Enrollment by Grade

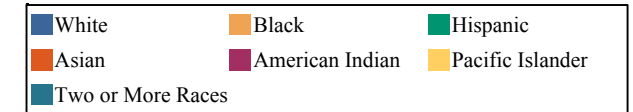
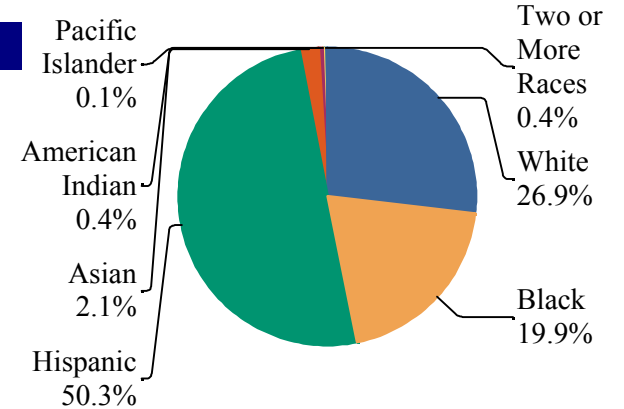
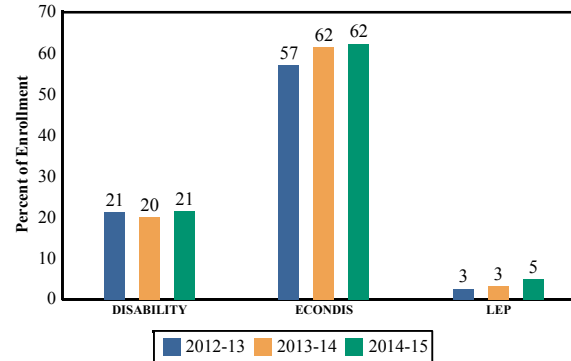
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

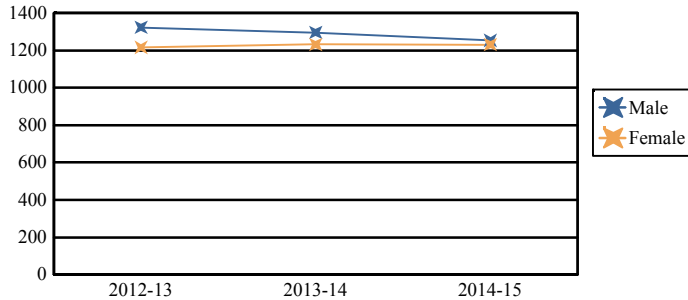


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	2,541
2013-14	2,529
2014-15	2,485

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	1,324	1,217
2013-14	1,297	1,233
2014-15	1,254	1,231

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	532	21%
Economically Disadvantaged Students	1,549	62.3%
English Language Learners	120	4.8%

Language Diversity

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

2014-15	Percent
English	77.4%
Spanish	19.9%
Ukrainian	0.6%
Russian	0.4%
Turkish	0.4%
Gujarati	0.2%
Other	1.0%

ACADEMIC ACHIEVEMENT

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

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	18%	10	15
Math Met or Exceeded Expectation	12%		

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	1060	18.1%	95%	78.6%	NO
White	267	28%	95%	81.8%	NO
African American	208	12.5%	95%	76.3%	NO
Hispanic	556	14.7%	95%	77.7%	NO
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	663	14.8%	95%	78.7%	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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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	1055	12.4%	95%	78.1%	NO
White	268	21.6%	95%	82.6%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	659	10.5%	95%	77.8%	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

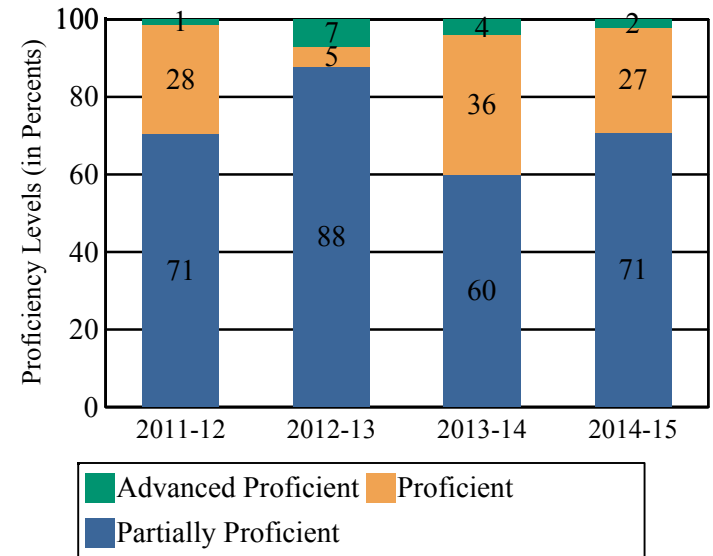
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	2%	27%	71%
White	5%	43%	52%
African American	2%	23%	75%
Hispanic	1%	22%	78%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	2%	23%	75%

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

Proficiency Trends - Biology

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



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PARCC Performance Level

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

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

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: 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	579	720	739	26%	30%	25%	17%	1%	18%	41%
White	155	731	746	15%	28%	28%	26%	3%	29%	47%
African American	-	-	723	-	-	-	-	-	-	23%
Hispanic	299	716	725	28%	33%	24%	15%	0%	15%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	12	755	765	0%	17%	33%	42%	8%	50%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	-	-	706	-	-	-	-	-	-	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	377	715	724	30%	32%	23%	15%	0%	15%	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	472	713	735	36%	25%	22%	15%	2%	17%	38%
White	111	725	741	25%	25%	23%	23%	5%	27%	43%
African American	97	709	717	39%	22%	23%	14%	2%	16%	22%
Hispanic	251	710	720	39%	26%	22%	12%	1%	13%	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	281	710	718	38%	24%	25%	11%	2%	13%	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	417	728	741	24%	23%	25%	22%	5%	27%	42%
White	124	738	745	20%	19%	25%	31%	6%	36%	46%
African American	81	722	727	25%	30%	26%	16%	4%	20%	27%
Hispanic	195	722	731	29%	24%	25%	19%	4%	23%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	12	755	765	8%	8%	33%	33%	17%	50%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	-	-	712	-	-	-	-	-	-	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	223	722	730	28%	26%	26%	16%	4%	20%	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	15	80.0%	3.33	3.36

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

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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	535	720	740	21%	34%	33%	12%	0%	12%	40%
White	124	726	746	13%	34%	35%	18%	0%	18%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	293	719	725	24%	33%	32%	11%	0%	11%	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	371	719	725	22%	35%	31%	11%	0%	11%	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	475	720	728	17%	40%	33%	10%	0%	10%	21%
White	115	729	731	11%	30%	37%	22%	0%	22%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	13	732	751	8%	31%	46%	8%	8%	15%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

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PARCC ALGEBRA II - Performance Distribution

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

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

COLLEGE AND CAREER READINESS

**CUMBERLAND
VINELAND CITY**

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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	40%	3	2	80%	NO
Percent of Students Participating in PSAT or PLAN	25%	6	7	60%	NO
Percent of Students Scoring Above 1550 on SAT	38%	87	48	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	17%	65	37	35%	NO
Percent of AP Tests >= 3 or IB Test >= 4 in English, Math, Social Studies or Science	34%	19	28	75%	NO
Summary		36	24		0%

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	40.1%	70.6%	79.1%
Participating in ACT	4.8%		25.2%
Participating in PSAT or PLAN	24.8%	75.0%	79.6%
Participating in Dual Enrollment	29.4%		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.

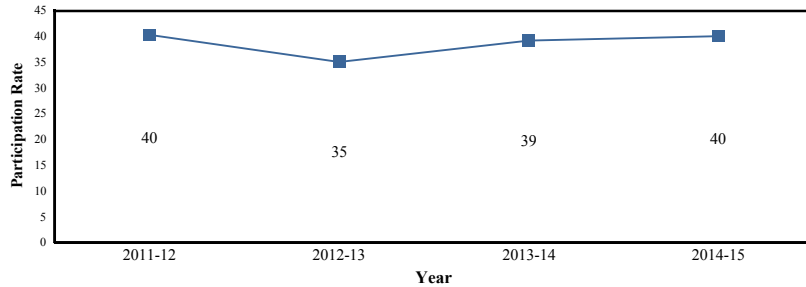
2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	21.1%	25.3%	36.3%
One or More Test	20.1%	20.0%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	16.6%	16.3%	25.3%

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.

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	37.5%	26.6%	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	1,457	1,385	1,508
Critical Reading	482	457	496
Mathematics	507	474	518
Writing	468	454	494

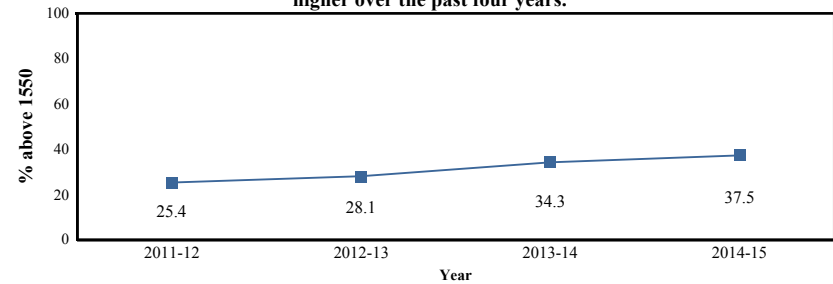
AP /IB Test Results

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

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	38.6%	55.9%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	34.1%	52.8%	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	543	570	520
50th Percentile	480	500	470
25th Percentile	418	440	410

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AP/IB Courses Offered

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

AP/IB Course Name	Students Enrolled	Students Tested
AP English Language and Composition	107	92
AP U.S. History	65	53
AP Chemistry	63	41
AP Statistics	36	21
AP European History	35	23
AP Calculus AB	33	22
AP Psychology	31	23
AP Biology	23	20
AP U.S. Government and Politics	17	10
AP Physics B	17	
AP English Literature and Composition	10	7
AP Human Geography	5	3
AP Spanish Language		34
AP Physics 1		13
AP Computer Science A		8
AP Italian Language and Culture		7
AP French Language		5
AP Physics 2		2

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Visual and Performing Arts

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

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	7.9%	3.8%
Music	17.8%	17.8%
Visual Arts	30.0%	31.7%
Total: All Visual and Performing Arts	50.3%	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	44.6%	18.3%
Structured Learning Experience	0.0%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

CUMBERLAND
VINELAND CITY

GRADE SPAN 09-12

VINELAND SENIOR HIGH SCHOOL
2880 E CHESTNUT AVE
VINELAND, NJ 08360-6144

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	78%	4	10	78%	YES
Dropout Rate	2.4%	3	12	2%	NO
SUMMARY - Graduation & Post-Secondary		4	11		50%

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
Schoolwide	78%	78%
White	82%	
African American	79%	
Hispanic	75%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	64%	
English Language Learners	53%	
Economically Disadvantaged Students	74%	

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.

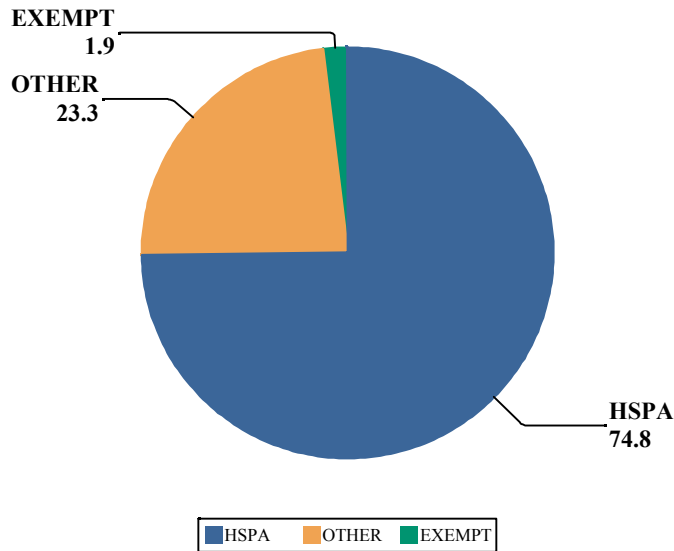
	School	State Target
Schoolwide	2.4%	2%
White	2.4%	
African American	1%	
Hispanic	3%	
American Indian	-	
Asian	3.8%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	2.8%	
English Language Learners	6.7%	
Economically Disadvantaged Students	.1%	

GRADUATION AND POSTSECONDARY
CUMBERLAND
VINELAND CITY

GRADE SPAN 09-12

Graduation Pathway Rates

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



Extended Year Graduation Rate

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

Class of	4-year Rate	5-year Rate
2012	73%	80%
2013	74%	79%
2014	78%	83%
2015	78%	

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.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	66%	68.9%	31.1%
White	73.3%	62.2%	37.8%
African American	59.3%	80.6%	19.4%
Hispanic	60.3%	73.6%	26.4%
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	44.2%	90%	10%
English Language Learners	-	-	-
Economically Disadvantaged Students	57%	84.5%	15.5%

WITHIN SCHOOL ACHIEVEMENT GAP

CUMBERLAND
VINELAND CITY

GRADE SPAN 09-12

VINELAND SENIOR HIGH SCHOOL
2880 E CHESTNUT AVE
VINELAND, NJ 08360-6144

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	789	850
75th	742	766
50th	719	739
25th	697	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	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	778	821
75th	736	762
50th	720	735
25th	701	711
0th	650	650

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

GRADE SPAN 09-12

WITHIN SCHOOL ACHIEVEMENT GAP

CUMBERLAND
VINELAND CITY

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	801	850
75th	738	766
50th	715	733
25th	683	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	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	819	850
75th	751	768
50th	726	740
25th	699	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	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	770	793
75th	734	747
50th	720	726
25th	705	710
0th	650	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	N/A	813
75th	N/A	748
50th	N/A	718
25th	N/A	692
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	56

SCHOOL CLIMATE

CUMBERLAND
VINELAND CITY

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. 5 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	35.4%

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. 25 Mins.
Shared Time	3 Hrs. 23 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	311

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

GRADE SPAN 09-12

VINELAND SENIOR HIGH SCHOOL
2880 E CHESTNUT AVE
VINELAND, NJ 08360-6144

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	EGG HARBOR TWP	EGG HARBOR TOWNSHIP HIGH SCHOOL	01-1310-005	09-12	47%	1.6%	10.5%
ATLANTIC	GREATER EGG HARBOR REG	ABSEGAMI HIGH SCHOOL	01-1790-040	09-12	46%	1.3%	18%
ATLANTIC	GREATER EGG HARBOR REG	CEDAR CREEK HIGH SCHOOL	01-1790-060	09-12	41.2%	0.4%	16.5%
ATLANTIC	GREATER EGG HARBOR REG	OAKCREST HIGH SCHOOL	01-1790-050	09-12	51.1%	3.5%	18.6%
BERGEN	ELMWOOD PARK	MEMORIAL SENIOR HIGH SCHOOL	03-1345-050	09-12	46.2%	2.8%	13.4%
BERGEN	LODI BOROUGH	LODI HIGH SCHOOL	03-2740-050	09-12	62.4%	3.8%	9.8%
BURLINGTON	MAPLE SHADE TWP	MAPLE SHADE HIGH SCHOOL	05-3010-030	07-12	43.8%	2.6%	20.9%
BURLINGTON	PALMYRA BORO	PALMYRA HIGH SCHOOL	05-3920-050	07-12	40.1%	0.2%	16.2%
BURLINGTON	RIVERSIDE TWP	RIVERSIDE HIGH SCHOOL	05-4450-050	09-12	47%	2.8%	20.2%
CAMDEN	COLLINGSWOOD BORO	COLLINGSWOOD HIGH SCHOOL	07-0940-030	09-12	46.8%	2.9%	16.6%
CAMDEN	STERLING HIGH SCHOOL DIST	STERLING HIGH SCHOOL	07-5035-050	09-12	31.4%	0.3%	17.9%
CAPE MAY	MIDDLE TWP	MIDDLE TOWNSHIP HIGH SCHOOL	09-3130-050	09-12	37.2%	0.4%	19.2%
CHARTERS	BERGEN ARTS AND SCIENCES CS	BERGEN ARTS AND SCIENCES CS	80-6013-900	KG-12	55.2%	2.6%	4.1%
CHARTERS	CENTRAL JERSEY COLLEGE PREP CS	CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL	80-6018-900	06-12	39.2%	0%	7%
CUMBERLAND	CUMBERLAND REGIONAL	CUMBERLAND REGIONAL HIGH SCHOOL	11-0997-030	09-12	42.9%	0.2%	15.7%
CUMBERLAND	VINELAND CITY	VINELAND SENIOR HIGH SCHOOL	11-5390-050	09-12	62.3%	4.8%	18.9%
ESSEX	BLOOMFIELD TWP	BLOOMFIELD HIGH SCHOOL	13-0410-020	09-12	49.5%	2.7%	16.8%
GLOUCESTER	DEPTFORD TWP	DEPTFORD TOWNSHIP HIGH SCHOOL	15-1100-040	09-12	43.9%	0.5%	14.9%
GLOUCESTER	GATEWAY REGIONAL	GATEWAY REGIONAL HIGH SCHOOL	15-1715-050	07-12	34.3%	0.4%	17.1%
GLOUCESTER	GLASSBORO	GLASSBORO HIGH SCHOOL	15-1730-050	09-12	37.1%	0.7%	21%
HUDSON	BAYONNE CITY	BAYONNE HIGH SCHOOL	17-0220-020	09-12	66.8%	4.8%	14.9%
MERCER	EWING TWP	EWING HIGH SCHOOL	21-1430-050	09-12	42.7%	1.3%	15.9%
MERCER	HAMILTON TWP	HAMILTON NORTH-NOTTINGHAM	21-1950-055	09-12	53.1%	2.3%	14.1%



State of New Jersey
2014-15

11-5390-050

SCHOOL PEER GROUP

VINELAND SENIOR HIGH SCHOOL
2880 E CHESTNUT AVE
VINELAND, NJ 08360-6144

CUMBERLAND
VINELAND CITY

GRADE SPAN 09-12

MIDDLESEX	SOUTH AMBOY CITY	SOUTH AMBOY MIDDLE/HIGH SCHOOL	23-4830-030	06-12	42.2%	1.6%	13.7%
MIDDLESEX	WOODBRIIDGE TWP	WOODBRIIDGE HIGH SCHOOL	23-5850-050	09-12	42%	2.1%	12.1%
MONMOUTH	KEYPORT BORO	KEYPORT HIGH SCHOOL	25-2430-050	09-12	56.1%	2.7%	13.7%
MONMOUTH	NEPTUNE TWP	NEPTUNE HIGH SCHOOL	25-3510-050	09-12	53.7%	2.1%	16%
OCEAN	CENTRAL REGIONAL	CENTRAL REGIONAL HIGH SCHOOL	29-0770-030	09-12	35.4%	0.5%	17.3%
SALEM	PITTSGROVE TWP	ARTHUR P SCHALICK HIGH SCHOOL	33-4150-040	09-12	32.9%	0%	10.9%
UNION	HILLSIDE TWP	HILLSIDE HIGH SCHOOL	39-2190-050	09-12	63.8%	4.6%	10.6%
UNION	LINDEN CITY	LINDEN HIGH SCHOOL	39-2660-050	09-12	58.2%	3.9%	13.5%

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/>.

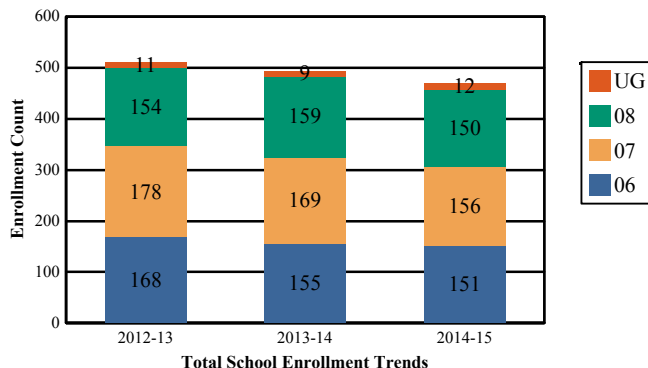
DEMOGRAPHIC INFORMATION

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

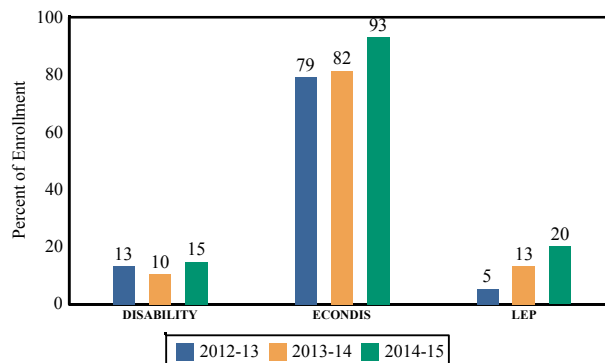
Enrollment by Grade

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



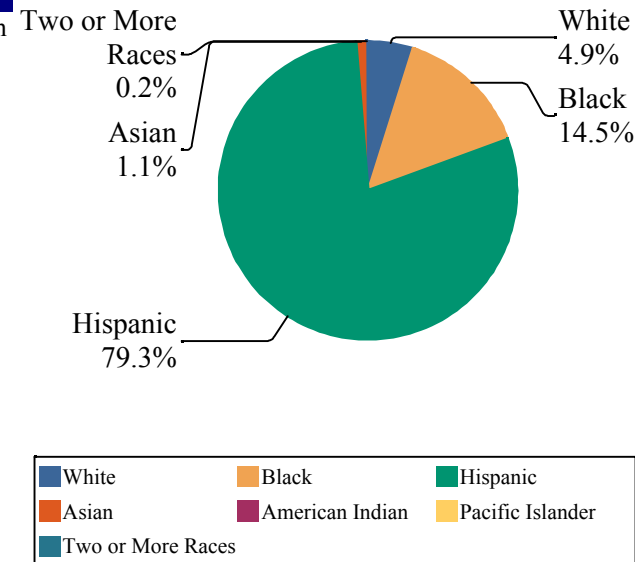
Enrollment Trends by Program Participation

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.

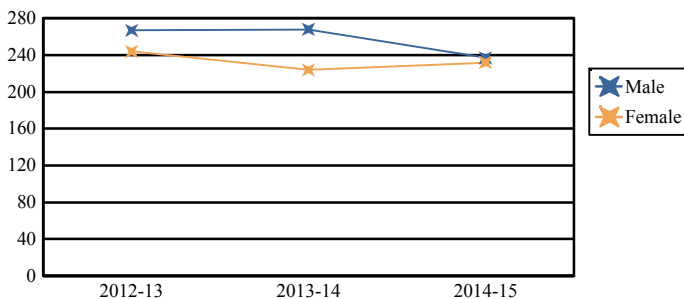


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	511
2013-14	492
2014-15	469

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	267	244
2013-14	268	224
2014-15	237	232

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	70	15%
Economically Disadvantaged Students	437	93.2%
English Language Learners	94	20.0%

Language Diversity

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

2014-15	Percent
English	51.3%
Spanish	47.6%
Chinese	0.4%
Turkish	0.2%
Punjabi	0.2%
Haitian Creole	0.2%

ACADEMIC ACHIEVEMENT

**CUMBERLAND
VINELAND CITY**

GRADE SPAN 06-08

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	26%	78	18
Math Met or Exceeded Expectation	25%		

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	422	25.8%	95%	97.8%	YES
White	-	-	--	--	--
African American	59	22%	95%	97%	YES
Hispanic	337	24.9%	95%	97.8%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	380	24.7%	95%	97.6%	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

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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	421	24.7%	95%	95.6%	YES
White	-	-	--	--	--
African American	58	22.4%	95%	95.5%	YES
Hispanic	337	24.3%	95%	95.3%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	379	23.2%	95%	95.3%	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

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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	140	722	749	18%	37%	28%	16%	1%	17%	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	21	729	732	0%	52%	29%	19%	0%	19%	29%
Hispanic	113	720	736	22%	35%	27%	16%	0%	16%	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	124	721	733	18%	39%	29%	15%	0%	15%	30%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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	141	725	750	22%	26%	30%	21%	1%	23%	53%
White	-	-	757	-	-	-	-	-	-	61%
African American	19	733	730	16%	32%	37%	11%	5%	16%	31%
Hispanic	109	723	736	21%	25%	32%	21%	1%	22%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	128	725	733	22%	24%	30%	22%	2%	23%	33%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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	141	737	750	13%	18%	32%	38%	0%	38%	53%
White	-	-	757	-	-	-	-	-	-	61%
African American	19	739	730	5%	32%	32%	32%	0%	32%	31%
Hispanic	115	735	735	15%	17%	32%	37%	0%	37%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	128	736	732	13%	18%	33%	36%	0%	36%	34%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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	138	731	743	5%	37%	36%	22%	0%	22%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	21	734	726	0%	38%	38%	24%	0%	24%	19%
Hispanic	111	729	731	6%	39%	34%	21%	0%	21%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	17	723	718	12%	41%	35%	12%	0%	12%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	122	729	729	6%	39%	36%	20%	0%	20%	23%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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	141	725	740	11%	39%	37%	13%	0%	13%	38%
White	-	-	745	-	-	-	-	-	-	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	110	725	730	11%	35%	38%	15%	0%	15%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	128	725	728	12%	37%	38%	14%	0%	14%	21%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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	104	731	726	13%	22%	40%	24%	0%	24%	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	12	730	715	8%	33%	33%	25%	0%	25%	14%
Hispanic	87	731	721	15%	21%	43%	22%	0%	22%	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	98	731	719	13%	21%	43%	22%	0%	22%	17%

ACADEMIC ACHIEVEMENT
CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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	38	761	740	0%	3%	21%	74%	3%	76%	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	29	762	725	0%	3%	17%	79%	0%	79%	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	31	760	725	0%	3%	19%	77%	0%	77%	21%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

NJASK Results - Science Grade Level - 08

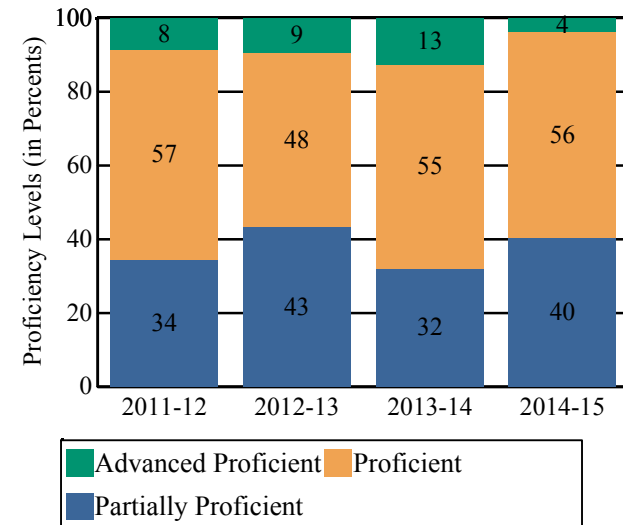
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	4%	56%	40%
White	-	-	-
African American	0%	63%	37%
Hispanic	4%	53%	43%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	12%	88%
English Language Learners	0%	31%	69%
Economically Disadvantaged Students	2%	58%	40%

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

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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	39

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%	74.4%

- Data Suppressed to protect the confidentiality of students

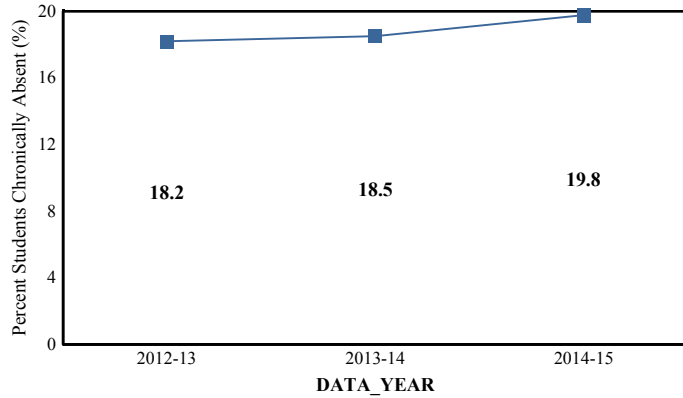
COLLEGE AND CAREER READINESS

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

Chronic Absenteeism Trend

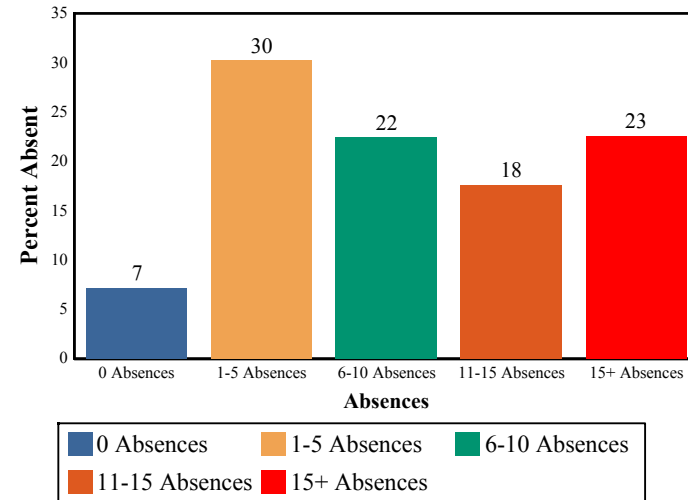
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	19.78%
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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.



