

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

0540 Bridgeton City School District

020 Bridgeton High School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	725	3.3	31	Y	675.0	22.4	30.3	N	
White	34	2.9	1	Y	32.0	9.4	40.4	N	
Hispanic	529	2.3	21	Y	499.0	25.1	32.1	N	
Black or African American	151	6.0	9	N	135.0	14.1	21.9	N	
Asian				*				*	
American Indian				*				*	
Two or More Races				*				*	
Economically Disadvantaged	462	2.2	10	Y	443.0	13.3	29.8	N	
Students with Disabilities	77	5.2	5	N	69.0	1.4	13.2	N	
English Language Learners*	65	3.1	2	Y	61.0	0.0	8.0	N	

### Mathematics

Schoolwide	724	2.9	35	Y	672.0	7.3	21.3	N	
White	32	3.1	1	Y	30.0	6.7	26.9	N	
Hispanic	532	2.1	26	Y	497.0	8.5	24.0	N	
Black or African American	149	6.0	8	N	134.0	3.0	14.6	N	
Asian				*				*	
American Indian				*				*	
Two or More Races				*				*	
Economically Disadvantaged	477	2.5	12	Y	454.0	3.1	20.9	N	
Students with Disabilities	57	3.5	4	Y	52.0	1.9	13.0	N	
English Language Learners*	64	1.6	7	Y	56.0	0.0	18.7	N	

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide	70.5	79.1	N	77.3	77.2	Y	22.2	14.2	N
White	78.1	68.3	Y	90.9	77.4	Y	20.8	14.2	N
Hispanic	74.6	79.4	N	75.1	75.8	N	19.1	14.2	N
Black or African American	60.4	79.6	N	77.2	79.1	N	31.2	14.2	N
Asian			*			*			*
American Indian			*			*			*
Two or More Races			*			*			*
Economically Disadvantaged	62.0	80.9	N	77.0	76.2	Y	22.0	14.2	N
Students with Disabilities	66.7	56.7	Y	67.7	59.6	Y	24.5	14.2	N
English Language Learners*	52.9	54.5	N	56.8	59.7	N	18.6	14.2	N

### English Language Progress to Proficiency (Schoolwide English Learners)

ELP growth (%)	2018-19 Target	MetTarget
14.9	40.9	N

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

0540 Bridgeton City School District

030 Broad Street School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	654	1.1	42	Y	607.0	15.7	27.0	N	43.0	Y
White				*				*		-
Hispanic	553	1.3	26	Y	522.0	16.9	27.1	N	44.5	Y
Black or African American	72	0.0	14	Y	58.0	5.2	24.0	N	33.5	N
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	599	1.2	34	Y	560.0	15.0	27.2	N	43.0	Y
Students with Disabilities	108	0.0	11	Y	97.0	5.2	13.6	N	31.5	N
English Language Learners*	352	1.4	12	Y	335.0	9.3	13.4	N	47.0	Y

### Mathematics

Schoolwide	689	0.4	56	Y	632.0	9.2	22.4	N	40.0	Y
White				*				*		-
Hispanic	588	0.5	40	Y	547.0	9.9	23.1	N	39.0	N
Black or African American	72	0.0	14	Y	58.0	1.7	16.8	N	50.0	Y
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	633	0.5	48	Y	584.0	8.9	22.5	N	39.5	N
Students with Disabilities	109	0.0	11	Y	98.0	3.1	16.1	N	37.0	N
English Language Learners*	387	0.3	26	Y	360.0	6.1	16.8	N	37.0	N

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							6.2	9.0	Y
White							19.0	9.0	N
Hispanic							5.5	9.0	Y
Black or African American							9.0	9.0	Y
Asian									*
American Indian									*
Two or More Races									*
Economically Disadvantaged							5.9	9.0	Y
Students with Disabilities							10.1	9.0	N
English Language Learners*							5.6	9.0	Y

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
26.1	40.9	Y*

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

0540 Bridgeton City School District

050 Buckshutem Road School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	397	0.8	22	Y	373.0	16.4	25.1	N	35.0	N
White				*				*		-
Hispanic	299	0.7	14	Y	284.0	15.5	25.9	N	35.5	N
Black or African American	80	1.3	7	Y	72.0	15.3	24.5	N	32.0	N
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	360	0.3	21	Y	339.0	15.3	25.9	N	35.0	N
Students with Disabilities	26	3.8	1	Y	25.0	4.0	15.2	N		-
English Language Learners*	158	0.6	1	Y	157.0	7.0	23.8	N	32.0	N

### Mathematics

Schoolwide	397	0.8	23	Y	372.0	12.6	26.2	N	34.0	N
White				*				*		-
Hispanic	299	0.7	15	Y	283.0	13.1	25.9	N	33.0	N
Black or African American	80	1.3	7	Y	72.0	8.3	27.0	N	34.0	N
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	361	0.6	22	Y	338.0	12.4	26.5	N	34.0	N
Students with Disabilities	26	7.7	1	N	24.0	4.2	8.0	Y*		-
English Language Learners*	159	0.6	2	Y	157.0	10.2	28.5	N	31.5	N

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							5.9	9.0	Y
White									*
Hispanic							3.2	9.0	Y
Black or African American							14.4	9.0	N
Asian									*
American Indian									*
Two or More Races									*
Economically Disadvantaged							6.4	9.0	Y
Students with Disabilities							12.0	9.0	N
English Language Learners*							3.3	9.0	Y

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
38.3	40.9	Y*

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

0540 Bridgeton City School District

055 Cherry Street School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	412	3.6	30	Y	372.0	11.6	20.0	N	38.0	N
White				*				*		-
Hispanic	218	2.3	15	Y	200.0	14.0	22.2	N	38.0	N
Black or African American	176	3.4	12	Y	160.0	8.1	16.7	N	39.0	N
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	361	2.5	15	Y	341.0	12.0	20.5	N	38.0	N
Students with Disabilities	74	5.4	6	N	65.0	15.4	13.7	Y	45.0	Y
English Language Learners*	137	2.9	6	Y	128.0	8.6	13.2	N	36.5	N

### Mathematics

Schoolwide	412	2.9	30	Y	371.0	13.2	20.8	N	45.0	Y
White				*				*		-
Hispanic	218	1.8	15	Y	199.0	18.1	22.6	Y*	46.0	Y
Black or African American	176	2.3	12	Y	160.0	6.3	18.0	N	45.0	Y
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	361	1.9	15	Y	340.0	13.5	21.2	N	45.0	Y
Students with Disabilities	74	4.1	6	Y	65.0	10.8	12.2	Y*	52.0	Y
English Language Learners*	137	2.9	6	Y	127.0	11.8	16.8	N	38.5	N

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							14.9	9.0	N
White									*
Hispanic							10.2	9.0	N
Black or African American							18.4	9.0	N
Asian									*
American Indian									*
Two or More Races									*
Economically Disadvantaged							15.0	9.0	N
Students with Disabilities							26.7	9.0	N
English Language Learners*							8.8	9.0	Y

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
26.3	40.9	Y*

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

0540 Bridgeton City School District

060 Indian Ave School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	469	0.2	18	Y	450.0	21.3	25.7	N	40.0	Y
White	24	0.0	1	Y	23.0	39.1	42.9	Y*		-
Hispanic	378	0.3	13	Y	364.0	20.6	25.6	N	40.0	Y
Black or African American	56	0.0	2	Y	54.0	16.7	20.8	Y*	41.5	Y
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	428	0.2	18	Y	409.0	20.8	24.9	N	40.0	Y
Students with Disabilities	62	0.0	3	Y	59.0	0.0	13.0	N	46.0	Y
English Language Learners*	202	0.5	6	Y	195.0	15.9	21.7	N	38.0	N

### Mathematics

Schoolwide	475	0.2	22	Y	452.0	17.7	26.3	N	35.0	N
White	24	0.0	1	Y	23.0	26.1	35.2	Y*		-
Hispanic	384	0.3	17	Y	366.0	19.4	27.6	N	33.0	N
Black or African American	56	0.0	2	Y	54.0	1.9	17.5	N	43.5	Y
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	433	0.2	22	Y	410.0	16.8	25.9	N	35.0	N
Students with Disabilities	62	0.0	3	Y	59.0	0.0	15.2	N	45.0	Y
English Language Learners*	208	0.5	10	Y	197.0	17.8	23.0	N	31.0	N

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							5.7	9.0	Y
White							13.8	9.0	N
Hispanic							3.4	9.0	Y
Black or African American							17.6	9.0	N
Asian									*
American Indian									*
Two or More Races									*
Economically Disadvantaged							5.8	9.0	Y
Students with Disabilities							15.4	9.0	N
English Language Learners*							2.4	9.0	Y

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
40.0	40.9	Y*

**E** Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

**G** Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

**Y** Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

**Y\*** Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

**N** Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

0540 Bridgeton City School District

100 Quarter Mile Lane School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	465	0.6	22	Y	440.0	15.5	27.5	N	39.0	N
White				*				*		-
Hispanic	314	0.6	13	Y	299.0	17.7	26.0	N	43.0	Y
Black or African American	120	0.8	8	Y	111.0	10.8	29.0	N	34.0	N
Asian				*				*		
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	410	0.7	14	Y	393.0	15.8	26.2	N	39.0	N
Students with Disabilities	52	0.0	3	Y	49.0	4.1	4.0	Y	26.0	N
English Language Learners*	160	1.3	6	Y	152.0	9.2	14.4	N	48.0	Y

