



# State of New Jersey

2014-15

11-5300-050

CHARLES F. SEABROOK SCHOOL

1373 HIGHWAY 77

SEABROOK, NJ 08302-4261

## OVERVIEW

CUMBERLAND

UPPER DEERFIELD TWP

GRADE SPAN PK-03

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

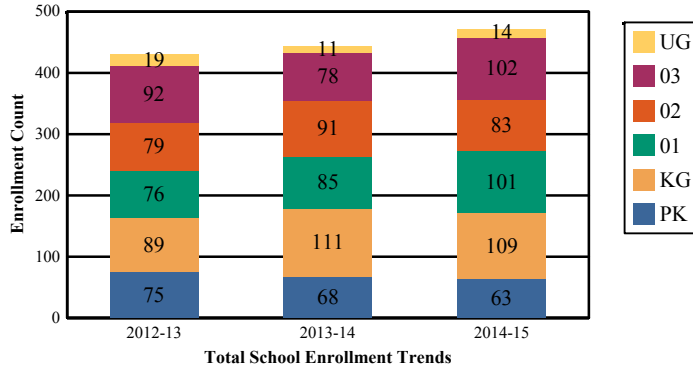
CUMBERLAND  
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GRADE SPAN PK-03

11-5300-050  
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**Enrollment by Grade**

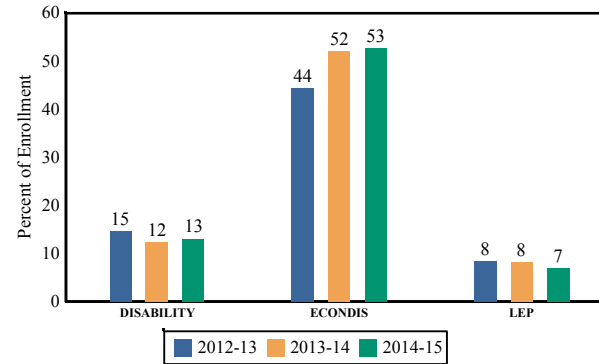
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

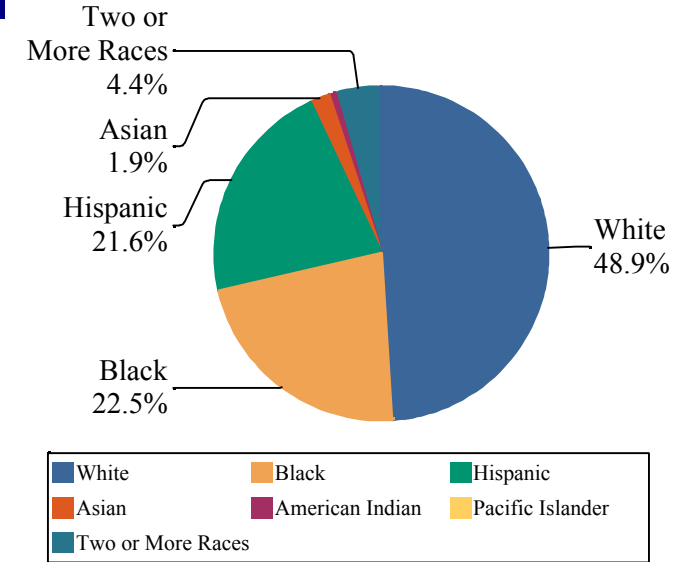
**Enrollment Trends by Program Participation**

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**

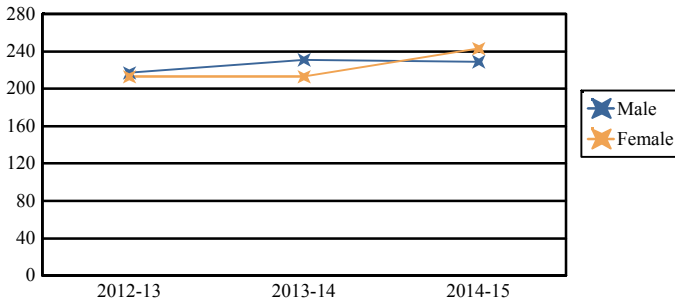
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	430
2013-14	444
2014-15	472

**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	217	213
2013-14	231	213
2014-15	229	243

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	62	13%
Economically Disadvantaged Students	249	52.8%
English Language Learners	33	7.0%

**Language Diversity**

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

2014-15	Percent
English	85.5%
Spanish	11.9%
Turkish	1.1%
Vietnamese	1.1%
Gujarati	0.4%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN PK-03

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	19%	7	6
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	88	19.3%	95%	97.1%	YES
White	46	23.9%	95%	96.4%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	49	12.2%	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.

**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	88	18.1%	95%	97.1%	YES
White	46	23.9%	95%	96.4%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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

**PARCC Performance Level**

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

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

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

**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	88	724	744	23%	28%	30%	18%	1%	19%	44%
White	46	734	753	9%	28%	39%	22%	2%	24%	55%
African American	18	701	725	56%	28%	6%	11%	0%	11%	26%
Hispanic	17	726	727	18%	35%	29%	18%	0%	18%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	17	709	718	53%	12%	18%	18%	0%	18%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	49	714	724	35%	33%	20%	12%	0%	12%	24%

**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	88	730	746	9%	32%	41%	17%	1%	18%	46%
White	46	737	752	4%	26%	46%	22%	2%	24%	56%
African American	18	719	728	22%	39%	22%	17%	0%	17%	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	17	719	727	24%	29%	24%	24%	0%	24%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

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

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

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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