COLLEGE AND CAREER READINESS

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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	100.0%	71.1%
Total: All Visual and Performing Arts	100.0%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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	48	52	44	35	YES
Student Growth on Math	48	71	50	35	YES
		62	47		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	14%	3%	0%
Partially Met	12%	10%	5%
Approached	7%	11%	12%
Met	2%	9%	15%
Exceeded	0%	0%	1%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	3%	0%
Partially Met	15%	8%	10%
Approached	6%	10%	20%
Met	4%	4%	13%
Exceeded	0%	0%	0%

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

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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 - 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	781	850
75th	739	770
50th	719	749
25th	706	726
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	44

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	779	850
75th	747	763
50th	728	742
25th	713	721
0th	679	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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	785	850
75th	746	776
50th	726	751
25th	701	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	52

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	791	850
75th	758	777
50th	743	751
25th	721	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	54

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	765	850
75th	742	759
50th	723	740
25th	710	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	39

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	775	850
75th	748	748
50th	735	726
25th	712	704
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	44

SCHOOL CLIMATE

CUMBERLAND
VINELAND CITY

State of New Jersey
2014-15

GRADE SPAN 06-08

11-5390-055
LANDIS MIDDLE SCHOOL
61 W LANDIS AVE
VINELAND, NJ 08360-8122

Length of School Day

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

	School
2014-15	6 Hrs. 2 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	47.8%

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. 22 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	469

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

LANDIS MIDDLE SCHOOL
61 W LANDIS AVE
VINELAND, NJ 08360-8122

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>
CAMDEN	CAMDEN CITY	COOPER'S POYNT FAMILY SCHOOL	07-0680-165	PK-08	90.6%	2.8%	18.1%
CAMDEN	CAMDEN CITY	DR. HENRY H. DAVIS ELEMENTARY SCHOOL	07-0680-180	PK-08	90.6%	6.4%	19.7%
CAMDEN	CAMDEN CITY	DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB SCHOOL	07-0680-320	PK-08	91.4%	10.4%	11.2%
CAMDEN	CAMDEN CITY	VETERANS MEMORIAL FAMILY SCHOOL	07-0680-080	PK-08	91%	7.8%	18%
CAMDEN	CAMDEN CITY	YORKSHIP ELEMENTARY SCHOOL	07-0680-360	PK-08	87.4%	4.4%	13.8%
CAMDEN	WOODLYNNE BORO	WOODLYNNE BORO PUBLIC SCHOOL	07-5900-050	PK-08	90.8%	9.2%	19.6%
CHARTERS	CAMDEN'S PROMISE CS	CAMDEN'S PROMISE CHARTER SCHOOL	80-6215-910	05-08	90.8%	4.3%	12.3%
CUMBERLAND	BRIDGETON CITY	BROAD STREET SCHOOL	11-0540-030	KG-08	97.8%	37.6%	10.2%
CUMBERLAND	BRIDGETON CITY	CHERRY STREET SCHOOL	11-0540-055	KG-08	97.6%	28.7%	5.2%
CUMBERLAND	BRIDGETON CITY	INDIAN AVE SCHOOL	11-0540-060	KG-08	95%	27.7%	12.9%
CUMBERLAND	BRIDGETON CITY	WEST AVENUE SCHOOL	11-0540-130	KG-08	90.6%	7.5%	7.7%
CUMBERLAND	VINELAND CITY	LANDIS MIDDLE SCHOOL	11-5390-055	06-08	93.2%	20%	14.9%
ESSEX	NEWARK CITY	ABINGTON AVENUE SCHOOL	13-3570-170	PK-08	91%	17%	12.8%
ESSEX	NEWARK CITY	AVON AVENUE SCHOOL	13-3570-220	KG-08	87.7%	0%	9.2%
ESSEX	NEWARK CITY	CLEVELAND EIGHTEENTH AVENUE SCHOOL	13-3570-350	PK-08	87.5%	1.4%	22.8%
ESSEX	NEWARK CITY	HAWKINS STREET SCHOOL	13-3570-460	PK-08	94.3%	26%	11.6%
ESSEX	NEWARK CITY	LOUISE A SPENCER ELEMENTARY SCHOOL	13-3570-495	KG-09	80.8%	0%	42.2%
ESSEX	NEWARK CITY	THIRTEENTH AVENUE SCHOOL MARTIN LUTHER KING	13-3570-715	PK-08	84.9%	1.7%	24.9%
HUDSON	JERSEY CITY	CHAPLAIN CHARLES WATTERS SCHOOL	17-2390-220	KG-08	91.2%	10.5%	10.4%
HUDSON	JERSEY CITY	JULIA A. BARNES SCHOOL	17-2390-150	PK-08	91%	6.3%	14.1%
HUDSON	JERSEY CITY	PS # 34	17-2390-280	PK-08	88.5%	8%	13.7%
HUDSON	UNION CITY	EMERSON MIDDLE SCHOOL	17-5240-105	06-08	94.4%	12.3%	13.7%

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

MERCER	TRENTON CITY	DUNN MIDDLE SCHOOL	21-5210-100	06-08	92.2%	17.5%	18.3%
MERCER	TRENTON CITY	JOYCE KILMER MIDDLE SCHOOL	21-5210-235	06-08	88.5%	0%	21.6%
MIDDLESEX	NEW BRUNSWICK CITY	MCKINLEY COMMUNITY SCHOOL	23-3530-110	PK-08	89.1%	2.2%	16.6%
MIDDLESEX	NEW BRUNSWICK CITY	NEW BRUNSWICK MIDDLE SCHOOL	23-3530-055	06-08	93.4%	13.4%	15.6%
PASSAIC	PATERSON CITY	CHARLES J RILEY SCHOOL 9	31-4010-130	KG-08	94.8%	22.4%	7.6%
PASSAIC	PATERSON CITY	DON BOSCO ACADEMY	31-4010-301	06-08	90.2%	10.3%	12.2%
PASSAIC	PATERSON CITY	NEW ROBERTO CLEMENTE	31-4010-316	06-08	92.5%	15.2%	16.2%
SALEM	SALEM CITY	SALEM MIDDLE SCHOOL	33-4630-090	03-08	87.2%	1.8%	21.7%
UNION	ELIZABETH CITY	BENJAMIN FRANKLIN SCHOOL NO. 13	39-1320-160	KG-08	90.8%	15.3%	19.2%

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/>.

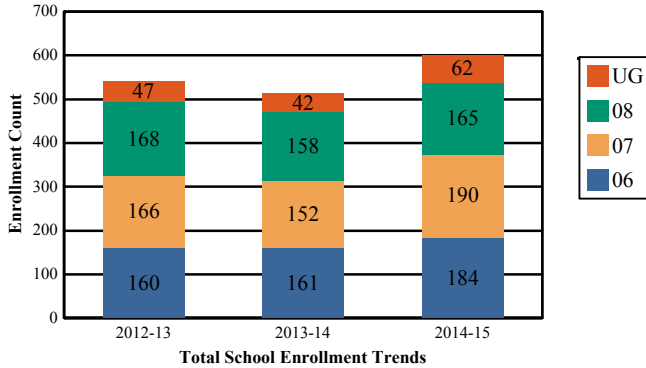
DEMOGRAPHIC INFORMATION

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

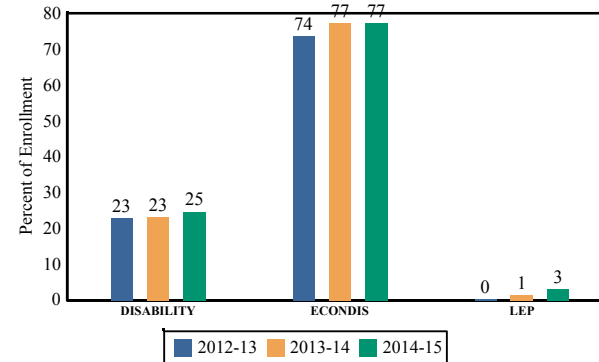
Enrollment by Grade

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



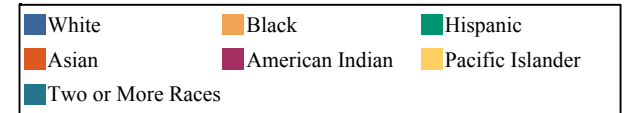
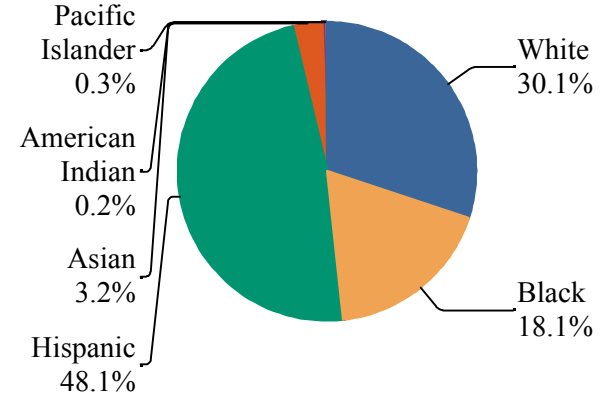
Enrollment Trends by Program Participation

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.

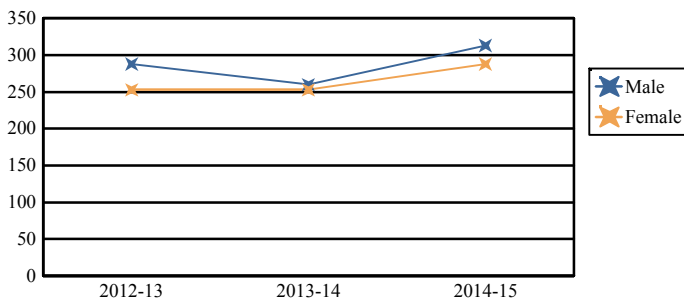


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	541
2013-14	513
2014-15	601

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	288	253
2013-14	260	253
2014-15	313	288

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	149	25%
Economically Disadvantaged Students	464	77.2%
English Language Learners	19	3.2%

Language Diversity

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

2014-15	Percent
English	79.8%
Spanish	16.4%
Chinese	0.8%
Turkish	0.7%
Russian	0.7%
Ukrainian	0.3%
Other	1.3%

ACADEMIC ACHIEVEMENT

**CUMBERLAND
VINELAND CITY**

GRADE SPAN 06-08

**VETERANS MEMORIAL MIDDLE
424 S MAIN RD
VINELAND, NJ 08360-7843**

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%	68	26
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	565	33.1%	95%	97.2%	YES
White	171	47.3%	95%	95.1%	YES
African American	106	20.7%	95%	98.2%	YES
Hispanic	267	26.6%	95%	97.9%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	371	23.4%	95%	97%	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

CUMBERLAND
VINELAND CITY

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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	564	31.5%	95%	96.9%	YES
White	169	48.6%	95%	94%	YES*
African American	107	19.7%	95%	99.1%	YES
Hispanic	267	22.5%	95%	97.6%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	370	22.7%	95%	96.5%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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

ACADEMIC ACHIEVEMENT

CUMBERLAND
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VETERANS MEMORIAL MIDDLE
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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	199	735	749	14%	22%	33%	28%	3%	31%	50%
White	53	751	755	8%	13%	32%	38%	9%	47%	59%
African American	35	727	732	20%	23%	31%	26%	0%	26%	29%
Hispanic	102	727	736	17%	27%	34%	22%	0%	22%	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	131	728	733	13%	30%	35%	21%	1%	22%	30%

ACADEMIC ACHIEVEMENT
CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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	204	739	750	15%	23%	25%	25%	12%	37%	53%
White	68	749	757	16%	16%	15%	26%	26%	53%	61%
African American	32	721	730	16%	44%	28%	9%	3%	13%	31%
Hispanic	97	733	736	15%	22%	31%	31%	1%	32%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	135	730	733	18%	25%	30%	21%	5%	27%	33%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

VETERANS MEMORIAL MIDDLE
424 S MAIN RD
VINELAND, NJ 08360-7843

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	162	731	750	15%	26%	29%	28%	2%	30%	53%
White	50	740	757	6%	16%	38%	38%	2%	40%	61%
African American	39	726	730	21%	33%	23%	23%	0%	23%	31%
Hispanic	68	727	735	19%	26%	28%	24%	3%	26%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	105	724	732	19%	31%	29%	20%	1%	21%	34%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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	198	733	743	15%	28%	31%	22%	4%	26%	42%
White	53	749	749	6%	13%	30%	43%	8%	51%	50%
African American	35	727	726	23%	26%	34%	11%	6%	17%	19%
Hispanic	101	724	731	18%	39%	32%	11%	1%	12%	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	130	727	729	17%	32%	32%	16%	2%	18%	23%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

VETERANS MEMORIAL MIDDLE
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VINELAND, NJ 08360-7843

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	173	731	740	10%	25%	40%	24%	0%	24%	38%
White	48	732	745	13%	19%	40%	29%	0%	29%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	91	733	730	8%	30%	37%	25%	0%	25%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	128	729	728	9%	29%	41%	20%	0%	20%	21%

ACADEMIC ACHIEVEMENT

CUMBERLAND
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424 S MAIN RD
VINELAND, NJ 08360-7843

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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	126	724	726	22%	21%	33%	23%	0%	23%	24%
White	32	730	732	19%	19%	31%	31%	0%	31%	29%
African American	35	727	715	23%	17%	37%	23%	0%	23%	14%
Hispanic	56	720	721	23%	23%	34%	20%	0%	20%	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	86	720	719	23%	23%	40%	14%	0%	14%	17%

ACADEMIC ACHIEVEMENT
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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	67	769	740	0%	3%	13%	84%	0%	84%	40%
White	36	770	746	0%	3%	11%	86%	0%	86%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	19	766	725	0%	5%	21%	74%	0%	74%	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	26	769	725	0%	4%	12%	85%	0%	85%	21%

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

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

11-5390-060
VETERANS MEMORIAL MIDDLE
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VINELAND, NJ 08360-7843

NJASK Results - Science Grade Level - 08

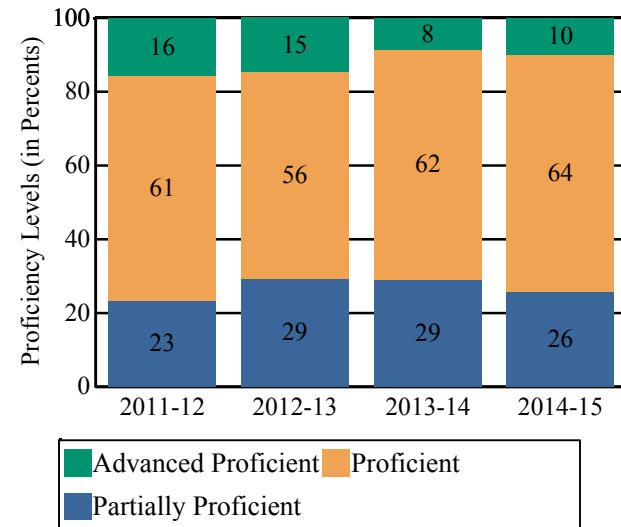
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	10%	64%	26%
White	20%	72%	8%
African American	8%	69%	23%
Hispanic	6%	59%	36%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	34%	66%
English Language Learners	-	-	-
Economically Disadvantaged Students	7%	64%	29%

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.



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	68

Algebra I Test Taking

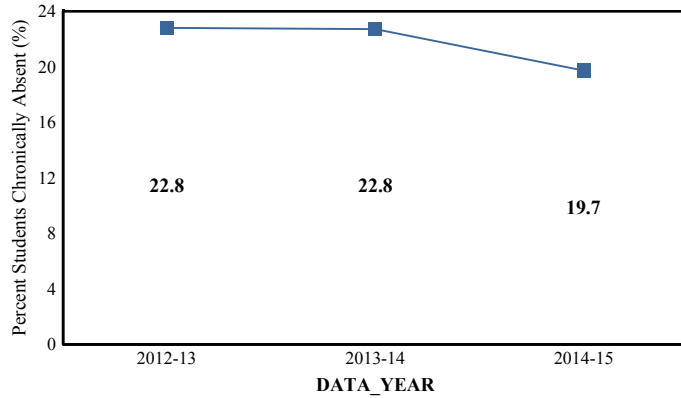
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
0.0%	82.4%

- 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.

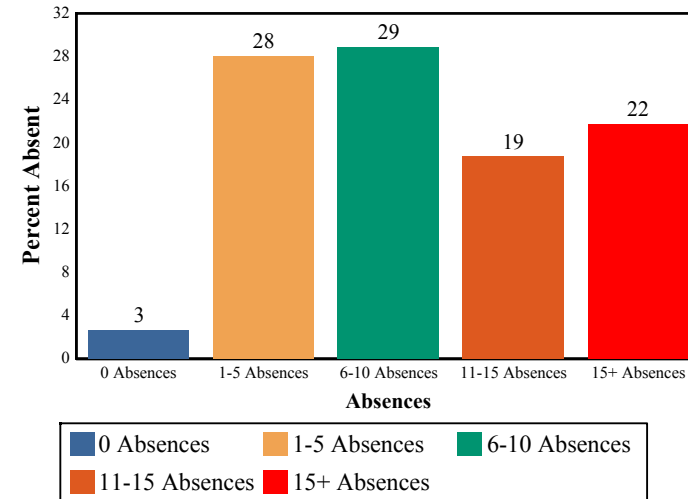


Chronic Absenteeism for 2014-15

19.73%

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	99.8%	66.0%
Visual Arts	100.0%	71.1%
Total: All Visual and Performing Arts	100.0%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

CUMBERLAND
VINELAND CITY

VETERANS MEMORIAL MIDDLE
424 S MAIN RD
VINELAND, NJ 08360-7843

GRADE SPAN 06-08

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	38	23	18	35	YES
Student Growth on Math	42	42	31	35	YES
		33	25		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	11%	3%	0%
Partially Met	14%	7%	2%
Approached	12%	12%	6%
Met	7%	13%	8%
Exceeded	1%	3%	3%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	12%	3%	0%
Partially Met	11%	9%	5%
Approached	10%	15%	10%
Met	4%	6%	12%
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

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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 - 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	805	850
75th	754	770
50th	734	749
25th	711	726
0th	671	650

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

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	749	763
50th	729	742
25th	709	721
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	42

WITHIN SCHOOL ACHIEVEMENT GAP

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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	841	850
75th	764	776
50th	740	751
25th	712	724
0th	662	650

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

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	801	850
75th	755	777
50th	731	751
25th	707	723
0th	655	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	54

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	780	850
75th	749	759
50th	732	740
25th	717	720
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	39

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	782	850
75th	749	748
50th	728	726
25th	702	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	44

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. 2 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	34.1%

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. 22 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	601

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

VETERANS MEMORIAL MIDDLE
424 S MAIN RD
VINELAND, NJ 08360-7843

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	ATLANTIC CITY	PENNSYLVANIA AVE SCHOOL	01-0110-100	PK-08	83.1%	13.9%	11.5%
ATLANTIC	EGG HARBOR CITY	EGG HARBOR CITY COMMUNITY SCH	01-1300-030	04-08	78.4%	2.6%	24.1%
CAMDEN	CAMDEN CITY	THOMAS H. DUDLEY FAMILY SCHOOL	07-0680-190	PK-08	87.2%	32.7%	14.8%
CHARTERS	GREAT OAKS CHARTER SCHOOL	GREAT OAKS CHARTER SCHOOL	80-6053-917	06-10	81%	2.3%	8.5%
CUMBERLAND	VINELAND CITY	VETERANS MEMORIAL MIDDLE	11-5390-060	06-08	77.2%	3.2%	25%
ESSEX	NEWARK CITY	CHANCELLOR AVENUE SCHOOL	13-3570-330	KG-08	76.8%	0.6%	23.2%
ESSEX	NEWARK CITY	FIRST AVENUE SCHOOL	13-3570-410	PK-08	82%	9.9%	7.8%
ESSEX	NEWARK CITY	GEORGE WASHINGTON CARVER ELEMENTARY SCHOOL	13-3570-435	KG-08	78.5%	0%	16.5%
ESSEX	NEWARK CITY	HAWTHORNE AVENUE SCHOOL	13-3570-470	KG-08	81.2%	0.9%	12.8%
ESSEX	NEWARK CITY	LINCOLN	13-3570-490	KG-08	79.7%	0%	9%
ESSEX	NEWARK CITY	PARK ELEMENTARY SCHOOL	13-3570-581	PK-08	84.3%	12.2%	7.6%
HUDSON	EAST NEWARK BORO	EAST NEWARK PUBLIC SCHOOL	17-1200-050	PK-08	83.8%	14.7%	10%
HUDSON	HARRISON TOWN	WASHINGTON MIDDLE SCHOOL	17-2060-070	06-08	80.7%	6.3%	17.7%
HUDSON	JERSEY CITY	ALFRED ZAMPELLA SCHOOL	17-2390-240	PK-08	80.9%	5.7%	8.8%
HUDSON	JERSEY CITY	MARTIN LUTHER KING JR. SCHOOL	17-2390-140	PK-08	88.1%	24.4%	6.6%
HUDSON	JERSEY CITY	MIDDLE SCHOOL # 4	17-2390-105	06-08	78%	0%	13.5%
MONMOUTH	KEANSBURG BORO	JOSEPH R. BOLGER MIDDLE SCHOOL	25-2400-030	05-08	76.1%	1.5%	24.9%
MONMOUTH	LONG BRANCH CITY	LONG BRANCH MIDDLE SCHOOL	25-2770-060	06-08	80.7%	4.3%	12.7%
MORRIS	DOVER TOWN	DOVER MIDDLE SCHOOL	27-1110-065	07-08	80.3%	4.8%	12.8%
PASSAIC	PATERSON CITY	ALEXANDER HAMILTON ACADEMY	31-4010-043	KG-08	83.9%	9.3%	10.4%
PASSAIC	PATERSON CITY	SCHOOL 10	31-4010-140	PK-08	82.6%	11.2%	10.3%
PASSAIC	PATERSON CITY	SCHOOL 25	31-4010-280	KG-08	84.2%	17.5%	10.3%
UNION	ELIZABETH CITY	CHARLES J. HUDSON SCHOOL NO. 25	39-1320-280	KG-08	92.2%	34.9%	4.2%

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

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UNION	ELIZABETH CITY	CHRISTOPHER COLUMBUS SCHOOL NO. 15	39-1320-180	KG-08	88%	21.1%	4.6%
UNION	ELIZABETH CITY	IPREP ACADEMY SCHOOL NO 8	39-1320-301	KG-08	83%	12.3%	8.6%
UNION	ELIZABETH CITY	JOHN MARSHAL SCHOOL NO. 20	39-1320-230	KG-08	87.6%	21.5%	6.1%
UNION	ELIZABETH CITY	JOSEPH BATTIN SCHOOL NO. 4	39-1320-035	KG-08	86.6%	23%	11%
UNION	ELIZABETH CITY	MABEL G. HOMES SCHOOL NO. 5	39-1320-300	PK-08	81.8%	11.1%	11.8%
UNION	ELIZABETH CITY	NICHOLAS MURRAY BUTLER SCHOOL NO. 23	39-1320-260	PK-08	85.6%	15.5%	9.8%
UNION	ELIZABETH CITY	RONALD REAGAN ACADEMY SCHOOL NO. 30	39-1320-305	PK-08	83.2%	15.4%	12.9%
UNION	ELIZABETH CITY	WINFIELD SCOTT SCHOOL NO. 2	39-1320-100	PK-08	87.5%	18.1%	5.4%

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

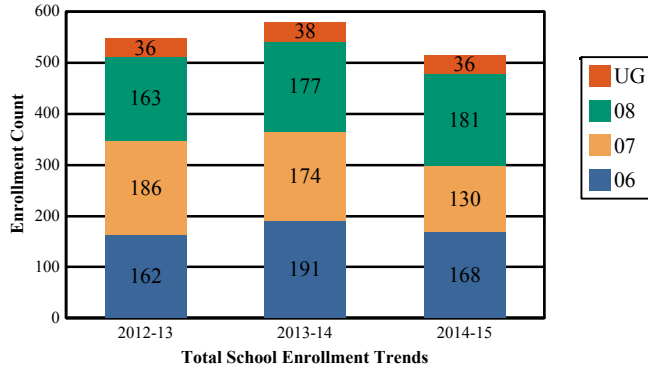
CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

11-5390-065
ANTHONY ROSSI MIDDLE SCHOOL
2572 PALERMO AVE
VINELAND, NJ 08360-7309

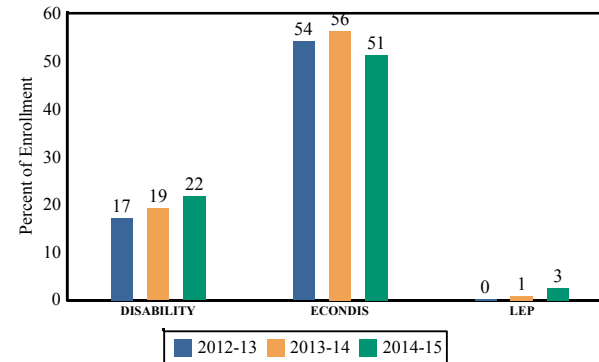
Enrollment by Grade

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



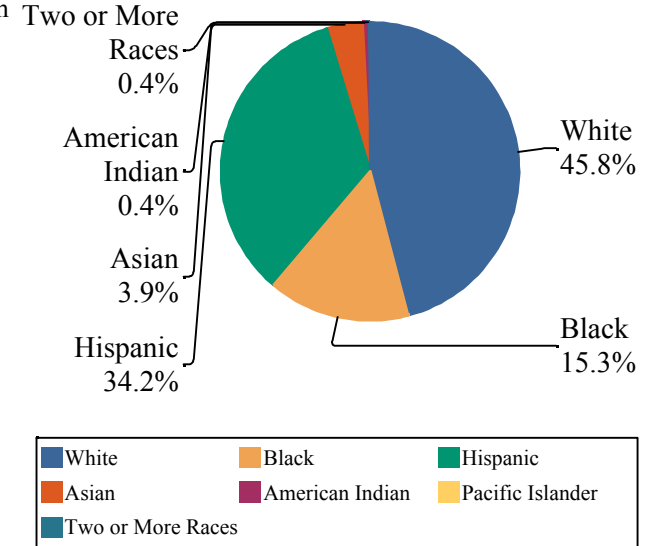
Enrollment Trends by Program Participation

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.

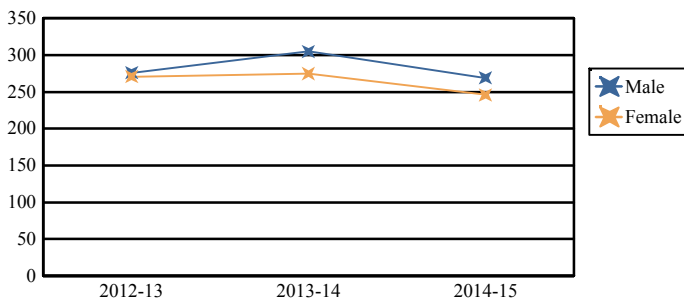


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	547
2013-14	580
2014-15	515

Enrollment by Gender

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



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	112	22%
Economically Disadvantaged Students	264	51.3%
English Language Learners	13	2.5%

	Male	Female
2012-13	276	271
2013-14	305	275
2014-15	269	246

Language Diversity

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

2014-15	Percent
English	88.0%
Spanish	8.5%
Russian	1.2%
Urdu	0.8%
Gujarati	0.6%
Ukrainian	0.4%
Other	0.6%

ACADEMIC ACHIEVEMENT

**CUMBERLAND
VINELAND CITY**

GRADE SPAN 06-08

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	31%	23	24
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	439	31.2%	95%	96.8%	YES
White	206	36.9%	95%	97.4%	YES
African American	63	20.6%	95%	94.7%	YES
Hispanic	155	24.5%	95%	97.2%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	210	18.1%	95%	97.1%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

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ANTHONY ROSSI MIDDLE SCHOOL
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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	463	31.5%	95%	96.7%	YES
White	217	35.9%	95%	97.9%	YES
African American	67	22.4%	95%	96.2%	YES
Hispanic	158	24.1%	95%	95.6%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	217	23%	95%	96.8%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

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

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

ANTHONY ROSSI MIDDLE SCHOOL
2572 PALERMO AVE
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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	170	735	749	15%	18%	31%	36%	1%	37%	50%
White	78	740	755	12%	14%	32%	41%	1%	42%	59%
African American	22	729	732	14%	36%	14%	36%	0%	36%	29%
Hispanic	64	730	736	20%	17%	34%	27%	2%	28%	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	82	722	733	23%	23%	35%	18%	0%	18%	30%

ACADEMIC ACHIEVEMENT

CUMBERLAND
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GRADE SPAN 06-08

ANTHONY ROSSI MIDDLE SCHOOL
2572 PALERMO AVE
VINELAND, NJ 08360-7309

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	124	730	750	15%	23%	38%	22%	2%	24%	53%
White	67	738	757	10%	18%	42%	25%	4%	30%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	37	717	736	22%	35%	27%	16%	0%	16%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	52	719	733	23%	31%	33%	13%	0%	13%	33%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

ANTHONY ROSSI MIDDLE SCHOOL
2572 PALERMO AVE
VINELAND, NJ 08360-7309

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	145	732	750	14%	17%	39%	30%	0%	30%	53%
White	61	739	757	7%	15%	41%	38%	0%	38%	61%
African American	27	726	730	19%	19%	44%	19%	0%	19%	31%
Hispanic	54	727	735	20%	19%	35%	26%	0%	26%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	76	725	732	18%	20%	41%	21%	0%	21%	34%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

ANTHONY ROSSI MIDDLE SCHOOL
2572 PALERMO AVE
VINELAND, NJ 08360-7309

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	169	735	743	7%	28%	39%	25%	1%	26%	42%
White	77	741	749	4%	19%	44%	30%	3%	32%	50%
African American	22	729	726	5%	55%	27%	14%	0%	14%	19%
Hispanic	64	728	731	13%	31%	36%	20%	0%	20%	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	82	725	729	15%	33%	39%	13%	0%	13%	23%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

ANTHONY ROSSI MIDDLE SCHOOL
2572 PALERMO AVE
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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	123	731	740	11%	26%	36%	27%	1%	28%	38%
White	66	735	745	9%	18%	38%	35%	0%	35%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	35	722	730	11%	46%	26%	17%	0%	17%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	51	725	728	14%	33%	29%	24%	0%	24%	21%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

ANTHONY ROSSI MIDDLE SCHOOL
2572 PALERMO AVE
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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	122	727	726	16%	25%	35%	23%	0%	23%	24%
White	50	733	732	8%	26%	40%	26%	0%	26%	29%
African American	23	724	715	26%	22%	30%	22%	0%	22%	14%
Hispanic	47	719	721	21%	28%	34%	17%	0%	17%	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	70	723	719	19%	27%	34%	20%	0%	20%	17%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

ANTHONY ROSSI MIDDLE SCHOOL
2572 PALERMO AVE
VINELAND, NJ 08360-7309

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	49	768	740	0%	2%	16%	82%	0%	82%	40%
White	24	763	746	0%	4%	25%	71%	0%	71%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	12	773	725	0%	0%	8%	92%	0%	92%	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	14	771	725	0%	0%	7%	93%	0%	93%	21%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

ANTHONY ROSSI MIDDLE SCHOOL
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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

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

11-5390-065
ANTHONY ROSSI MIDDLE SCHOOL
2572 PALERMO AVE
VINELAND, NJ 08360-7309

NJASK Results - Science Grade Level - 08

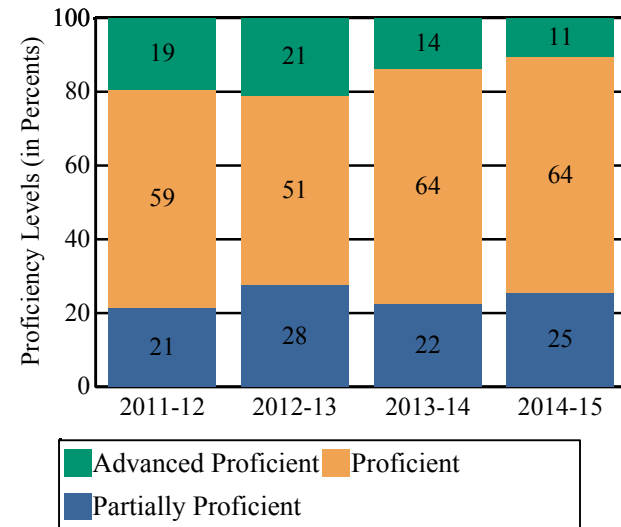
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	11%	64%	25%
White	10%	70%	20%
African American	7%	56%	37%
Hispanic	9%	61%	30%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	4%	29%	68%
English Language Learners	-	-	-
Economically Disadvantaged Students	8%	61%	31%