### Mathematics

Schoolwide	465	0.6	22	Y	440.0	10.9	19.8	N	36.5	N
White				*				*		-
Hispanic	314	0.6	13	Y	299.0	13.0	19.4	N	37.0	N
Black or African American	120	0.8	8	Y	111.0	6.3	20.8	N	36.0	N
Asian				*				*		
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	410	0.7	14	Y	393.0	10.9	19.8	N	37.0	N
Students with Disabilities	52	0.0	3	Y	49.0	0.0	7.2	N	38.5	N
English Language Learners*	160	1.3	6	Y	152.0	9.9	15.2	N	38.5	N

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							9.9	9.0	N
White							24.0	9.0	N
Hispanic							7.8	9.0	Y
Black or African American							10.8	9.0	N
Asian									*
American Indian									*
Two or More Races									*
Economically Disadvantaged							9.1	9.0	N
Students with Disabilities							12.0	9.0	N
English Language Learners*							10.5	9.0	N

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
32.6	40.9	Y*

**E** Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

**G** Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

**Y** Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

**Y\*** Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

**N** Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

0540 Bridgeton City School District

130 West Avenue School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	512	0.2	14	Y	497.0	24.7	34.9	N	47.0	Y
White	21	0.0	1	Y	20.0	55.0	42.7	Y		-
Hispanic	360	0.3	10	Y	349.0	26.6	37.1	N	48.0	Y
Black or African American	125	0.0	3	Y	122.0	13.9	25.8	N	41.0	Y
Asian				*				*		-
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	441	0.2	12	Y	428.0	23.6	35.7	N	48.0	Y
Students with Disabilities	46	2.2	4	Y	41.0	7.3	14.5	N	45.0	Y
English Language Learners*	145	0.0	3	Y	142.0	12.7	16.4	Y*	48.5	Y

### Mathematics

Schoolwide	512	0.2	14	Y	497.0	22.3	32.9	N	48.0	Y
White	21	0.0	1	Y	20.0	35.0	35.6	Y*		-
Hispanic	360	0.3	10	Y	349.0	26.4	35.6	N	53.5	Y
Black or African American	125	0.0	3	Y	122.0	8.2	21.9	N	37.0	N
Asian				*				*		-
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	441	0.2	12	Y	428.0	22.7	32.6	N	48.0	Y
Students with Disabilities	46	2.2	4	Y	41.0	7.3	8.0	Y*	43.0	Y
English Language Learners*	145	0.0	3	Y	142.0	18.3	21.1	Y*	47.5	Y

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							9.0	9.0	Y
White							3.6	9.0	Y
Hispanic							5.7	9.0	Y
Black or African American							19.0	9.0	N
Asian									*
American Indian									*
Two or More Races									*
Economically Disadvantaged							9.6	9.0	N
Students with Disabilities							23.5	9.0	N
English Language Learners*							6.5	9.0	Y

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
29.1	40.9	Y*

**E** Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

**G** Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

**Y** Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

**Y\*** Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

**N** Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

0950 Commercial Township School District

025 Haleyville-Mauricetown Elementary School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	158	0.0	3	Y	155.0	13.5	27.8	N	40.0	Y
White	102	0.0	2	Y	100.0	16.0	27.0	N	43.0	Y
Hispanic	30	0.0	1	Y	29.0	3.4	13.1	N	41.0	Y
Black or African American	23	0.0	0	Y	23.0	17.4	34.2	N		-
Asian				*				*		-
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	122	0.0	3	Y	119.0	12.6	24.2	N	40.0	Y
Students with Disabilities	40	0.0	2	Y	38.0	2.6	15.7	N	28.5	N
English Language Learners*				*				*		

### Mathematics

Schoolwide	158	0.0	3	Y	155.0	9.7	26.7	N	46.0	Y
White	102	0.0	2	Y	100.0	13.0	25.0	N	58.0	Y
Hispanic	30	0.0	1	Y	29.0	0.0	8.6	N	37.0	N
Black or African American	23	0.0	0	Y	23.0	0.0	34.2	N		-
Asian				*				*		-
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	122	0.0	3	Y	119.0	9.2	24.9	N	43.0	Y
Students with Disabilities	40	0.0	2	Y	38.0	2.6	8.0	N	32.0	N
English Language Learners*				*				*		

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							11.7	8.9	N
White							11.1	8.9	N
Hispanic							14.0	8.9	N
Black or African American							14.6	8.9	N
Asian									*
American Indian									*
Two or More Races									*
Economically Disadvantaged							12.0	8.9	N
Students with Disabilities							12.1	8.9	N
English Language Learners*									*

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget

**E** Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

**G** Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

**Y** Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

**Y\*** Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

**N** Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').



# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

0950 Commercial Township School District

050 Port Norris Middle School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	165	0.6	1	Y	163.0	23.9	39.4	N	42.0	Y
White	121	0.0	1	Y	120.0	24.2	41.1	N	39.0	N
Hispanic				*				*		-
Black or African American	26	0.0	0	Y	26.0	15.4	33.2	N	35.5	N
Asian				*				*		-
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	124	0.8	1	Y	122.0	21.3	36.5	N	42.0	Y
Students with Disabilities	37	2.7	0	Y	36.0	0.0	20.5	N	34.0	N
English Language Learners*				*				*		

### Mathematics

Schoolwide	165	0.6	1	Y	163.0	13.5	24.8	N	53.0	Y
White	121	0.0	1	Y	120.0	14.2	26.1	N	46.0	Y
Hispanic				*				*		-
Black or African American	26	0.0	0	Y	26.0	11.5	19.1	Y*	60.5	E
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	124	0.8	1	Y	122.0	9.8	23.8	N	44.0	Y
Students with Disabilities	37	2.7	0	Y	36.0	0.0	14.1	N	43.0	Y
English Language Learners*				*				*		

Graduation Rate (High School only)						School Quality / Student Success		
Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide						19.8	9.1	N
White						22.0	9.1	N
Hispanic								*
Black or African American						11.5	9.1	N
Asian								*
American Indian								*
Two or More Races								*
Economically Disadvantaged						20.8	9.1	N
Students with Disabilities						16.2	9.1	N
English Language Learners*								*

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

0995 Cumberland County Board Of Vocational Education

030 John F. Scarpa Technical Education Center Of Cumberland Coun

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	449	0.4	0	Y	447.0	87.2	74.4	G	
White	238	0.4	0	Y	237.0	86.1	68.2	G	
Hispanic	151	0.7	0	Y	150.0	87.3	80.0	G	
Black or African American	42	0.0	0	Y	42.0	88.1	68.0	G	
Asian				*				*	
American Indian				*				*	
Two or More Races				*				*	
Economically Disadvantaged	154	0.0	0	Y	154.0	82.5	73.1	G	
Students with Disabilities				*				*	
English Language Learners*				*				*	

### Mathematics

Schoolwide	445	0.4	0	Y	443.0	64.6	56.6	Y	
White	235	0.4	0	Y	234.0	64.5	53.0	Y	
Hispanic	151	0.7	0	Y	150.0	68.7	61.7	Y	
Black or African American	42	0.0	0	Y	42.0	50.0	49.0	Y	
Asian				*				*	
American Indian				*				*	
Two or More Races				*				*	
Economically Disadvantaged	153	0.0	0	Y	153.0	62.7	52.0	Y	
Students with Disabilities				*				*	
English Language Learners*				*				*	

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide			*			*	5.0	14.2	Y
White			*			*	4.4	14.2	Y
Hispanic			*			*	4.7	14.2	Y
Black or African American			*			*	9.9	14.2	Y
Asian			*			*			*
American Indian			*			*			*
Two or More Races			*			*			*
Economically Disadvantaged			*			*	8.1	14.2	Y
Students with Disabilities			*			*	3.3	14.2	Y
English Language Learners*			*			*			*

### English Language Progress to Proficiency (Schoolwide English Learners)

ELP growth (%)	2018-19 Target	MetTarget

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

0997 Cumberland Regional School District

030 Cumberland Regional High School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	502	0.6	7	Y	492.0	28.9	37.1	N	
White	224	0.0	1	Y	223.0	36.8	45.5	N	
Hispanic	144	0.7	6	Y	137.0	21.9	29.7	N	
Black or African American	98	0.0	0	Y	98.0	17.3	25.5	N	
Asian				*				*	
American Indian				*				*	
Two or More Races	22	4.5	0	Y	21.0	23.8		--	
Economically Disadvantaged	229	1.3	6	Y	220.0	20.5	28.8	N	
Students with Disabilities	84	2.4	2	Y	80.0	5.0	16.8	N	
English Language Learners*				*				*	

### Mathematics

Schoolwide	341	0.3	7	Y	333.0	19.2	29.9	N	
White	156	0.0	1	Y	155.0	27.1	35.0	N	
Hispanic	86	0.0	3	Y	83.0	14.5	23.6	N	
Black or African American	72	0.0	3	Y	69.0	10.1	22.3	N	
Asian				*				*	
American Indian				*				*	
Two or More Races				*				*	
Economically Disadvantaged	148	0.7	4	Y	143.0	12.6	26.8	N	
Students with Disabilities	45	2.2	2	Y	42.0	0.0	16.0	N	
English Language Learners*				*				*	

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide	92.7	90.7	Y	90.1	92.0	N	7.0	14.2	Y
White	90.2	92.8	N	90.8	94.6	N	6.8	14.2	Y
Hispanic	97.1		G	83.3	90.0	N	6.2	14.2	Y
Black or African American	94.7	86.8	Y	91.4	86.9	Y	7.8	14.2	Y
Asian			*			*	8.7	14.2	Y
American Indian			*			*			*
Two or More Races			*			*	7.3	14.2	Y
Economically Disadvantaged	94.6	87.7	Y	85.9	92.0	N	9.1	14.2	Y
Students with Disabilities	81.1	77.7	Y	90.9	84.7	Y	10.8	14.2	Y
English Language Learners*			*			*			*