**COLLEGE AND CAREER READINESS**

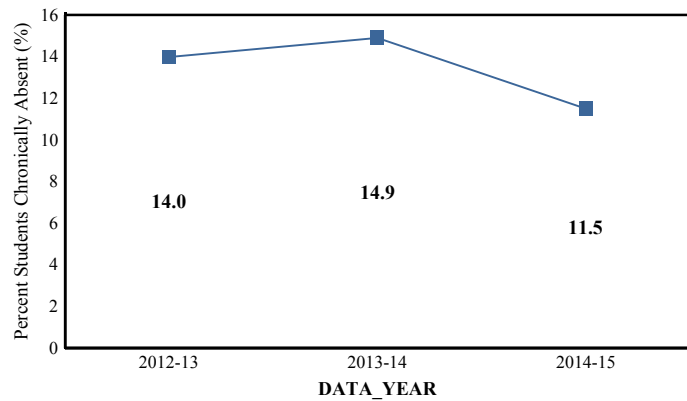
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GRADE SPAN PK-03

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

**Chronic Absenteeism Trend**

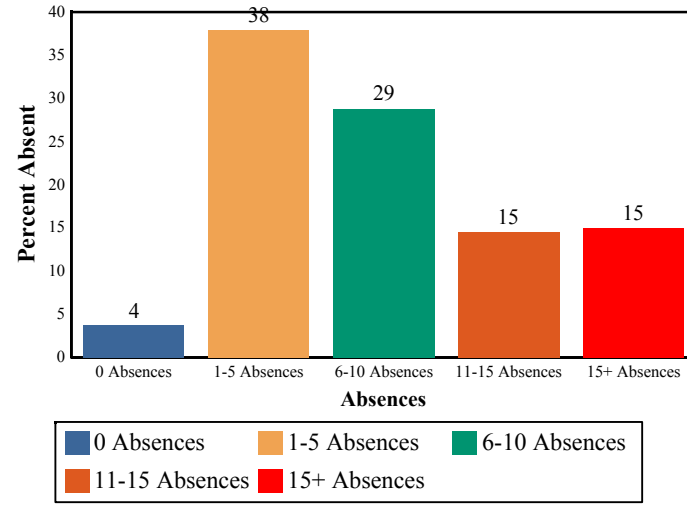
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>11.50%</b>
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**Absenteeism**

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



**WITHIN SCHOOL ACHIEVEMENT GAP**

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GRADE SPAN PK-03

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	745	770
50th	722	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	793	850
75th	747	767
50th	733	745
25th	711	722
0th	660	650

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

**SCHOOL CLIMATE**

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UPPER DEERFIELD TWP

GRADE SPAN PK-03

**Length of School Day**

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

	School
2014-15	6 Hrs. 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	0.6%

**Instructional Time**

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

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

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	14
Administrators	472

**SCHOOL PEER GROUP**

**CUMBERLAND**

**UPPER DEERFIELD TWP**

**GRADE SPAN PK-03**

**CHARLES F. SEABROOK SCHOOL**

**1373 HIGHWAY 77**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE 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	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	DUNELLEN BORO	JOHN P. FABER ELEMENTARY SCHOOL	23-1140-050	KG-05	47.5%	7.3%	9%
MIDDLESEX	MIDDLESEX BORO	PARKER ELEMENTARY SCHOOL	23-3140-070	KG-03	50.4%	8.6%	9.6%
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER ELEMENTARY SCHOOL	23-4920-065	PK-05	51.4%	4.9%	16.7%



**State of New Jersey  
2014-15**

11-5300-050

**SCHOOL PEER GROUP**  
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**UPPER DEERFIELD TWP**

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		GRADE SPAN	PK-03				
MONMOUTH	EATONTOWN BORO	<b>MARGARET L VETTER</b>	25-1260-060	KG-06	69.5%	12.6%	19%
MONMOUTH	HIGHLANDS BORO	<b>HIGHLANDS ELEMENTARY SCHOOL</b>	25-2160-050	PK-06	60.6%	2.9%	25.2%
MONMOUTH	NEPTUNE TWP	<b>SHARK RIVER HILLS ELEMENTARY SCHOOL</b>	25-3510-090	PK-05	35.7%	0%	8.4%
MONMOUTH	NEPTUNE TWP	<b>SUMMERFILED ELEMENTARY SCHOOL</b>	25-3510-100	PK-05	47.7%	0.5%	17.2%
MORRIS	WHARTON BORO	<b>MARIE V. DUFFY ELEMENTARY SCHOOL</b>	27-5770-040	PK-05	58.2%	8.2%	17.4%
OCEAN	LITTLE EGG HARBOR TWP	<b>FROG POND ELEMENTARY SCHOOL</b>	29-2690-030	KG-06	53.8%	1.4%	24.5%
OCEAN	LITTLE EGG HARBOR TWP	<b>GEORGE J. MITCHELL ELEMENTARY SCHOOL</b>	29-2690-050	PK-06	40.5%	0.3%	12%
PASSAIC	WOODLAND PARK	<b>BEATRICE GILMORE SCHOOL</b>	31-5690-060	03-04	44.4%	2.9%	11.7%
SOMERSET	MANVILLE BORO	<b>WESTON ELEMENTARY SCHOOL</b>	35-3000-090	PK-03	49.5%	5.4%	12.9%
SUSSEX	NEWTON TOWN	<b>MERRIAM AVENUE SCHOOL</b>	37-3590-070	PK-04	53.2%	3.7%	15.9%