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

**CUMBERLAND
VINELAND CITY**

GRADE SPAN 06-08

**ANTHONY ROSSI MIDDLE SCHOOL
2572 PALERMO AVE
VINELAND, NJ 08360-7309**

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	51

Algebra I Test Taking

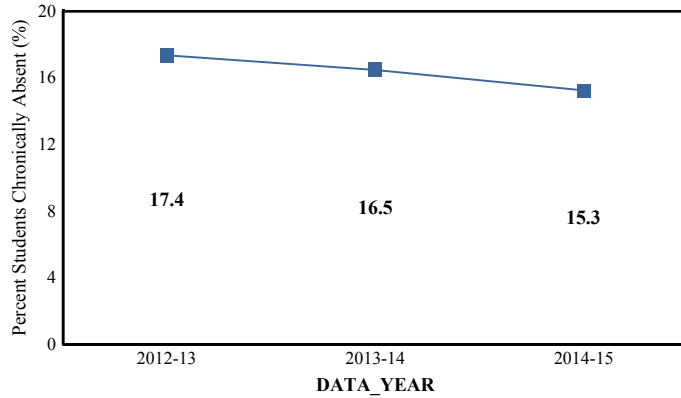
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
0.0%	82.4%

- Data Suppressed to protect the confidentiality of students

Chronic Absenteeism Trend

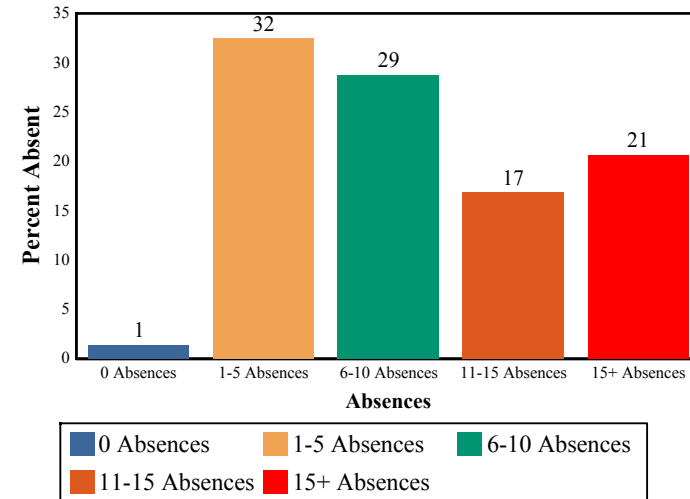
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	15.25%
--	---------------

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	100.0%	71.1%
Total: All Visual and Performing Arts	100.0%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

**CUMBERLAND
VINELAND CITY**

GRADE SPAN 06-08

**ANTHONY ROSSI MIDDLE SCHOOL
2572 PALERMO AVE
VINELAND, NJ 08360-7309**

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	37	36	16	35	YES
Student Growth on Math	36	36	15	35	YES
		36	16		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%	3%	0%
Partially Met	11%	6%	2%
Approached	17%	12%	5%
Met	8%	11%	11%
Exceeded	0%	0%	1%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	10%	2%	0%
Partially Met	15%	7%	5%
Approached	12%	15%	9%
Met	5%	7%	12%
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

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

ANTHONY ROSSI MIDDLE SCHOOL
2572 PALERMO AVE
VINELAND, NJ 08360-7309

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 - 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	787	850
75th	755	770
50th	737	749
25th	714	726
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	44

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	787	850
75th	749	763
50th	735	742
25th	718	721
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	42

WITHIN SCHOOL ACHIEVEMENT GAP

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

ANTHONY ROSSI MIDDLE SCHOOL
2572 PALERMO AVE
VINELAND, NJ 08360-7309

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	810	850
75th	747	776
50th	733	751
25th	709	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	52

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	781	850
75th	753	777
50th	737	751
25th	719	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	54

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	785	850
75th	750	759
50th	731	740
25th	712	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	39

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	783	850
75th	749	748
50th	731	726
25th	712	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	44

SCHOOL CLIMATE

CUMBERLAND
VINELAND CITY

State of New Jersey
2014-15

GRADE SPAN 06-08

11-5390-065
ANTHONY ROSSI MIDDLE SCHOOL
2572 PALERMO AVE
VINELAND, NJ 08360-7309

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. 2 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	18.5%

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. 22 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	258

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

ANTHONY ROSSI MIDDLE SCHOOL
2572 PALERMO AVE
VINELAND, NJ 08360-7309

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	GALLOWAY TWP	GALLOWAY TOWNSHIP MIDDLE SCHOOL	01-1690-016	07-08	53.3%	1%	17.1%
ATLANTIC	MULLICA TWP	MULLICA TOWNSHIP MIDDLE SCHOOL	01-3480-025	05-08	46.1%	0%	18.2%
ATLANTIC	VENTNOR CITY	VENTNOR MIDDLE SCHOOL	01-5350-040	05-08	67.7%	3.6%	15.6%
BERGEN	TEANECK TWP	BENJAMIN FRANKLIN MIDDLE SCHOOL	03-5150-060	05-08	36%	0.4%	27.5%
BURLINGTON	BEVERLY CITY	BEVERLY CITY SCHOOL	05-0380-025	PK-08	67%	2.4%	17.9%
BURLINGTON	PEMBERTON TWP	HELEN A. FORT/MARCUS NEWCOMB MIDDLE SCHOOL	05-4050-050	06-08	49.4%	0.6%	16%
BURLINGTON	RIVERSIDE TWP	RIVERSIDE MIDDLE SCHOOL	05-4450-070	06-08	54.2%	1.8%	18.7%
CAMDEN	BERLIN TWP	DWIGHT D EISENHOWER MIDDLE SCHOOL	07-0340-030	04-08	38.2%	1.7%	25.3%
CAMDEN	BROOKLAWN BORO	ALICE COSTELLO ELEMENTARY SCHOOL	07-0580-010	PK-08	57.5%	0%	14.6%
CAMDEN	CLEMENTON BORO	CLEMENTON ELEMENTARY SCHOOL DISTRICT	07-0880-010	PK-08	62.7%	1.8%	16.2%
CAMDEN	GLOUCESTER TWP	CHARLES W. LEWIS MIDDLE SCHOOL	07-1780-035	06-08	56.4%	2.8%	22.6%
CAMDEN	MOUNT EPHRAIM BORO	RAYWOOD W. KERSHAW SCHOOL	07-3420-020	05-08	34.2%	0%	22.1%
CAPE MAY	MIDDLE TWP	MIDDLE TOWNSHIP ELEMENTARY #4	09-3130-091	06-08	41%	0.4%	24.2%
CAPE MAY	NORTH WILDWOOD CITY	MARGARET MACE ELEMENTARY SCHOOL	09-3680-060	PK-08	48%	2.3%	21.5%
CAPE MAY	WOODBINE BORO	WOODBINE ELEMENTARY SCHOOL	09-5840-050	PK-08	44.8%	1.1%	25%
CUMBERLAND	DOWNE TWP	DOWNE TOWNSHIP ELEMENTARY SCHOOL	11-1120-045	PK-08	47.1%	0%	15.2%
CUMBERLAND	VINELAND CITY	ANTHONY ROSSI MIDDLE SCHOOL	11-5390-065	06-08	51.3%	2.5%	21.9%
GLOUCESTER	CLAYTON BORO	CLAYTON MIDDLE SCHOOL	15-0860-045	06-08	56.4%	2.3%	18.1%
GLOUCESTER	GLASSBORO	GLASSBORO INTERMEDIATE SCHOOL	15-1730-078	07-08	49%	2%	19.7%
GLOUCESTER	WEST DEPTFORD TWP	WEST DEPTFORD MIDDLE SCHOOL	15-5620-130	05-08	31.5%	0.5%	26.3%
HUDSON	BAYONNE CITY	HORACE MANN #6	17-0220-060	PK-08	52.3%	0.3%	14.4%

SCHOOL PEER GROUP

**CUMBERLAND
VINELAND CITY**

**ANTHONY ROSSI MIDDLE SCHOOL
2572 PALERMO AVE
VINELAND, NJ 08360-7309**

GRADE SPAN 06-08

County	Peer Group	School	Grade Span	PK-08	06-08	07-08	
HUDSON	BAYONNE CITY	WOODROW WILSON #10	17-0220-130	PK-08	66.5%	0%	11.3%
HUNTERDON	HAMPTON BORO	HAMPTON BOROUGH SCHOOL DISTRICT	19-1970-050	PK-08	47.2%	0%	15.3%
MERCER	EWING TWP	GILMORE J FISHER MIDDLE	21-1430-060	06-08	48.7%	2%	21%
MIDDLESEX	NEW BRUNSWICK CITY	WOODROW WILSON ELEMENTARY SCHOOL	23-3530-140	PK-08	68%	3.2%	14.2%
MONMOUTH	EATONTOWN BORO	MEMORIAL MIDDLE SCHOOL	25-1260-070	07-08	48.2%	0.9%	20.8%
OCEAN	CENTRAL REGIONAL	CENTRAL REGIONAL MIDDLE SCHOOL	29-0770-050	07-08	37.5%	0.4%	22%
OCEAN	LAKEHURST BORO	LAKEHURST ELEMENTARY SCHOOL	29-2500-050	PK-08	54.7%	1.8%	20%
OCEAN	PINELANDS REGIONAL	PINELANDS REGIONAL JUNIOR HIGH SCHOOL	29-4105-060	07-09	41.9%	0.8%	21.1%
PASSAIC	CLIFTON CITY	WOODROW WILSON MIDDLE SCHOOL	31-0900-070	06-08	50.3%	0.6%	15.9%
UNION	RAHWAY CITY	RAHWAY 7TH & 8TH GRADE ACADEMY	39-4290-060	07-08	61.4%	3.3%	19.4%

OVERVIEW

CUMBERLAND
VINELAND CITY

GLORIA M SABATER ELEMENTARY SCHOOL
301 SOUTH EAST BLVD
VINELAND, NJ 08360-3001

GRADE SPAN KG-05

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

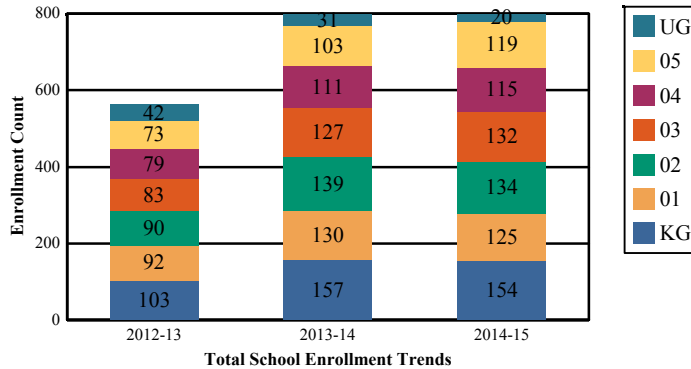
CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

11-5390-075
GLORIA M SABATER ELEMENTARY SCHOOL
301 SOUTH EAST BLVD
VINELAND, NJ 08360-3001

Enrollment by Grade

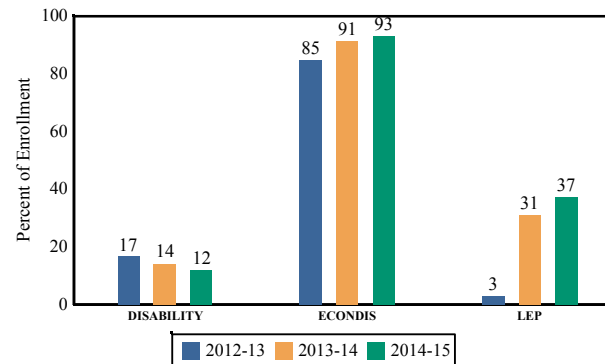
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

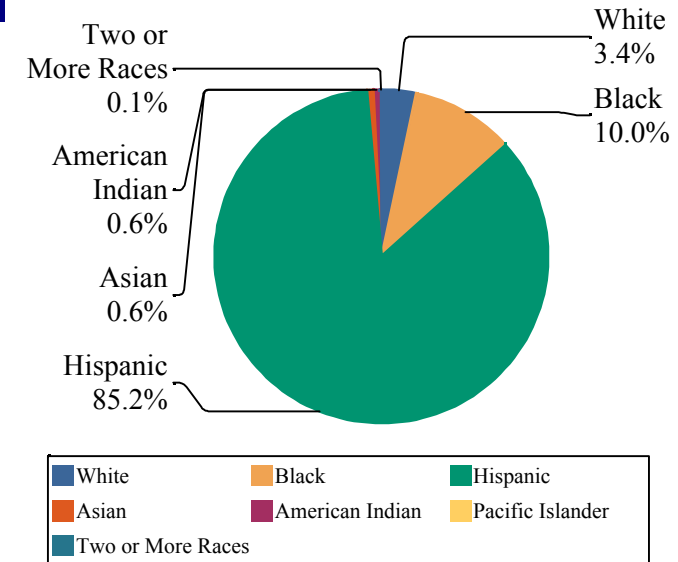
Enrollment Trends by Program Participation

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

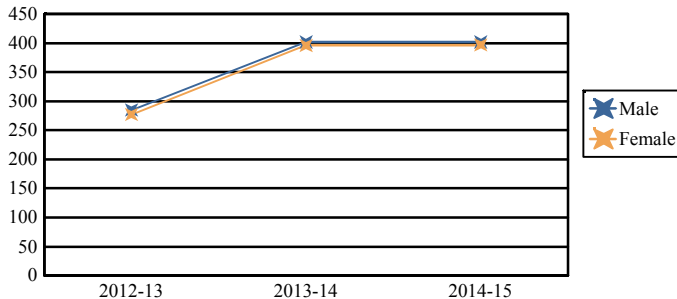
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	562
2013-14	798
2014-15	799

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	285	277
2013-14	402	396
2014-15	402	397

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	96	12%
Economically Disadvantaged Students	743	93.0%
English Language Learners	297	37.2%

Language Diversity

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

2014-15	Percent
Spanish	51.0%
English	48.3%
Chinese	0.4%
Turkish	0.1%
Creoles and pidgins, English based	0.1%
English, Middle (1100-1500)	0.1%

ACADEMIC ACHIEVEMENT

**CUMBERLAND
VINELAND CITY**

GRADE SPAN KG-05

**GLORIA M SABATER ELEMENTARY SCHOOL
301 SOUTH EAST BLVD
VINELAND, NJ 08360-3001**

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	20%	46	6
Math Met or Exceeded Expectation	14%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	360	20.2%	95%	97.9%	YES
White	-	-	--	--	--
African American	38	26.3%	95%	100%	-
Hispanic	311	19.3%	95%	97.6%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	55	18.2%	95%	96.6%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	334	19.5%	95%	95.8%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

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	361	13.5%	95%	97.9%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	312	14.4%	95%	97.6%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	55	20%	95%	96.6%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	334	13.5%	95%	98.3%	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

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

GLORIA M SABATER ELEMENTARY SCHOOL
301 SOUTH EAST BLVD
VINELAND, NJ 08360-3001

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

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GLORIA M SABATER ELEMENTARY SCHOOL
301 SOUTH EAST BLVD
VINELAND, NJ 08360-3001

GRADE SPAN KG-05

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	122	718	744	27%	31%	27%	15%	0%	15%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	17	729	725	12%	29%	41%	18%	0%	18%	26%
Hispanic	99	716	727	28%	32%	26%	13%	0%	13%	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	112	716	724	29%	33%	25%	13%	0%	13%	24%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GLORIA M SABATER ELEMENTARY SCHOOL
301 SOUTH EAST BLVD
VINELAND, NJ 08360-3001

GRADE SPAN KG-05

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	121	732	751	9%	31%	35%	24%	2%	26%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	15	732	733	7%	40%	20%	33%	0%	33%	30%
Hispanic	102	733	737	8%	29%	38%	23%	2%	25%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	20	710	725	25%	35%	15%	25%	0%	25%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	112	732	734	8%	31%	36%	23%	2%	25%	31%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GLORIA M SABATER ELEMENTARY SCHOOL
301 SOUTH EAST BLVD
VINELAND, NJ 08360-3001

GRADE SPAN KG-05

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	117	725	751	21%	23%	35%	20%	1%	21%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	110	725	737	22%	24%	35%	19%	1%	20%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	18	699	723	44%	17%	17%	17%	6%	22%	21%
English Language Learners	19	689	717	74%	11%	5%	11%	0%	11%	15%
Economically Disadvantaged Students	110	726	734	19%	25%	36%	19%	1%	20%	31%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GLORIA M SABATER ELEMENTARY SCHOOL
301 SOUTH EAST BLVD
VINELAND, NJ 08360-3001

GRADE SPAN KG-05

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	122	716	746	25%	34%	28%	12%	0%	12%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	99	716	733	27%	32%	27%	13%	0%	13%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	17	699	727	59%	12%	18%	12%	0%	12%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	112	715	730	28%	35%	24%	13%	0%	13%	26%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GLORIA M SABATER ELEMENTARY SCHOOL
301 SOUTH EAST BLVD
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GRADE SPAN KG-05

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	726	744	10%	42%	34%	12%	2%	14%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	103	726	732	9%	43%	33%	15%	1%	16%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	20	714	724	20%	40%	15%	25%	0%	25%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	112	726	730	7%	44%	36%	12%	2%	13%	23%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GLORIA M SABATER ELEMENTARY SCHOOL
301 SOUTH EAST BLVD
VINELAND, NJ 08360-3001

GRADE SPAN KG-05

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	117	722	744	14%	35%	37%	14%	1%	15%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	110	723	733	15%	33%	38%	14%	1%	15%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	18	698	724	44%	22%	11%	17%	6%	22%	19%
English Language Learners	19	699	724	47%	26%	16%	5%	5%	11%	17%
Economically Disadvantaged Students	110	723	731	14%	35%	38%	13%	1%	14%	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

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

11-5390-075
GLORIA M SABATER ELEMENTARY SCHOOL
301 SOUTH EAST BLVD
VINELAND, NJ 08360-3001

NJASK Results - Science Grade Level - 04

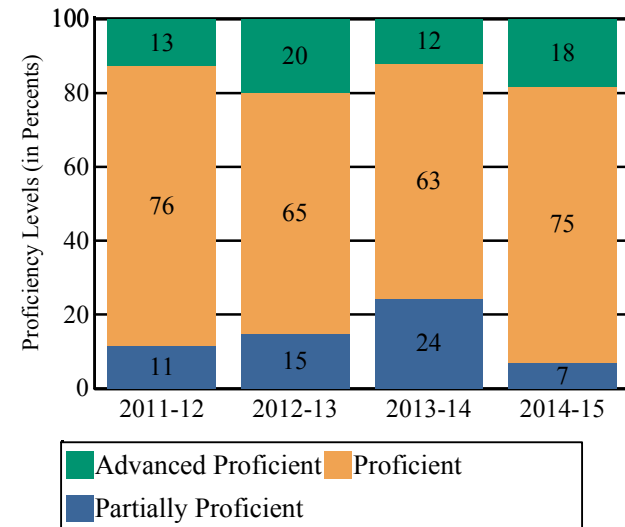
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	18%	75%	7%
White	-	-	-
African American	0%	93%	7%
Hispanic	20%	73%	7%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	32%	63%	5%
English Language Learners	0%	80%	20%
Economically Disadvantaged Students	16%	77%	7%

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

CUMBERLAND
VINELAND CITY

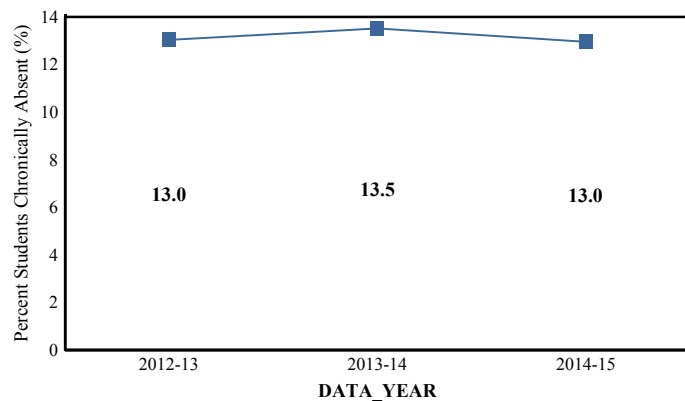
GLORIA M SABATER ELEMENTARY SCHOOL
301 SOUTH EAST BLVD
VINELAND, NJ 08360-3001

GRADE SPAN KG-05

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

Chronic Absenteeism Trend

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

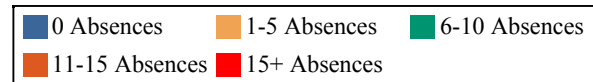
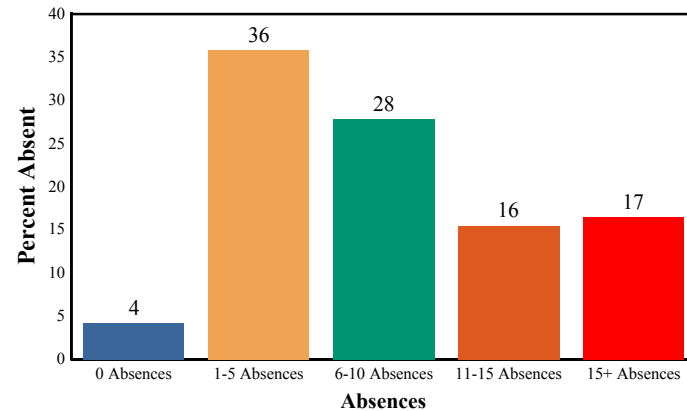


Chronic Absenteeism for 2014-15

12.97%

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

CUMBERLAND
VINELAND CITY

GLORIA M SABATER ELEMENTARY SCHOOL
301 SOUTH EAST BLVD
VINELAND, NJ 08360-3001

GRADE SPAN KG-05

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	45	49	29	35	YES
Student Growth on Math	46	59	33	35	YES
		54	31		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	13%	3%	0%
Partially Met	13%	11%	3%
Approached	8%	17%	11%
Met	5%	7%	9%
Exceeded	0%	0%	1%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	11%	1%	0%
Partially Met	19%	15%	6%
Approached	7%	15%	14%
Met	2%	3%	6%
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

CUMBERLAND
VINELAND CITY

GLORIA M SABATER ELEMENTARY SCHOOL
301 SOUTH EAST BLVD
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GRADE SPAN KG-05

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	787	850
75th	738	770
50th	719	743
25th	694	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	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	770	850
75th	734	767
50th	717	745
25th	698	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	45

WITHIN SCHOOL ACHIEVEMENT GAP

CUMBERLAND
VINELAND CITY

GLORIA M SABATER ELEMENTARY SCHOOL
301 SOUTH EAST BLVD
VINELAND, NJ 08360-3001

GRADE SPAN KG-05

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	796	850
75th	747	773
50th	729	750
25th	714	728
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	45

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	790	850
75th	745	773
50th	725	751
25th	705	728
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	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	802	850
75th	736	764
50th	724	742
25th	711	721
0th	676	650

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

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	773	850
75th	736	763
50th	722	743
25th	708	723
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	40

SCHOOL CLIMATE

CUMBERLAND
VINELAND CITY

GLORIA M SABATER ELEMENTARY SCHOOL
301 SOUTH EAST BLVD
VINELAND, NJ 08360-3001

GRADE SPAN KG-05

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. 20 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	5.9%

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. 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	13
Administrators	400

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

GLORIA M SABATER ELEMENTARY SCHOOL
301 SOUTH EAST BLVD
VINELAND, NJ 08360-3001

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	ATLANTIC CITY	BRIGHTON AVENUE SCHOOL	01-0110-300	KG-05	80.5%	44.9%	2.4%
ATLANTIC	PLEASANTVILLE CITY	WASHINGTON AVENUE ELEMENTARY SCHOOL	01-4180-060	KG-05	92.4%	45.4%	17.6%
CUMBERLAND	VINELAND CITY	GLORIA M SABATER ELEMENTARY SCHOOL	11-5390-075	KG-05	93%	37.2%	11.3%
ESSEX	IRVINGTON TOWNSHIP	FLORENCE AVENUE SCHOOL	13-2330-100	KG-05	94.2%	22.7%	2.8%
HUDSON	UNION CITY	COLIN POWELL ELEMENTARY SCHOOL	17-5240-300	KG-05	90.6%	32.8%	5.1%
HUDSON	UNION CITY	GEORGE WASHINGTON ELEMENTARY SCHOOL	17-5240-120	PK-06	95.8%	29.2%	6.4%
HUDSON	UNION CITY	JEFFERSON ELEMENTARY SCHOOL	17-5240-100	PK-04	96%	31.3%	15.1%
HUDSON	UNION CITY	ROBERT WATERS ELEMENTARY SCHOOL	17-5240-130	PK-06	96.2%	38%	9%
HUDSON	UNION CITY	THEODORE ROOSEVELT ELEMENTARY SCHOOL	17-5240-110	PK-06	94%	35.8%	7%
HUDSON	UNION CITY	THOMAS A EDISON ELEMENTARY SCHOOL	17-5240-070	PK-06	95.9%	36.4%	7.4%
HUDSON	UNION CITY	VETERANS' MEMORIAL ELEMENTARY SCHOOL	17-5240-118	PK-05	84.7%	35.3%	3.8%
MERCER	TRENTON CITY	GRANT ELEMENTARY SCHOOL	21-5210-200	KG-05	94.4%	32.1%	15.4%
MERCER	TRENTON CITY	MARTIN LUTHER KING JR. ELEMENTARY SCHOOL	21-5210-401	KG-05	92.3%	32.4%	9.9%
MERCER	TRENTON CITY	PARKER ELEMENTARY	21-5210-270	KG-05	93.1%	23.5%	8.6%
MERCER	TRENTON CITY	PAUL S. ROBESON ELEMENTARY SCHOOL	21-5210-080	KG-05	92%	25.9%	10%
MERCER	TRENTON CITY	WASHINGTON ELEMENTARY SCHOOL	21-5210-300	KG-04	93.2%	15.4%	2.9%
MERCER	TRENTON CITY	WILSON ELEMENTARY SCHOOL	21-5210-310	KG-05	94.7%	44.4%	11.1%
OCEAN	LAKWOOD TWP	CLIFTON AVE GRADE SCHOOL	29-2520-070	01-05	95.5%	39.8%	14.2%
OCEAN	LAKWOOD TWP	OAK STREET ELEM SCHOOL	29-2520-084	01-05	96%	35.9%	8%
PASSAIC	PASSAIC CITY	DANIEL F. RYAN ELEMENTARY SCHOOL # 19	31-3970-200	02-06	99.6%	35.2%	16%

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

GLORIA M SABATER ELEMENTARY SCHOOL
301 SOUTH EAST BLVD
VINELAND, NJ 08360-3001

GRADE SPAN KG-05

PASSAIC	PASSAIC CITY	ETTA GERO SCHOOL # 9	31-3970-125	03-06	99.7%	45.9%	17.3%
PASSAIC	PASSAIC CITY	MARIO DRAGO SCHOOL # 3	31-3970-090	PK-06	99.6%	27.2%	11%
PASSAIC	PASSAIC CITY	MARTIN LUTHER KING JR. SCHOOL # 6	31-3970-100	PK-06	99.8%	37%	13.2%
PASSAIC	PASSAIC CITY	SCHOOL # 5	31-3970-097	KG-06	100%	46.7%	20.4%
PASSAIC	PASSAIC CITY	THOMAS JEFFERSON SCHOOL # 1	31-3970-080	KG-06	99.9%	33.5%	16.1%
PASSAIC	PATERSON CITY	ROBERTO CLEMENTE	31-4010-315	KG-04	90.4%	26.7%	7.3%
PASSAIC	PATERSON CITY	SCHOOL 14	31-4010-180	KG-04	94.7%	17.5%	5.3%
PASSAIC	PATERSON CITY	SCHOOL 29	31-4010-311	KG-04	88.9%	22.9%	4.3%
PASSAIC	PATERSON CITY	SCHOOL 5	31-4010-090	KG-06	94.8%	22.5%	7.7%
UNION	PLAINFIELD CITY	JEFFERSON ELEMENTARY SCHOOL	39-4160-150	KG-05	91.6%	43%	13.7%
UNION	PLAINFIELD CITY	WASHINGTON COMMUNITY SCHOOL	39-4160-180	PK-05	90.9%	47%	14.6%



State of New Jersey 2014-15

OVERVIEW

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

11-5390-095
DANE BARSE ELEMENTARY SCHOOL
240 S ORCHARD RD
VINELAND, NJ 08360-4337

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

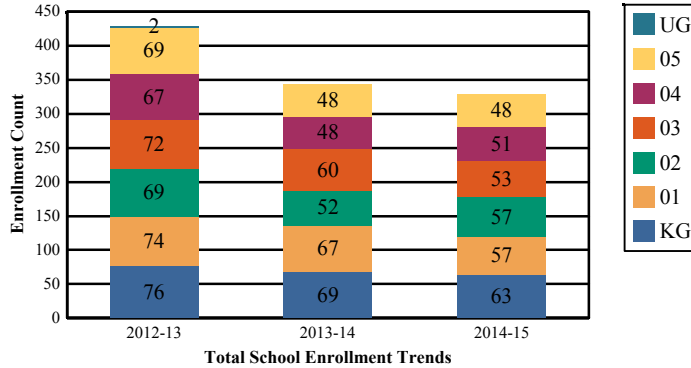
CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

11-5390-095
DANE BARSE ELEMENTARY SCHOOL
240 S ORCHARD RD
VINELAND, NJ 08360-4337

Enrollment by Grade

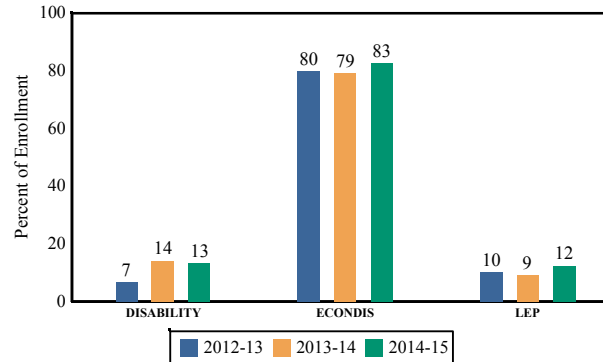
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