### English Language Progress to Proficiency (Schoolwide English Learners)

ELP growth (%)	2018-19 Target	MetTarget
		*

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

1020 Deerfield Township School District

040 Deerfield Township School District

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	193	1.6	3	Y	187.0	52.9	49.1	Y	56.5	Y
White	93	2.2	1	Y	90.0	57.8	54.1	Y	56.0	Y
Hispanic	61	0.0	1	Y	60.0	45.0	45.7	Y*	48.0	Y
Black or African American	25	0.0	1	Y	24.0	50.0	32.4	Y		-
Asian				*				*		-
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	93	1.1	0	Y	92.0	46.7	41.5	Y	56.0	Y
Students with Disabilities	31	6.5	0	N	29.5	20.3	28.1	Y*	61.0	E
English Language Learners*				*				*		

### Mathematics

Schoolwide	195	1.5	4	Y	188.0	36.2	36.9	Y*	44.5	Y
White	93	2.2	1	Y	90.0	40.0	44.8	Y*	43.0	Y
Hispanic	63	0.0	2	Y	61.0	31.1	29.7	Y	50.0	Y
Black or African American	25	0.0	1	Y	24.0	25.0	18.8	Y		-
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	95	1.1	1	Y	93.0	29.0	31.0	Y*	47.5	Y
Students with Disabilities	32	6.3	0	N	30.4	16.5	16.6	Y*		-
English Language Learners*				*				*		

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							7.6	9.0	Y
White							7.8	9.0	Y
Hispanic							3.3	9.0	Y
Black or African American							17.6	9.0	N
Asian									*
American Indian									*
Two or More Races									*
Economically Disadvantaged							7.5	9.0	Y
Students with Disabilities							17.8	9.0	N
English Language Learners*									*

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
		*

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

1120 Downe Township School District

045 Downe Township Elementary School

	Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
	Students Enrolled #	Non tested Rate %	Time In School< Yr Enrolled #	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only) %	Annual Target %	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
English Language Arts / Literacy										
Schoolwide	100	3.0	1	Y	96.0	36.5	34.1	Y	49.0	Y
White	91	3.3	0	Y	88.0	36.4	31.6	Y	50.0	Y
Hispanic				*				*		-
Black or African American				*				*		-
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		
Economically Disadvantaged	39	5.1	1	N	36.1	30.5	32.3	Y*	49.0	Y
Students with Disabilities	25	4.0	1	Y	23.0	4.3	4.0	Y	58.0	Y
English Language Learners*				*				*		
Mathematics										
Schoolwide	100	2.0	1	Y	97.0	25.8	28.0	Y*	52.0	Y
White	91	2.2	0	Y	89.0	27.0	27.9	Y*	53.0	Y
Hispanic				*				*		-
Black or African American				*				*		-
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		
Economically Disadvantaged	39	5.1	1	N	36.1	13.9	26.8	N	49.0	Y
Students with Disabilities	25	0.0	1	Y	24.0	8.3	8.4	Y*		-
English Language Learners*				*				*		

	Graduation Rate (High School only)						School Quality / Student Success			English Language Progress to Proficiency (Schoolwide English Learners)		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism			ELP growth (%)	2018-19 Target	MetTarget
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***			
Schoolwide							8.3	9.0	Y			
White							8.1	9.0	Y			
Hispanic									*			
Black or African American									*			
Asian									*			
American Indian									*			
Two or More Races									*			
Economically Disadvantaged							10.2	9.0	N			
Students with Disabilities							20.7	9.0	N			
English Language Learners*									*			

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

1460 Fairfield Township School District

070 Fairfield Township School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	320	0.9	12	Y	305.0	21.3	25.0	Y*	53.0	Y
White	23	0.0	2	Y	21.0	33.3	31.6	Y		-
Hispanic	95	2.1	4	Y	89.0	22.5	27.7	Y*	57.0	Y
Black or African American	164	0.0	3	Y	161.0	16.8	23.5	N	49.0	Y
Asian				*				*		
American Indian				*				*		-
Two or More Races	33	3.0	3	Y	29.0	34.5	25.3	Y	56.5	Y
Economically Disadvantaged	123	0.8	10	Y	112.0	15.2	23.6	N	55.0	Y
Students with Disabilities	59	5.1	3	N	53.2	3.8	14.8	N	35.0	N
English Language Learners*				*				*		-

### Mathematics

Schoolwide	320	0.6	12	Y	306.0	10.5	18.5	N	46.0	Y
White	23	0.0	2	Y	21.0	14.3	25.1	Y*		-
Hispanic	95	1.1	4	Y	90.0	12.2	24.1	N	48.0	Y
Black or African American	164	0.0	3	Y	161.0	6.2	15.1	N	46.0	Y
Asian				*				*		
American Indian				*				*		-
Two or More Races	33	3.0	3	Y	29.0	20.7	20.2	Y	46.5	Y
Economically Disadvantaged	123	0.8	10	Y	112.0	6.3	17.8	N	48.5	Y
Students with Disabilities	59	3.4	3	Y	54.0	0.0	13.4	N	44.5	Y
English Language Learners*				*				*		-

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							7.5	9.0	Y
White							9.4	9.0	N
Hispanic							9.9	9.0	N
Black or African American							4.2	9.0	Y
Asian									*
American Indian									*
Two or More Races							17.8	9.0	N
Economically Disadvantaged							10.4	9.0	N
Students with Disabilities							8.1	9.0	Y
English Language Learners*							0.0	9.0	Y

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
19.0	40.9	N

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

1820 Greenwich Township School District

060 Morris Goodwin School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	41	0.0	2	Y	39.0	74.4	66.7	Y	66.5	E
White	32	0.0	1	Y	31.0	71.0	69.5	Y	61.5	E
Hispanic				*				*		-
Black or African American				*				*		-
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged				*				*		-
Students with Disabilities				*				*		-
English Language Learners*				*				*		

### Mathematics

Schoolwide	41	0.0	2	Y	39.0	48.7	48.5	Y	50.0	Y
White	32	0.0	1	Y	31.0	58.1	54.5	Y	58.5	Y
Hispanic				*				*		-
Black or African American				*				*		-
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged				*				*		-
Students with Disabilities				*				*		-
English Language Learners*				*				*		

Graduation Rate (High School only)						School Quality / Student Success		
Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide						0.0	9.0	Y
White						0.0	9.0	Y
Hispanic								*
Black or African American								*
Asian								*
American Indian								*
Two or More Races								*
Economically Disadvantaged						0.0	9.0	Y
Students with Disabilities								*
English Language Learners*								*

### English Language Progress to Proficiency (Schoolwide English Learners)

ELP growth (%)	2018-19 Target	MetTarget

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

2270 Hopewell Township School District

060 Hopewell Crest

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	329	1.5	7	Y	317.0	34.1	50.3	N	37.0	N
White	231	2.2	5	Y	221.0	36.2	57.0	N	37.0	N
Hispanic	58	0.0	2	Y	56.0	32.1	30.2	Y	36.0	N
Black or African American	21	0.0	0	Y	21.0	14.3		--		-
Asian				*				*		-
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	99	0.0	0	Y	99.0	26.3	35.0	N	30.0	N
Students with Disabilities	79	3.8	1	Y	75.0	4.0	16.7	N	45.5	Y
English Language Learners*				*				*		-

### Mathematics

Schoolwide	330	1.5	7	Y	318.0	31.1	42.0	N	45.0	Y
White	231	2.2	5	Y	221.0	32.6	48.6	N	52.0	Y
Hispanic	59	0.0	2	Y	57.0	31.6	22.6	Y	40.0	Y
Black or African American	21	0.0	0	Y	21.0	9.5	21.5	N		-
Asian				*				*		-
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	99	0.0	0	Y	99.0	24.2	25.3	Y*	47.0	Y
Students with Disabilities	79	3.8	1	Y	75.0	2.7	13.5	N	45.0	Y
English Language Learners*				*				*		-

Graduation Rate (High School only)						School Quality / Student Success		
Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide						6.9	9.0	Y
White						6.8	9.0	Y
Hispanic						8.4	9.0	Y
Black or African American						3.4	9.0	Y
Asian								*
American Indian								*
Two or More Races								*
Economically Disadvantaged						9.7	9.0	N
Students with Disabilities						9.6	9.0	N
English Language Learners*								*

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
		*

**E** Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

**G** Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

**Y** Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

**Y\*** Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

**N** Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').



# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

2570 Lawrence Township School District

030 Myron L. Powell Elementary School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	327	0.9	4	Y	321.0	53.0	51.5	Y	52.0	Y
White	230	1.3	2	Y	226.0	56.6	55.9	Y	52.5	Y
Hispanic	47	0.0	0	Y	47.0	48.9	41.8	Y	50.5	Y
Black or African American	30	0.0	2	Y	28.0	39.3	44.0	Y*	49.5	Y
Asian				*				*		-
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	168	0.6	1	Y	166.0	45.2	40.9	Y	53.0	Y
Students with Disabilities	73	1.4	1	Y	72.0	23.6	21.1	Y	53.0	Y
English Language Learners*				*				*		-