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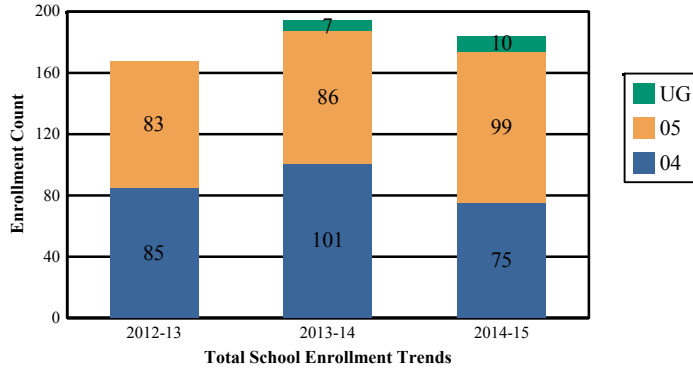
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**Enrollment by Grade**

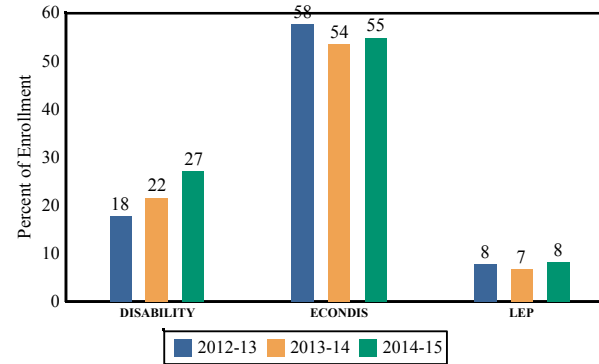
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Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

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

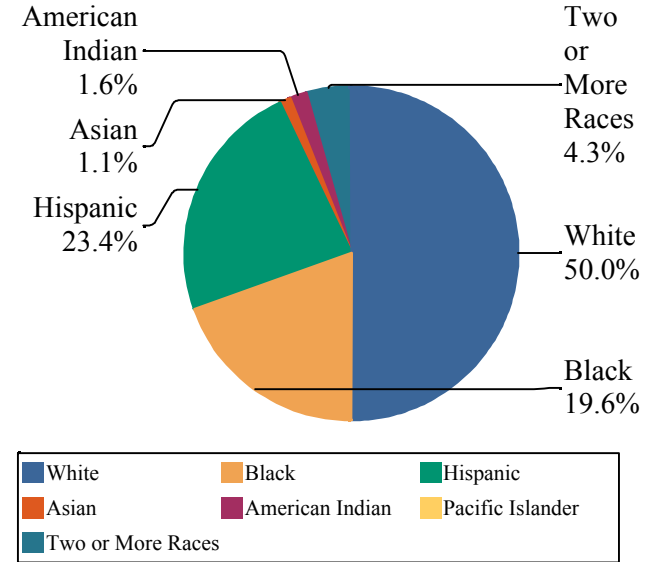


**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
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Economically Disadvantaged Students	101	54.9%
English Language Learners	15	8.2%

**Enrollment by Ethnic/Racial Subgroup**

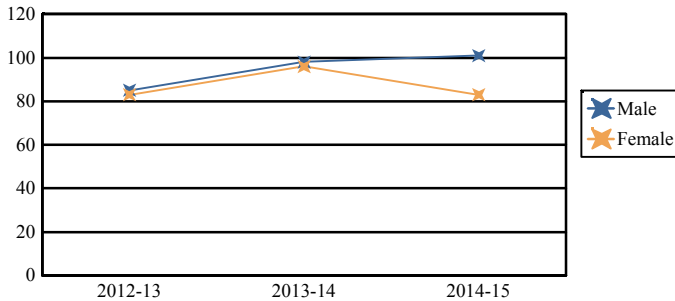
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Total School Enrollment	
2012-13	168
2013-14	194
2014-15	184

**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	85	83
2013-14	98	96
2014-15	101	83

**Language Diversity**

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

2014-15	Percent
English	83.0%
Spanish	14.4%
Turkish	1.1%
Swahili	0.5%
Abkhazian	0.5%
Gujarati	0.5%

**ACADEMIC ACHIEVEMENT**

CUMBERLAND

UPPER DEERFIELD TWP

GRADE SPAN 04-05

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	26%	7	11
Math Met or Exceeded Expectation	19%		

**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	163	26.4%	95%	95.7%	YES
White	86	38.4%	95%	96.8%	YES
African American	-	-	--	--	--
Hispanic	39	10.3%	95%	97.7%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	43	14%	95%	95.9%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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



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	163	19%	95%	95.7%	YES
White	86	29.1%	95%	96.8%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	43	16.3%	95%	95.9%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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

**ACADEMIC ACHIEVEMENT**

CUMBERLAND

UPPER DEERFIELD TWP

GRADE SPAN 04-05

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

**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	70	723	751	24%	23%	34%	19%	0%	19%	52%
White	35	729	758	17%	20%	40%	23%	0%	23%	63%
African American	15	714	733	40%	20%	27%	13%	0%	13%	30%
Hispanic	17	716	737	29%	35%	24%	12%	0%	12%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

**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	93	733	751	12%	25%	31%	32%	0%	32%	53%
White	51	743	757	4%	12%	35%	49%	0%	49%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	22	716	723	27%	36%	14%	23%	0%	23%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	44	719	734	23%	36%	27%	14%	0%	14%	31%

**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	70	725	744	14%	46%	21%	19%	0%	19%	42%
White	35	730	749	9%	40%	29%	23%	0%	23%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	17	720	732	24%	53%	6%	18%	0%	18%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	21	715	724	29%	52%	5%	14%	0%	14%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**  
CUMBERLAND  
UPPER DEERFIELD TWP

GRADE SPAN 04-05

**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	93	727	744	10%	37%	34%	19%	0%	19%	42%
White	51	737	749	2%	29%	35%	33%	0%	33%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	22	715	724	23%	45%	14%	18%	0%	18%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	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  
UPPER DEERFIELD TWP

