

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

In particular, the School Performance Reports seek to:

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

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

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

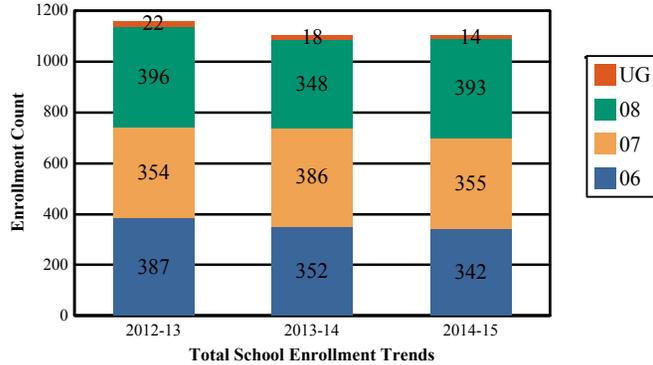
DEMOGRAPHIC INFORMATION

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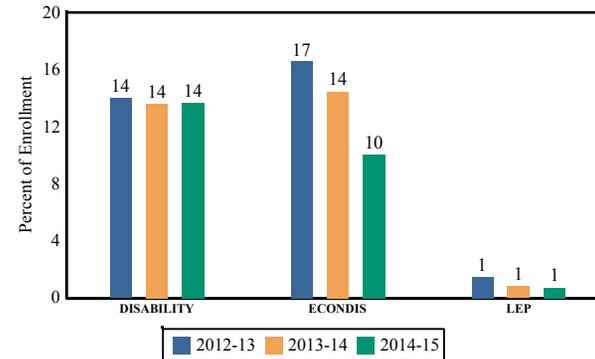
Enrollment by Grade

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



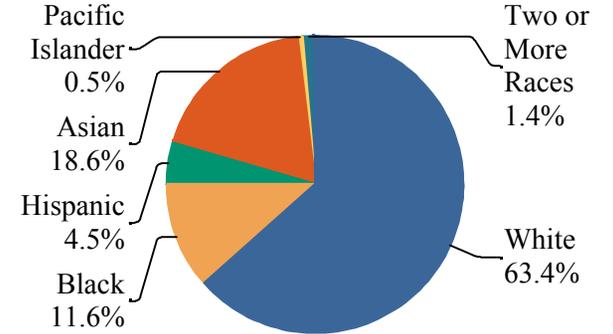
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

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

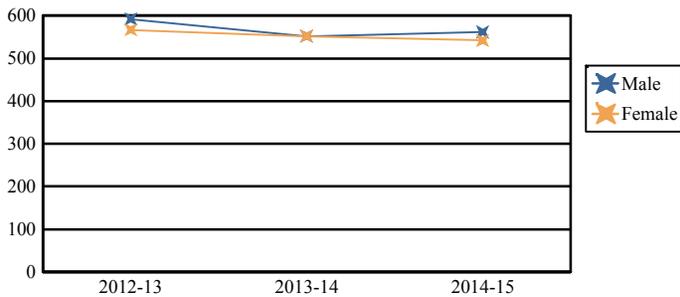


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,159
2013-14	1,104
2014-15	1,104

Enrollment by Gender

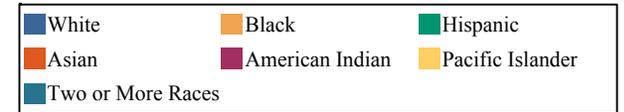
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	592	567
2013-14	552	552
2014-15	562	542

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	151	14%
Economically Disadvantaged Students	111	10.1%
English Language Learners	8	0.7%



Language Diversity

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

2014-15	Percent
English	79.2%
Gujarati	3.0%
Spanish	2.4%
Russian	2.3%
Chinese	2.1%
Hindi	1.2%
Other	10.0%