### Mathematics

Schoolwide	327	1.8	4	Y	318.0	34.6	42.2	N	49.0	Y
White	230	1.7	2	Y	225.0	38.7	48.0	N	50.5	Y
Hispanic	47	2.1	0	Y	46.0	30.4	28.1	Y	54.0	Y
Black or African American	30	3.3	2	Y	27.0	7.4	26.0	N		-
Asian				*				*		-
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	168	1.8	1	Y	164.0	27.4	29.9	Y*	47.0	Y
Students with Disabilities	73	4.1	1	Y	70.0	14.3	18.0	Y*	47.0	Y
English Language Learners*				*				*		-

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							17.9	9.0	N
White							18.9	9.0	N
Hispanic							21.3	9.0	N
Black or African American							15.2	9.0	N
Asian									*
American Indian									*
Two or More Races									*
Economically Disadvantaged							21.9	9.0	N
Students with Disabilities							19.8	9.0	N
English Language Learners*									*

### English Language Progress to Proficiency (Schoolwide English Learners)

ELP growth (%)	2018-19 Target	MetTarget
		*

**E** Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

**G** Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

**Y** Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

**Y\*** Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

**N** Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

3050 Maurice River Township School District

065 Maurice River Township School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	261	0.0	3	Y	258.0	40.3	49.6	N	52.0	Y
White	212	0.0	3	Y	209.0	41.6	49.3	N	52.0	Y
Hispanic	30	0.0	0	Y	30.0	33.3	42.3	Y*	49.0	Y
Black or African American				*				*		-
Asian				*				*		-
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	97	0.0	1	Y	96.0	25.0	37.8	N	46.0	Y
Students with Disabilities	58	0.0	2	Y	56.0	17.9	19.0	Y*	41.5	Y
English Language Learners*				*				*		

### Mathematics

Schoolwide	261	0.0	3	Y	258.0	27.1	38.1	N	55.0	Y
White	212	0.0	3	Y	209.0	31.1	39.9	N	54.0	Y
Hispanic	30	0.0	0	Y	30.0	6.7	18.0	N	45.0	Y
Black or African American				*				*		-
Asian				*				*		-
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	97	0.0	1	Y	96.0	13.5	24.9	N	40.0	Y
Students with Disabilities	58	0.0	2	Y	56.0	10.7	13.7	Y*	56.5	Y
English Language Learners*				*				*		

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							16.0	9.0	N
White							15.5	9.0	N
Hispanic							26.3	9.0	N
Black or African American									*
Asian									*
American Indian									*
Two or More Races									*
Economically Disadvantaged							22.3	9.0	N
Students with Disabilities							19.0	9.0	N
English Language Learners*									*

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

3230 Millville School District

050 Millville Senior High School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	22	27.3	2	N				*	
White				*				*	
Hispanic				*				*	
Black or African American				*				*	
Asian				*				*	
American Indian				*				*	
Two or More Races				*				*	
Economically Disadvantaged				*				*	
Students with Disabilities	22	27.3	2	N				*	
English Language Learners*				*				*	

### Mathematics

Schoolwide	24	66.7	2	N	20.9	0.0	24.8	N	
White				*				*	
Hispanic				*				*	
Black or African American				*				*	
Asian				*				*	
American Indian				*				*	
Two or More Races				*				*	
Economically Disadvantaged				*				*	
Students with Disabilities	24	66.7	2	N	20.9	0.0	10.9	N	
English Language Learners*				*				*	

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide	87.7	90.9	N	89.2	90.7	N	21.7	14.2	N
White	87.3	93.6	N	91.0	92.9	N	20.7	14.2	N
Hispanic	85.9	87.3	N	89.5	87.2	Y	25.0	14.2	N
Black or African American	89.6	87.1	Y	85.1	88.2	N	21.5	14.2	N
Asian			*			*			*
American Indian			*			*			*
Two or More Races			*			*			*
Economically Disadvantaged	87.7	86.0	Y	87.2	87.8	N	25.9	14.2	N
Students with Disabilities	81.7	84.8	N	85.2	81.7	Y	35.5	14.2	N
English Language Learners*			*			*			*

### English Language Progress to Proficiency (Schoolwide English Learners)

ELP growth (%)	2018-19 Target	MetTarget
		*

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

3230 Millville School District

060 Memorial High School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	784	2.6	23	Y	745.0	29.4	34.0	N	
White	352	3.4	6	Y	335.0	40.0	42.3	Y*	
Hispanic	187	2.7	8	Y	175.0	20.6	24.9	Y*	
Black or African American	222	1.4	9	Y	212.0	21.2	26.6	N	
Asian				*				*	
American Indian				*				*	
Two or More Races				*				*	
Economically Disadvantaged	413	1.5	18	Y	392.0	21.7	29.0	N	
Students with Disabilities	218	6.0	9	N	199.0	5.0	22.7	N	
English Language Learners*				*				*	

### Mathematics

Schoolwide	771	2.3	23	Y	731.0	9.8	19.9	N	
White	342	2.6	5	Y	328.0	17.1	23.6	N	
Hispanic	185	2.2	8	Y	173.0	2.3	20.3	N	
Black or African American	219	1.8	10	Y	206.0	4.4	14.8	N	
Asian				*				*	
American Indian				*				*	
Two or More Races				*				*	
Economically Disadvantaged	428	1.2	17	Y	407.0	5.2	16.4	N	
Students with Disabilities	213	4.2	12	Y	193.0	3.6	16.3	N	
English Language Learners*				*				*	

Graduation Rate (High School only)						School Quality / Student Success		
Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide		*			*	20.2	14.2	N
White		*			*	18.8	14.2	N
Hispanic		*			*	23.7	14.2	N
Black or African American		*			*	19.6	14.2	N
Asian		*			*			*
American Indian		*			*			*
Two or More Races		*			*			*
Economically Disadvantaged		*			*	26.4	14.2	N
Students with Disabilities		*			*	37.1	14.2	N
English Language Learners*		*			*			*

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
		*

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

3230 Millville School District

065 R. M. Bacon Elementary School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	164	3.0	6	Y	153.0	15.0	24.0	N	37.0	N
White	46	2.2	1	Y	44.0	27.3	25.6	Y	32.0	N
Hispanic	44	4.5	3	Y	39.0	15.4	21.2	Y*	43.5	Y
Black or African American	62	1.6	2	Y	59.0	6.8	24.8	N	37.0	N
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	130	3.1	6	Y	120.0	13.3	22.9	N	37.0	N
Students with Disabilities	38	7.9	1	N	35.2	2.8	16.3	N	19.5	N
English Language Learners*				*				*		-

### Mathematics

Schoolwide	164	3.0	6	Y	153.0	15.7	25.3	N	35.0	N
White	46	2.2	1	Y	44.0	18.2	25.6	Y*	42.0	Y
Hispanic	44	4.5	3	Y	39.0	12.8	23.5	N	40.5	Y
Black or African American	62	1.6	2	Y	59.0	16.9	26.4	N	28.0	N
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	130	3.1	6	Y	120.0	12.5	22.9	N	32.0	N
Students with Disabilities	38	7.9	1	N	35.2	2.8	16.3	N	38.0	N
English Language Learners*				*				*		-

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							16.2	8.9	N
White							16.0	8.9	N
Hispanic							19.1	8.9	N
Black or African American							15.3	8.9	N
Asian									*
American Indian									*
Two or More Races							13.0	8.9	N
Economically Disadvantaged							17.9	8.9	N
Students with Disabilities							18.2	8.9	N
English Language Learners*									*

### English Language Progress to Proficiency (Schoolwide English Learners)

ELP growth (%)	2018-19 Target	MetTarget

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

3230 Millville School District

075 Holly Heights Elementary School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	273	1.1	9	Y	261.0	22.6	35.2	N	37.0	N
White	94	0.0	4	Y	90.0	31.1	47.4	N	41.0	Y
Hispanic	66	3.0	1	Y	63.0	19.0	36.0	N	47.0	Y
Black or African American	95	1.1	4	Y	90.0	15.6	22.1	N	27.0	N
Asian				*				*		
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	189	0.0	7	Y	182.0	17.0	31.0	N	35.0	N
Students with Disabilities	77	1.3	5	Y	71.0	4.2	15.7	N	37.0	N
English Language Learners*				*				*		-

### Mathematics

Schoolwide	274	1.1	10	Y	261.0	22.6	31.7	N	39.0	N
White	94	0.0	4	Y	90.0	36.7	42.9	Y*	41.0	Y
Hispanic	67	3.0	2	Y	63.0	19.0	33.8	N	42.0	Y
Black or African American	95	1.1	4	Y	90.0	11.1	15.8	Y*	29.0	N
Asian				*				*		
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	190	0.0	8	Y	182.0	13.7	27.0	N	39.0	N
Students with Disabilities	77	1.3	5	Y	71.0	7.0	13.8	N	42.0	Y
English Language Learners*				*				*		-

Graduation Rate (High School only)						School Quality / Student Success		
Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide						13.7	8.9	N
White						9.3	8.9	N
Hispanic						19.4	8.9	N
Black or African American						14.2	8.9	N
Asian								*
American Indian								*
Two or More Races						10.7	8.9	N
Economically Disadvantaged						15.1	8.9	N
Students with Disabilities						18.7	8.9	N
English Language Learners*								*