GRADE SPAN 04-05

11-5300-060  
ELIZABETH F. MOORE SCHOOL  
1361 HIGHWAY 77  
SEABROOK, NJ 08302-4261

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

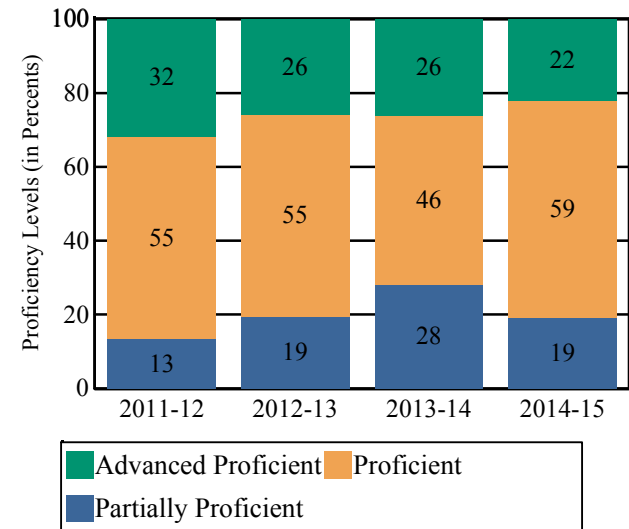
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	22%	59%	19%
White	34%	54%	11%
African American	7%	50%	43%
Hispanic	0%	81%	19%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	18%	41%	41%
English Language Learners	-	-	-
Economically Disadvantaged Students	3%	69%	29%

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

UPPER DEERFIELD TWP

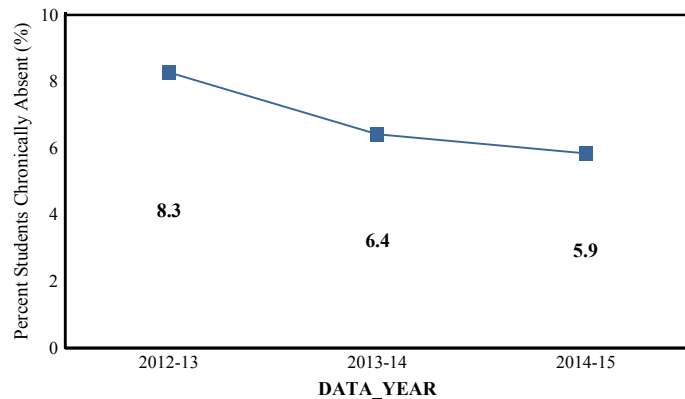
GRADE SPAN 04-05

11-5300-060  
ELIZABETH F. MOORE SCHOOL  
1361 HIGHWAY 77  
SEABROOK, NJ 08302-4261

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.

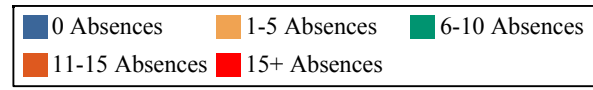
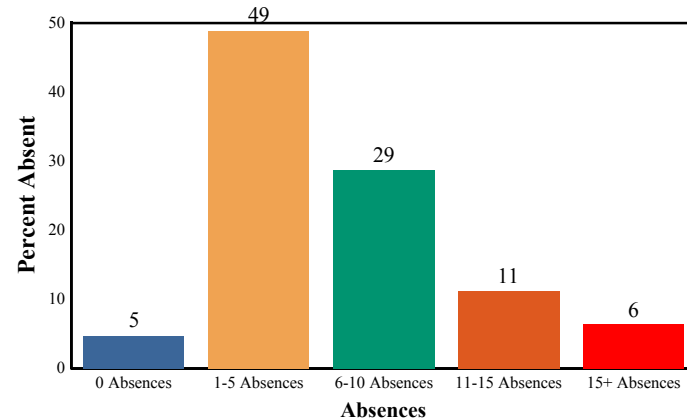


**Chronic Absenteeism for 2014-15**

**5.85%**

**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.



**STUDENT GROWTH**

CUMBERLAND

GRADE SPAN 04-05

UPPER DEERFIELD TWP

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	47	40	35	YES
Student Growth on Math	45	50	32	35	YES
		49	36		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%	5%	0%
Partially Met	10%	7%	7%
Approached	10%	14%	9%
Met	3%	9%	13%
Exceeded	0%	0%	0%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	11%	1%	0%
Partially Met	16%	14%	9%
Approached	7%	10%	13%
Met	2%	4%	11%
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  
UPPER DEERFIELD TWP

GRADE SPAN 04-05

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 - 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	770	850
75th	744	773
50th	726	750
25th	701	728
0th	664	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	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	779	850
75th	739	764
50th	721	742
25th	706	721
0th	681	650

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

CUMBERLAND

UPPER DEERFIELD TWP

GRADE SPAN 04-05

**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	786	850
75th	753	773
50th	732	751
25th	713	728
0th	673	650

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

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	777	850
75th	743	763
50th	726	743
25th	710	723
0th	665	650

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

**SCHOOL CLIMATE**

CUMBERLAND

UPPER DEERFIELD TWP

GRADE SPAN 04-05

**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	4.9%

**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. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	15
Administrators	184