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	62%	55	73
Math Met or Exceeded Expectation	49%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	917	62.1%	95%	87.5%	YES*
White	581	62.5%	95%	85.7%	YES*
African American	96	33.3%	95%	82.8%	NO
Hispanic	34	50%	95%	87.5%	YES*
American Indian	-	-	--	--	--
Asian	195	76.5%	95%	97.2%	YES
Two or More Races	-	-	--	--	--
Students with Disability	122	23%	95%	83.3%	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	97	39.2%	95%	83.7%	NO

YES* = Met Participation Rate (Participation Averaging applied)

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

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	906	48.6%	95%	86.4%	YES*
White	573	47.6%	95%	84.4%	YES*
African American	94	16%	95%	81.3%	NO
Hispanic	34	23.5%	95%	87.8%	YES*
American Indian	-	-	--	--	--
Asian	194	72.1%	95%	96.7%	YES
Two or More Races	-	-	--	--	--
Students with Disability	123	20.4%	95%	84%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	93	30.1%	95%	80.7%	NO

YES* = Met Participation Rate (Participation Averaging applied)

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

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PARCC Performance Level

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

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

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

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PARCC ELA Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	295	758	749	3%	10%	21%	53%	12%	65%	50%
White	177	761	755	2%	7%	22%	56%	12%	69%	59%
African American	33	734	732	12%	24%	30%	33%	0%	33%	29%
Hispanic	18	749	736	6%	17%	28%	44%	6%	50%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	60	767	770	2%	8%	13%	55%	22%	77%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	42	725	718	21%	31%	19%	24%	5%	29%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	38	741	733	13%	21%	21%	37%	8%	45%	30%

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PARCC ELA Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	303	752	750	6%	13%	25%	43%	13%	56%	53%
White	202	752	757	6%	11%	27%	43%	12%	55%	61%
African American	30	736	730	10%	33%	23%	30%	3%	33%	31%
Hispanic	-	-	736	-	-	-	-	-	-	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	58	763	777	0%	12%	21%	47%	21%	67%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	42	720	713	26%	36%	19%	12%	7%	19%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	30	738	733	13%	23%	27%	37%	0%	37%	33%

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PARCC ELA Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	319	761	750	6%	8%	20%	49%	16%	65%	53%
White	202	761	757	5%	8%	22%	48%	16%	64%	61%
African American	33	732	730	21%	15%	30%	33%	0%	33%	31%
Hispanic	-	-	735	-	-	-	-	-	-	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	77	776	778	1%	4%	12%	60%	23%	83%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	38	717	713	32%	21%	26%	21%	0%	21%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	29	735	732	17%	17%	31%	31%	3%	34%	34%

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PARCC MATH - Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	293	743	743	8%	17%	32%	37%	6%	43%	42%
White	176	747	749	6%	13%	34%	43%	5%	48%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	18	724	731	6%	44%	33%	17%	0%	17%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	59	755	768	5%	10%	25%	46%	14%	59%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	42	711	718	38%	26%	19%	10%	7%	17%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	36	727	729	19%	25%	31%	25%	0%	25%	23%

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PARCC MATH - Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	298	746	740	3%	17%	37%	35%	8%	43%	38%
White	199	744	745	4%	15%	43%	31%	7%	38%	46%
African American	28	730	725	4%	43%	32%	18%	4%	21%	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	58	760	760	2%	9%	22%	52%	16%	67%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	42	726	715	12%	31%	36%	21%	0%	21%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	29	736	728	3%	34%	28%	34%	0%	34%	21%

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PARCC MATH - Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	181	732	726	14%	22%	31%	33%	1%	33%	24%
White	119	733	732	12%	23%	34%	31%	1%	32%	29%
African American	31	715	715	29%	29%	23%	19%	0%	19%	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	25	747	744	8%	0%	28%	64%	0%	64%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	37	713	705	30%	30%	22%	16%	3%	19%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	25	723	719	28%	20%	28%	24%	0%	24%	17%