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget

**E** Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

**G** Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

**Y** Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

**Y\*** Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

**N** Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

3230 Millville School District

077 Lakeside Middle School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	1,069	1.9	50	Y	1,001.0	28.5	38.8	N	34.0	N
White	390	3.3	9	Y	368.0	41.6	47.5	N	39.0	N
Hispanic	270	0.7	19	Y	250.0	24.8	37.7	N	34.0	N
Black or African American	364	1.4	17	Y	343.0	15.5	27.6	N	32.0	N
Asian				*				*		-
American Indian				*				*		-
Two or More Races	30	0.0	4	Y	26.0	26.9		--	26.0	N
Economically Disadvantaged	711	1.8	37	Y	662.0	18.4	32.1	N	33.0	N
Students with Disabilities	296	4.1	15	Y	271.0	4.8	17.2	N	26.0	N
English Language Learners*	21	0.0	1	Y	20.0	0.0	21.5	N		-

### Mathematics

Schoolwide	1,070	2.0	51	Y	1,000.0	17.8	28.2	N	43.0	Y
White	390	3.3	9	Y	368.0	29.3	36.6	N	44.0	Y
Hispanic	271	0.7	20	Y	250.0	14.0	23.9	N	43.5	Y
Black or African American	364	1.6	17	Y	342.0	6.4	19.7	N	40.0	Y
Asian				*				*		-
American Indian				*				*		
Two or More Races	30	0.0	4	Y	26.0	11.5		--	45.0	Y
Economically Disadvantaged	712	2.0	38	Y	661.0	10.0	22.9	N	43.0	Y
Students with Disabilities	296	4.1	15	Y	271.0	1.8	14.5	N	35.0	N
English Language Learners*	22	0.0	2	Y	20.0	5.0	12.5	Y*		-

Graduation Rate (High School only)						School Quality / Student Success		
Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide						20.2	9.1	N
White						14.1	9.1	N
Hispanic						22.7	9.1	N
Black or African American						25.2	9.1	N
Asian								*
American Indian								*
Two or More Races						26.7	9.1	N
Economically Disadvantaged						24.4	9.1	N
Students with Disabilities						33.1	9.1	N
English Language Learners*								*

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
		*

**E** Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

**G** Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

**Y** Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

**Y\*** Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

**N** Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

3230 Millville School District

080 Mount Pleasant Elementary School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	146	2.7	6	Y	137.0	29.2	45.1	N	35.5	N
White	78	1.3	2	Y	75.0	38.7	48.2	N	36.0	N
Hispanic	36	2.8	2	Y	33.0	27.3	15.9	Y	44.0	Y
Black or African American	26	7.7	2	N	23.0	8.7	26.8	N		-
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	87	2.3	4	Y	82.0	20.7	31.6	N	30.0	N
Students with Disabilities	36	5.6	2	N	32.3	12.4	35.4	N	23.0	N
English Language Learners*				*				*		-

### Mathematics

Schoolwide	146	2.7	6	Y	137.0	26.3	46.0	N	50.0	Y
White	78	1.3	2	Y	75.0	37.3	49.7	N	58.0	Y
Hispanic	36	2.8	2	Y	33.0	21.2	8.0	Y	49.0	Y
Black or African American	26	7.7	2	N	23.0	4.3	19.2	N		-
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	87	2.3	4	Y	82.0	14.6	31.6	N	47.0	Y
Students with Disabilities	36	5.6	2	N	32.3	9.3	35.4	N	47.5	Y
English Language Learners*				*				*		-

Graduation Rate (High School only)						School Quality / Student Success		
Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide						13.5	8.9	N
White						10.4	8.9	N
Hispanic						16.2	8.9	N
Black or African American						20.4	8.9	N
Asian								*
American Indian								*
Two or More Races								*
Economically Disadvantaged						17.8	8.9	N
Students with Disabilities						20.6	8.9	N
English Language Learners*								*

### English Language Progress to Proficiency (Schoolwide English Learners)

ELP growth (%)	2018-19 Target	MetTarget

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').



# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

3230 Millville School District

085 Rieck Avenue Elementary School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	203	3.0	8	Y	189.0	34.9	45.3	N	49.5	Y
White	96	5.2	2	N	89.3	45.9	56.2	N	50.0	Y
Hispanic	41	2.4	4	Y	36.0	25.0	35.5	Y*	64.0	E
Black or African American	53	0.0	2	Y	51.0	15.7	27.0	N	45.0	Y
Asian				*				*		-
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	113	3.5	6	Y	103.0	21.4	32.3	N	52.0	Y
Students with Disabilities	37	13.5	3	N	32.3	12.4	21.3	Y*		-
English Language Learners*				*				*		-

### Mathematics

Schoolwide	204	2.9	8	Y	190.0	32.6	46.5	N	45.0	Y
White	96	5.2	2	N	89.3	44.8	58.3	N	47.0	Y
Hispanic	42	2.4	4	Y	37.0	21.6	38.4	N	46.0	Y
Black or African American	53	0.0	2	Y	51.0	15.7	24.5	N	44.0	Y
Asian				*				*		-
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	113	3.5	6	Y	103.0	19.4	31.0	N	44.5	Y
Students with Disabilities	37	13.5	3	N	32.3	6.2	24.3	N		-
English Language Learners*				*				*		-

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							12.8	8.9	N
White							5.4	8.9	Y
Hispanic							20.4	8.9	N
Black or African American							18.8	8.9	N
Asian									*
American Indian									*
Two or More Races							10.0	8.9	N
Economically Disadvantaged							17.9	8.9	N
Students with Disabilities							26.4	8.9	N
English Language Learners*									*

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
70.0	56.6	Y

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

3230 Millville School District

100 Silver Run Elementary School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	289	2.8	20	Y	262.0	22.1	29.2	N	39.0	N
White	83	6.0	3	N	76.0	27.6	33.6	Y*	49.5	Y
Hispanic	84	0.0	6	Y	79.0	21.5	23.3	Y*	40.0	Y
Black or African American	97	2.1	9	Y	86.0	14.0	29.3	N	37.5	N
Asian				*				*		-
American Indian				*				*		
Two or More Races	24	4.2	2	Y	21.0	33.3		--		-
Economically Disadvantaged	232	3.0	15	Y	211.0	20.9	25.3	Y*	39.5	N
Students with Disabilities	92	3.3	6	Y	84.0	7.1	19.7	N	45.5	Y
English Language Learners*				*				*		-

### Mathematics

Schoolwide	290	2.8	20	Y	263.0	17.5	26.4	N	39.0	N
White	83	6.0	3	N	76.0	27.6	32.2	Y*	45.5	Y
Hispanic	85	0.0	6	Y	80.0	13.8	25.3	N	32.0	N
Black or African American	97	2.1	9	Y	86.0	9.3	21.3	N	33.5	N
Asian				*				*		-
American Indian				*				*		
Two or More Races	24	4.2	2	Y	21.0	23.8		--		-
Economically Disadvantaged	233	3.0	15	Y	212.0	13.2	24.2	N	35.0	N
Students with Disabilities	92	3.3	6	Y	84.0	3.6	14.0	N	42.5	Y
English Language Learners*				*				*		-

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							17.1	8.9	N
White							16.1	8.9	N
Hispanic							19.0	8.9	N
Black or African American							19.1	8.9	N
Asian									*
American Indian									*
Two or More Races							5.1	8.9	Y
Economically Disadvantaged							17.7	8.9	N
Students with Disabilities							17.6	8.9	N
English Language Learners*									*

### English Language Progress to Proficiency (Schoolwide English Learners)

ELP growth (%)	2018-19 Target	MetTarget

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

5070 Stow Creek Township School District

050 Stow Creek Township School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	80	0.0	0	Y	80.0	63.8	56.4	Y	59.0	Y
White	71	0.0	0	Y	71.0	64.8	56.7	Y	59.0	Y
Hispanic				*				*		-
Black or African American				*				*		
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	22	0.0	0	Y	22.0	50.0	44.7	Y		-
Students with Disabilities				*				*		-
English Language Learners*				*				*		

### Mathematics

Schoolwide	80	0.0	0	Y	80.0	51.3	52.6	Y*	34.0	N
White	71	0.0	0	Y	71.0	52.1	52.3	Y*	33.5	N
Hispanic				*				*		-
Black or African American				*				*		
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	22	0.0	0	Y	22.0	40.9	41.4	Y*		-
Students with Disabilities				*				*		-
English Language Learners*				*				*		

Graduation Rate (High School only)						School Quality / Student Success		
Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide						5.5	9.0	Y
White						5.1	9.0	Y
Hispanic								*
Black or African American								*
Asian								*
American Indian								*
Two or More Races								*
Economically Disadvantaged						16.7	9.0	N
Students with Disabilities								*
English Language Learners*								*

### English Language Progress to Proficiency (Schoolwide English Learners)

ELP growth (%)	2018-19 Target	MetTarget

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

5300 Upper Deerfield Township School District

050 Charles F. Seabrook School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	76	0.0	1	Y	75.0	38.7	31.1	Y	
White	33	0.0	0	Y	33.0	48.5	38.0	Y	
Hispanic	22	0.0	0	Y	22.0	22.7	16.9	Y	
Black or African American				*				*	
Asian				*				*	
American Indian				*				*	
Two or More Races				*				*	
Economically Disadvantaged	42	0.0	1	Y	41.0	26.8	26.2	Y	
Students with Disabilities				*				*	
English Language Learners*				*				*	

### Mathematics

Schoolwide	76	0.0	1	Y	75.0	41.3	33.6	Y	
White	33	0.0	0	Y	33.0	42.4	40.3	Y	
Hispanic	22	0.0	0	Y	22.0	31.8	38.6	Y*	
Black or African American				*				*	
Asian				*				*	
American Indian				*				*	
Two or More Races				*				*	
Economically Disadvantaged	42	0.0	1	Y	41.0	36.6	26.2	Y	
Students with Disabilities				*				*	
English Language Learners*				*				*	