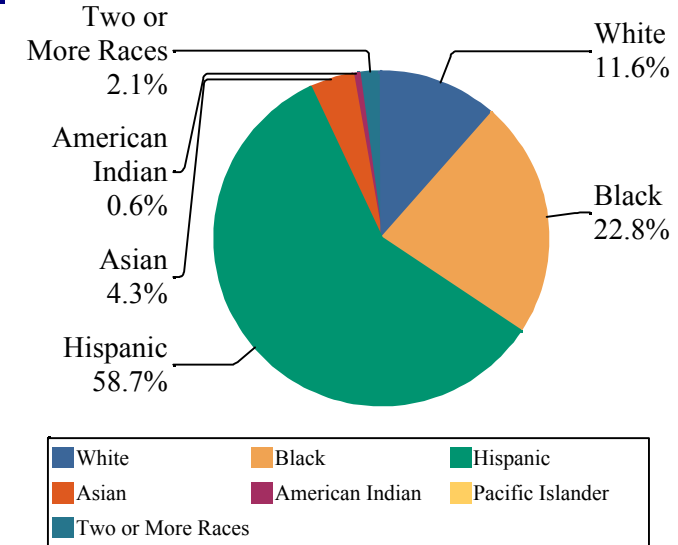
Enrollment Trends by Program Participation

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

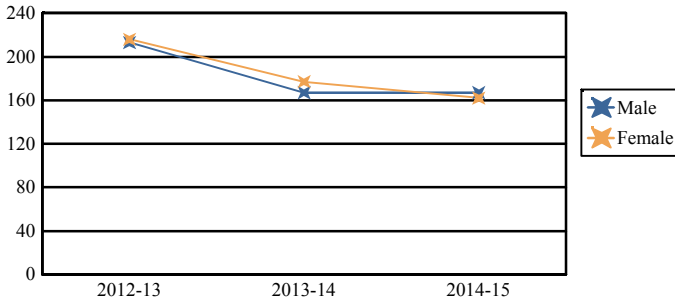
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	429
2013-14	344
2014-15	329

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	213	216
2013-14	167	177
2014-15	167	162

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	44	13%
Economically Disadvantaged Students	272	82.7%
English Language Learners	41	12.5%

Language Diversity

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

2014-15	Percent
English	85.2%
Spanish	11.1%
Turkish	1.5%
Chinese	1.2%
Gujarati	0.3%
Vietnamese	0.3%
Other	0.3%

ACADEMIC ACHIEVEMENT

**CUMBERLAND
VINELAND CITY**

GRADE SPAN KG-05

**DANE BARSE ELEMENTARY SCHOOL
240 S ORCHARD RD
VINELAND, NJ 08360-4337**

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	37%	78	23
Math Met or Exceeded Expectation	29%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	145	37.2%	95%	97.5%	YES
White	-	-	--	--	--
African American	34	26.4%	95%	94.6%	-
Hispanic	89	39.3%	95%	98%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	33	18.2%	95%	95%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	110	37.3%	95%	99.2%	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

CUMBERLAND
VINELAND CITY

DANE BARSE ELEMENTARY SCHOOL
240 S ORCHARD RD
VINELAND, NJ 08360-4337

GRADE SPAN KG-05

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	145	29%	95%	97.5%	YES
White	-	-	--	--	--
African American	34	20.6%	95%	94.6%	-
Hispanic	89	28.1%	95%	98%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	33	15.2%	95%	95%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	110	27.3%	95%	99.2%	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

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

DANE BARSE ELEMENTARY SCHOOL
240 S ORCHARD RD
VINELAND, NJ 08360-4337

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

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

DANE BARSE ELEMENTARY SCHOOL
240 S ORCHARD RD
VINELAND, NJ 08360-4337

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	50	735	744	20%	18%	30%	26%	6%	32%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	32	736	727	25%	16%	25%	25%	9%	34%	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	38	736	724	24%	13%	29%	26%	8%	34%	24%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

DANE BARSE ELEMENTARY SCHOOL
240 S ORCHARD RD
VINELAND, NJ 08360-4337

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	50	743	751	2%	26%	38%	28%	6%	34%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	15	743	733	0%	20%	53%	20%	7%	27%	30%
Hispanic	30	743	737	0%	30%	33%	30%	7%	37%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	41	741	734	2%	32%	32%	29%	5%	34%	31%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

DANE BARSE ELEMENTARY SCHOOL
240 S ORCHARD RD
VINELAND, NJ 08360-4337

GRADE SPAN KG-05

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	45	748	751	4%	29%	20%	44%	2%	47%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	27	749	737	7%	22%	22%	44%	4%	48%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	11	738	723	9%	36%	18%	36%	0%	36%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	31	747	734	3%	29%	23%	42%	3%	45%	31%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

DANE BARSE ELEMENTARY SCHOOL
240 S ORCHARD RD
VINELAND, NJ 08360-4337

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	50	734	746	8%	20%	46%	26%	0%	26%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	32	731	733	9%	25%	44%	22%	0%	22%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	11	714	727	36%	18%	27%	18%	0%	18%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	38	734	730	11%	16%	45%	29%	0%	29%	26%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

DANE BARSE ELEMENTARY SCHOOL
240 S ORCHARD RD
VINELAND, NJ 08360-4337

GRADE SPAN KG-05

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	50	742	744	0%	28%	36%	34%	2%	36%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	15	737	727	0%	33%	47%	20%	0%	20%	20%
Hispanic	30	742	732	0%	27%	30%	43%	0%	43%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	11	732	724	0%	36%	45%	18%	0%	18%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	41	742	730	0%	27%	39%	32%	2%	34%	23%

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	45	739	744	0%	22%	53%	22%	2%	24%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	27	739	733	0%	19%	63%	19%	0%	19%	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	31	736	731	0%	26%	58%	16%	0%	16%	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

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

11-5390-095
DANE BARSE ELEMENTARY SCHOOL
240 S ORCHARD RD
VINELAND, NJ 08360-4337

NJASK Results - Science Grade Level - 04

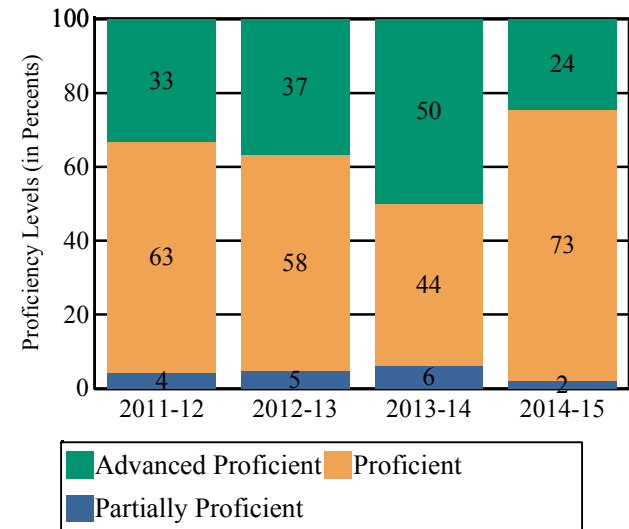
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	24%	73%	2%
White	-	-	-
African American	27%	73%	0%
Hispanic	24%	76%	0%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	26%	72%	3%

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

CUMBERLAND
VINELAND CITY

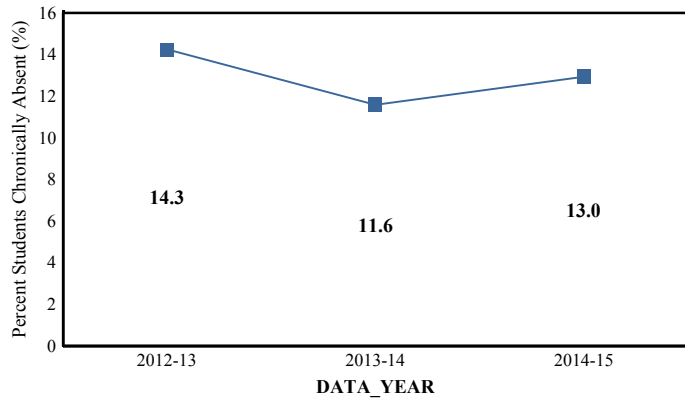
DANE BARSE ELEMENTARY SCHOOL
240 S ORCHARD RD
VINELAND, NJ 08360-4337

GRADE SPAN KG-05

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

Chronic Absenteeism Trend

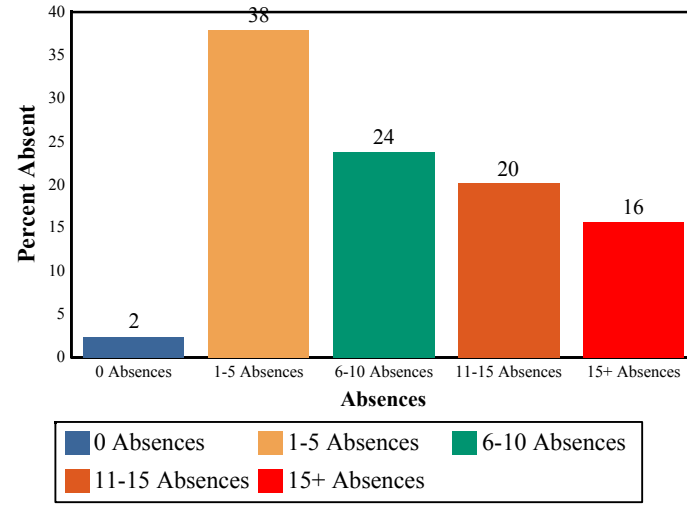
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	12.95%
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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

CUMBERLAND
VINELAND CITY

DANE BARSE ELEMENTARY SCHOOL
240 S ORCHARD RD
VINELAND, NJ 08360-4337

GRADE SPAN KG-05

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	84	45	35	YES
Student Growth on Math	57	87	63	35	YES
		86	54		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	5%	0%	0%
Partially Met	18%	8%	4%
Approached	11%	10%	8%
Met	4%	9%	21%
Exceeded	0%	2%	2%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	0%	0%
Partially Met	12%	8%	7%
Approached	13%	17%	15%
Met	3%	8%	17%
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

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

DANE BARSE ELEMENTARY 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 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	822	850
75th	752	770
50th	738	743
25th	704	715
0th	652	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	773	850
75th	749	767
50th	737	745
25th	720	722
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	45

WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN KG-05

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	820	850
75th	762	773
50th	732	750
25th	722	728
0th	699	650

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

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	804	850
75th	769	773
50th	747	751
25th	720	728
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	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	795	850
75th	757	764
50th	735	742
25th	721	721
0th	709	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	43

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	783	850
75th	749	763
50th	735	743
25th	725	723
0th	706	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	24	40

SCHOOL CLIMATE

CUMBERLAND

VINELAND CITY

GRADE SPAN KG-05

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. 20 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	0.0%

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	329

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #3	03-0890-050	KG-06	81%	10.1%	7.5%
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #5	03-0890-070	KG-06	72.4%	19.5%	4.1%
CAMDEN	LINDENWOLD BORO	LINDENWOLD SCHOOL FIVE	07-2670-050	KG-04	74.3%	18.3%	7.6%
CAMDEN	PENNSAUKEN TWP	GH CARSON ELEMENTARY SCHOOL	07-4060-130	PK-04	81.7%	18.6%	13.6%
CAMDEN	PENNSAUKEN TWP	LONGFELLOW ELEMENTARY SCHOOL	07-4060-160	KG-04	78%	1.4%	1.9%
CUMBERLAND	VINELAND CITY	DANE BARSE ELEMENTARY SCHOOL	11-5390-095	KG-05	82.7%	12.5%	13.4%
ESSEX	CITY OF ORANGE TWP	CLEVELAND STREET ELEMENTARY SCHOOL	13-3880-070	PK-07	83.9%	9.6%	13.4%
ESSEX	CITY OF ORANGE TWP	LINCOLN AVENUE ELEMENTARY SCHOOL	13-3880-100	PK-07	83.4%	17.1%	17.9%
ESSEX	CITY OF ORANGE TWP	OAKWOOD AVENUE ELEMENTARY SCHOOL	13-3880-110	PK-07	87.9%	7.7%	16.9%
ESSEX	EAST ORANGE	DIONNE WARWICK INSTITUTE	13-1210-110	PK-05	84%	2%	7.3%
ESSEX	EAST ORANGE	ECOLE TOUSSAINT LOUVERTURE	13-1210-120	PK-05	87.4%	0%	11.8%
ESSEX	EAST ORANGE	J. GARFIELD JACKSON SR. ACADEMY	13-1210-170	KG-05	84.4%	0%	12%
ESSEX	EAST ORANGE	LANGSTON HUGHES ELEMENTARY SCHOOL	13-1210-080	PK-05	84.1%	0.5%	7.7%
ESSEX	EAST ORANGE	MILDRED BARRY GARVIN ELEMENTARY	13-1210-100	PK-05	91.8%	0.3%	16.6%
ESSEX	IRVINGTON TOWNSHIP	BERKELEY TERRACE	13-2330-080	PK-05	75.9%	16.2%	6.1%
ESSEX	IRVINGTON TOWNSHIP	GROVE STREET SCHOOL	13-2330-110	PK-05	89.5%	3.1%	15.3%
ESSEX	NEWARK CITY	FOURTEENTH AVENUE SCHOOL	13-3570-420	KG-04	94.8%	21.1%	36.2%
HUDSON	HARRISON TOWN	LINCOLN ELEMENTARY SCHOOL	17-2060-060	PK-03	78.1%	8.1%	8.6%
HUDSON	JERSEY CITY	GLADYS NUNERY SCHOOL	17-2390-260	PK-05	86.7%	4.1%	13.4%
HUDSON	JERSEY CITY	JOTHAM W. WAKEMAN SCHOOL	17-2390-370	PK-05	72.6%	26.7%	4.4%
HUDSON	JERSEY CITY	REV. DR. ERCHEL F. WEBB SCHOOL	17-2390-200	PK-05	83.3%	14.7%	18.4%
HUDSON	WEST NEW YORK TOWN	ALBIO SIRES ELEMENTARY SCHOOL	17-5670-080	PK-06	79.8%	7.5%	9.4%

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

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HUDSON	WEST NEW YORK TOWN	HARRY L BAIN	17-5670-100	PK-06	80.6%	15%	12.6%
HUDSON	WEST NEW YORK TOWN	PUBLIC SCHOOL NUMBER ONE	17-5670-060	PK-06	77.7%	17%	11.4%
MIDDLESEX	CARTERET BORO	NATHAN HALE ELEMENTARY SCHOOL	23-0750-060	PK-05	73.4%	25.6%	6.8%
MIDDLESEX	PERTH AMBOY CITY	EDWARD J. PATTEN ELEMENTARY SCHOOL	23-4090-065	KG-04	74%	20.8%	7.8%
MIDDLESEX	PERTH AMBOY CITY	JAMES J. FLYNN ELEMENTARY SCHOOL	23-4090-145	KG-04	76.6%	13.1%	8.4%
MORRIS	DOVER TOWN	EAST DOVER ELEMENTARY SCHOOL	27-1110-060	KG-06	84.7%	3.3%	11.6%
OCEAN	SEASIDE HEIGHTS BORO	HUGH J BOYD JR. ELEMENTARY SCHOOL	29-4710-050	PK-06	89.1%	15.9%	22%
PASSAIC	PATERSON CITY	SCHOOL 27	31-4010-300	KG-07	81.3%	9.2%	11.3%
PASSAIC	PATERSON CITY	URBAN LEADERSHIP ACADEMY	31-4010-061	KG-04	79.5%	9.6%	9%



State of New Jersey

2014-15

11-5390-115

JOHN H. WINSLOW ELEMENTARY SCHOOL

1335 MAGNOLIA RD

VINELAND, NJ 08360-6578

OVERVIEW

CUMBERLAND

VINELAND CITY

GRADE SPAN KG-05

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

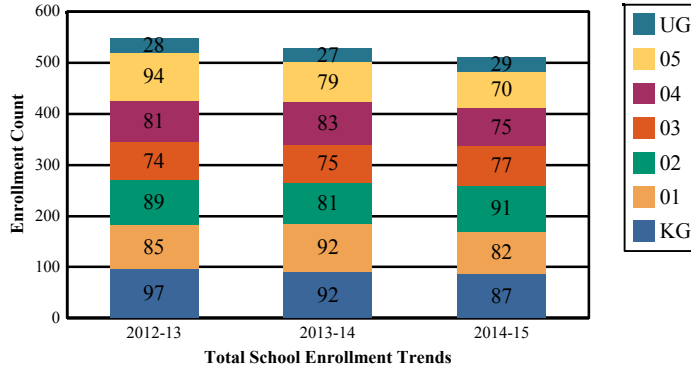
CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

11-5390-115
JOHN H. WINSLOW ELEMENTARY SCHOOL
1335 MAGNOLIA RD
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Enrollment by Grade

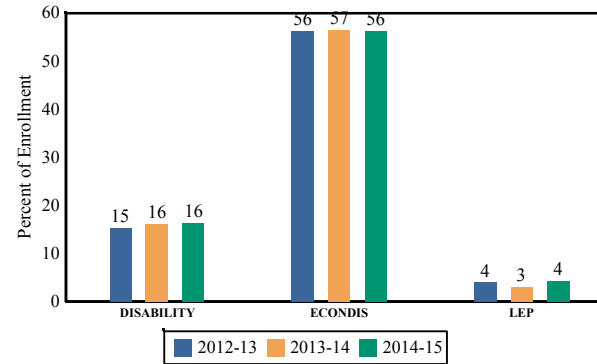
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

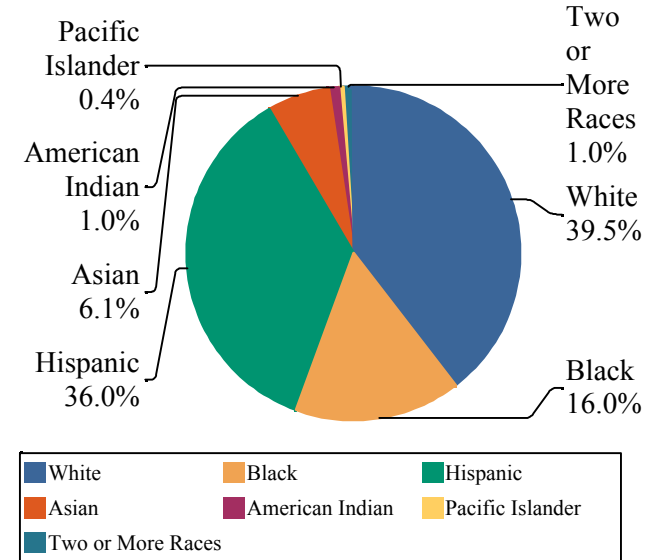
Enrollment Trends by Program Participation

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

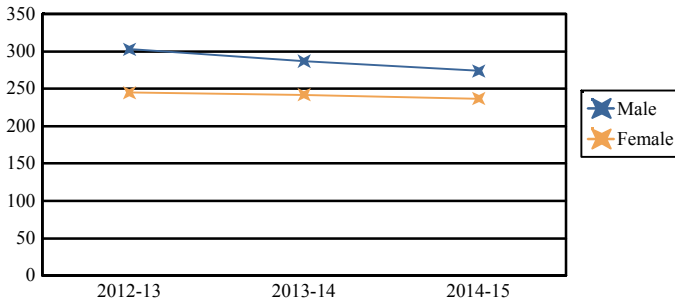
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	548
2013-14	529
2014-15	511

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	303	245
2013-14	287	242
2014-15	274	237

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	84	16%
Economically Disadvantaged Students	288	56.4%
English Language Learners	22	4.3%

Language Diversity

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

2014-15	Percent
English	92.7%
Spanish	5.1%
Punjabi	1.0%
Gujarati	0.4%
Urdu	0.4%
Russian	0.2%
Other	0.2%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

JOHN H. WINSLOW ELEMENTARY SCHOOL
1335 MAGNOLIA RD
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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	39%	62	26
Math Met or Exceeded Expectation	28%		

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	230	39.1%	95%	100%	YES
White	91	50.6%	95%	100%	YES
African American	38	23.7%	95%	100%	YES
Hispanic	84	28.6%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	49	24.5%	95%	100%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	123	29.2%	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.

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	230	28.3%	95%	100%	YES
White	91	30.8%	95%	100%	YES
African American	38	18.4%	95%	100%	YES
Hispanic	84	26.2%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	49	22.4%	95%	100%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	123	24.4%	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

CUMBERLAND
VINELAND CITY

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

ACADEMIC ACHIEVEMENT

CUMBERLAND
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JOHN H. WINSLOW ELEMENTARY SCHOOL
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GRADE SPAN KG-05

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	78	735	744	9%	32%	29%	29%	0%	29%	44%
White	37	744	753	3%	16%	38%	43%	0%	43%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	29	724	727	10%	55%	17%	17%	0%	17%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	21	722	718	14%	48%	19%	19%	0%	19%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	39	728	724	10%	44%	26%	21%	0%	21%	24%

ACADEMIC ACHIEVEMENT

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VINELAND CITY

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GRADE SPAN KG-05

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	81	747	751	5%	15%	38%	32%	10%	42%	52%
White	24	751	758	4%	25%	21%	33%	17%	50%	63%
African American	19	743	733	0%	21%	47%	26%	5%	32%	30%
Hispanic	33	744	737	9%	3%	52%	33%	3%	36%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	13	724	725	15%	46%	15%	23%	0%	23%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	44	743	734	7%	9%	50%	30%	5%	34%	31%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

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GRADE SPAN KG-05

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	71	748	751	1%	25%	27%	42%	4%	46%	53%
White	30	755	757	0%	20%	20%	57%	3%	60%	62%
African American	11	734	734	9%	36%	36%	9%	9%	18%	31%
Hispanic	22	739	737	0%	36%	32%	32%	0%	32%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	15	734	723	7%	40%	20%	20%	13%	33%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	40	739	734	3%	30%	35%	30%	3%	33%	31%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

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GRADE SPAN KG-05

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	78	732	746	4%	31%	40%	26%	0%	26%	46%
White	37	741	752	0%	14%	54%	32%	0%	32%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	29	720	733	7%	52%	17%	24%	0%	24%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	21	726	727	5%	38%	33%	24%	0%	24%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	39	723	730	8%	49%	26%	18%	0%	18%	26%

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	81	739	744	1%	28%	43%	23%	4%	27%	42%
White	24	739	749	0%	38%	38%	21%	4%	25%	50%
African American	19	736	727	0%	26%	53%	21%	0%	21%	20%
Hispanic	33	736	732	3%	24%	48%	24%	0%	24%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	44	738	730	0%	30%	43%	25%	2%	27%	23%

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	71	739	744	0%	28%	39%	28%	4%	32%	42%
White	30	741	749	0%	27%	40%	30%	3%	33%	49%
African American	11	730	728	0%	45%	36%	18%	0%	18%	21%
Hispanic	22	733	733	0%	32%	36%	32%	0%	32%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	15	729	724	0%	33%	33%	27%	7%	33%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	40	733	731	0%	38%	35%	28%	0%	28%	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

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

11-5390-115
JOHN H. WINSLOW ELEMENTARY SCHOOL
1335 MAGNOLIA RD
VINELAND, NJ 08360-6578

NJASK Results - Science Grade Level - 04

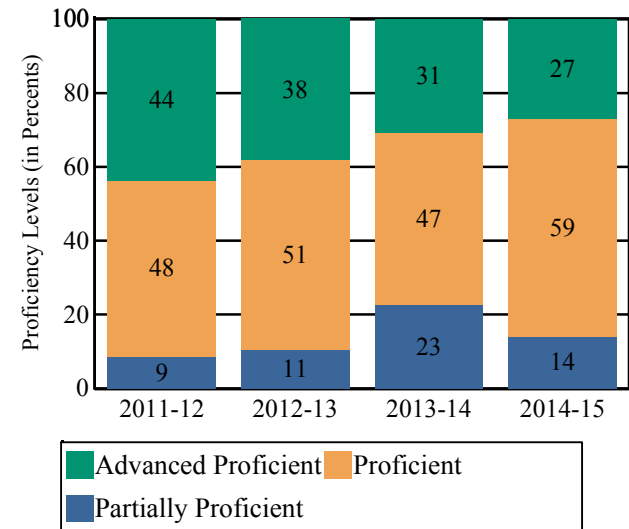
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	27%	59%	14%
White	26%	61%	13%
African American	16%	58%	26%
Hispanic	32%	61%	6%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	9%	36%	55%
English Language Learners	-	-	-
Economically Disadvantaged Students	26%	58%	16%

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

CUMBERLAND
VINELAND CITY

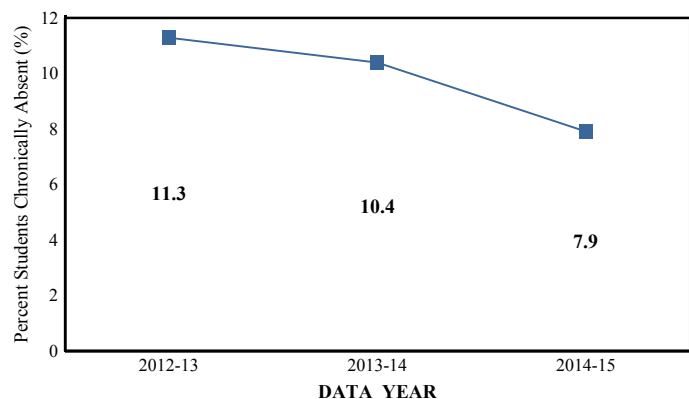
GRADE SPAN KG-05

11-5390-115
JOHN H. WINSLOW ELEMENTARY SCHOOL
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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.

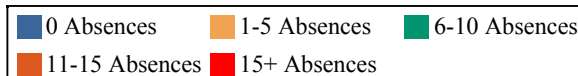
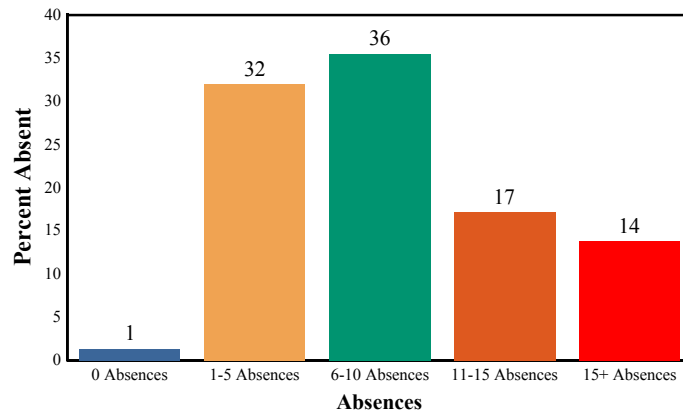


Chronic Absenteeism for 2014-15

7.91%

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
CUMBERLAND
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GRADE SPAN KG-05

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	57	94	70	35	YES
Student Growth on Math	53	67	53	35	YES
		81	62		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	4%	0%	0%
Partially Met	8%	6%	3%
Approached	11%	11%	13%
Met	6%	13%	20%
Exceeded	0%	0%	6%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	14%	11%	2%
Approached	11%	17%	17%
Met	6%	6%	12%
Exceeded	0%	1%	3%

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

CUMBERLAND
VINELAND CITY

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GRADE SPAN KG-05

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	811	850
75th	757	770
50th	731	743
25th	714	715
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	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	781	850
75th	748	767
50th	733	745
25th	713	722
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

WITHIN SCHOOL ACHIEVEMENT GAP

CUMBERLAND
VINELAND CITY

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GRADE SPAN KG-05

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	813	850
75th	758	773
50th	746	750
25th	730	728
0th	669	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	45

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	802	850
75th	769	773
50th	748	751
25th	730	728
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	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	806	850
75th	750	764
50th	736	742
25th	720	721
0th	690	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	43

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	797	850
75th	751	763
50th	735	743
25th	722	723
0th	700	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	40

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. 20 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	12
Administrators	256

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

JOHN H. WINSLOW ELEMENTARY SCHOOL
1335 MAGNOLIA RD
VINELAND, NJ 08360-6578

GRADE SPAN KG-05

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 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%
BURLINGTON	WILLINGBORO TWP	TWIN HILLS ELEMENTARY SCHOOL	05-5805-120	PK-05	50.8%	0%	12.3%
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 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%
CUMBERLAND	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	WATSESSING 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%
GLOUCESTER	NATIONAL PARK BORO	NATIONAL PARK SCHOOL	15-3490-050	PK-06	50.6%	0.4%	14.4%

SCHOOL PEER GROUP

JOHN H. WINSLOW ELEMENTARY SCHOOL
1335 MAGNOLIA RD
VINELAND, NJ 08360-6578

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

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	JERSEY CITY	FRANK R CONWELL SCHOOL	17-2390-100	PK-05	67.4%	12.4%	10.8%
HUDSON	KEARNY TOWN	SCHUYLER ELEMENTARY SCHOOL	17-2410-110	PK-06	54.6%	3.2%	13.2%
MERCER	EWING TWP	PARKWAY ELEMENTARY SCHOOL	21-1430-130	KG-05	61.6%	6.1%	14.9%
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	WOODBURGE 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%



State of New Jersey

2014-15

11-5390-120

JOHNSTONE ELEMENTARY SCHOOL

165 S BREWSTER RD

VINELAND, NJ 08361-7871

OVERVIEW

CUMBERLAND

VINELAND CITY

GRADE SPAN KG-05

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

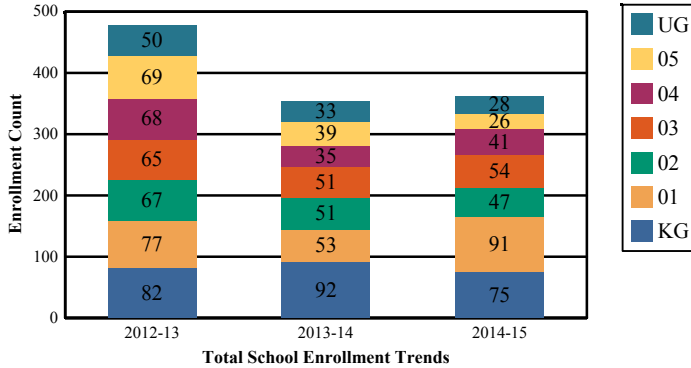
CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

11-5390-120
JOHNSTONE ELEMENTARY SCHOOL
165 S BREWSTER RD
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Enrollment by Grade

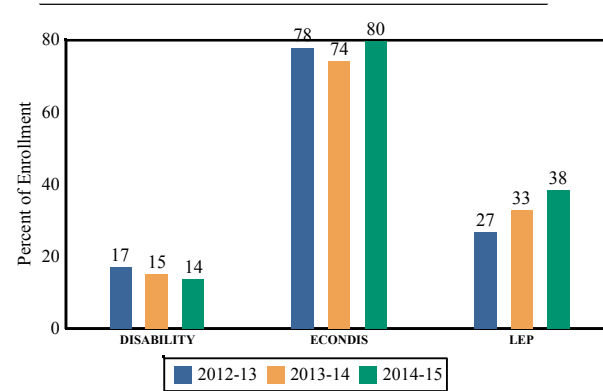
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