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PARCC ALGEBRA I - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	134	779	740	0%	1%	4%	87%	7%	95%	40%
White	79	779	746	0%	0%	5%	87%	8%	95%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	52	781	769	0%	0%	4%	88%	8%	96%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

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2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

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NJASK Results - Science Grade Level - 08

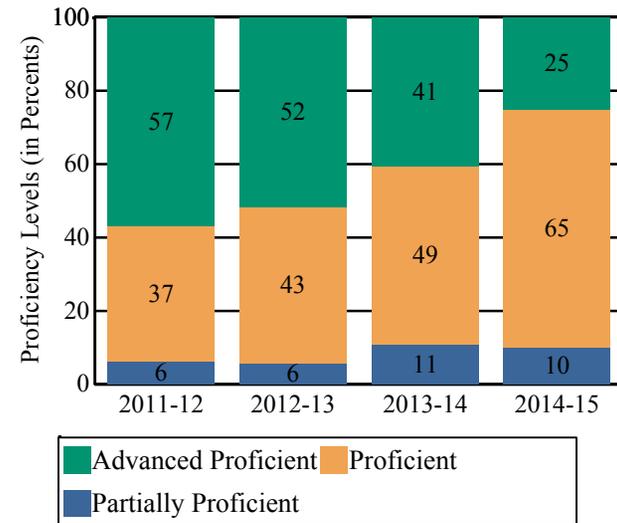
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	25%	65%	10%
White	24%	68%	8%
African American	5%	68%	28%
Hispanic	-	-	-
American Indian	-	-	-
Asian	41%	54%	5%
Two or More Races	-	-	-
Students with Disability	2%	58%	40%
English Language Learners	-	-	-
Economically Disadvantaged Students	16%	52%	32%

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

NJASK Proficiency Trends - Science - Grade Level - 08

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



COLLEGE AND CAREER READINESS

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

Algebra I Course Enrollment

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

Algebra I Enrollment Count	Algebra I PARCC Test Count
154	137

Algebra I Test Taking

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

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
96.1%	93.4%

- Data Suppressed to protect the confidentiality of students

COLLEGE AND CAREER READINESS

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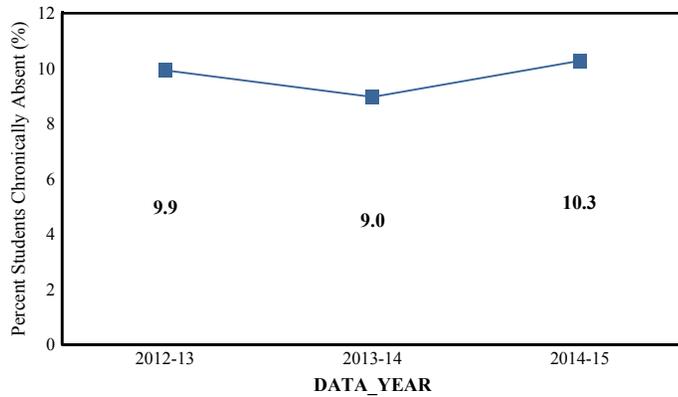
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Chronic Absenteeism Trend

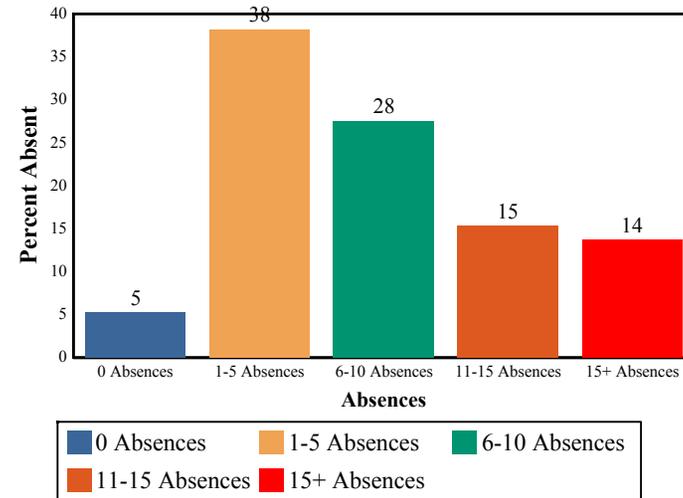
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	10.29%
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Absenteeism