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							7.5	9.6	Y
White							3.8	9.6	Y
Hispanic							13.6	9.6	N
Black or African American							5.3	9.6	Y
Asian									*
American Indian									*
Two or More Races									*
Economically Disadvantaged							11.2	9.6	N
Students with Disabilities							8.8	9.6	Y
English Language Learners*							11.5	9.6	N

### English Language Progress to Proficiency (Schoolwide English Learners)

ELP growth (%)	2018-19 Target	MetTarget
		*

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

5300 Upper Deerfield Township School District

060 Elizabeth F. Moore School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	191	1.0	7	Y	183.0	26.8	37.8	N	48.5	Y
White	95	2.1	1	Y	92.0	34.8	45.1	N	51.0	Y
Hispanic	38	0.0	1	Y	37.0	21.6	34.4	N	43.0	Y
Black or African American	42	0.0	4	Y	39.0	7.7	21.7	N	38.5	N
Asian				*				*		-
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	95	0.0	5	Y	91.0	16.5	26.0	N	45.0	Y
Students with Disabilities	51	0.0	3	Y	49.0	4.1	25.9	N	29.0	N
English Language Learners*				*				*		-

### Mathematics

Schoolwide	191	1.0	7	Y	183.0	19.7	29.6	N	42.0	Y
White	95	2.1	1	Y	92.0	26.1	37.2	N	39.0	N
Hispanic	38	0.0	1	Y	37.0	18.9	23.2	Y*	47.0	Y
Black or African American	42	0.0	4	Y	39.0	0.0	14.5	N	33.5	N
Asian				*				*		-
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	95	0.0	5	Y	91.0	14.3	18.5	Y*	42.0	Y
Students with Disabilities	51	0.0	3	Y	49.0	6.1	22.4	N	41.0	Y
English Language Learners*				*				*		-

Graduation Rate (High School only)						School Quality / Student Success		
Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide						9.3	7.5	N
White						5.2	7.5	Y
Hispanic						12.8	7.5	N
Black or African American						16.3	7.5	N
Asian								*
American Indian								*
Two or More Races								*
Economically Disadvantaged						12.7	7.5	N
Students with Disabilities						13.5	7.5	N
English Language Learners*								*

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
		*

**E** Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

**G** Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

**Y** Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

**Y\*** Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

**N** Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

5300 Upper Deerfield Township School District

070 Woodruff Middle School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	277	2.9	8	Y	261.0	57.5	47.4	Y	70.0	E
White	138	5.8	2	N	129.2	68.1	59.3	Y	71.0	E
Hispanic	65	0.0	1	Y	64.0	51.6	35.0	Y	61.5	E
Black or African American	56	0.0	5	Y	51.0	35.3	34.7	Y	70.0	E
Asian				*				*		-
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	143	2.8	2	Y	137.0	43.8	34.4	Y	67.5	E
Students with Disabilities	65	1.5	4	Y	60.0	21.7	21.8	Y*	63.0	E
English Language Learners*				*				*		-

### Mathematics

Schoolwide	279	2.9	10	Y	261.0	25.7	33.9	N	57.0	Y
White	138	5.8	2	N	129.2	35.6	44.9	N	56.0	Y
Hispanic	67	0.0	3	Y	64.0	15.6	24.2	N	57.0	Y
Black or African American	56	0.0	5	Y	51.0	7.8	20.5	N	56.0	Y
Asian				*				*		-
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	144	2.8	3	Y	137.0	9.5	22.9	N	60.0	E
Students with Disabilities	65	1.5	4	Y	60.0	5.0	20.3	N	56.0	Y
English Language Learners*				*				*		-

Graduation Rate (High School only)						School Quality / Student Success		
Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide						10.6	9.1	N
White						9.6	9.1	N
Hispanic						17.2	9.1	N
Black or African American						7.1	9.1	Y
Asian								*
American Indian								*
Two or More Races								*
Economically Disadvantaged						13.5	9.1	N
Students with Disabilities						9.8	9.1	N
English Language Learners*								*

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
		*

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

5390 Vineland Public School District

050 Vineland Senior High School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	1,200	2.5	37	Y	1,135.0	22.1	37.5	N	
White	232	4.3	3	Y	219.0	32.9	48.7	N	
Hispanic	718	2.2	23	Y	681.0	17.5	32.1	N	
Black or African American	194	2.1	10	Y	180.0	16.7	32.7	N	
Asian	36	0.0	0	Y	36.0	66.7	71.8	Y*	
American Indian				*				*	
Two or More Races				*				*	
Economically Disadvantaged	752	1.6	18	Y	722.0	17.5	32.1	N	
Students with Disabilities	313	4.8	11	Y	287.0	2.8	15.1	N	
English Language Learners*	129	3.1	2	Y	123.0	3.3	19.0	N	

### Mathematics

Schoolwide	1,241	2.7	37	Y	1,174.0	9.8	26.7	N	
White	240	4.2	5	Y	226.0	19.0	35.6	N	
Hispanic	746	2.4	22	Y	708.0	5.6	22.9	N	
Black or African American	200	3.0	9	Y	186.0	8.6	22.0	N	
Asian	34	0.0	0	Y	34.0	47.1	52.9	Y*	
American Indian				*				*	
Two or More Races				*				*	
Economically Disadvantaged	779	2.6	17	Y	742.0	6.1	22.6	N	
Students with Disabilities	320	3.1	12	Y	298.0	1.7	13.5	N	
English Language Learners*	131	2.3	2	Y	126.0	0.0	16.7	N	

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide	82.5	80.5	Y	82.6	84.5	N	33.5	14.2	N
White	90.4	84.2	Y	85.2	87.3	N	29.3	14.2	N
Hispanic	79.1	78.0	Y	80.2	80.9	N	36.0	14.2	N
Black or African American	80.4	81.1	N	85.8	86.9	N	34.3	14.2	N
Asian			*			*	15.7	14.2	N
American Indian			*			*			*
Two or More Races			*			*	38.5	14.2	N
Economically Disadvantaged	79.1	77.0	Y	80.1	80.9	N	38.6	14.2	N
Students with Disabilities	66.7	69.0	N	69.0	77.5	N	40.7	14.2	N
English Language Learners*	68.3	59.4	Y	89.3	71.8	Y	32.0	14.2	N

### English Language Progress to Proficiency (Schoolwide English Learners)

ELP growth (%)	2018-19 Target	MetTarget
12.9	40.9	N

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

5390 Vineland Public School District

060 Veterans Memorial Middle

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	803	1.9	25	Y	766.0	35.1	44.9	N	45.0	Y
White	143	3.5	8	Y	131.0	45.0	60.0	N	46.0	Y
Hispanic	505	1.8	9	Y	489.0	32.9	36.1	Y*	44.0	Y
Black or African American	128	0.8	6	Y	121.0	33.9	36.1	Y*	37.0	N
Asian				*				*		-
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	569	1.9	23	Y	538.0	31.6	34.4	Y*	41.0	Y
Students with Disabilities	183	3.8	7	Y	171.0	8.2	21.5	N	41.0	Y
English Language Learners*	110	0.9	1	Y	108.0	24.1	38.9	N	47.5	Y

### Mathematics

Schoolwide	803	2.1	25	Y	764.0	25.8	40.9	N	50.0	Y
White	143	4.2	8	Y	130.0	35.4	55.5	N	45.5	Y
Hispanic	505	1.8	9	Y	489.0	22.1	34.3	N	51.0	Y
Black or African American	128	1.6	6	Y	120.0	26.7	24.1	Y	48.0	Y
Asian				*				*		-
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	569	2.1	23	Y	537.0	23.5	33.3	N	49.5	Y
Students with Disabilities	183	3.8	7	Y	171.0	8.2	19.9	N	45.0	Y
English Language Learners*	110	0.9	1	Y	108.0	15.7	38.9	N	49.0	Y

Graduation Rate (High School only)						School Quality / Student Success		
Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide						20.2	9.1	N
White						21.9	9.1	N
Hispanic						19.5	9.1	N
Black or African American						22.7	9.1	N
Asian								*
American Indian								*
Two or More Races								*
Economically Disadvantaged						21.6	9.1	N
Students with Disabilities						31.0	9.1	N
English Language Learners*								*

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
		*

**E** Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

**G** Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

**Y** Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

**Y\*** Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

**N** Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').



# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

5390 Vineland Public School District

065 Anthony Rossi Elementary School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	342	1.5	11	Y	327.0	39.4		--	38.0	N
White	126	1.6	3	Y	121.0	51.2		--	36.5	N
Hispanic	142	0.7	5	Y	137.0	27.7		--	37.5	N
Black or African American	52	3.8	3	Y	47.0	27.7		--	38.0	N
Asian				*				*		-
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	181	1.1	6	Y	174.0	28.2		--	39.0	N
Students with Disabilities	100	2.0	3	Y	96.0	14.6		--	34.0	N
English Language Learners*	29	0.0	0	Y	29.0	27.6		--		-

### Mathematics

Schoolwide	343	1.5	11	Y	328.0	34.5		--	38.5	N
White	126	1.6	3	Y	121.0	52.1		--	38.5	N
Hispanic	142	0.7	5	Y	137.0	19.0		--	35.0	N
Black or African American	52	3.8	3	Y	47.0	23.4		--	42.0	Y
Asian				*				*		-
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	182	1.1	6	Y	175.0	25.1		--	40.0	Y
Students with Disabilities	100	2.0	3	Y	96.0	15.6		--	36.0	N
English Language Learners*	30	0.0	0	Y	30.0	16.7		--	42.5	Y