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	BERGENFIELD BORO	FRANKLIN ELEMENTARY SCHOOL	03-0300-040	KG-05	35%	4.6%	12.7%
BERGEN	WALLINGTON BORO	FRANK W. GAVLAK ELEMENTARY SCHOOL	03-5430-055	KG-06	34.9%	3.1%	14.3%
BURLINGTON	NORTH HANOVER TWP	NORTH HANOVER TOWNSHIP UPPER ELEMENTARY SCHOOL	05-3650-036	05-06	34.6%	0.4%	19.5%
CAMDEN	CHERRY HILL TWP	CLARA BARTON ELEMENTARY SCHOOL	07-0800-069	KG-05	34.6%	5.8%	9.2%
CAMDEN	GLOUCESTER TWP	LORING-FLEMMING ELEMENTARY SCHOOL	07-1780-090	KG-05	40.5%	7.7%	14.5%
CAMDEN	LAUREL SPRINGS BORO	LAUREL SPRINGS SCHOOL	07-2540-050	PK-06	36.5%	1.4%	18.7%
CAMDEN	MOUNT EPHRAIM BORO	MARY BRAY ELEMENTARY SCHOOL	07-3420-030	PK-04	32.4%	0.8%	17.2%
CAMDEN	WATERFORD TWP	THOMAS RICHARDS ELEMENTARY SCHOOL	07-5560-060	PK-04	31.4%	0%	13.8%
CAMDEN	WATERFORD TWP	WATERFORD ELEMENTARY SCHOOL	07-5560-100	04-06	33.2%	0.3%	16.2%
CAPE MAY	OCEAN CITY	OCEAN CITY PRIMARY SCHOOL	09-3780-070	KG-03	36.2%	8.1%	9.1%
CUMBERLANI	MILLVILLE CITY	RIECK AVENUE ELEMENTARY SCHOOL	11-3230-085	KG-05	58.2%	10.9%	27.6%
CUMBERLANI	UPPER DEERFIELD TWP	ELIZABETH F. MOORE SCHOOL	11-5300-060	04-05	54.9%	8.2%	27.2%
ESSEX	WEST ORANGE TOWN	PLEASANTDALE ELEMENTARY SCHOOL	13-5680-150	PK-05	43.4%	4.5%	18.9%
GLOUCESTER	GREENWICH TWP	BROAD STREET ELEMENTARY SCHOOL	15-1830-050	KG-04	35.6%	0%	17.8%
GLOUCESTER	MONROE TWP	OAK KNOLL ELEMENTARY SCHOOL	15-3280-090	KG-04	30.4%	0%	15.4%
MERCER	EWING TWP	FRANCIS LORE ELEMENTARY SCHOOL	21-1430-105	PK-05	32.8%	2.4%	14.5%
MIDDLESEX	CARTERET BORO	PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL	23-0750-057	PK-05	54.2%	20.6%	7.2%
MIDDLESEX	NORTH BRUNSWICK TWP	ARTHUR M. JUDD	23-3620-055	PK-05	32.3%	3.1%	10.5%
MIDDLESEX	OLD BRIDGE TWP	CHEESEQUAKE ELEMENTARY SCHOOL	23-3845-105	KG-05	34%	6.9%	8%
MIDDLESEX	PISCATAWAY TWP	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	23-4130-065	KG-03	40.2%	10.8%	7.3%
MIDDLESEX	PISCATAWAY TWP	GRANDVIEW ELEMENTARY SCHOOL	23-4130-080	PK-03	32.6%	7.7%	5.9%

**SCHOOL PEER GROUP**

CUMBERLAND

UPPER DEERFIELD TWP

GRADE SPAN 04-05

MIDDLESEX	SAYREVILLE BORO	EMMA ARLETH ELEMENTARY SCHOOL	23-4660-060	KG-03	36.1%	2.2%	17.5%
MIDDLESEX	SAYREVILLE BORO	SAMSEL UPPER ELEMENTARY SCHOOL	23-4660-085	PK-05	35.6%	1.4%	18.9%
MONMOUTH	EATONTOWN BORO	MEADOWBROOK	25-1260-080	PK-06	34.9%	0.7%	19.2%
OCEAN	LACEY TWP	LANOKA HARBOR ELEMENTARY SCHOOL	29-2480-060	KG-04	34.9%	1.1%	17.3%
OCEAN	OCEAN TWP	WARETOWN ELEMENTARY SCHOOL	29-3820-050	PK-03	31.9%	0%	16.7%
OCEAN	TOMS RIVER REGIONAL	JOSEPH A. CITTA ELEMENTARY SCHOOL	29-5190-067	KG-05	31.8%	4.7%	9.1%
SOMERSET	FRANKLIN TWP	MACAFEE ROAD SCHOOL	35-1610-115	PK-04	38.3%	1.4%	19%
SOMERSET	SOMERVILLE BORO	VAN DERVEER ELEMENTARY SCHOOL	35-4820-090	PK-05	37.8%	3.9%	17.8%
UNION	UNION TWP	CONNECTICUT FARMS	39-5290-090	PK-04	36.2%	7.2%	9.8%
WARREN	MANSFIELD TWP	MANSFIELD TOWNSHIP ELEMENTARY	41-2970-050	PK-06	30.3%	2.6%	13%

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/>.