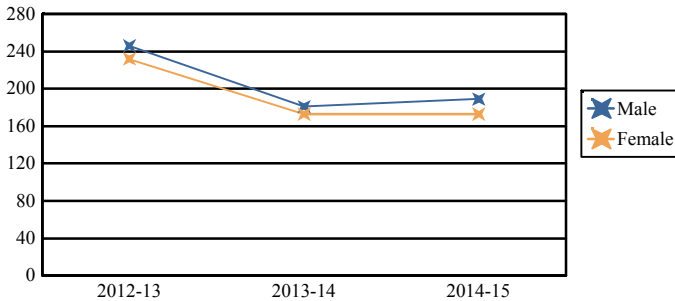
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	478
2013-14	354
2014-15	362

Enrollment by Gender

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



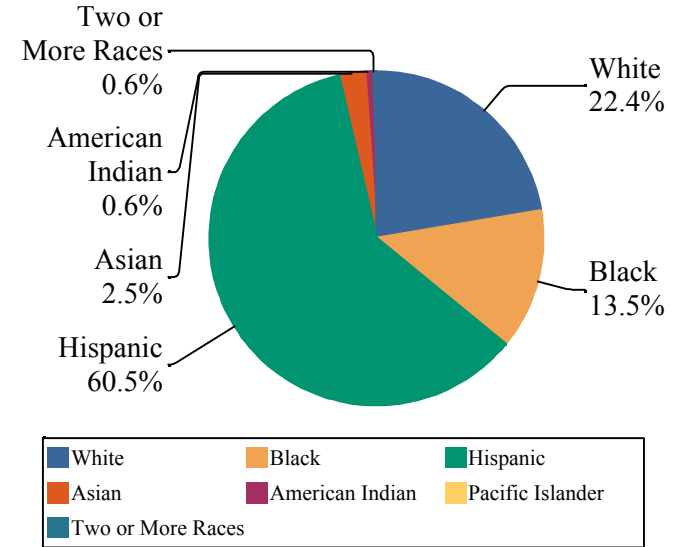
	Male	Female
2012-13	246	232
2013-14	181	173
2014-15	189	173

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	50	14%
Economically Disadvantaged Students	289	79.8%
English Language Learners	139	38.4%

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	63.7%
Spanish	34.4%
Russian	1.4%
Ukrainian	0.6%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

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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%	71	14
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	136	29.4%	95%	97.3%	YES
White	33	45.5%	95%	97.3%	-
African American	31	16.1%	95%	100%	-
Hispanic	67	28.4%	95%	96.1%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	104	22.2%	95%	95.7%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

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	136	17.6%	95%	97.3%	YES
White	33	33.3%	95%	97.3%	-
African American	31	12.9%	95%	100%	-
Hispanic	67	10.4%	95%	96.1%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	104	13.5%	95%	97.4%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

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

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	54	715	744	39%	26%	20%	15%	0%	15%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	37	716	727	38%	30%	16%	16%	0%	16%	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	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

JOHNSTONE ELEMENTARY SCHOOL
165 S BREWSTER RD
VINELAND, NJ 08361-7871

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	48	737	751	8%	15%	46%	31%	0%	31%	52%
White	21	747	758	10%	5%	38%	48%	0%	48%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	15	739	737	0%	20%	47%	33%	0%	33%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	33	729	734	12%	21%	42%	24%	0%	24%	31%

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	34	746	751	15%	12%	24%	47%	3%	50%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	15	750	737	13%	7%	27%	53%	0%	53%	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	26	742	734	19%	12%	27%	38%	4%	42%	31%

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	-	-	746	-	-	-	-	-	-	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	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	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

JOHNSTONE ELEMENTARY SCHOOL
165 S BREWSTER RD
VINELAND, NJ 08361-7871

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	48	726	744	13%	33%	42%	13%	0%	13%	42%
White	21	739	749	5%	14%	52%	29%	0%	29%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

JOHNSTONE ELEMENTARY SCHOOL
165 S BREWSTER RD
VINELAND, NJ 08361-7871

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	34	743	744	3%	15%	44%	35%	3%	38%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	15	739	733	0%	13%	60%	27%	0%	27%	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	26	743	731	4%	15%	42%	35%	4%	38%	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

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

11-5390-120
JOHNSTONE ELEMENTARY SCHOOL
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NJASK Results - Science Grade Level - 04

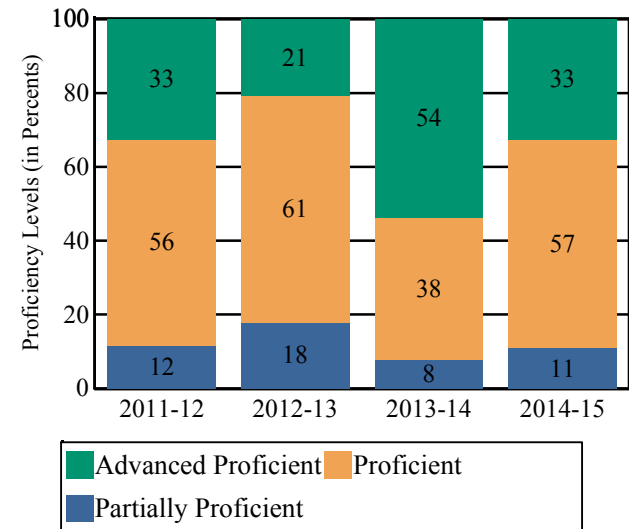
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	33%	57%	11%
White	58%	32%	11%
African American	9%	73%	18%
Hispanic	20%	73%	7%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	21%	64%	15%

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

CUMBERLAND
VINELAND CITY

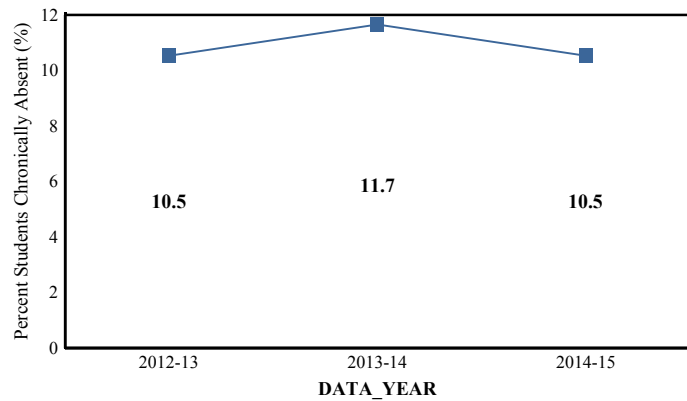
GRADE SPAN KG-05

11-5390-120
JOHNSTONE ELEMENTARY SCHOOL
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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

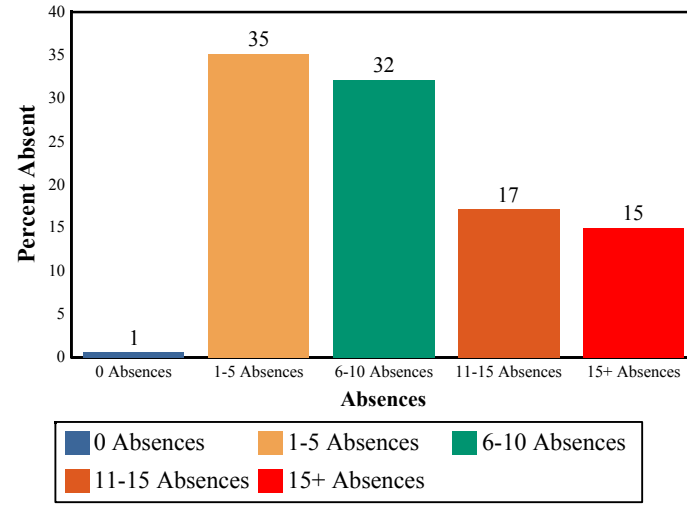
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	10.53%
--	---------------

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

CUMBERLAND
VINELAND CITY

JOHNSTONE ELEMENTARY SCHOOL
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GRADE SPAN KG-05

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	64	97	86	35	YES
Student Growth on Math	65	97	87	35	YES
		97	87		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	3%	4%	0%
Partially Met	6%	8%	0%
Approached	8%	8%	17%
Met	3%	12%	29%
Exceeded	0%	0%	1%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	3%	0%
Partially Met	8%	7%	10%
Approached	8%	10%	23%
Met	3%	8%	15%
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

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

JOHNSTONE ELEMENTARY SCHOOL
165 S BREWSTER RD
VINELAND, NJ 08361-7871

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	781	850
75th	744	770
50th	712	743
25th	691	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	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	N/A	850
75th	N/A	767
50th	N/A	745
25th	N/A	722
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	45

WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN KG-05

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	787	850
75th	757	773
50th	737	750
25th	726	728
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	45

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	775	773
50th	755	751
25th	725	728
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	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	776	850
75th	743	764
50th	728	742
25th	713	721
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	43

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	795	850
75th	757	763
50th	742	743
25th	728	723
0th	698	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	40

SCHOOL CLIMATE

CUMBERLAND

VINELAND CITY

GRADE SPAN KG-05

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. 20 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	2.8%

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. 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	362

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

JOHNSTONE ELEMENTARY SCHOOL
165 S BREWSTER RD
VINELAND, NJ 08361-7871

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	PLEASANTVILLE CITY	SOUTH MAIN STREET ELEMENTARY SCHOOL	01-4180-095	KG-05	88.9%	7.1%	12.4%
BERGEN	FAIRVIEW BORO	NUMBER THREE SCHOOL	03-1470-080	KG-03	86.1%	17.8%	13.7%
BERGEN	HACKENSACK CITY	JACKSON AVENUE	03-1860-120	PK-04	83.6%	12.7%	7.9%
CAMDEN	CAMDEN CITY	HARRY C. SHARP ELEMENTARY SCHOOL	07-0680-300	PK-06	86.8%	9.1%	12.3%
CAMDEN	LINDENWOLD BORO	LINDENWOLD SCHOOL FOUR	07-2670-040	KG-04	84.5%	21.6%	11.3%
CAPE MAY	WILDWOOD CITY	GLENWOOD AVE ELEMENTARY SCHOOL	09-5790-060	PK-05	85.7%	24.7%	15.3%
CHARTERS	ENVIRONMENT COMMUNITY CS	ENVIRONMENT COMMUNITY OPPORTUNITY (ECO) CHARTER SCHOOL	80-6232-920	KG-05	90.5%	0%	10%
CHARTERS	NEWARK EDUCATORS CHARTER SCHOOL	NEWARK EDUCATORS COMMUNITY CHARTER SCHOOL	80-6029-911	PK-05	92%	4.5%	14.7%
CHARTERS	NEWARK LEGACY CS	NEWARK LEGACY CHARTER SCHOOL	80-6037-922	PK-05	92.5%	0%	10.3%
CUMBERLANI	MILLVILLE CITY	R. D. WOOD ELEMENTARY SCHOOL	11-3230-090	KG-05	94%	0%	15.4%
CUMBERLANI	VINELAND CITY	JOHNSTONE ELEMENTARY SCHOOL	11-5390-120	KG-05	79.8%	38.4%	13.3%
CUMBERLANI	VINELAND CITY	MAX LEUCHTER	11-5390-160	KG-05	86.2%	6.9%	9.7%
ESSEX	CITY OF ORANGE TWP	FOREST STREET ELEMENTARY SCHOOL	13-3880-080	PK-07	85.2%	9.8%	7.6%
ESSEX	EAST ORANGE	BENJAMIN BANNEKER ACADEMY	13-1210-093	PK-05	81.6%	12.4%	6.4%
ESSEX	EAST ORANGE	CICELY L. TYSON COMMUNITY ELEMENTARY SCHOOL	13-1210-140	PK-05	89.4%	1.5%	7%
ESSEX	EAST ORANGE	GORDON PARKS ACADEMY	13-1210-130	PK-05	91.8%	0%	13.6%
ESSEX	IRVINGTON TOWNSHIP	MT. VERNON AVENUE SCHOOL	13-2330-131	PK-05	83.3%	7.4%	4.1%
ESSEX	IRVINGTON TOWNSHIP	UNIVERSITY ELEMENTARY SCHOOL	13-2330-136	KG-05	83.2%	9.2%	5.7%
ESSEX	NEWARK CITY	SOUTH STREET ELEMENTARY SCHOOL	13-3570-640	PK-05	84.1%	20.6%	8.1%
ESSEX	WEST ORANGE TOWN	WASHINGTON ELEMENTARY SCHOOL	13-5680-180	KG-05	84.9%	8.7%	9.6%



State of New Jersey
2014-15

11-5390-120

SCHOOL PEER GROUP

JOHNSTONE ELEMENTARY SCHOOL
165 S BREWSTER RD
VINELAND, NJ 08361-7871

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

County	City/Township	School Name	Grade Span	Level	Math %	Reading %	Writing %
HUDSON	JERSEY CITY	ALEXANDER D. SULLIVAN SCHOOL	17-2390-320	PK-05	83.7%	20.6%	10.3%
HUDSON	JERSEY CITY	PS # 20	17-2390-190	PK-05	89%	7.4%	11.1%
MERCER	TRENTON CITY	COLUMBUS ELEMENTARY SCHOOL	21-5210-170	KG-05	94.6%	11.4%	17.1%
MERCER	TRENTON CITY	FRANKLIN ELEMENTARY SCHOOL	21-5210-190	KG-05	90.3%	10.5%	11.6%
MERCER	TRENTON CITY	GREGORY ELEMENTARY SCHOOL	21-5210-210	KG-05	90.6%	0.3%	8.2%
MERCER	TRENTON CITY	JEFFERSON ELEMENTARY SCHOOL	21-5210-230	KG-05	90.5%	0%	6.9%
MERCER	TRENTON CITY	P.J. HILL ELEMENTARY	21-5210-265	KG-05	93.1%	3.3%	17.5%
MONMOUTH	NEPTUNE TWP	MIDTOWN COMMUNITY ELEMENTARY SCHOOL	25-3510-080	PK-05	86%	19.3%	12.1%
PASSAIC	CLIFTON CITY	SCHOOL #12	31-0900-170	KG-05	85.5%	18%	10.7%
PASSAIC	PATERSON CITY	SCHOOL 15	31-4010-190	PK-05	86.1%	19.7%	12.3%
UNION	PLAINFIELD CITY	EMERSON ELEMENTARY SCHOOL	39-4160-130	KG-05	85.3%	25%	14.3%



State of New Jersey
2014-15

OVERVIEW

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

11-5390-135
MARIE DURAND ELEMENTARY SCHOOL
371 W FOREST GROVE RD
VINELAND, NJ 08360-2060

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

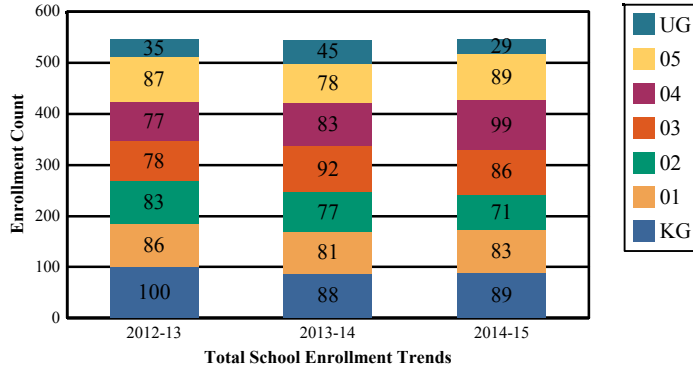
CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

11-5390-135
MARIE DURAND ELEMENTARY SCHOOL
371 W FOREST GROVE RD
VINELAND, NJ 08360-2060

Enrollment by Grade

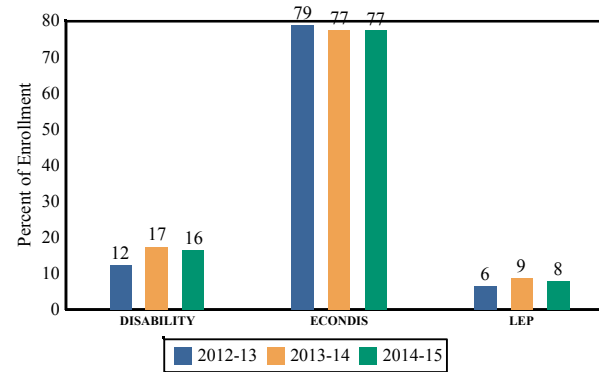
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

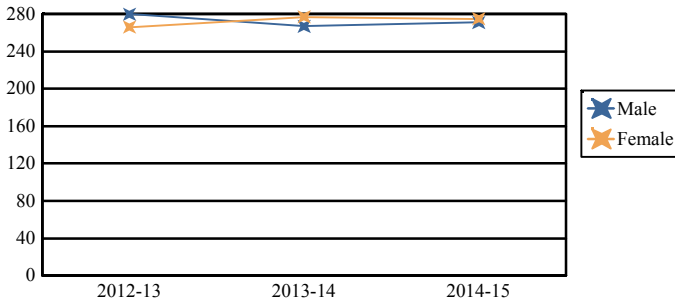
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	546
2013-14	544
2014-15	546

Enrollment by Gender

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

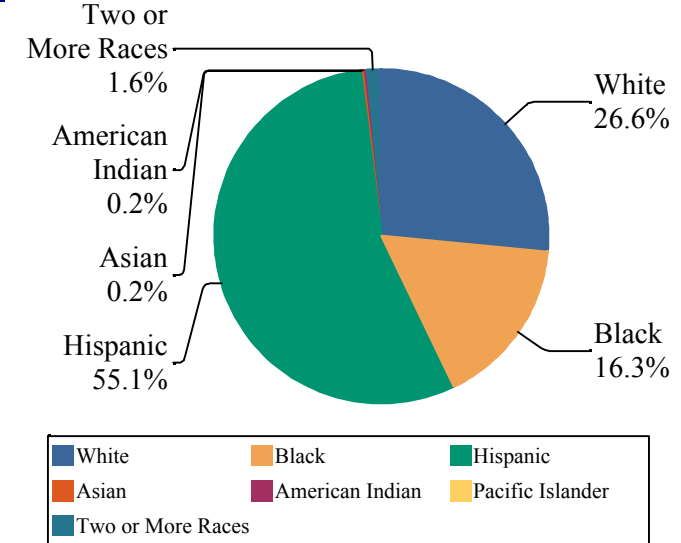


	Male	Female
2012-13	280	266
2013-14	267	277
2014-15	271	275

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	90	16%
Economically Disadvantaged Students	422	77.3%
English Language Learners	43	7.9%

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	86.4%
Spanish	12.7%
Turkish	0.6%
Russian	0.2%
Ukrainian	0.2%

ACADEMIC ACHIEVEMENT

**CUMBERLAND
VINELAND CITY**

GRADE SPAN KG-05

**MARIE DURAND ELEMENTARY SCHOOL
371 W FOREST GROVE RD
VINELAND, NJ 08360-2060**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and 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	27%	33	11
Math Met or Exceeded Expectation	25%		

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	272	26.8%	95%	98%	YES
White	73	30.2%	95%	97.6%	YES
African American	46	30.5%	95%	96%	YES
Hispanic	150	24%	95%	98.8%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	69	13%	95%	98.7%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	209	24.9%	95%	98.2%	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

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

MARIE DURAND ELEMENTARY SCHOOL
371 W FOREST GROVE RD
VINELAND, NJ 08360-2060

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	274	24.8%	95%	98.7%	YES
White	74	35.2%	95%	98.8%	YES
African American	46	19.6%	95%	96%	YES
Hispanic	151	21.2%	95%	99.4%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	69	10.1%	95%	98.7%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	211	22.3%	95%	99.1%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

MARIE DURAND ELEMENTARY SCHOOL
371 W FOREST GROVE RD
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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				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

MARIE DURAND ELEMENTARY SCHOOL
371 W FOREST GROVE RD
VINELAND, NJ 08360-2060

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	86	722	744	22%	30%	27%	21%	0%	21%	44%
White	18	721	753	11%	44%	33%	11%	0%	11%	55%
African American	14	725	725	21%	29%	14%	36%	0%	36%	26%
Hispanic	53	720	727	26%	26%	28%	19%	0%	19%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	20	691	718	70%	10%	10%	10%	0%	10%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	67	718	724	25%	33%	22%	19%	0%	19%	24%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

MARIE DURAND ELEMENTARY SCHOOL
371 W FOREST GROVE RD
VINELAND, NJ 08360-2060

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	97	729	751	15%	26%	36%	21%	2%	23%	52%
White	27	734	758	11%	26%	33%	26%	4%	30%	63%
African American	16	734	733	13%	31%	25%	25%	6%	31%	30%
Hispanic	52	727	737	15%	25%	42%	17%	0%	17%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	24	705	725	54%	17%	17%	13%	0%	13%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	72	725	734	18%	29%	35%	17%	1%	18%	31%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

MARIE DURAND ELEMENTARY SCHOOL
371 W FOREST GROVE RD
VINELAND, NJ 08360-2060

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	89	737	751	17%	15%	31%	37%	0%	37%	53%
White	28	745	757	11%	11%	36%	43%	0%	43%	62%
African American	16	722	734	44%	6%	25%	25%	0%	25%	31%
Hispanic	45	738	737	11%	20%	31%	38%	0%	38%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	25	705	723	52%	32%	0%	16%	0%	16%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	70	735	734	21%	11%	30%	37%	0%	37%	31%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

MARIE DURAND ELEMENTARY SCHOOL
371 W FOREST GROVE RD
VINELAND, NJ 08360-2060

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	87	727	746	18%	22%	40%	20%	0%	20%	46%
White	18	737	752	11%	17%	39%	33%	0%	33%	56%
African American	14	725	728	21%	21%	43%	14%	0%	14%	25%
Hispanic	54	724	733	20%	24%	41%	15%	0%	15%	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	68	723	730	22%	25%	38%	15%	0%	15%	26%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

MARIE DURAND ELEMENTARY SCHOOL
371 W FOREST GROVE RD
VINELAND, NJ 08360-2060

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	98	728	744	6%	40%	38%	16%	0%	16%	42%
White	28	734	749	7%	29%	36%	29%	0%	29%	50%
African American	16	729	727	6%	31%	44%	19%	0%	19%	20%
Hispanic	52	725	732	6%	46%	38%	10%	0%	10%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	73	727	730	7%	42%	36%	15%	0%	15%	23%

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	89	741	744	9%	19%	33%	37%	2%	39%	42%
White	28	744	749	7%	18%	32%	39%	4%	43%	49%
African American	16	725	728	19%	38%	19%	25%	0%	25%	21%
Hispanic	45	744	733	7%	13%	38%	40%	2%	42%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	25	717	724	24%	44%	16%	16%	0%	16%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	70	739	731	11%	17%	34%	36%	1%	37%	23%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

MARIE DURAND ELEMENTARY SCHOOL
371 W FOREST GROVE RD
VINELAND, NJ 08360-2060

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

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

11-5390-135
MARIE DURAND ELEMENTARY SCHOOL
371 W FOREST GROVE RD
VINELAND, NJ 08360-2060

NJASK Results - Science Grade Level - 04

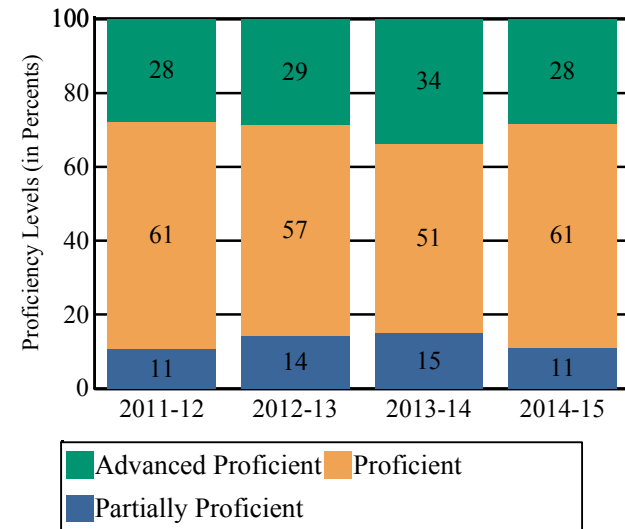
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	28%	61%	11%
White	45%	48%	7%
African American	25%	50%	25%
Hispanic	21%	69%	10%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	14%	64%	23%
English Language Learners	-	-	-
Economically Disadvantaged Students	23%	66%	11%

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

CUMBERLAND
VINELAND CITY

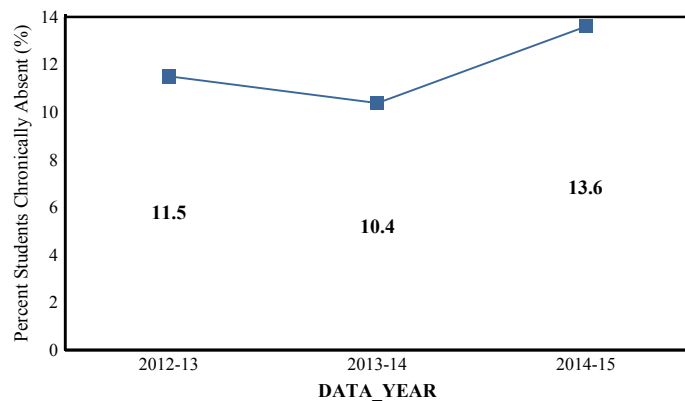
GRADE SPAN KG-05

11-5390-135
MARIE DURAND ELEMENTARY SCHOOL
371 W FOREST GROVE RD
VINELAND, NJ 08360-2060

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

Chronic Absenteeism Trend

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

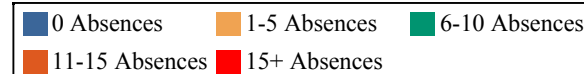
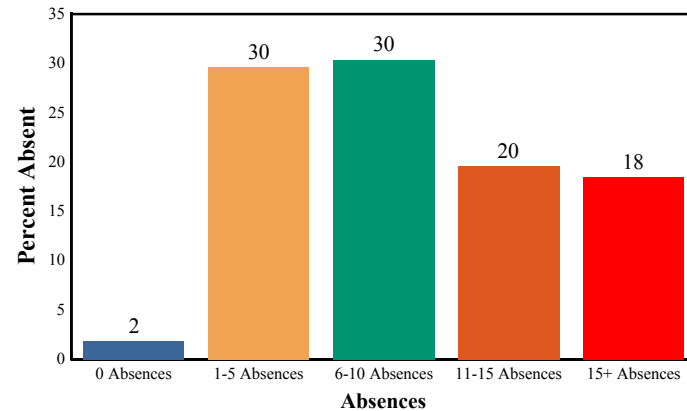


Chronic Absenteeism for 2014-15

13.62%

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

CUMBERLAND

VINELAND CITY

MARIE DURAND ELEMENTARY SCHOOL

371 W FOREST GROVE RD

VINELAND, NJ 08360-2060

GRADE SPAN KG-05

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	40	25	15	35	YES
Student Growth on Math	59	90	72	35	YES
		58	44		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%	3%	0%
Partially Met	13%	5%	3%
Approached	15%	11%	7%
Met	6%	9%	13%
Exceeded	0%	0%	1%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	1%	0%
Partially Met	9%	14%	8%
Approached	6%	12%	17%
Met	2%	7%	18%
Exceeded	0%	1%	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

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

MARIE DURAND ELEMENTARY SCHOOL
371 W FOREST GROVE RD
VINELAND, NJ 08360-2060

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	796	850
75th	743	770
50th	723	743
25th	700	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	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	772	850
75th	745	767
50th	729	745
25th	707	722
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	45

WITHIN SCHOOL ACHIEVEMENT GAP

CUMBERLAND
VINELAND CITY

MARIE DURAND ELEMENTARY SCHOOL
371 W FOREST GROVE RD
VINELAND, NJ 08360-2060

GRADE SPAN KG-05

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	793	850
75th	748	773
50th	731	750
25th	714	728
0th	650	650

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

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	796	850
75th	759	773
50th	743	751
25th	711	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	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	785	850
75th	745	764
50th	727	742
25th	709	721
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	43

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	792	850
75th	760	763
50th	741	743
25th	723	723
0th	667	650

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

SCHOOL CLIMATE

CUMBERLAND
VINELAND CITY

MARIE DURAND ELEMENTARY SCHOOL
371 W FOREST GROVE RD
VINELAND, NJ 08360-2060

GRADE SPAN KG-05

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. 20 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	3.9%

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. 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	14
Administrators	273

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

MARIE DURAND ELEMENTARY SCHOOL
371 W FOREST GROVE RD
VINELAND, NJ 08360-2060

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	EGG HARBOR CITY	CHARLES L. SPRAGG SCHOOL	01-1300-020	PK-03	76.7%	6.7%	18.3%
BERGEN	GARFIELD CITY	ABRAHAM LINCOLN SCHOOL #6	03-1700-080	PK-05	79.3%	6%	16.4%
BERGEN	GARFIELD CITY	ROOSEVELT SCHOOL #7	03-1700-100	PK-05	75%	5.6%	10.3%
BERGEN	LODI BOROUGH	ROOSEVELT SCHOOL	03-2740-080	PK-05	70.1%	10.3%	8%
CAMDEN	PENNSAUKEN TWP	DELAIR ELEMENTARY SCHOOL	07-4060-120	KG-04	76.4%	0.7%	13.7%
CAMDEN	PENNSAUKEN TWP	GEORGE B. FINE ELEMENTARY SCHOOL	07-4060-140	PK-04	72.4%	20%	20.7%
CHARTERS	BURCH CHARTER SCHOOL OF EXCELLENCE	BURCH CHARTER SCHOOL OF EXCELLENCE	80-6022-990	KG-05	71.2%	0%	1.4%
CHARTERS	INTERNATIONAL CS OF TRENTON	INTERNATIONAL CHARTER SCHOOL OF TRENTON	80-6810-940	KG-04	70%	0%	4.4%
CUMBERLANI	COMMERCIAL TWP	HALEYVILLE-MAURICETOWN ELEMENTARY SCHOOL	11-0950-025	PK-05	79.6%	0%	18.5%
CUMBERLANI	MILLVILLE CITY	R. M. BACON ELEMENTARY SCHOOL	11-3230-065	KG-05	79.4%	0%	17.7%
CUMBERLANI	MILLVILLE CITY	SILVER RUN ELEMENTARY SCHOOL	11-3230-100	KG-05	83.3%	0.4%	18.8%
CUMBERLANI	VINELAND CITY	MARIE DURAND ELEMENTARY SCHOOL	11-5390-135	KG-05	77.3%	7.9%	16.5%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS9	13-0250-090	KG-05	71.6%	0%	2.1%
ESSEX	CITY OF ORANGE TWP	HEYWOOD AVENUE ELEMENTARY SCHOOL	13-3880-090	PK-07	78.5%	5.2%	14.6%
ESSEX	EAST ORANGE	JOHNNIE L. COCHRAN JR. ACADEMY	13-1210-190	KG-05	74.1%	0%	8.5%
ESSEX	NEWARK CITY	HARRIET TUBMAN ELEMENTARY SCHOOL	13-3570-455	PK-06	76.8%	1.9%	17.2%
GLOUCESTER	WOODBURY CITY	EVERGREEN AVENUE ELEMENTARY SCHOOL	15-5860-090	PK-05	78.8%	1.4%	17.3%
GLOUCESTER	WOODBURY CITY	WALNUT STREET SCHOOL	15-5860-100	KG-05	74.3%	2%	13.9%
HUDSON	KEARNY TOWN	WASHINGTON ELEMENTARY SCHOOL	17-2410-120	PK-06	79.7%	2.9%	17.6%
MERCER	HAMILTON TWP	GEORGE E. WILSON ELEMENTARY SCHOOL	21-1950-105	PK-05	74.1%	4.1%	9.1%
MONMOUTH	ASBURY PARK CITY	BRADLEY ELEMENTARY SCHOOL	25-0100-040	PK-05	83.3%	2.2%	19.1%