Graduation Rate (High School only)						School Quality / Student Success		
Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide						14.5	8.9	N
White						11.5	8.9	N
Hispanic						19.4	8.9	N
Black or African American						8.8	8.9	Y
Asian						10.0	8.9	N
American Indian								*
Two or More Races								*
Economically Disadvantaged						19.0	8.9	N
Students with Disabilities						19.5	8.9	N
English Language Learners*						10.8	8.9	N

### English Language Progress to Proficiency (Schoolwide English Learners)

ELP growth (%)	2018-19 Target	MetTarget
		*

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

5390 Vineland Public School District

075 Gloria M Sabater Elementary School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	447	0.7	21	Y	427.0	19.4	33.0	N	47.0	Y
White				*				*		-
Hispanic	403	0.5	14	Y	390.0	18.5	33.3	N	46.0	Y
Black or African American	24	4.2	5	Y				*		-
Asian				*				*		-
American Indian				*				*		
Two or More Races				*				*		
Economically Disadvantaged	398	0.8	18	Y	381.0	19.4	32.5	N	48.0	Y
Students with Disabilities	71	1.4	3	Y	68.0	20.6	29.1	N	46.0	Y
English Language Learners*	252	0.0	5	Y	250.0	8.4	22.2	N	44.0	Y

### Mathematics

Schoolwide	459	0.9	24	Y	432.0	22.5	29.6	N	38.0	N
White				*				*		-
Hispanic	415	0.7	17	Y	395.0	21.8	30.7	N	38.0	N
Black or African American	24	4.2	5	Y				*		-
Asian				*				*		-
American Indian				*				*		
Two or More Races				*				*		
Economically Disadvantaged	409	1.0	21	Y	385.0	22.3	29.1	N	38.0	N
Students with Disabilities	72	1.4	4	Y	68.0	20.6	30.2	N	30.0	N
English Language Learners*	262	0.0	7	Y	255.0	16.9	22.2	N	38.0	N

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							18.4	8.9	N
White									*
Hispanic							17.1	8.9	N
Black or African American							33.3	8.9	N
Asian									*
American Indian									*
Two or More Races									*
Economically Disadvantaged							18.2	8.9	N
Students with Disabilities							24.6	8.9	N
English Language Learners*							14.3	8.9	N

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
36.6	56.6	N

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

5390 Vineland Public School District

095 Dane Barse Elementary School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	147	3.4	5	Y	137.0	40.9	38.4	Y	35.5	N
White				*				*		-
Hispanic	90	4.4	1	Y	85.0	41.2	40.9	Y	33.0	N
Black or African American	38	2.6	4	Y	33.0	36.4	35.6	Y	40.0	Y
Asian				*				*		-
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	107	2.8	5	Y	99.0	40.4	36.6	Y	33.0	N
Students with Disabilities	41	0.0	0	Y	41.0	29.3	24.4	Y		-
English Language Learners*				*				*		-

### Mathematics

Schoolwide	147	3.4	5	Y	137.0	32.8	40.0	N	50.5	Y
White				*				*		-
Hispanic	90	4.4	1	Y	85.0	35.3	37.7	Y*	55.0	Y
Black or African American	38	2.6	4	Y	33.0	24.2	38.0	N	48.0	Y
Asian				*				*		-
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	107	2.8	5	Y	99.0	32.3	39.5	Y*	49.0	Y
Students with Disabilities	41	0.0	0	Y	41.0	19.5	22.4	Y*		-
English Language Learners*				*				*		-

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							11.7	8.9	N
White							7.4	8.9	Y
Hispanic							11.2	8.9	N
Black or African American							14.9	8.9	N
Asian									*
American Indian									*
Two or More Races									*
Economically Disadvantaged							12.2	8.9	N
Students with Disabilities							12.9	8.9	N
English Language Learners*							18.2	8.9	N

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
		*

**E** Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

**G** Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

**Y** Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

**Y\*** Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

**N** Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

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# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

5390 Vineland Public School District

115 John H. Winslow Elementary School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	237	0.0	5	Y	232.0	49.6	50.0	Y*	50.0	Y
White	88	0.0	2	Y	86.0	66.3	55.4	Y	55.0	Y
Hispanic	88	0.0	0	Y	88.0	40.9	39.5	Y	55.5	Y
Black or African American	50	0.0	2	Y	48.0	33.3	46.0	N	35.0	N
Asian				*				*		-
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	123	0.0	4	Y	119.0	41.2	39.5	Y	53.0	Y
Students with Disabilities	52	0.0	1	Y	51.0	15.7	28.7	N	28.0	N
English Language Learners*				*				*		-

### Mathematics

Schoolwide	237	0.0	5	Y	232.0	34.5	44.4	N	33.0	N
White	88	0.0	2	Y	86.0	46.5	49.0	Y*	32.0	N
Hispanic	88	0.0	0	Y	88.0	28.4	38.4	N	33.0	N
Black or African American	50	0.0	2	Y	48.0	20.8	34.7	N	37.0	N
Asian				*				*		-
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	123	0.0	4	Y	119.0	21.8	41.2	N	36.0	N
Students with Disabilities	52	0.0	1	Y	51.0	15.7	30.4	N	41.0	Y
English Language Learners*				*				*		-

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							7.7	8.9	Y
White							5.8	8.9	Y
Hispanic							7.3	8.9	Y
Black or African American							13.0	8.9	N
Asian									*
American Indian									*
Two or More Races									*
Economically Disadvantaged							11.3	8.9	N
Students with Disabilities							12.8	8.9	N
English Language Learners*									*

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
		*

**E** Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

**G** Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

**Y** Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

**Y\*** Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

**N** Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

5390 Vineland Public School District

120 Johnstone Elementary School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	152	1.3	2	Y	148.0	91.9		--	37.0	N
White	82	2.4	1	Y	79.0	91.1		--	34.0	N
Hispanic	40	0.0	1	Y	39.0	89.7		--	55.5	Y
Black or African American				*				*		-
Asian				*				*		-
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	46	0.0	0	Y	46.0	93.5		--	62.0	E
Students with Disabilities				*				*		-
English Language Learners*				*				*		-

### Mathematics

Schoolwide	152	1.3	2	Y	148.0	81.1		--	40.0	Y
White	82	2.4	1	Y	79.0	78.5		--	38.0	N
Hispanic	40	0.0	1	Y	39.0	84.6		--	44.0	Y
Black or African American				*				*		-
Asian				*				*		-
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	46	0.0	0	Y	46.0	80.4		--	29.5	N
Students with Disabilities				*				*		-
English Language Learners*				*				*		-

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							4.5	8.7	Y
White							4.8	8.7	Y
Hispanic							7.3	8.7	Y
Black or African American									*
Asian									*
American Indian									*
Two or More Races									*
Economically Disadvantaged							6.0	8.7	Y
Students with Disabilities									*
English Language Learners*									*

### English Language Progress to Proficiency (Schoolwide English Learners)

ELP growth (%)	2018-19 Target	MetTarget

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

5390 Vineland Public School District

135 Marie Durand Elementary School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	299	0.3	13	Y	285.0	33.7	36.2	Y*	46.0	Y
White	65	0.0	4	Y	61.0	45.9	42.3	Y	46.0	Y
Hispanic	175	0.0	5	Y	170.0	29.4	32.7	Y*	44.0	Y
Black or African American	46	0.0	4	Y	42.0	35.7	38.4	Y*	48.0	Y
Asian				*				*		-
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	207	0.5	8	Y	198.0	28.8	30.9	Y*	44.0	Y
Students with Disabilities	93	0.0	6	Y	87.0	10.3	21.6	N	34.0	N
English Language Learners*	40	0.0	2	Y	38.0	26.3	32.5	Y*	45.5	Y

### Mathematics

Schoolwide	299	0.3	13	Y	285.0	29.5	33.9	Y*	49.5	Y
White	65	0.0	4	Y	61.0	37.7	35.0	Y	61.5	E
Hispanic	175	0.0	5	Y	170.0	29.4	32.1	Y*	47.0	Y
Black or African American	46	0.0	4	Y	42.0	16.7	36.6	N	40.0	Y
Asian				*				*		-
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	207	0.5	8	Y	198.0	26.3	33.9	N	45.0	Y
Students with Disabilities	93	0.0	6	Y	87.0	11.5	17.9	N	46.0	Y
English Language Learners*	40	0.0	2	Y	38.0	15.8	26.6	N	49.5	Y

Graduation Rate (High School only)						School Quality / Student Success		
Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide						9.3	8.9	N
White						9.9	8.9	N
Hispanic						9.2	8.9	N
Black or African American						9.7	8.9	N
Asian								*
American Indian								*
Two or More Races								*
Economically Disadvantaged						10.3	8.9	N
Students with Disabilities						21.1	8.9	N
English Language Learners*						10.9	8.9	N

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
65.2	56.6	Y

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

5390 Vineland Public School District

230 Solve D'Ippolito Elementary School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	305	0.7	7	Y	297.0	42.4	39.0	Y	40.0	Y
White	69	0.0	3	Y	66.0	56.1	48.6	Y	39.0	N
Hispanic	177	0.6	3	Y	173.0	39.3	38.6	Y	41.0	Y
Black or African American	49	2.0	1	Y	48.0	31.3	29.3	Y	32.0	N
Asian				*				*		-
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	194	1.0	4	Y	189.0	33.3	37.1	Y*	37.0	N
Students with Disabilities	81	2.5	4	Y	76.0	23.7	21.2	Y	52.0	Y
English Language Learners*	30	0.0	1	Y	29.0	27.6	31.8	Y*	42.0	Y