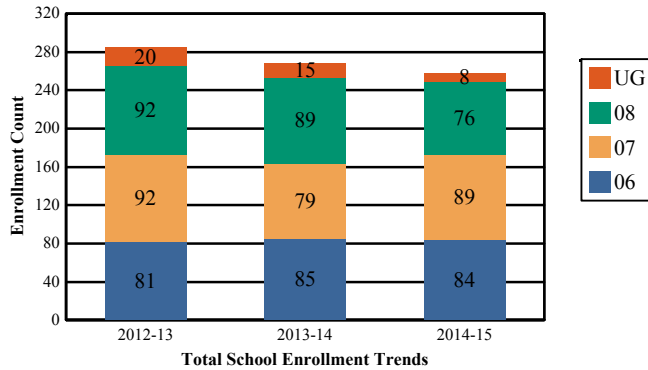
## DEMOGRAPHIC INFORMATION

**CUMBERLAND  
UPPER DEERFIELD TWP**

**GRADE SPAN 06-08**

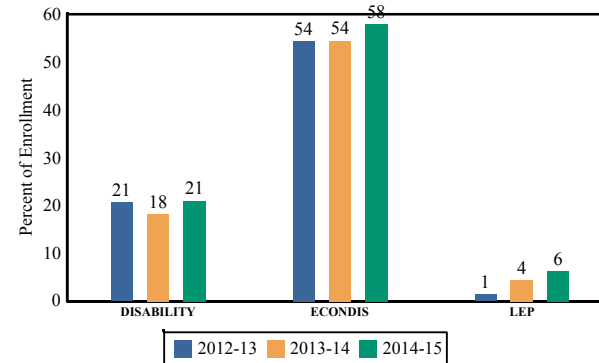
### Enrollment by Grade

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



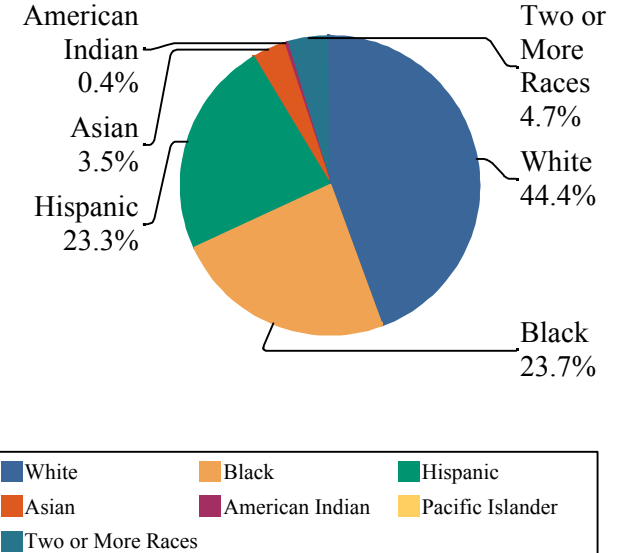
### Enrollment Trends by Program Participation

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.

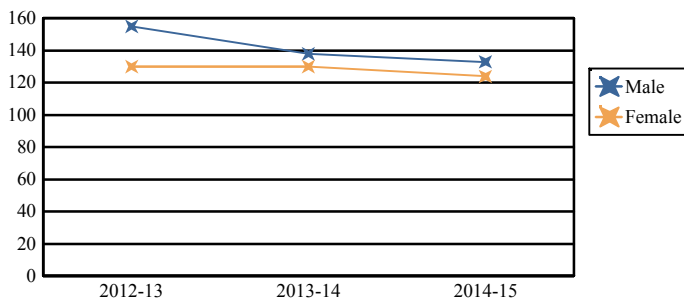


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	285
2013-14	268
2014-15	257

### 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	155	130
2013-14	138	130
2014-15	133	124

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	54	21%
Economically Disadvantaged Students	149	58.0%
English Language Learners	16	6.2%

### Language Diversity

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

2014-15	Percent
English	86.2%
Spanish	10.3%
Vietnamese	1.2%
Abkhazian	0.8%
Chinese	0.8%
Gujarati	0.8%

**ACADEMIC ACHIEVEMENT**

**CUMBERLAND  
UPPER DEERFIELD TWP**

**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	<b>35%</b>	7	28
Math Met or Exceeded Expectation	<b>24%</b>		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	224	34.8%	95%	96.6%	<b>YES</b>
White	105	45.7%	95%	96.5%	<b>YES</b>
African American	49	14.3%	95%	96.8%	<b>YES</b>
Hispanic	51	29.4%	95%	95.4%	<b>YES</b>
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	121	23.2%	95%	96.7%	<b>YES</b>

**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  
UPPER DEERFIELD TWP

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	224	23.6%	95%	96.6%	YES
White	105	37.2%	95%	96.5%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	121	10.7%	95%	96.7%	YES

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

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

**ACADEMIC ACHIEVEMENT**

CUMBERLAND  
UPPER DEERFIELD TWP

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

**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	72	728	749	18%	22%	43%	17%	0%	17%	50%
White	33	736	755	9%	24%	39%	27%	0%	27%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	-	-	736	-	-	-	-	-	-	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	-	-	733	-	-	-	-	-	-	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	77	738	750	14%	21%	26%	31%	8%	39%	53%
White	35	742	757	9%	23%	26%	37%	6%	43%	61%
African American	18	722	730	22%	22%	44%	11%	0%	11%	31%
Hispanic	17	742	736	24%	12%	12%	41%	12%	53%	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	33	727	733	24%	18%	30%	24%	3%	27%	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	75	747	750	12%	16%	24%	36%	12%	48%	53%
White	37	758	757	8%	11%	16%	46%	19%	65%	61%
African American	15	733	730	13%	20%	40%	27%	0%	27%	31%
Hispanic	19	731	735	21%	26%	26%	21%	5%	26%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	17	710	713	47%	12%	24%	18%	0%	18%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	45	735	732	16%	22%	29%	29%	4%	33%	34%

**ACADEMIC ACHIEVEMENT**

CUMBERLAND  
UPPER DEERFIELD TWP

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	72	731	743	8%	36%	32%	22%	1%	24%	42%
White	33	740	749	3%	24%	39%	30%	3%	33%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	15	721	731	13%	53%	20%	13%	0%	13%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	-	-	729	-	-	-	-	-	-	23%