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

MARIE DURAND ELEMENTARY SCHOOL
371 W FOREST GROVE RD
VINELAND, NJ 08360-2060

GRADE SPAN KG-05

MONMOUTH	LONG BRANCH CITY	GREGORY ELEMENTARY SCHOOL	25-2770-110	01-05	78.8%	4%	15.6%	
MORRIS	DOVER TOWN	ACADEMY STREET ELEMENTARY SCHOOL	27-1110-050	PK-06	76.1%	0.3%	8.9%	
PASSAIC	CLIFTON CITY	SCHOOL #11	31-0900-160	KG-05	72.2%	1%	11.1%	
PASSAIC	CLIFTON CITY	SCHOOL #4	31-0900-110	KG-05	71.3%	4.2%	6.6%	
SALEM	PENNS GRV-CARNEY'S PT REG	FIELD STREET SCHOOL	33-4070-090	01-03	71.3%	20%	13.1%	
SALEM	PENNS GRV-CARNEY'S PT REG	PAUL W CARLETON	33-4070-080	04-05	72.4%	11.6%	13.8%	
UNION	HILLSIDE TWP	HURDEN LOOKER SCHOOL	39-2190-080	03-04	71.9%	11.9%	9.7%	
UNION	LINDEN CITY	NUMBER 4	39-2660-115	PK-05	70.3%	7.8%	8.3%	
UNION	ROSELLE BORO	WASHINGTON ELEMENTARY SCHOOL	39-4540-050	01-04	71.2%	6.7%	6.7%	
WARREN	PHILLIPSBURG TOWN	ANDOVER MORRIS ELEMENTARY SCHOOL	41-4100-060	03-05	77.6%	5.4%	19.7%	



State of New Jersey 2014-15

OVERVIEW

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

11-5390-160
MAX LEUCHTER
519 N WEST AVE
VINELAND, NJ 08360-3510

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

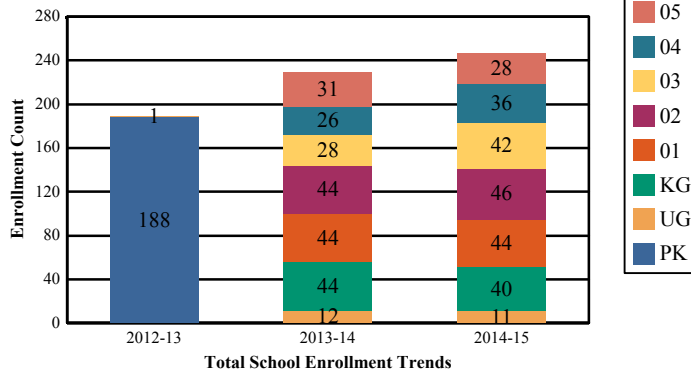
CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

11-5390-160
MAX LEUCHTER
519 N WEST AVE
VINELAND, NJ 08360-3510

Enrollment by Grade

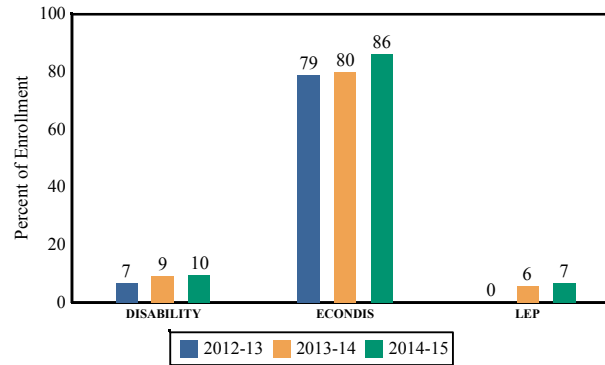
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

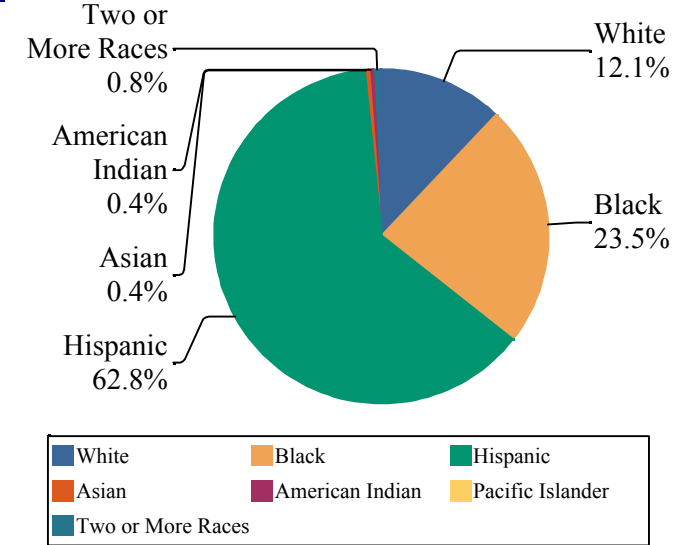
Enrollment Trends by Program Participation

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

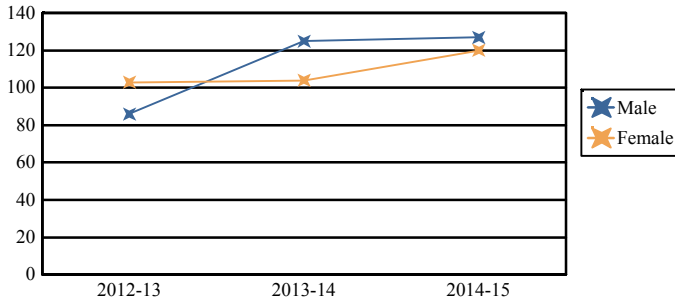
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	189
2013-14	229
2014-15	247

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	86	103
2013-14	125	104
2014-15	127	120

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	24	10%
Economically Disadvantaged Students	213	86.2%
English Language Learners	17	6.9%

Language Diversity

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

2014-15	Percent
English	91.5%
Spanish	8.5%

ACADEMIC ACHIEVEMENT

CUMBERLAND

VINELAND CITY

GRADE SPAN KG-05

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	36%	81	22
Math Met or Exceeded Expectation	20%		

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	94	36.2%	95%	98.1%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	58	32.7%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	77	36.4%	95%	98.8%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

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	94	20.2%	95%	98.1%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	58	22.4%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	77	18.2%	95%	98.8%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

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

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	41	726	744	20%	22%	44%	15%	0%	15%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	27	737	727	7%	15%	59%	19%	0%	19%	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	34	725	724	21%	24%	41%	15%	0%	15%	24%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

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	29	750	751	0%	10%	38%	45%	7%	52%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	17	747	737	0%	12%	35%	53%	0%	53%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	24	747	734	0%	13%	38%	46%	4%	50%	31%

ACADEMIC ACHIEVEMENT
CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

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	24	756	751	0%	0%	46%	50%	4%	54%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	14	754	737	0%	0%	64%	29%	7%	36%	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	19	758	734	0%	0%	42%	53%	5%	58%	31%

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	41	732	746	5%	29%	49%	15%	2%	17%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	27	739	733	0%	26%	48%	22%	4%	26%	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	34	731	730	6%	32%	47%	12%	3%	15%	26%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

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	29	737	744	3%	17%	59%	21%	0%	21%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	17	734	732	6%	18%	59%	18%	0%	18%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	24	735	730	4%	17%	63%	17%	0%	17%	23%

ACADEMIC ACHIEVEMENT
CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

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	24	738	744	0%	21%	54%	25%	0%	25%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	14	735	733	0%	29%	50%	21%	0%	21%	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	19	739	731	0%	21%	53%	26%	0%	26%	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

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

NJASK Results - Science Grade Level - 04

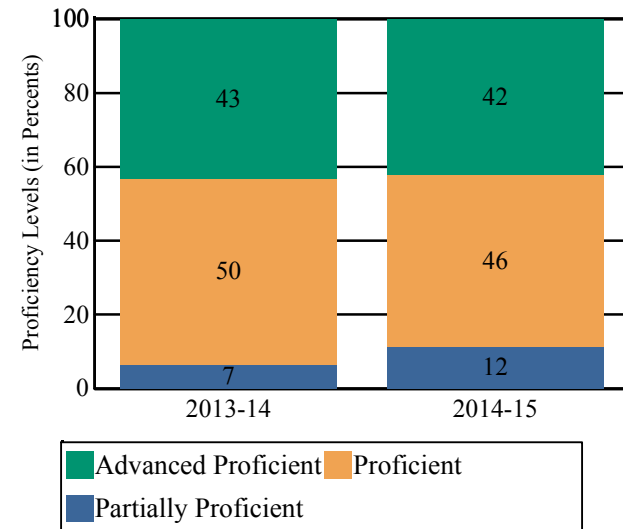
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	42%	46%	12%
White	-	-	-
African American	-	-	-
Hispanic	33%	53%	13%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	43%	43%	14%

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

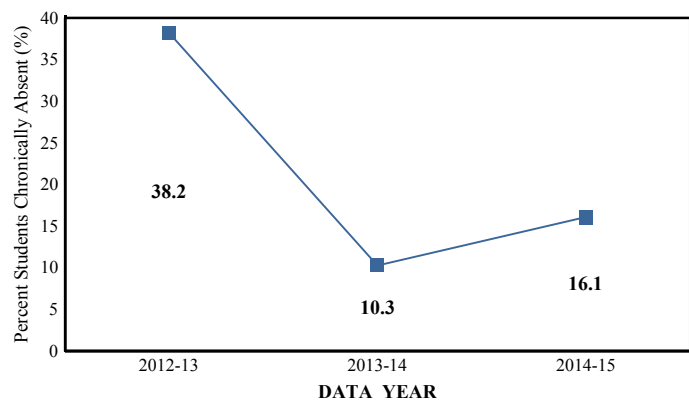
CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

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

Chronic Absenteeism Trend

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

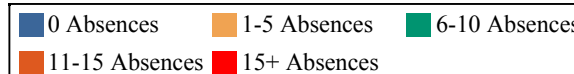
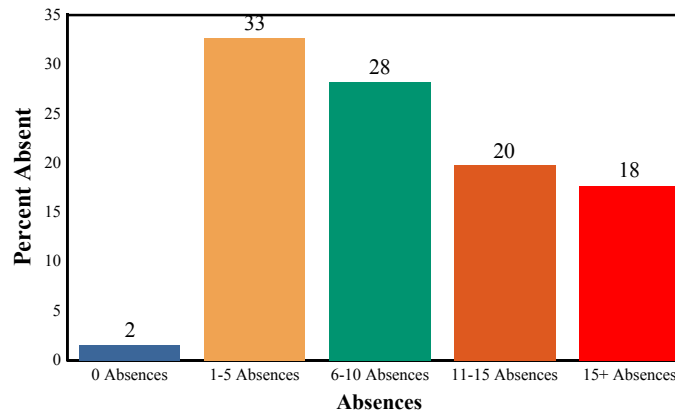


Chronic Absenteeism for 2014-15

16.13%

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

CUMBERLAND

GRADE SPAN KG-05

VINELAND CITY

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	52	70	53	35	YES
Student Growth on Math	32	20	6	35	NO
		45	30		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	2%	2%	0%
Partially Met	3%	2%	2%
Approached	10%	19%	9%
Met	7%	19%	19%
Exceeded	0%	0%	7%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	2%	0%
Partially Met	14%	2%	2%
Approached	21%	22%	9%
Met	10%	5%	7%
Exceeded	0%	0%	0%

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

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

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	803	850
75th	745	770
50th	732	743
25th	702	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	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	788	850
75th	748	767
50th	733	745
25th	714	722
0th	680	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

CUMBERLAND

VINELAND CITY

GRADE SPAN KG-05

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	762	773
50th	741	750
25th	727	728
0th	690	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

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	800	850
75th	766	773
50th	757	751
25th	739	728
0th	726	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	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	775	850
75th	744	764
50th	731	742
25th	718	721
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	43

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	772	850
75th	746	763
50th	736	743
25th	728	723
0th	699	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	18	40

SCHOOL CLIMATE

CUMBERLAND

VINELAND CITY

GRADE SPAN KG-05

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	Hrs. 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	

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	Hrs. Mins.
Shared Time	Hrs. 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	

Student to Staff Ratio

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

2014-15	School
Faculty	13
Administrators	165

SCHOOL PEER GROUP
CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

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	PLEASANTVILLE CITY	SOUTH MAIN STREET ELEMENTARY SCHOOL	01-4180-095	KG-05	88.9%	7.1%	12.4%
BERGEN	FAIRVIEW BORO	NUMBER THREE SCHOOL	03-1470-080	KG-03	86.1%	17.8%	13.7%
BERGEN	HACKENSACK CITY	JACKSON AVENUE	03-1860-120	PK-04	83.6%	12.7%	7.9%
CAMDEN	CAMDEN CITY	HARRY C. SHARP ELEMENTARY SCHOOL	07-0680-300	PK-06	86.8%	9.1%	12.3%
CAPE MAY	WILDWOOD CITY	GLENWOOD AVE ELEMENTARY SCHOOL	09-5790-060	PK-05	85.7%	24.7%	15.3%
CHARTERS	CAMDEN'S PRIDE CHARTER SCHHOL	CAMDEN'S PRIDE CHARTER SCHOOL	80-6024-906	KG-04	82.4%	6.7%	5.9%
CHARTERS	EAST ORANGE COMMUNITY CS	EAST ORANGE COMMUNITY CHARTER SCHOOL	80-6410-920	KG-04	84.9%	0%	6.7%
CHARTERS	ENVIRONMENT COMMUNITY CS	ENVIRONMENT COMMUNITY OPPORTUNITY (ECO) CHARTER SCHOOL	80-6232-920	KG-05	90.5%	0%	10%
CHARTERS	NEWARK EDUCATORS CHARTER SCHOOL	NEWARK EDUCATORS COMMUNITY CHARTER SCHOOL	80-6029-911	PK-05	92%	4.5%	14.7%
CHARTERS	PATERSON ARTS AND SCIENCE CHARTER SCHOOL	PATERSON ARTS AND SCIENCE CHARTER SCHOOL	80-6096-982	KG-06	81.9%	3.1%	4.3%
CUMBERLANI	MILLVILLE CITY	R. D. WOOD ELEMENTARY SCHOOL	11-3230-090	KG-05	94%	0%	15.4%
CUMBERLANI	VINELAND CITY	JOHNSTONE ELEMENTARY SCHOOL	11-5390-120	KG-05	79.8%	38.4%	13.3%
CUMBERLANI	VINELAND CITY	MAX LEUCHTER	11-5390-160	KG-05	86.2%	6.9%	9.7%
ESSEX	CITY OF ORANGE TWP	FOREST STREET ELEMENTARY SCHOOL	13-3880-080	PK-07	85.2%	9.8%	7.6%
ESSEX	EAST ORANGE	BENJAMIN BANNEKER ACADEMY	13-1210-093	PK-05	81.6%	12.4%	6.4%
ESSEX	EAST ORANGE	DIONNE WARWICK INSTITUTE	13-1210-110	PK-05	84%	2%	7.3%
ESSEX	EAST ORANGE	GORDON PARKS ACADEMY	13-1210-130	PK-05	91.8%	0%	13.6%
ESSEX	EAST ORANGE	MILDRED BARRY GARVIN ELEMENTARY	13-1210-100	PK-05	91.8%	0.3%	16.6%
ESSEX	IRVINGTON TOWNSHIP	MADISON AT CHANCELLOR SOUTH	13-2330-120	KG-05	77.1%	11.5%	1.3%
ESSEX	IRVINGTON TOWNSHIP	MT. VERNON AVENUE SCHOOL	13-2330-131	PK-05	83.3%	7.4%	4.1%

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

ESSEX	IRVINGTON TOWNSHIP	THURGOOD MARSHALL SCHOOL	13-2330-125	PK-05	81.4%	12.7%	8.2%
ESSEX	IRVINGTON TOWNSHIP	UNIVERSITY ELEMENTARY SCHOOL	13-2330-136	KG-05	83.2%	9.2%	5.7%
ESSEX	NEWARK CITY	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	13-3570-430	PK-04	82.7%	35.8%	19%
ESSEX	WEST ORANGE TOWN	WASHINGTON ELEMENTARY SCHOOL	13-5680-180	KG-05	84.9%	8.7%	9.6%
HUDSON	JERSEY CITY	ALEXANDER D. SULLIVAN SCHOOL	17-2390-320	PK-05	83.7%	20.6%	10.3%
HUDSON	JERSEY CITY	PS # 20	17-2390-190	PK-05	89%	7.4%	11.1%
MERCER	TRENTON CITY	P.J. HILL ELEMENTARY	21-5210-265	KG-05	93.1%	3.3%	17.5%
MIDDLESEX	PERTH AMBOY CITY	ROBERT N. WILENTZ ELEMENTARY SCHOOL	23-4090-200	KG-04	76.1%	26.2%	6.9%
MORRIS	DOVER TOWN	NORTH DOVER ELEMENTARY SCHOOL	27-1110-070	PK-06	78.1%	14.3%	4.5%
PASSAIC	PATERSON CITY	EDWARD W KILPATRICK	31-4010-047	PK-04	83.5%	12.4%	10.2%
UNION	PLAINFIELD CITY	EMERSON ELEMENTARY SCHOOL	39-4160-130	KG-05	85.3%	25%	14.3%

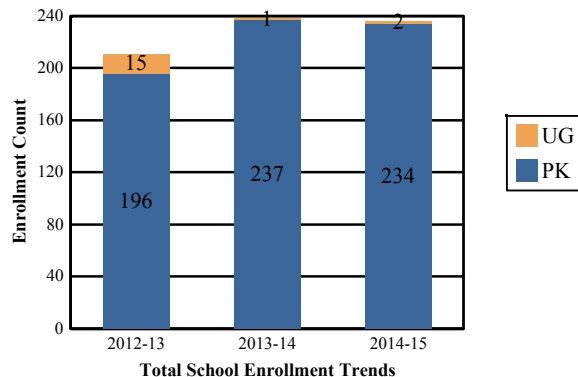
DEMOGRAPHIC INFORMATION

CUMBERLAND
VINELAND CITY

GRADE SPAN PK

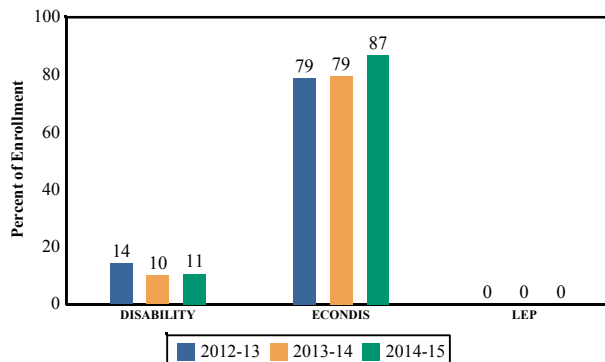
Enrollment by Grade

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



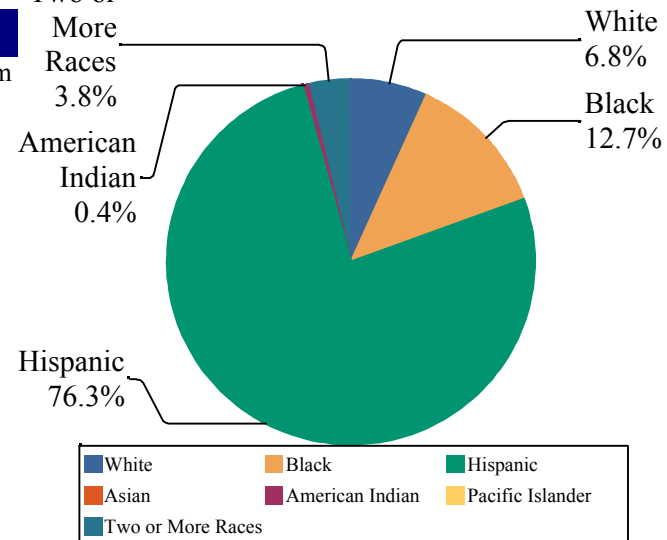
Enrollment Trends by Program Participation

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.



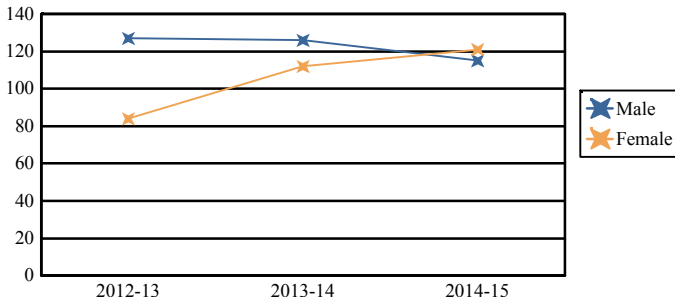
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment

2012-13	211
2013-14	238
2014-15	236

Enrollment by Gender

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



Current Year Enrollment by Program Participation

Program	Count of Students	% of Enrollment
2014-15		
Students with Disability	25	11%
Economically Disadvantaged Students	205	86.9%
English Language Learners	0	0.0%

Language Diversity

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

Language	Percent
2014-15	
English	73.9%
Spanish	25.7%
Punjabi	0.4%

	Male	Female
2012-13	127	84
2013-14	126	112
2014-15	115	121

SCHOOL CLIMATE

CUMBERLAND
VINELAND CITY

GRADE SPAN PK

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	Hrs. 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	

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	Hrs. Mins.
Shared Time	Hrs. 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	

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	7
Administrators	236



State of New Jersey

2014-15

11-5390-230

OVERVIEW

CUMBERLAND
VINELAND CITY

SOLVE D'IPPOLITO ELEMENTARY SCHOOL
1578 NORTH VALLEY AVE
VINELAND, NJ 08360-2431

GRADE SPAN KG-05

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

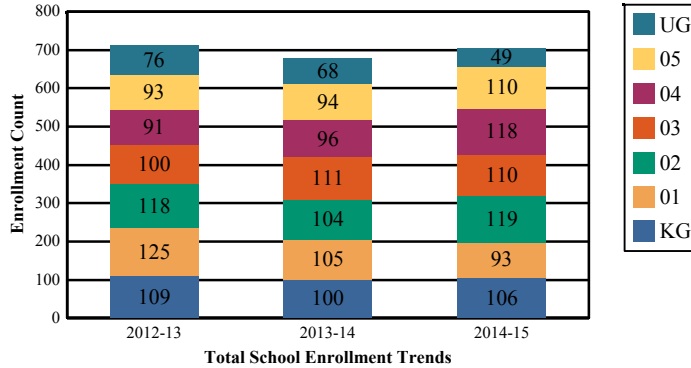
CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

11-5390-230
SOLVE D'IPPOLITO ELEMENTARY SCHOOL
1578 NORTH VALLEY AVE
VINELAND, NJ 08360-2431

Enrollment by Grade

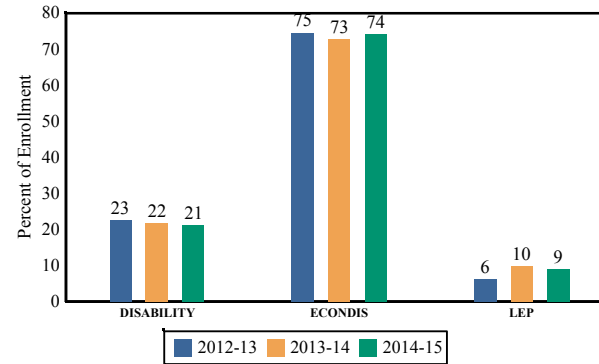
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

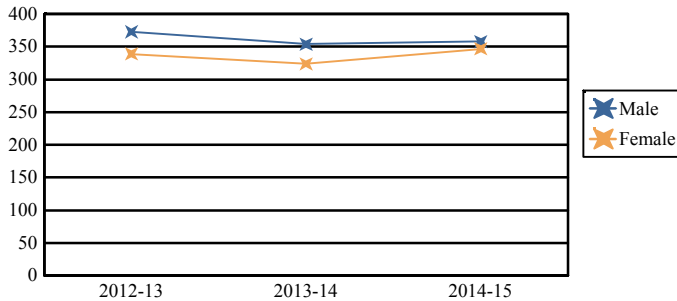
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	712
2013-14	678
2014-15	705

Enrollment by Gender

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

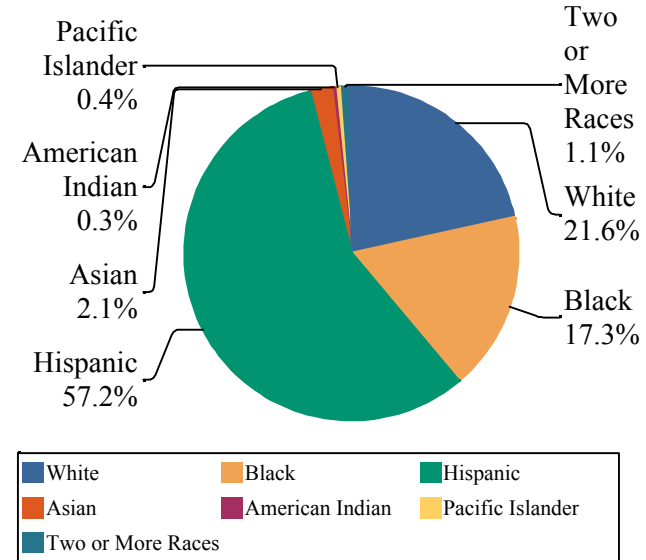


	Male	Female
2012-13	373	339
2013-14	354	324
2014-15	358	347

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	150	21%
Economically Disadvantaged Students	522	74.0%
English Language Learners	64	9.1%

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	87.3%
Spanish	11.1%
Chinese	0.6%
Turkish	0.3%
Punjabi	0.1%
Gujarati	0.1%
Other	0.4%

ACADEMIC ACHIEVEMENT

CUMBERLAND
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GRADE SPAN KG-05

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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	32%	55	17
Math Met or Exceeded Expectation	23%		

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	348	32.2%	95%	98.1%	YES
White	69	52.2%	95%	98.7%	YES
African American	58	25.8%	95%	100%	YES
Hispanic	209	26.3%	95%	97.3%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	90	13.3%	95%	98%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	258	29.4%	95%	97.8%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

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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	349	22.6%	95%	98.4%	YES
White	69	37.6%	95%	98.7%	YES
African American	58	10.3%	95%	100%	YES
Hispanic	210	18.1%	95%	97.7%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	259	21.6%	95%	98.2%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

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

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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	110	724	744	24%	25%	26%	25%	1%	25%	44%
White	22	741	753	18%	9%	23%	45%	5%	50%	55%
African American	22	726	725	23%	18%	32%	27%	0%	27%	26%
Hispanic	64	716	727	27%	33%	25%	16%	0%	16%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	26	705	718	50%	19%	15%	15%	0%	15%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	82	722	724	26%	23%	27%	23%	1%	24%	24%

ACADEMIC ACHIEVEMENT

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GRADE SPAN KG-05

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	130	733	751	15%	24%	32%	23%	5%	28%	52%
White	24	747	758	13%	13%	25%	42%	8%	50%	63%
African American	19	718	733	26%	42%	21%	5%	5%	11%	30%
Hispanic	83	733	737	14%	23%	36%	22%	5%	27%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	100	731	734	18%	22%	33%	23%	4%	27%	31%

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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	108	741	751	10%	21%	25%	43%	1%	44%	53%
White	23	752	757	4%	13%	26%	52%	4%	57%	62%
African American	17	732	734	12%	24%	24%	41%	0%	41%	31%
Hispanic	62	737	737	13%	24%	26%	37%	0%	37%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	29	718	723	34%	31%	14%	21%	0%	21%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	76	736	734	13%	24%	25%	38%	0%	38%	31%

ACADEMIC ACHIEVEMENT

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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	110	722	746	23%	30%	30%	17%	0%	17%	46%
White	22	725	752	23%	27%	27%	23%	0%	23%	56%
African American	22	718	728	32%	18%	36%	14%	0%	14%	25%
Hispanic	64	721	733	20%	36%	30%	14%	0%	14%	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	82	721	730	24%	28%	30%	17%	0%	17%	26%

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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	130	730	744	12%	37%	30%	22%	0%	22%	42%
White	24	743	749	13%	13%	29%	46%	0%	46%	50%
African American	19	718	727	16%	58%	16%	11%	0%	11%	20%
Hispanic	83	729	732	11%	40%	34%	16%	0%	16%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	100	728	730	14%	38%	27%	21%	0%	21%	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	109	738	744	9%	22%	39%	26%	4%	29%	42%
White	23	744	749	9%	9%	39%	39%	4%	43%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	63	733	733	10%	33%	32%	24%	2%	25%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	30	721	724	27%	37%	23%	10%	3%	13%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	77	735	731	10%	22%	40%	26%	1%	27%	23%

ACADEMIC ACHIEVEMENT

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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

ACADEMIC ACHIEVEMENT

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NJASK Results - Science Grade Level - 04

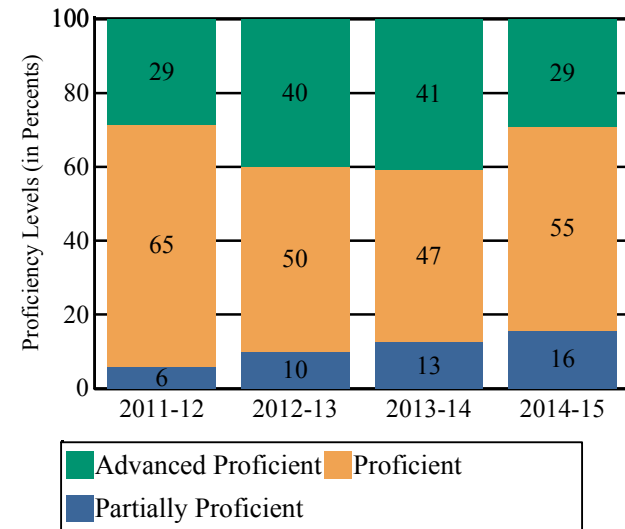
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	29%	55%	16%
White	43%	52%	4%
African American	22%	50%	28%
Hispanic	27%	56%	17%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	3%	55%	42%
English Language Learners	0%	62%	38%
Economically Disadvantaged Students	29%	53%	19%