### Mathematics

Schoolwide	305	0.7	7	Y	297.0	35.7	31.7	Y	49.0	Y
White	69	0.0	3	Y	66.0	51.5	41.5	Y	54.5	Y
Hispanic	177	0.6	3	Y	173.0	31.2	28.1	Y	43.5	Y
Black or African American	49	2.0	1	Y	48.0	20.8	30.6	N	42.5	Y
Asian				*				*		-
American Indian				*				*		
Two or More Races				*				*		-
Economically Disadvantaged	194	1.0	4	Y	189.0	27.5	29.6	Y*	43.0	Y
Students with Disabilities	81	2.5	4	Y	76.0	14.5	18.4	Y*	53.0	Y
English Language Learners*	30	0.0	1	Y	29.0	27.6	23.9	Y	72.0	E

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							13.6	8.9	N
White							16.4	8.9	N
Hispanic							13.2	8.9	N
Black or African American							10.4	8.9	N
Asian									*
American Indian									*
Two or More Races									*
Economically Disadvantaged							15.9	8.9	N
Students with Disabilities							16.0	8.9	N
English Language Learners*							5.1	8.9	Y

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
		*

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

5390 Vineland Public School District

260 Dr. William Mennies Elementary School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	283	0.7	8	Y	273.0	46.2	39.6	Y	39.5	N
White	64	3.1	1	Y	61.0	50.8	46.6	Y	45.0	Y
Hispanic	162	0.0	5	Y	157.0	44.6	37.9	Y	37.0	N
Black or African American	42	0.0	2	Y	40.0	42.5	35.0	Y	48.0	Y
Asian				*				*		-
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	201	0.5	7	Y	193.0	43.5	34.4	Y	45.0	Y
Students with Disabilities	47	2.1	3	Y	43.0	27.9	23.5	Y	41.0	Y
English Language Learners*	37	0.0	0	Y	37.0	37.8	31.8	Y	45.5	Y

### Mathematics

Schoolwide	282	0.4	8	Y	273.0	34.8	35.5	Y*	44.0	Y
White	63	1.6	1	Y	61.0	44.3	40.7	Y	55.0	Y
Hispanic	162	0.0	5	Y	157.0	31.2	35.4	Y*	43.0	Y
Black or African American	42	0.0	2	Y	40.0	35.0	26.2	Y	40.0	Y
Asian				*				*		-
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	201	0.5	7	Y	193.0	30.6	30.6	Y	44.0	Y
Students with Disabilities	46	0.0	3	Y	43.0	34.9	25.8	Y	54.0	Y
English Language Learners*	37	0.0	0	Y	37.0	35.1	31.8	Y	53.5	Y

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							13.0	8.9	N
White							14.5	8.9	N
Hispanic							13.2	8.9	N
Black or African American							12.2	8.9	N
Asian									*
American Indian									*
Two or More Races									*
Economically Disadvantaged							14.9	8.9	N
Students with Disabilities							17.9	8.9	N
English Language Learners*							18.6	8.9	N

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
33.3	56.6	N

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').



# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

5390 Vineland Public School District

270 Pauline J. Petway Elementary School

	Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
	Students Enrolled #	Non tested Rate %	Time In School< Yr Enrolled #	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only) %	Annual Target %	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
<b>English Language Arts / Literacy</b>										
Schoolwide	288	1.4	6	Y	278.0	44.6	50.8	N	40.0	Y
White	100	3.0	1	Y	96.0	49.0	61.2	N	39.0	N
Hispanic	132	0.0	2	Y	130.0	40.8	41.7	Y*	51.0	Y
Black or African American	39	2.6	1	Y	37.0	43.2	35.0	Y	39.0	N
Asian				*				*		-
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	144	2.8	4	Y	136.0	41.9	39.5	Y	41.0	Y
Students with Disabilities	63	3.2	2	Y	59.0	18.6	31.0	N	37.5	N
English Language Learners*				*				*		-
<b>Mathematics</b>										
Schoolwide	291	1.4	6	Y	281.0	38.1	48.8	N	38.0	N
White	102	2.9	1	Y	98.0	51.0	61.9	N	35.0	N
Hispanic	132	0.0	2	Y	130.0	33.1	37.8	Y*	39.0	N
Black or African American	40	2.5	1	Y	38.0	21.1	31.5	Y*	55.0	Y
Asian				*				*		-
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	144	2.8	4	Y	136.0	34.6	36.1	Y*	43.0	Y
Students with Disabilities	64	3.1	2	Y	60.0	25.0	29.5	Y*	55.0	Y
English Language Learners*	20	0.0	1	Y				*		-

	Graduation Rate (High School only)						School Quality / Student Success			English Language Progress to Proficiency (Schoolwide English Learners)		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism			ELP growth (%)	2018-19 Target	MetTarget
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***			
Schoolwide							11.5	8.9	N			*
White							9.8	8.9	N			
Hispanic							12.9	8.9	N			
Black or African American							11.9	8.9	N			
Asian									*			
American Indian									*			
Two or More Races							10.0	8.9	N			
Economically Disadvantaged							14.9	8.9	N			
Students with Disabilities							21.3	8.9	N			
English Language Learners*							15.0	8.9	N			

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

+ Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('\*'). Where no baseline data exists decision appears as ('- -').

# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

5390 Vineland Public School District

280 Thomas W. Wallace Jr. Middle School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	756	1.6	24	Y	720.0	24.3	33.5	N	39.0	N
White	86	1.2	0	Y	85.0	28.2	39.7	N	31.0	N
Hispanic	512	2.1	17	Y	484.0	23.3	31.8	N	38.0	N
Black or African American	136	0.0	6	Y	130.0	25.4	31.5	Y*	44.0	Y
Asian				*				*		-
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	584	1.4	18	Y	558.0	22.6	32.1	N	36.0	N
Students with Disabilities	191	2.1	8	Y	179.0	8.9	26.3	N	37.5	N
English Language Learners*	184	1.1	6	Y	176.0	7.4	17.4	N	42.0	Y

### Mathematics

Schoolwide	774	1.6	31	Y	731.0	15.9	28.8	N	43.0	Y
White	87	1.1	1	Y	85.0	18.8	32.6	N	50.0	Y
Hispanic	528	2.1	23	Y	494.0	16.0	28.7	N	43.0	Y
Black or African American	136	0.0	6	Y	130.0	11.5	24.5	N	36.0	N
Asian				*				*		-
American Indian				*				*		-
Two or More Races				*				*		-
Economically Disadvantaged	601	1.3	25	Y	568.0	16.0	27.7	N	42.5	Y
Students with Disabilities	193	2.1	10	Y	179.0	5.6	23.1	N	36.0	N
English Language Learners*	198	1.0	9	Y	187.0	8.0	22.3	N	42.5	Y

Graduation Rate (High School only)						School Quality / Student Success		
Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide						21.4	9.1	N
White						25.3	9.1	N
Hispanic						22.1	9.1	N
Black or African American						17.6	9.1	N
Asian								*
American Indian								*
Two or More Races								*
Economically Disadvantaged						23.2	9.1	N
Students with Disabilities						38.5	9.1	N
English Language Learners*						24.4	9.1	N

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
18.1	40.9	N

**E** Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

**G** Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

**Y** Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

**Y\*** Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

**N** Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

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# New Jersey Department of Education

## 2018-19 ESSA School Accountability Profile

11 Cumberland

5390 Vineland Public School District

301 Lincoln Avenue Middle School

Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment )	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
#	%	#			%	%			

### English Language Arts / Literacy

Schoolwide	695	1.7	21	Y	662.0	36.7		36.0	N
White	223	2.7	3	Y	214.0	45.8		43.0	Y
Hispanic	332	1.5	11	Y	316.0	32.3		34.5	N
Black or African American	107	0.9	6	Y	100.0	26.0		29.5	N
Asian				*					-
American Indian				*					-
Two or More Races				*					-
Economically Disadvantaged	388	1.5	16	Y	366.0	29.2		35.0	N
Students with Disabilities	168	1.8	6	Y	159.0	13.2		34.0	N
English Language Learners*	46	4.3	1	Y	43.0	16.3		34.5	N

### Mathematics

Schoolwide	695	1.7	21	Y	662.0	33.2		46.0	Y
White	223	2.7	3	Y	214.0	41.1		52.0	Y
Hispanic	332	1.5	11	Y	316.0	30.1		43.0	Y
Black or African American	107	0.9	6	Y	100.0	24.0		39.5	N
Asian				*					-
American Indian				*					-
Two or More Races				*					-
Economically Disadvantaged	388	1.8	16	Y	365.0	26.8		46.0	Y
Students with Disabilities	168	1.8	6	Y	159.0	14.5		44.0	Y
English Language Learners*	46	2.2	1	Y	44.0	20.5		52.5	Y

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide							18.2	9.1	N
White							14.7	9.1	N
Hispanic							20.7	9.1	N
Black or African American							22.6	9.1	N
Asian									*
American Indian									*
Two or More Races									*
Economically Disadvantaged							22.2	9.1	N
Students with Disabilities							22.2	9.1	N
English Language Learners*									*

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2018-19 Target	MetTarget
		*

E

Exceeds Standard. Only applies to Academic Progress (>=60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator (>=80%) and Graduation Rate Four-Year (>=95%) and Five-Year (>=96%), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y\*

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N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

\* English Language Learners subgroup includes English Language Learners as well as Former English Language Learners up to 4 years (F1,F2,F3,F4).

\*\* Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

\*\*\* Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

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