**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	77	730	740	6%	36%	35%	22%	0%	22%	38%
White	35	737	745	0%	31%	34%	34%	0%	34%	46%
African American	18	718	725	17%	44%	28%	11%	0%	11%	17%
Hispanic	17	724	730	12%	47%	29%	12%	0%	12%	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	-	-	728	-	-	-	-	-	-	21%

**ACADEMIC ACHIEVEMENT**  
CUMBERLAND  
UPPER DEERFIELD TWP

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	59	714	726	25%	42%	22%	10%	0%	10%	24%
White	24	723	732	13%	46%	25%	17%	0%	17%	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	41	711	719	32%	39%	20%	10%	0%	10%	17%

**ACADEMIC ACHIEVEMENT**

CUMBERLAND  
UPPER DEERFIELD TWP

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	16	765	740	0%	0%	19%	81%	0%	81%	40%
White	13	767	746	0%	0%	8%	92%	0%	92%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	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  
UPPER DEERFIELD TWP

GRADE SPAN 06-08

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

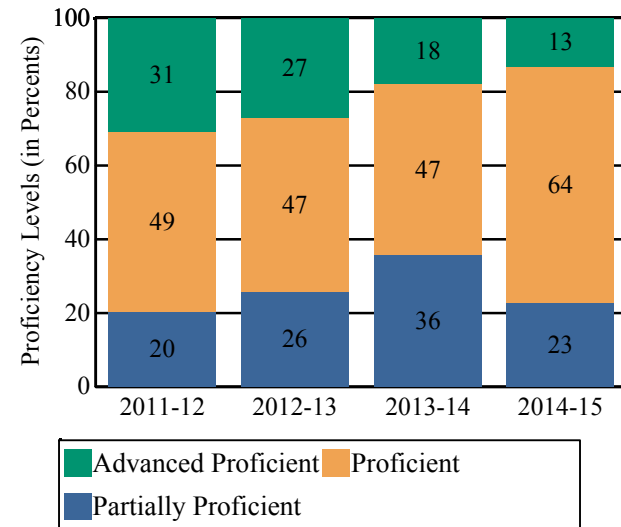
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	13%	64%	23%
White	22%	76%	3%
African American	0%	67%	33%
Hispanic	6%	39%	56%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	47%	53%
English Language Learners	-	-	-
Economically Disadvantaged Students	9%	59%	32%

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
17	16

**Algebra I Test Taking**

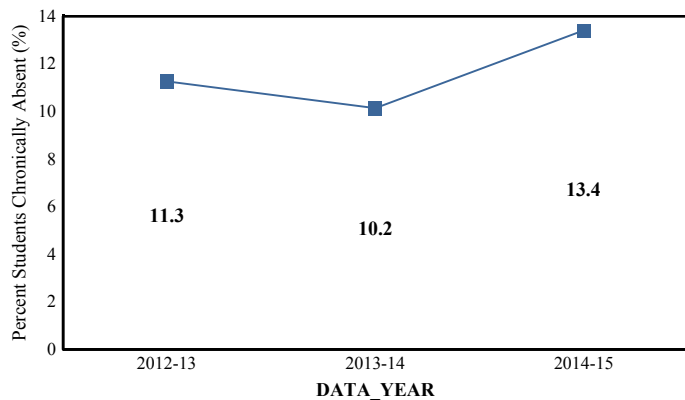
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
94.1%	81.3%

- 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.

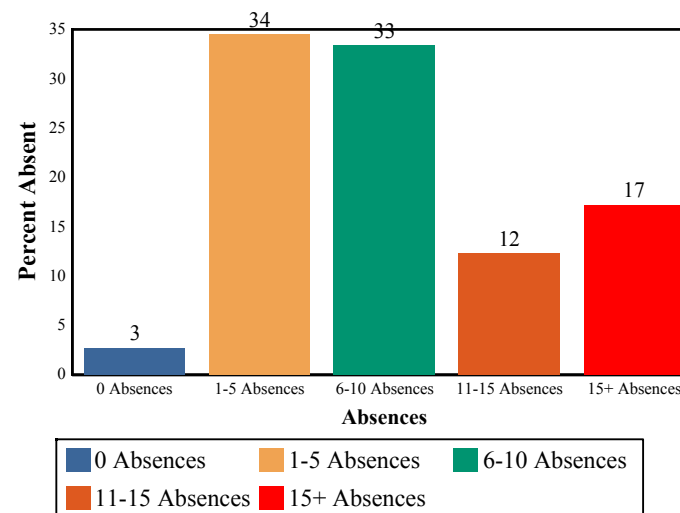


**Chronic Absenteeism for 2014-15**

**13.41%**

### 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  
UPPER DEERFIELD TWP

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%
<b>Total: All Visual and Performing Arts</b>	100.0%	89.8%

N/R - Data Not Reported



**STUDENT GROWTH**

**CUMBERLAND**  
**UPPER DEERFIELD TWP**

**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	53	65	60	35	YES
Student Growth on Math	63	94	90	35	YES
		80	75		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	9%	6%	0%
Partially Met	9%	8%	2%
Approached	12%	11%	11%
Met	1%	10%	14%
Exceeded	0%	0%	5%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	9%	3%	0%
Partially Met	12%	17%	12%
Approached	5%	8%	16%
Met	2%	4%	12%
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  
UPPER DEERFIELD TWP

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	775	850
75th	742	770
50th	728	749
25th	716	726
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	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	778	850
75th	748	763
50th	726	742
25th	712	721
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

CUMBERLAND  
UPPER DEERFIELD TWP

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	820	850
75th	759	776
50th	734	751
25th	708	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	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	827	850
75th	771	777
50th	746	751
25th	721	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	744	759
50th	730	740
25th	712	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	767	850
75th	732	748
50th	711	726
25th	698	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	44