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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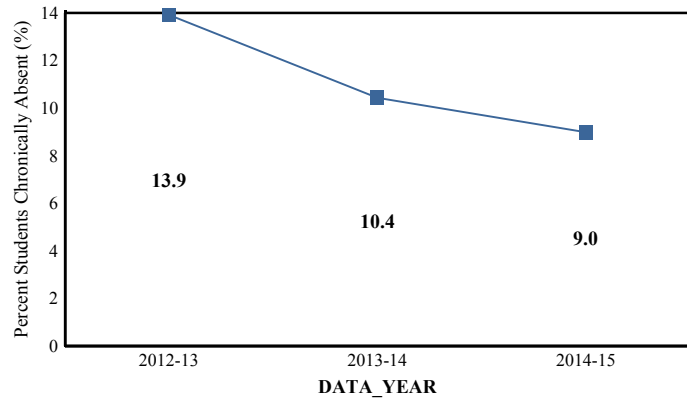
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GRADE SPAN KG-05

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

Chronic Absenteeism Trend

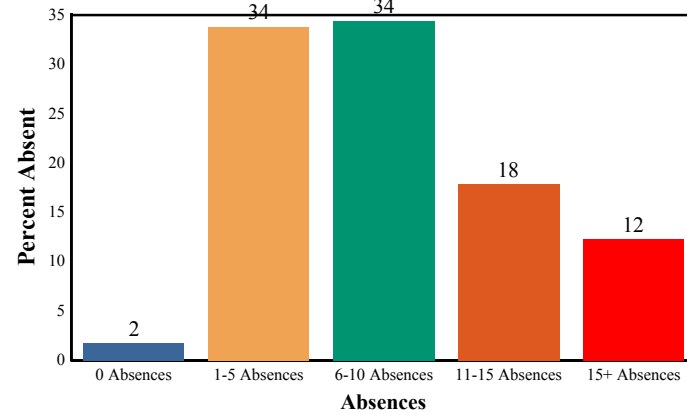
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	8.99%
--	--------------

Absenteeism

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



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

STUDENT GROWTH

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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	43	52	23	35	YES
Student Growth on Math	53	80	53	35	YES
		66	38		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%	2%	0%
Partially Met	10%	9%	4%
Approached	14%	7%	8%
Met	3%	9%	19%
Exceeded	0%	0%	3%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	9%	1%	0%
Partially Met	11%	14%	5%
Approached	7%	10%	17%
Met	2%	8%	12%
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 KG-05

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	785	850
75th	746	770
50th	725	743
25th	700	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	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	772	850
75th	743	767
50th	723	745
25th	703	722
0th	656	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

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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	795	850
75th	754	773
50th	732	750
25th	709	728
0th	665	650

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

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	798	850
75th	761	773
50th	739	751
25th	719	728
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	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	775	850
75th	746	764
50th	726	742
25th	712	721
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	43

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	753	763
50th	737	743
25th	720	723
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	40

SCHOOL CLIMATE

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GRADE SPAN KG-05

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. 20 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	1.7%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 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	14
Administrators	353

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

SOLVE D'IPPOLITO ELEMENTARY SCHOOL
1578 NORTH VALLEY AVE
VINELAND, NJ 08360-2431

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

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

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

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



State of New Jersey

2014-15

11-5390-260

OVERVIEW

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

DR. WILLIAM MENNIES ELEMENTARY SCHOOL
361 EAST GRANT AVENUE
VINELAND, NJ 08360-7107

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

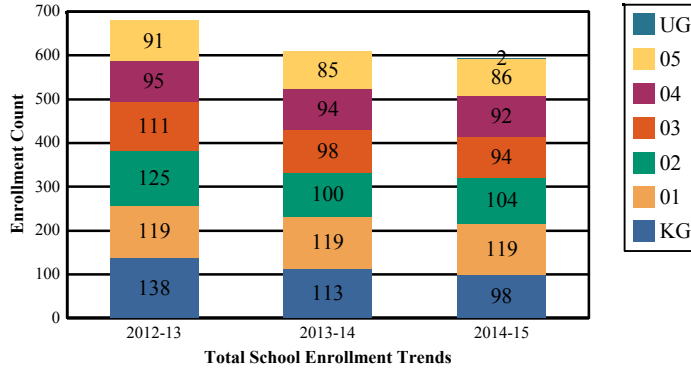
CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

11-5390-260
DR. WILLIAM MENNIES ELEMENTARY SCHOOL
361 EAST GRANT AVENUE
VINELAND, NJ 08360-7107

Enrollment by Grade

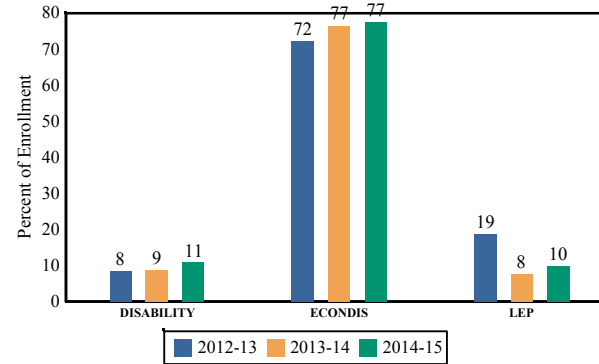
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

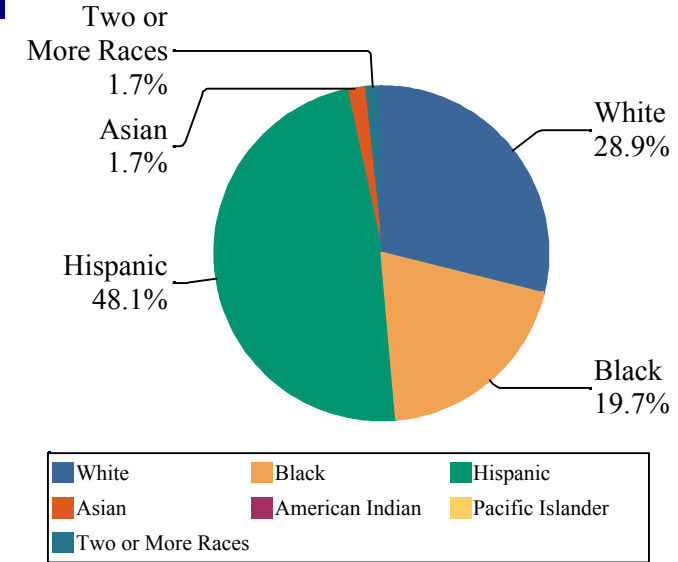
Enrollment Trends by Program Participation

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

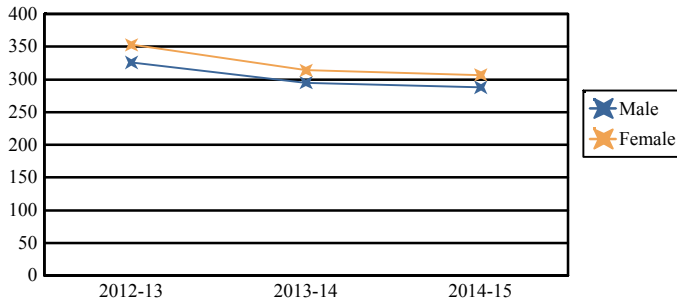
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	679
2013-14	609
2014-15	595

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	326	353
2013-14	295	314
2014-15	288	307

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	64	11%
Economically Disadvantaged Students	461	77.5%
English Language Learners	58	9.8%

Language Diversity

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

2014-15	Percent
English	86.1%
Spanish	12.2%
Russian	0.5%
Turkish	0.5%
Ukrainian	0.3%
Korean	0.3%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

DR. WILLIAM MENNIES ELEMENTARY SCHOOL
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VINELAND, NJ 08360-7107

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	39%	71	26
Math Met or Exceeded Expectation	20%		

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	253	39.1%	95%	99.6%	YES
White	76	51.3%	95%	100%	YES
African American	49	38.8%	95%	98.1%	YES
Hispanic	121	30.6%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	36	25%	95%	100%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	183	33.3%	95%	99.5%	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

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

DR. WILLIAM MENNIES ELEMENTARY SCHOOL
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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	253	19.8%	95%	99.6%	YES
White	76	27.6%	95%	100%	YES
African American	49	10.2%	95%	98.1%	YES
Hispanic	121	16.5%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	36	11.1%	95%	100%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	183	15.3%	95%	99.5%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

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

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

DR. WILLIAM MENNIES ELEMENTARY SCHOOL
361 EAST GRANT AVENUE
VINELAND, NJ 08360-7107

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	87	734	744	17%	26%	21%	34%	1%	36%	44%
White	27	745	753	19%	7%	22%	52%	0%	52%	55%
African American	16	727	725	6%	44%	25%	25%	0%	25%	26%
Hispanic	40	730	727	20%	35%	18%	25%	3%	28%	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	63	730	724	17%	30%	22%	30%	0%	30%	24%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

DR. WILLIAM MENNIES ELEMENTARY SCHOOL
361 EAST GRANT AVENUE
VINELAND, NJ 08360-7107

GRADE SPAN KG-05

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	84	743	751	7%	21%	27%	40%	4%	44%	52%
White	22	751	758	5%	18%	23%	45%	9%	55%	63%
African American	17	738	733	12%	24%	24%	41%	0%	41%	30%
Hispanic	44	741	737	7%	23%	32%	36%	2%	39%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	65	740	734	6%	25%	31%	37%	2%	38%	31%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

DR. WILLIAM MENNIES ELEMENTARY SCHOOL
361 EAST GRANT AVENUE
VINELAND, NJ 08360-7107

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	82	741	751	4%	21%	38%	38%	0%	38%	53%
White	27	747	757	0%	15%	37%	48%	0%	48%	62%
African American	16	739	734	13%	13%	25%	50%	0%	50%	31%
Hispanic	37	736	737	3%	30%	43%	24%	0%	24%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	12	730	723	8%	42%	8%	42%	0%	42%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	55	737	734	4%	24%	42%	31%	0%	31%	31%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

DR. WILLIAM MENNIES ELEMENTARY SCHOOL
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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	87	729	746	17%	29%	29%	24%	1%	25%	46%
White	27	732	752	7%	30%	37%	26%	0%	26%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	40	731	733	20%	23%	28%	28%	3%	30%	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	63	726	730	19%	30%	30%	19%	2%	21%	26%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

DR. WILLIAM MENNIES ELEMENTARY SCHOOL
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VINELAND, NJ 08360-7107

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	84	735	744	2%	33%	43%	21%	0%	21%	42%
White	22	748	749	0%	9%	50%	41%	0%	41%	50%
African American	17	728	727	12%	24%	53%	12%	0%	12%	20%
Hispanic	44	730	732	0%	50%	36%	14%	0%	14%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	65	732	730	3%	34%	46%	17%	0%	17%	23%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

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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	82	730	744	2%	41%	44%	12%	0%	12%	42%
White	27	736	749	0%	37%	44%	19%	0%	19%	49%
African American	16	730	728	6%	31%	50%	13%	0%	13%	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	12	731	724	8%	25%	50%	17%	0%	17%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

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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

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

11-5390-260
DR. WILLIAM MENNIES ELEMENTARY SCHOOL
361 EAST GRANT AVENUE
VINELAND, NJ 08360-7107

NJASK Results - Science Grade Level - 04

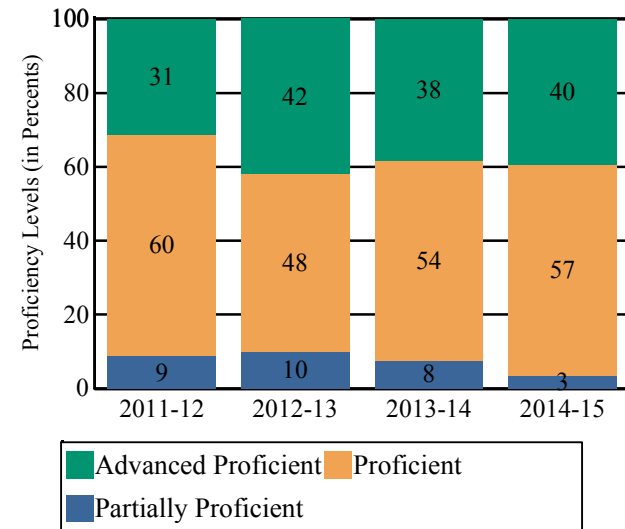
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	40%	57%	3%
White	55%	45%	0%
African American	29%	65%	6%
Hispanic	34%	61%	5%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	33%	62%	5%

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

CUMBERLAND
VINELAND CITY

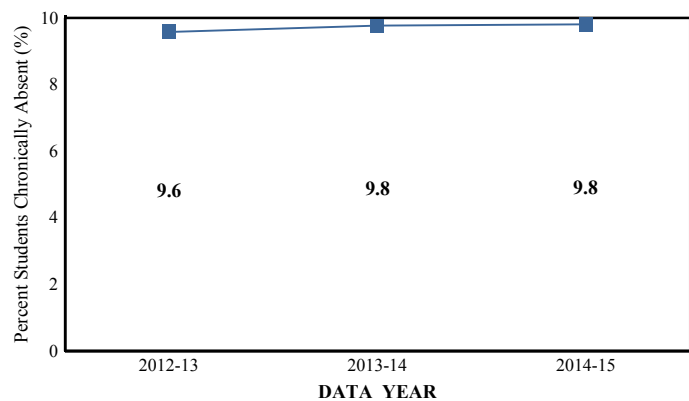
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GRADE SPAN KG-05

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

Chronic Absenteeism Trend

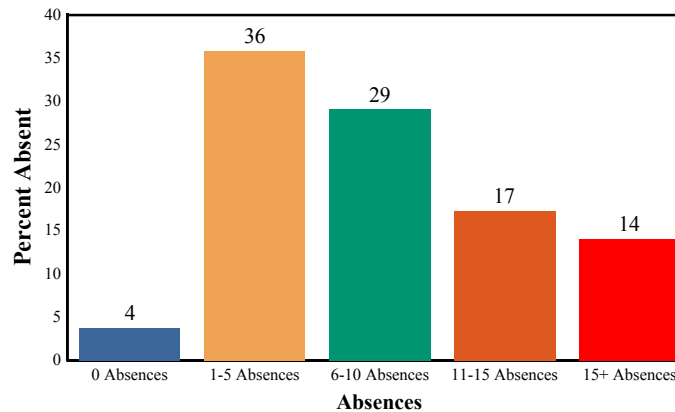
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	9.81%
--	--------------

Absenteeism

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



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

STUDENT GROWTH

CUMBERLAND

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GRADE SPAN KG-05

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	47	40	36	35	YES
Student Growth on Math	40	34	20	35	YES
		37	28		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	6%	0%	0%
Partially Met	9%	8%	4%
Approached	12%	11%	9%
Met	9%	15%	15%
Exceeded	0%	0%	2%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	24%	11%	4%
Approached	14%	16%	11%
Met	2%	6%	8%
Exceeded	0%	0%	0%

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 KG-05

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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 - 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	804	850
75th	760	770
50th	739	743
25th	707	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	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	790	850
75th	747	767
50th	728	745
25th	707	722
0th	660	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN KG-05

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	795	850
75th	762	773
50th	747	750
25th	724	728
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	45

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	790	850
75th	755	773
50th	741	751
25th	726	728
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	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	781	850
75th	748	764
50th	733	742
25th	720	721
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	43

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	781	850
75th	740	763
50th	726	743
25th	717	723
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	23	40

SCHOOL CLIMATE

CUMBERLAND

VINELAND CITY

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VINELAND, NJ 08360-7107

GRADE SPAN KG-05

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. 20 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	6.1%

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	13
Administrators	298

SCHOOL PEER GROUP
CUMBERLAND
VINELAND CITY

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361 EAST GRANT AVENUE
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GRADE SPAN KG-05

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>
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #5	03-0890-070	KG-06	72.4%	19.5%	4.1%
CAMDEN	LINDENWOLD BORO	LINDENWOLD SCHOOL FIVE	07-2670-050	KG-04	74.3%	18.3%	7.6%
CAMDEN	PENNSAUKEN TWP	A E BURLING ELEMENTARY SCHOOL	07-4060-104	KG-04	75.4%	0%	5.1%
CHARTERS	BELOVED COMMUNITY CHARTER SCHOOL	BELOVED COMMUNITY CHARTER SCHOOL	80-6082-963	KG-04	72.9%	12.2%	4.2%
CHARTERS	BURCH CHARTER SCHOOL OF EXCELLENCE	BURCH CHARTER SCHOOL OF EXCELLENCE	80-6022-990	KG-05	71.2%	0%	1.4%
CUMBERLAND	VINELAND CITY	DR. WILLIAM MENNIES ELEMENTARY SCHOOL	11-5390-260	KG-05	77.5%	9.8%	10.8%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS9	13-0250-090	KG-05	71.6%	0%	2.1%
ESSEX	CITY OF ORANGE TWP	LINCOLN AVENUE ELEMENTARY SCHOOL	13-3880-100	PK-07	83.4%	17.1%	17.9%
ESSEX	CITY OF ORANGE TWP	PARK AVENUE ELEMENTARY SCHOOL	13-3880-120	PK-07	81.9%	7.2%	16.1%
ESSEX	EAST ORANGE	GEORGE WASHINGTON CARVER INSTITUTE	13-1210-060	PK-05	79.6%	0.5%	12%
ESSEX	EAST ORANGE	J. GARFIELD JACKSON SR. ACADEMY	13-1210-170	KG-05	84.4%	0%	12%
ESSEX	NEWARK CITY	FOURTEENTH AVENUE SCHOOL	13-3570-420	KG-04	94.8%	21.1%	36.2%
HUDSON	HARRISON TOWN	LINCOLN ELEMENTARY SCHOOL	17-2060-060	PK-03	78.1%	8.1%	8.6%
HUDSON	JERSEY CITY	REV. DR. ERCEL F. WEBB SCHOOL	17-2390-200	PK-05	83.3%	14.7%	18.4%
HUDSON	WEST NEW YORK TOWN	ALBIO SIRES ELEMENTARY SCHOOL	17-5670-080	PK-06	79.8%	7.5%	9.4%
HUDSON	WEST NEW YORK TOWN	PUBLIC SCHOOL NUMBER ONE	17-5670-060	PK-06	77.7%	17%	11.4%
HUDSON	WEST NEW YORK TOWN	PUBLIC SCHOOL NUMBER TWO	17-5670-065	PK-06	79.1%	2.5%	13%
HUDSON	WEST NEW YORK TOWN	ROBERT MENENDEZ ELEMENTARY SCHOOL	17-5670-070	PK-06	81.2%	6%	15.2%
MERCER	HAMILTON TWP	GREENWOOD ELEMENTARY SCHOOL	21-1950-110	PK-05	79.4%	9.9%	11.8%
MIDDLESEX	PERTH AMBOY CITY	EDWARD J. PATTEN ELEMENTARY SCHOOL	23-4090-065	KG-04	74%	20.8%	7.8%
MIDDLESEX	PERTH AMBOY CITY	JAMES J. FLYNN ELEMENTARY SCHOOL	23-4090-145	KG-04	76.6%	13.1%	8.4%

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

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GRADE SPAN KG-05

MONMOUTH	ASBURY PARK CITY	BARRACK OBAMA ELEMENTARY SCHOOL	25-0100-020	KG-05	75.1%	6.6%	9.6%
MONMOUTH	ASBURY PARK CITY	BRADLEY ELEMENTARY SCHOOL	25-0100-040	PK-05	83.3%	2.2%	19.1%
MONMOUTH	ASBURY PARK CITY	THURGOOD MARSHALL ELEMENTARY SCHOOL	25-0100-100	PK-05	80.9%	15.4%	17.7%
MONMOUTH	FREEHOLD BORO	FREEHOLD LEARNING CENTER	25-1640-040	PK-05	72.8%	24.6%	14.2%
MONMOUTH	FREEHOLD BORO	PARK AVENUE ELEMENTARY SCHOOL	25-1640-070	PK-05	72.7%	25.3%	11.4%
MONMOUTH	LONG BRANCH CITY	A A ANASTASIA ELEMENTARY SCHOOL	25-2770-065	KG-05	81.8%	3.3%	15.2%
MORRIS	DOVER TOWN	ACADEMY STREET ELEMENTARY SCHOOL	27-1110-050	PK-06	76.1%	0.3%	8.9%
PASSAIC	CLIFTON CITY	SCHOOL #17	31-0900-230	KG-05	78.1%	12.4%	14.6%
PASSAIC	PATERSON CITY	SCHOOL 1	31-4010-050	PK-05	82.4%	9%	19.7%
SOMERSET	NORTH PLAINFIELD BORO	STONY BROOK SCHOOL	35-3670-090	KG-04	84.2%	0%	18.5%



State of New Jersey

2014-15

11-5390-270

OVERVIEW

CUMBERLAND
VINELAND CITY

PAULINE J. PETWAY ELEMENTARY SCHOOL
1115 SO LINCOLN AVE
VINELAND, NJ 08631-6601

GRADE SPAN KG-05

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

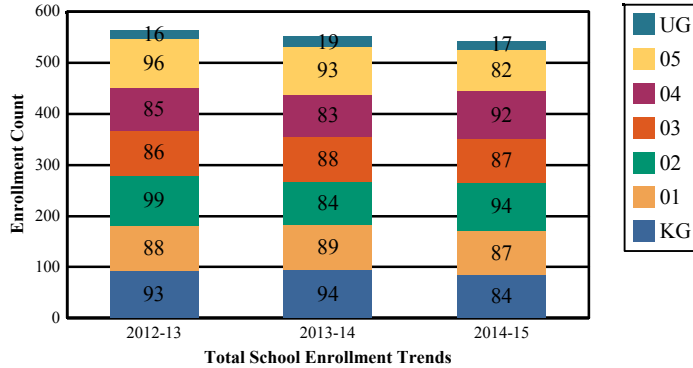
CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

11-5390-270
PAULINE J. PETWAY ELEMENTARY SCHOOL
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Enrollment by Grade

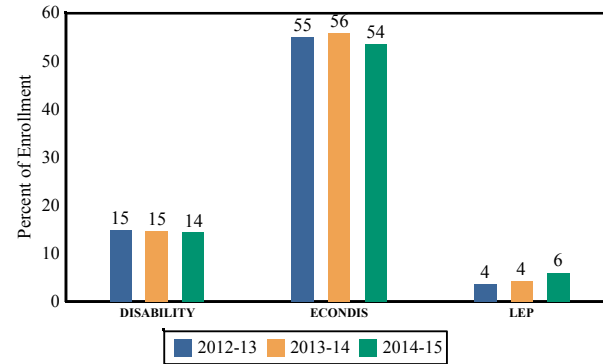
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

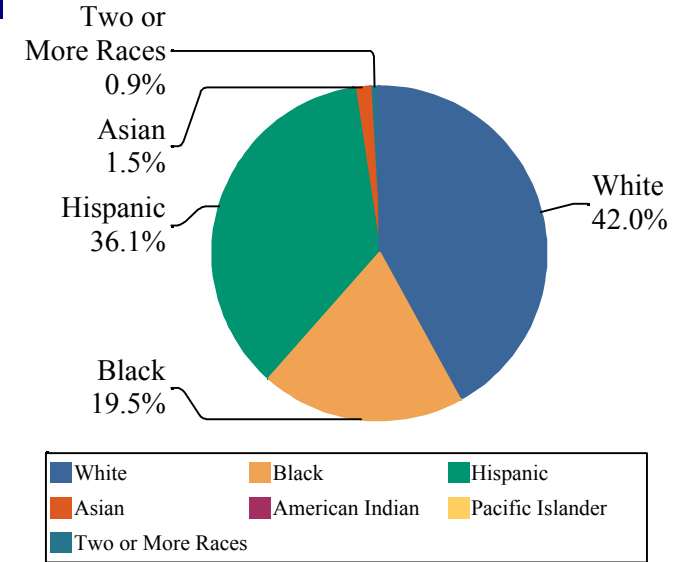
Enrollment Trends by Program Participation

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

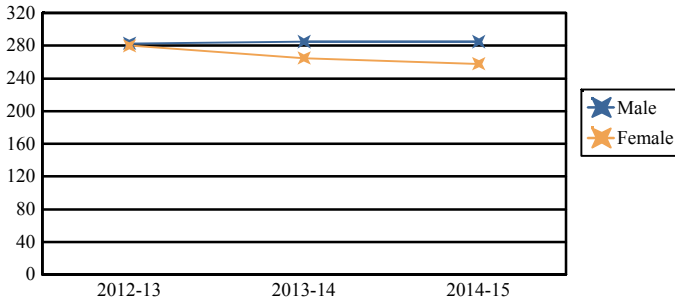
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	563
2013-14	550
2014-15	543

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	283	280
2013-14	285	265
2014-15	285	258

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	78	14%
Economically Disadvantaged Students	291	53.6%
English Language Learners	33	6.1%

Language Diversity

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

2014-15	Percent
English	93.9%
Spanish	4.6%
Russian	0.7%
Ukrainian	0.2%
Punjabi	0.2%
Greek, Ancient (to 1453)	0.2%
Other	0.2%

ACADEMIC ACHIEVEMENT

**CUMBERLAND
VINELAND CITY**

GRADE SPAN KG-05

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	47%	65	39
Math Met or Exceeded Expectation	31%		

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	250	47.2%	95%	96.4%	YES
White	106	63.2%	95%	97.4%	YES
African American	45	35.6%	95%	94%	YES*
Hispanic	94	33%	95%	96%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	37	16.2%	95%	92.9%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	129	33.3%	95%	95.1%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

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GRADE SPAN KG-05

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	249	30.9%	95%	96%	YES
White	105	46.7%	95%	96.5%	YES
African American	45	15.5%	95%	94%	YES*
Hispanic	94	18.1%	95%	96%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	37	13.5%	95%	92.9%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	129	21%	95%	95.1%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

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GRADE SPAN KG-05

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

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	738	744	13%	25%	25%	36%	1%	37%	44%
White	34	750	753	6%	21%	24%	47%	3%	50%	55%
African American	20	730	725	20%	25%	20%	35%	0%	35%	26%
Hispanic	33	729	727	18%	30%	27%	24%	0%	24%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	16	716	718	50%	25%	6%	13%	6%	19%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	52	729	724	19%	31%	21%	29%	0%	29%	24%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

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VINELAND, NJ 08631-6601

GRADE SPAN KG-05

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	84	753	751	7%	12%	27%	38%	15%	54%	52%
White	39	768	758	5%	3%	18%	44%	31%	74%	63%
African American	12	740	733	0%	17%	58%	25%	0%	25%	30%
Hispanic	32	740	737	13%	22%	28%	34%	3%	38%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	42	739	734	10%	24%	38%	21%	7%	29%	31%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

PAULINE J. PETWAY ELEMENTARY SCHOOL
1115 SO LINCOLN AVE
VINELAND, NJ 08631-6601

GRADE SPAN KG-05

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	77	752	751	3%	17%	29%	45%	6%	52%	53%
White	33	764	757	0%	6%	30%	52%	12%	64%	62%
African American	13	746	734	0%	31%	23%	46%	0%	46%	31%
Hispanic	29	738	737	7%	24%	31%	38%	0%	38%	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	35	743	734	6%	23%	26%	43%	3%	46%	31%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

PAULINE J. PETWAY ELEMENTARY SCHOOL
1115 SO LINCOLN AVE
VINELAND, NJ 08631-6601

GRADE SPAN KG-05

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	740	746	3%	28%	39%	24%	6%	29%	46%
White	34	752	752	0%	24%	29%	41%	6%	47%	56%
African American	20	729	728	5%	45%	35%	10%	5%	15%	25%
Hispanic	33	734	733	6%	21%	55%	15%	3%	18%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	16	739	727	0%	56%	19%	13%	13%	25%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	52	732	730	6%	35%	40%	17%	2%	19%	26%

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	83	738	744	2%	31%	31%	35%	0%	35%	42%
White	38	745	749	3%	18%	29%	50%	0%	50%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	32	733	732	3%	38%	31%	28%	0%	28%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	42	731	730	5%	40%	29%	26%	0%	26%	23%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

PAULINE J. PETWAY ELEMENTARY SCHOOL
1115 SO LINCOLN AVE
VINELAND, NJ 08631-6601

GRADE SPAN KG-05

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	77	737	744	4%	30%	38%	26%	3%	29%	42%
White	33	744	749	0%	21%	36%	39%	3%	42%	49%
African American	13	727	728	15%	38%	15%	31%	0%	31%	21%
Hispanic	-	-	733	-	-	-	-	-	-	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	35	734	731	6%	31%	46%	14%	3%	17%	23%

ACADEMIC ACHIEVEMENT

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

PAULINE J. PETWAY ELEMENTARY SCHOOL
1115 SO LINCOLN AVE
VINELAND, NJ 08631-6601

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

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

11-5390-270
PAULINE J. PETWAY ELEMENTARY SCHOOL
1115 SO LINCOLN AVE
VINELAND, NJ 08631-6601

NJASK Results - Science Grade Level - 04

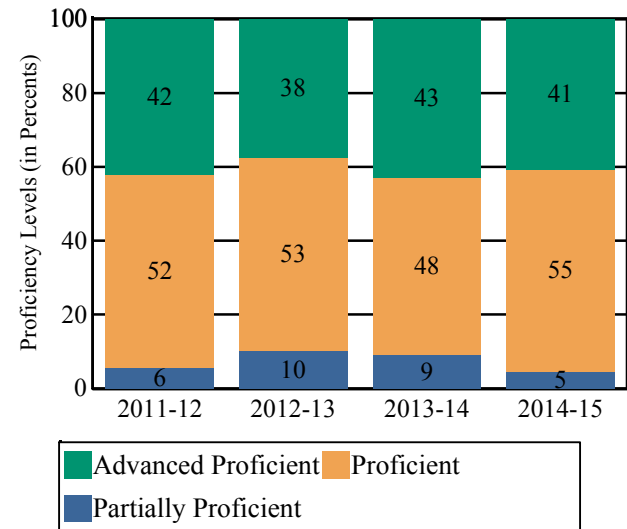
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	41%	55%	5%
White	60%	40%	0%
African American	17%	75%	8%
Hispanic	27%	64%	9%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	17%	58%	25%
English Language Learners	-	-	-
Economically Disadvantaged Students	23%	68%	9%

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

CUMBERLAND
VINELAND CITY

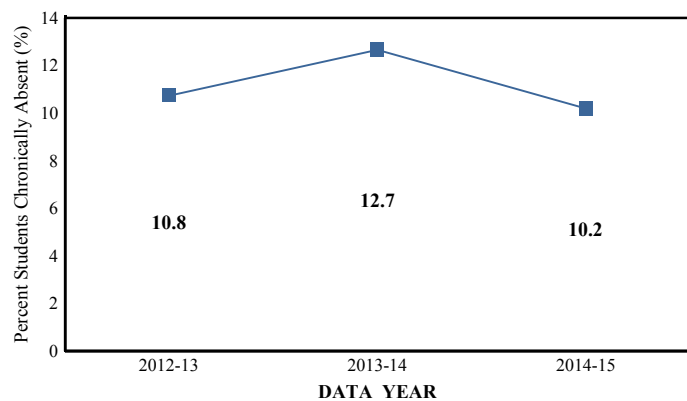
PAULINE J. PETWAY ELEMENTARY SCHOOL
1115 SO LINCOLN AVE
VINELAND, NJ 08631-6601

GRADE SPAN KG-05

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

Chronic Absenteeism Trend

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

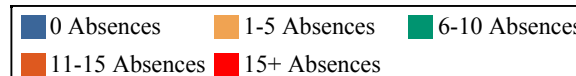
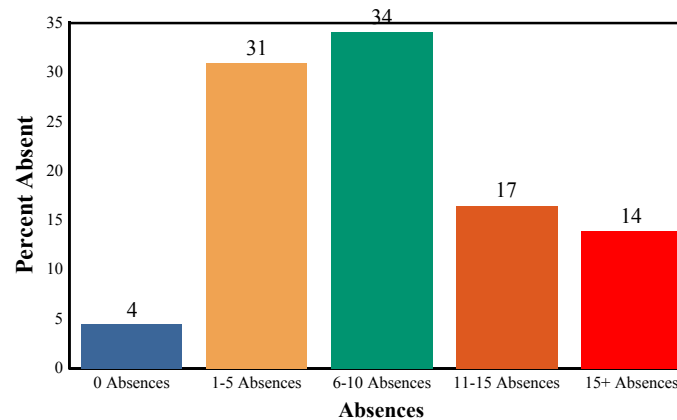


Chronic Absenteeism for 2014-15

10.20%

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

CUMBERLAND

VINELAND CITY

PAULINE J. PETWAY ELEMENTARY SCHOOL

1115 SO LINCOLN AVE

VINELAND, NJ 08631-6601

GRADE SPAN KG-05

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	48	27	40	35	YES
Student Growth on Math	42	20	26	35	YES
		24	33		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	4%	1%	0%
Partially Met	7%	6%	1%
Approached	9%	10%	7%
Met	15%	18%	10%
Exceeded	1%	1%	10%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	16%	11%	2%
Approached	12%	14%	6%
Met	9%	11%	14%
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

CUMBERLAND
VINELAND CITY

GRADE SPAN KG-05

PAULINE J. PETWAY ELEMENTARY SCHOOL
1115 SO LINCOLN AVE
VINELAND, NJ 08631-6601

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	811	850
75th	761	770
50th	735	743
25th	713	715
0th	674	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	814	850
75th	752	767
50th	738	745
25th	722	722
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	45

WITHIN SCHOOL ACHIEVEMENT GAP

CUMBERLAND
VINELAND CITY

PAULINE J. PETWAY ELEMENTARY SCHOOL
1115 SO LINCOLN AVE
VINELAND, NJ 08631-6601

GRADE SPAN KG-05

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	813	850
75th	776	773
50th	753	750
25th	735	728
0th	664	650

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

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	824	850
75th	771	773
50th	751	751
25th	734	728
0th	690	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	783	850
75th	756	764
50th	737	742
25th	720	721
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	43

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	796	850
75th	753	763
50th	735	743
25th	717	723
0th	688	650

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

SCHOOL CLIMATE

CUMBERLAND

VINELAND CITY

GRADE SPAN KG-05

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. 20 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	3.3%

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	12
Administrators	543

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

PAULINE J. PETWAY ELEMENTARY SCHOOL
1115 SO LINCOLN AVE
VINELAND, NJ 08631-6601

GRADE SPAN KG-05

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	GALLOWAY TWP	ARTHUR RANN ELEMENTARY SCHOOL	01-1690-015	KG-06	52.8%	3.7%	15.5%
ATLANTIC	GALLOWAY TWP	REEDS ROAD ELEMENTARY SCHOOL	01-1690-045	KG-06	53.2%	5.4%	15.3%
ATLANTIC	GALLOWAY TWP	ROLAND ROGERS ELEMENTARY SCHOOL	01-1690-046	KG-06	59.3%	4.2%	23.6%
BERGEN	BERGENFIELD BORO	HOOVER ELEMENTARY SCHOOL	03-0300-050	KG-05	54.2%	9.8%	10.8%
CAMDEN	COLLINGSWOOD BORO	THOMAS SHARP ELEMENTARY SCHOOL	07-0940-070	PK-05	53.3%	3%	16.8%
CAMDEN	GLOUCESTER TWP	ERIAL ELEMENTARY SCHOOL	07-1780-050	PK-05	44.9%	0%	13.5%
CAMDEN	GLOUCESTER TWP	GLOUCESTER TOWNSHIP ELEMENTARY SCHOOL	07-1780-070	KG-05	45.4%	0%	13.2%
CAMDEN	GLOUCESTER TWP	JAMES W. LILLEY JR. ELEMENTARY SCHOOL	07-1780-085	KG-05	42.3%	0%	14.2%
CAPE MAY	CAPE MAY CITY	CAPE MAY CITY ELEMENTARY SCHOOL	09-0710-050	PK-06	49.7%	0%	17%
CAPE MAY	LOWER TWP	SANDMAN CONSOLIDATED SCHOOL	09-2840-050	05-06	54.7%	0.2%	26.5%
CHARTERS	COMPASS ACADEMY CS	COMPASS ACADEMY CHARTER SCHOOL	80-6089-976	KG-03	33.1%	0%	2.8%
CUMBERLANI	MILLVILLE CITY	MOUNT PLEASANT ELEMENTARY SCHOOL	11-3230-080	KG-05	50.4%	0%	18.5%
CUMBERLANI	UPPER DEERFIELD TWP	CHARLES F. SEABROOK SCHOOL	11-5300-050	PK-03	52.8%	7%	12.7%
CUMBERLANI	VINELAND CITY	PAULINE J. PETWAY ELEMENTARY SCHOOL	11-5390-270	KG-05	53.6%	6.1%	13.6%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS7	13-0250-070	PK-06	54.7%	6.5%	12.9%
GLOUCESTER	GLASSBORO	DORTHY L. BULLOCK SCHOOL	15-1730-065	01-03	50.3%	5.6%	13.2%
GLOUCESTER	WESTVILLE BORO	PARKVIEW ELEMENTARY SCHOOL	15-5740-040	PK-06	51.9%	2.2%	17.5%
HUDSON	JERSEY CITY	NICOLAUS COPERNICUS SCHOOL	17-2390-230	PK-05	69.1%	19.8%	10.8%
HUDSON	WEEHAWKEN TWP	THEODORE ROOSEVELT SCHOOL	17-5580-080	03-06	47%	4.7%	8.1%
MIDDLESEX	MIDDLESEX BORO	PARKER ELEMENTARY SCHOOL	23-3140-070	KG-03	50.4%	8.6%	9.6%
MIDDLESEX	NORTH BRUNSWICK TWP	PARSONS	23-3620-090	PK-05	50%	6.8%	6.8%

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

PAULINE J. PETWAY ELEMENTARY SCHOOL
1115 SO LINCOLN AVE
VINELAND, NJ 08631-6601

GRADE SPAN KG-05

MONMOUTH	EATONTOWN BORO	MARGARET L VETTER	25-1260-060	KG-06	69.5%	12.6%	19%
MONMOUTH	HIGHLANDS BORO	HIGHLANDS ELEMENTARY SCHOOL	25-2160-050	PK-06	60.6%	2.9%	25.2%
MONMOUTH	NEPTUNE TWP	SUMMERFILED ELEMENTARY SCHOOL	25-3510-100	PK-05	47.7%	0.5%	17.2%
MORRIS	WHARTON BORO	MARIE V. DUFFY ELEMENTARY SCHOOL	27-5770-040	PK-05	58.2%	8.2%	17.4%
OCEAN	LITTLE EGG HARBOR TWP	GEORGE J. MITCHELL ELEMENTARY SCHOOL	29-2690-050	PK-06	40.5%	0.3%	12%
PASSAIC	WOODLAND PARK	BEATRICE GILMORE SCHOOL	31-5690-060	03-04	44.4%	2.9%	11.7%
SOMERSET	MANVILLE BORO	WESTON ELEMENTARY SCHOOL	35-3000-090	PK-03	49.5%	5.4%	12.9%
SUSSEX	NEWTON TOWN	MERRIAM AVENUE SCHOOL	37-3590-070	PK-04	53.2%	3.7%	15.9%
UNION	RAHWAY CITY	FRANKLIN ELEMENTARY SCHOOL	39-4290-080	PK-06	67.2%	15.2%	11.5%
WARREN	PHILLIPSBURG TOWN	GREEN STREET ELEMENTARY SCHOOL	41-4100-105	03-05	69.4%	4.2%	30.3%

OVERVIEW

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

THOMAS W. WALLACE JR. MIDDLE SCHOOL
688 NORTH MILL ROAD
VINELAND, NJ 08360-2635

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/>.

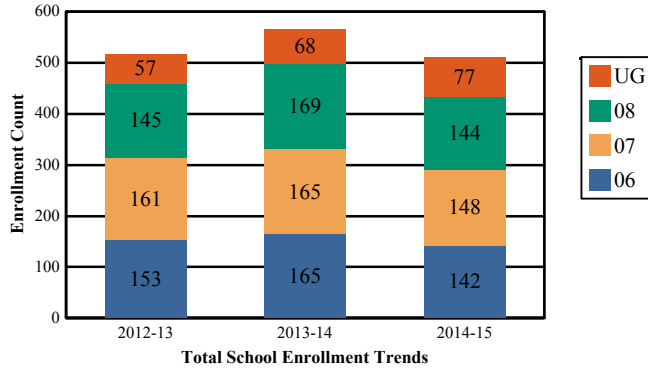
DEMOGRAPHIC INFORMATION

CUMBERLAND
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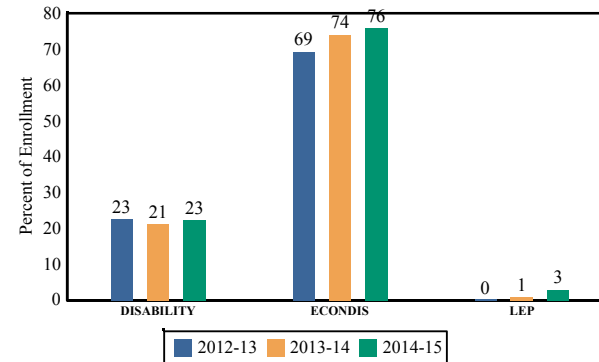
Enrollment by Grade

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



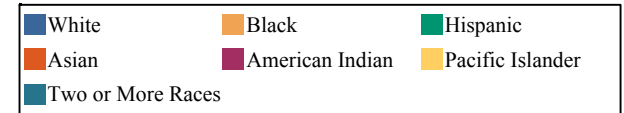
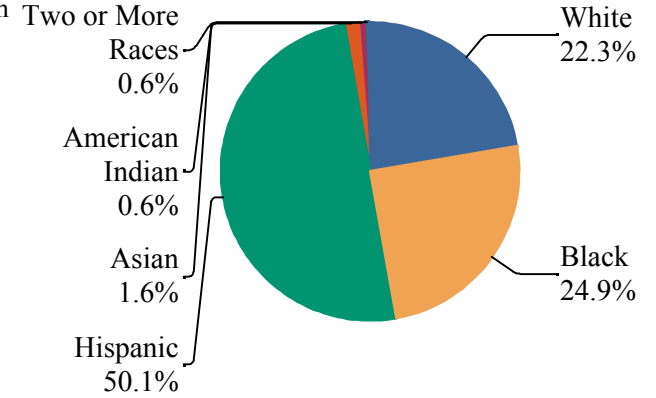
Enrollment Trends by Program Participation

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.



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	115	23%
Economically Disadvantaged Students	388	75.9%
English Language Learners	15	2.9%

Language Diversity

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

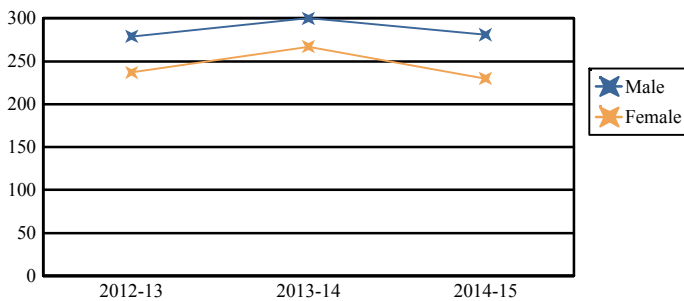
2014-15	Percent
English	82.3%
Spanish	16.3%
Chinese	0.4%
Gujarati	0.2%
Polish	0.2%
Turkish	0.2%
Other	0.4%

Total School Enrollment

2012-13	516
2013-14	567
2014-15	511

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	279	237
2013-14	300	267
2014-15	281	230

ACADEMIC ACHIEVEMENT

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**THOMAS W. WALLACE JR. MIDDLE SCHOOL
688 NORTH MILL ROAD
VINELAND, NJ 08360-2635**

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	24%	42	16
Math Met or Exceeded Expectation	21%		

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	476	23.8%	95%	97.1%	YES
White	103	25.2%	95%	94.7%	YES
African American	118	20.3%	95%	100%	YES
Hispanic	243	23.8%	95%	96.9%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	114	21.1%	95%	98.3%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	355	23.6%	95%	97.6%	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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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	475	20.8%	95%	96.7%	YES
White	103	23.3%	95%	94.7%	YES
African American	117	13.7%	95%	99.2%	YES
Hispanic	243	22.3%	95%	96.5%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	114	14.9%	95%	98.3%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	354	19.8%	95%	97.1%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

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

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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	167	726	749	17%	23%	35%	19%	5%	24%	50%
White	30	730	755	20%	13%	40%	17%	10%	27%	59%
African American	46	723	732	17%	28%	37%	11%	7%	17%	29%
Hispanic	89	726	736	17%	25%	33%	22%	3%	26%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	44	699	718	45%	18%	14%	7%	16%	23%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	125	726	733	16%	25%	36%	18%	6%	23%	30%

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	159	727	750	19%	30%	26%	17%	8%	25%	53%
White	36	731	757	14%	25%	25%	28%	8%	36%	61%
African American	41	726	730	17%	39%	24%	15%	5%	20%	31%
Hispanic	77	723	736	23%	29%	27%	12%	9%	21%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	38	696	713	39%	32%	5%	8%	16%	24%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	128	726	733	20%	31%	23%	18%	8%	26%	33%

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	150	718	750	29%	27%	22%	19%	3%	22%	53%
White	37	719	757	27%	30%	30%	11%	3%	14%	61%
African American	31	717	730	26%	23%	26%	26%	0%	26%	31%
Hispanic	77	717	735	31%	27%	17%	21%	4%	25%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	32	680	713	75%	9%	0%	13%	3%	16%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	102	715	732	31%	26%	21%	19%	3%	22%	34%

ACADEMIC ACHIEVEMENT

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THOMAS W. WALLACE JR. MIDDLE SCHOOL
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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	167	727	743	13%	28%	37%	18%	4%	22%	42%
White	30	731	749	7%	37%	33%	20%	3%	23%	50%
African American	46	723	726	11%	35%	41%	9%	4%	13%	19%
Hispanic	89	727	731	16%	22%	36%	22%	3%	26%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	44	701	718	39%	23%	16%	11%	11%	23%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	125	725	729	14%	30%	34%	18%	5%	22%	23%

ACADEMIC ACHIEVEMENT

CUMBERLAND
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THOMAS W. WALLACE JR. 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	159	727	740	12%	36%	33%	18%	2%	19%	38%
White	36	732	745	8%	28%	42%	22%	0%	22%	46%
African American	41	721	725	12%	54%	20%	12%	2%	15%	17%
Hispanic	77	726	730	14%	31%	36%	16%	3%	18%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	38	696	715	39%	42%	5%	8%	5%	13%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	128	726	728	14%	34%	34%	16%	2%	17%	21%

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PARCC MATH - Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	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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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	27	771	740	0%	0%	7%	85%	7%	93%	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	15	773	725	0%	0%	7%	93%	0%	93%	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	18	769	725	0%	0%	11%	89%	0%	89%	21%

ACADEMIC ACHIEVEMENT

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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

ACADEMIC ACHIEVEMENT

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11-5390-280
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NJASK Results - Science Grade Level - 08

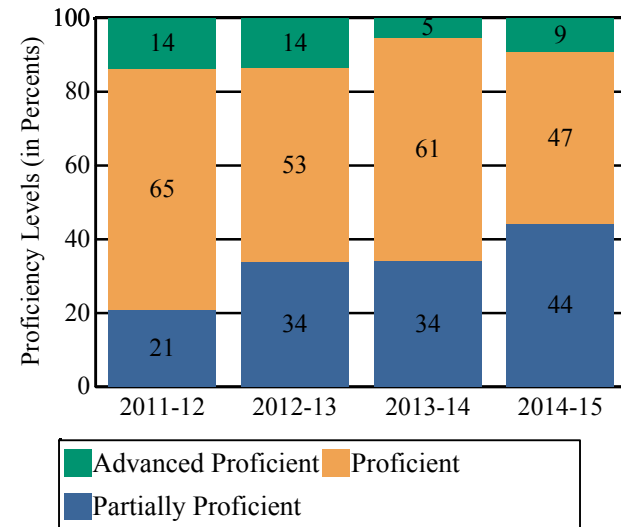
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	9%	47%	44%
White	11%	57%	31%
African American	3%	40%	57%
Hispanic	11%	44%	45%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	3%	21%	76%
English Language Learners	-	-	-
Economically Disadvantaged Students	7%	47%	45%

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

CUMBERLAND
VINELAND CITY

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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	28

Algebra I Test Taking

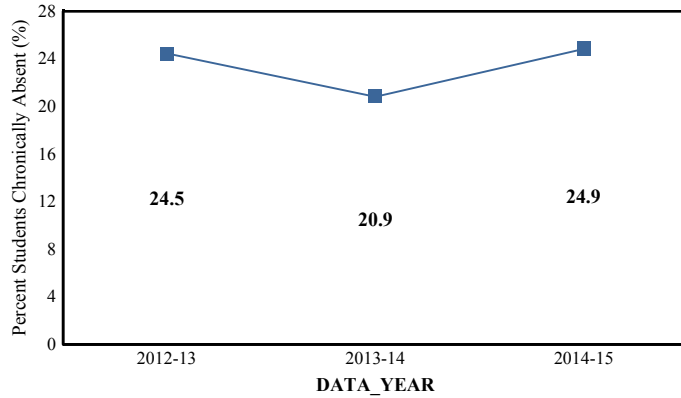
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
0.0%	89.3%

- 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.

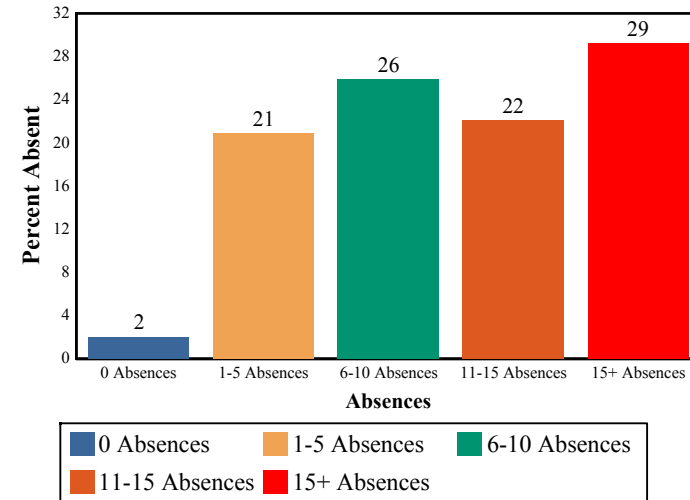


Chronic Absenteeism for 2014-15

24.85%

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	100.0%	71.1%
Total: All Visual and Performing Arts	100.0%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

CUMBERLAND
VINELAND CITY

THOMAS W. WALLACE JR. 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	28	4	4	35	NO
Student Growth on Math	36	20	15	35	YES
		12	10		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	20%	3%	0%
Partially Met	19%	8%	1%
Approached	15%	11%	4%
Met	6%	6%	5%
Exceeded	0%	0%	2%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	17%	2%	0%
Partially Met	20%	11%	2%
Approached	12%	13%	8%
Met	1%	5%	7%
Exceeded	0%	0%	0%

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

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

THOMAS W. WALLACE JR. MIDDLE SCHOOL
688 NORTH MILL ROAD
VINELAND, NJ 08360-2635

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 - 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	789	850
75th	744	770
50th	728	749
25th	708	726
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	44

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	782	850
75th	745	763
50th	728	742
25th	713	721
0th	650	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

CUMBERLAND
VINELAND CITY

THOMAS W. WALLACE JR. MIDDLE SCHOOL
688 NORTH MILL ROAD
VINELAND, NJ 08360-2635

GRADE SPAN 06-08

Grade Level - 07

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

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

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	746	776
50th	724	751
25th	705	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	52

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	804	850
75th	741	777
50th	714	751
25th	691	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	54

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	779	850
75th	745	759
50th	725	740
25th	708	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	39

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

CUMBERLAND
VINELAND CITY

THOMAS W. WALLACE JR. MIDDLE SCHOOL
688 NORTH MILL ROAD
VINELAND, NJ 08360-2635

GRADE SPAN 06-08

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. 2 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	36.2%

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. 22 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	256

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

GRADE SPAN 06-08

THOMAS W. WALLACE JR. MIDDLE SCHOOL
688 NORTH MILL ROAD
VINELAND, NJ 08360-2635

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>
CAMDEN	CAMDEN CITY	THOMAS H. DUDLEY FAMILY SCHOOL	07-0680-190	PK-08	87.2%	32.7%	14.8%
CAMDEN	LINDENWOLD BORO	LINDENWOLD MIDDLE SCHOOL	07-2670-090	05-08	79.5%	7.4%	13.3%
CAMDEN	PENNSAUKEN TWP	HOWARD M PHIFER MIDDLE SCHOOL	07-4060-055	07-08	74.4%	1.8%	19.5%
CHARTERS	QUEEN CITY ACADEMY CS	THE QUEEN CITY ACADEMY CHARTER SCHOOL	80-7600-960	KG-08	82.7%	17.7%	9.3%
CUMBERLANI	FAIRFIELD TWP	FAIRFIELD TOWNSHIP SCHOOL	11-1460-070	PK-08	78.2%	3%	12.1%
CUMBERLANI	VINELAND CITY	THOMAS W. WALLACE JR. MIDDLE SCHOOL	11-5390-280	06-08	75.9%	2.9%	22.5%
ESSEX	EAST ORANGE	WHITNEY E. HOUSTON ACADEMY	13-1210-090	PK-08	77.5%	0.5%	14%
ESSEX	NEWARK CITY	DR. E. ALMA FLAGG SCHOOL	13-3570-415	KG-08	80.6%	13.2%	10.4%
ESSEX	NEWARK CITY	FIRST AVENUE SCHOOL	13-3570-410	PK-08	82%	9.9%	7.8%
ESSEX	NEWARK CITY	LINCOLN	13-3570-490	KG-08	79.7%	0%	9%
ESSEX	NEWARK CITY	SUSSEX AVENUE SCHOOL BURNET STREET SCHOOL	13-3570-710	PK-08	82.3%	14.9%	5.6%
HUDSON	JERSEY CITY	ALFRED ZAMPELLA SCHOOL	17-2390-240	PK-08	80.9%	5.7%	8.8%
HUDSON	JERSEY CITY	FRANKLIN L. WILLIAMS SCHOOL	17-2390-155	06-08	83.4%	30.2%	16.3%
HUDSON	JERSEY CITY	JOSEPH H. BRENSINGER SCHOOL	17-2390-360	PK-08	85.5%	26.9%	8.6%
HUDSON	JERSEY CITY	MIDDLE SCHOOL # 4	17-2390-105	06-08	78%	0%	13.5%
HUDSON	NORTH BERGEN TWP	MCKINLEY ELEMENTARY SCHOOL	17-3610-100	KG-08	77.6%	1.5%	14.7%
HUDSON	WEST NEW YORK TOWN	WEST NEW YORK MIDDLE SCHOOL	17-5670-110	07-08	80.7%	11.6%	13.2%
MONMOUTH	KEANSBURG BORO	JOSEPH R. BOLGER MIDDLE SCHOOL	25-2400-030	05-08	76.1%	1.5%	24.9%
PASSAIC	PATERSON CITY	SCHOOL 10	31-4010-140	PK-08	82.6%	11.2%	10.3%
PASSAIC	PATERSON CITY	SCHOOL 21	31-4010-250	PK-08	82.7%	21.9%	10.5%
PASSAIC	PATERSON CITY	SCHOOL 25	31-4010-280	KG-08	84.2%	17.5%	10.3%
PASSAIC	PATERSON CITY	SCHOOL 28	31-4010-310	PK-08	80.2%	5.7%	6.9%

SCHOOL PEER GROUP

CUMBERLAND
VINELAND CITY

THOMAS W. WALLACE JR. MIDDLE SCHOOL
688 NORTH MILL ROAD
VINELAND, NJ 08360-2635

GRADE SPAN 06-08

UNION	ELIZABETH CITY	DR. ALBERT EINSTEIN ACADEMY SCHOOL NO. 29	39-1320-295	PK-08	79.7%	10.6%	11.8%
UNION	ELIZABETH CITY	DR. ANTONIA PANTOJA SCHOOL NO. 27	39-1320-310	PK-08	82.3%	22.1%	11.4%
UNION	ELIZABETH CITY	DR. ORLANDO EDREIRA ACADEMY SCHOOL NO. 26	39-1320-290	PK-08	81.7%	12%	5.7%
UNION	ELIZABETH CITY	IPREP ACADEMY SCHOOL NO 8	39-1320-301	KG-08	83%	12.3%	8.6%
UNION	ELIZABETH CITY	JUAN PABLO DUARTE - JOSE JULIAN MARTI #28	39-1320-315	PK-08	86.3%	27.4%	9.5%
UNION	ELIZABETH CITY	MABEL G. HOMES SCHOOL NO. 5	39-1320-300	PK-08	81.8%	11.1%	11.8%
UNION	ELIZABETH CITY	ROBERT MORRIS SCHOOL NO. 18	39-1320-210	KG-08	83%	18.2%	4.2%
UNION	ELIZABETH CITY	WOODROW WILSON SCHOOL NO. 19	39-1320-220	PK-08	81.6%	17.1%	7%
UNION	PLAINFIELD CITY	MAXSON MIDDLE SCHOOL	39-4160-070	06-08	79.5%	14.1%	19.8%

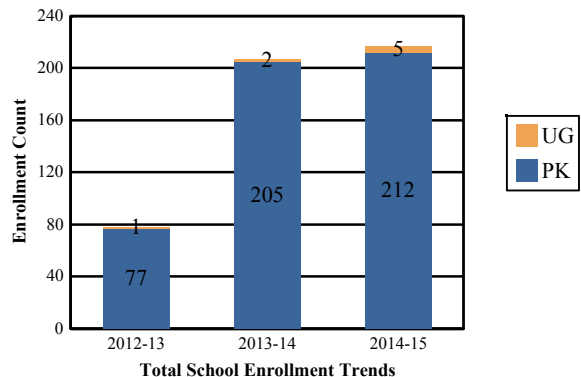
DEMOGRAPHIC INFORMATION

CUMBERLAND
VINELAND CITY

GRADE SPAN PK

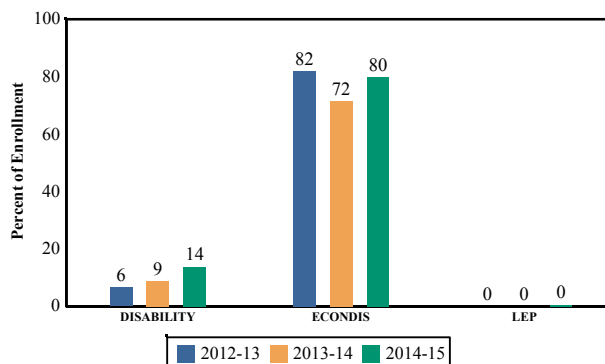
Enrollment by Grade

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



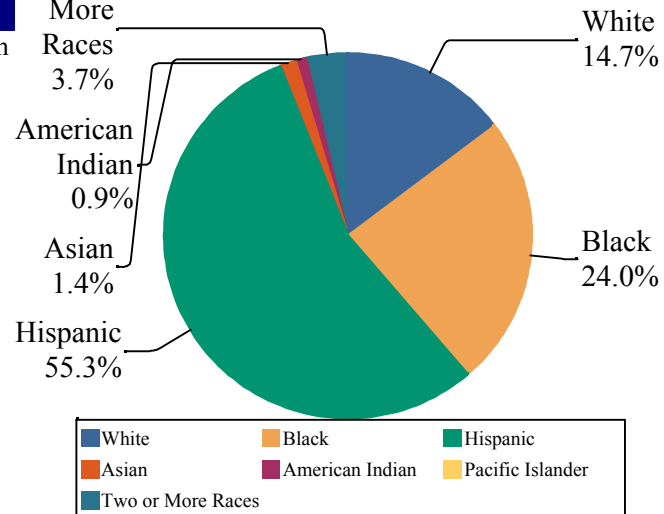
Enrollment Trends by Program Participation

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



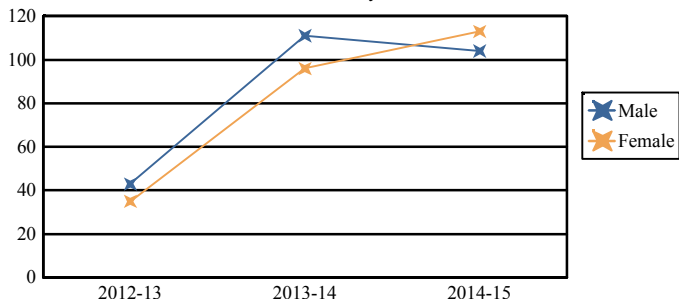
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment

2012-13	78
2013-14	207
2014-15	217

Enrollment by Gender

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



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	30	14%
Economically Disadvantaged Students	173	79.7%
English Language Learners	1	0.5%

Language Diversity

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

2014-15	Percent
English	83.4%
Spanish	13.8%
Turkish	1.4%
Gujarati	0.5%
Classical Syriac	0.5%
Malayalam	0.5%

	Male	Female
2012-13	43	35
2013-14	111	96
2014-15	104	113

SCHOOL CLIMATE

CUMBERLAND
VINELAND CITY

GRADE SPAN PK

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	Hrs. 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	

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	Hrs. Mins.
Shared Time	Hrs. 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	

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	217