**SCHOOL CLIMATE**  
CUMBERLAND  
UPPER DEERFIELD TWP

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. 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	5.8%

**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. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	10
Administrators	257

**SCHOOL PEER GROUP**

**CUMBERLAND  
UPPER DEERFIELD TWP**

**GRADE SPAN 06-08**

**WOODRUFF MIDDLE SCHOOL  
1385 HIGHWAY 77  
SEABROOK, NJ 08302-4261**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	EGG HARBOR TWP	FERNWOOD AVENUE MIDDLE SCHOOL	01-1310-039	06-08	50%	1.4%	9.3%
BERGEN	LODI BOROUGH	THOMAS JEFFERSON MIDDLE SCHOOL	03-2740-067	06-08	65.9%	4.7%	11.3%
BERGEN	RIDGEFIELD BORO	SLOCUM SKEWES SCHOOL	03-4370-100	01-08	30.4%	2.4%	25%
BERGEN	TEANECK TWP	THOMAS JEFFERSON MIDDLE SCHOOL	03-5150-070	05-08	31.8%	1.6%	21.9%
CAMDEN	CHERRY HILL TWP	JOHN A. CARUSI MIDDLE SCHOOL	07-0800-067	06-08	34%	2%	19.4%
CAMDEN	COLLINGSWOOD BORO	COLLINGSWOOD MIDDLE SCHOOL	07-0940-040	06-08	36.2%	0.9%	16.8%
CAMDEN	GLOUCESTER TWP	ANN A. MULLEN MIDDLE SCHOOL	07-1780-100	06-08	35%	0.1%	13.1%
CAMDEN	RUNNEMEDE BORO	MARY E. VOLZ ELEMENTARY SCHOOL	07-4590-040	PK-08	37.8%	0.6%	15.7%
CAMDEN	STRATFORD BORO	SAMUEL S. YELLIN ELEMENTARY SCHOOL	07-5080-060	04-08	32.7%	1.6%	20.4%
CAPE MAY	WILDWOOD CREST BORO	CREST MEMORIAL SCHOOL	09-5800-030	PK-08	36.6%	2%	17.3%
CHARTERS	SOARING HEIGHTS CS	SOARING HEIGHTS	80-7830-980	KG-08	51.3%	0%	6.4%
CUMBERLANI	LAWRENCE TWP	MYRON L. POWELL ELEMENTARY SCHOOL	11-2570-030	PK-08	58.5%	2.4%	12%
CUMBERLANI	UPPER DEERFIELD TWP	WOODRUFF MIDDLE SCHOOL	11-5300-070	06-08	58%	6.2%	21%
ESSEX	BLOOMFIELD TWP	BLOOMFIELD MIDDLE SCHOOL	13-0410-030	07-08	51%	3.9%	17.9%
ESSEX	WEST ORANGE TOWN	LIBERTY MIDDLE SCHOOL	13-5680-135	07-08	47.7%	3.1%	18%
GLOUCESTER	WASHINGTON TWP	ORCHARD VALLEY MIDDLE SCHOOL	15-5500-050	06-08	30.1%	0.7%	18.5%
HUDSON	KEARNY TOWN	LINCOLN MIDDLE SCHOOL	17-2410-090	07-08	58.3%	3.8%	15.4%
MERCER	HAMILTON TWP	RICHARD C CROCKETT MIDDLE SCHOOL	21-1950-083	06-08	49.3%	2.9%	16.6%
MIDDLESEX	EDISON TWP	HERBERT HOOVER MIDDLE SCHOOL	23-1290-057	06-08	31.5%	0.2%	14.7%
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER MIDDLE SCHOOL	23-4920-055	06-08	48%	2.9%	16.4%
MIDDLESEX	WOODBIDGE TWP	AVENEL MIDDLE SCHOOL	23-5850-045	06-08	50.7%	0.5%	9.8%
MONMOUTH	FARMINGDALE BORO	FARMINGDALE ELEMENTARY	25-1490-050	PK-08	32.7%	0%	17.4%

**SCHOOL PEER GROUP**

**CUMBERLAND**

**UPPER DEERFIELD TWP**

**GRADE SPAN 06-08**

MONMOUTH	NEPTUNE CITY	<b>WOODROW WILSON</b>	25-3500-060	PK-08	53.3%	4.8%	19.7%
OCEAN	BARNEGAT TWP	<b>RUSSELL O. BRACKMAN MIDDLE SCHOOL</b>	29-0185-050	06-08	36.5%	0.9%	17.3%
OCEAN	BRICK TWP	<b>LAKE RIVIERA MIDDLE SCHOOL</b>	29-0530-043	06-08	34.2%	1.2%	19.4%
PASSAIC	HALEDON BORO	<b>HALEDON PUBLIC SCHOOL</b>	31-1920-015	PK-08	69.4%	5.5%	13.2%
PASSAIC	WOODLAND PARK	<b>MEMORIAL MIDDLE SCHOOL</b>	31-5690-070	05-08	49%	2.7%	15.2%
SALEM	EL SINBORO TWP	<b>EL SINBORO TOWNSHIP SCHOOL</b>	33-1350-050	KG-08	40.3%	0%	11.3%
SALEM	QUINTON TWP	<b>QUINTON TOWNSHIP SCHOOL DISTRICT</b>	33-4280-050	PK-08	44.8%	0.8%	12.2%
UNION	UNION TWP	<b>BURNET MIDDLE SCHOOL</b>	39-5290-060	06-08	45.2%	2%	13.9%
WARREN	ALPHA BORO	<b>ALPHA BOROUGH SCHOOL</b>	41-0070-010	PK-08	37%	0.4%	14.4%