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



Visual and Performing Arts

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

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	58.4%	66.0%
Visual Arts	69.5%	71.1%
Total: All Visual and Performing Arts	96.2%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	44	42	34	35	YES
Student Growth on Math	41	26	28	35	YES
		34	31		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	0%	0%
Partially Met	7%	2%	1%
Approached	12%	7%	4%
Met	14%	19%	15%
Exceeded	1%	3%	9%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	1%	0%
Partially Met	11%	5%	2%
Approached	13%	11%	10%
Met	10%	13%	13%
Exceeded	0%	1%	4%

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

WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN
VOORHEES TWP

GRADE SPAN 06-08

VOORHEES MIDDLE SCHOOL
1000 HOLLY OAK DR
VOORHEES, NJ 08043

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

Grade Level - 06

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

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

Percentile	School Scale Score	State Scale Score
99th	810	850
75th	776	770
50th	759	749
25th	741	726
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	44

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	810	850
75th	764	763
50th	743	742
25th	724	721
0th	663	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN
VOORHEES TWP

GRADE SPAN 06-08

VOORHEES MIDDLE SCHOOL
1000 HOLLY OAK DR
VOORHEES, NJ 08043

Grade Level - 07

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

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

Percentile	School Scale Score	State Scale Score
99th	822	850
75th	773	776
50th	753	751
25th	733	724
0th	662	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	52

Grade Level - 08

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

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

Percentile	School Scale Score	State Scale Score
99th	838	850
75th	786	777
50th	762	751
25th	740	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	54

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	800	850
75th	763	759
50th	745	740
25th	729	720
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	39

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	789	850
75th	756	748
50th	736	726
25th	712	704
0th	650	650

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

SCHOOL CLIMATE

CAMDEN
VOORHEES TWP

GRADE SPAN 06-08

Length of School Day

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

	School
2014-15	6 Hrs. 25 Mins.

Student Suspension Rate

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

	School
2014-15	5.3%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	13
Administrators	276

SCHOOL PEER GROUP

CAMDEN
VOORHEES TWP

GRADE SPAN 06-08

VOORHEES MIDDLE SCHOOL
1000 HOLLY OAK DR
VOORHEES, NJ 08043

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	FAIR LAWN BORO	THOMAS JEFFERSON MIDDLE SCHOOL	03-1450-060	06-08	13.5%	2%	21.7%
BURLINGTON	CINNAMINSON TWP	CINNAMINSON MIDDLE SCHOOL	05-0840-053	06-08	18.2%	0.2%	15.3%
BURLINGTON	DELTRAN TWP	DELTRAN MIDDLE SCHOOL	05-1060-007	06-08	24%	1%	19.2%
BURLINGTON	EASTAMPTON TWP	EASTAMPTON TOWNSHIP SCHOOL DISTRICT	05-1250-060	KG-08	22.8%	0.8%	19.1%
BURLINGTON	HAINESPORT TWP	HAINESPORT TOWNSHIP SCHOOL	05-1910-050	PK-08	14.1%	0.9%	15.3%
BURLINGTON	MOORESTOWN TWP	WILLIAM ALLEN MIDDLE SCHOOL	05-3360-110	07-08	10%	0.5%	13.8%
BURLINGTON	MOUNT LAUREL TWP	T. E. HARRINGTON MIDDLE SCHOOL	05-3440-060	07-08	16.1%	0.5%	14.9%
CAMDEN	BERLIN BORO	BERLIN COMMUNITY SCHOOL	07-0330-020	PK-08	18.6%	0.5%	14%
CAMDEN	GIBBSBORO BORO	GIBBSBORO ELEMENTARY SCHOOL	07-1720-020	PK-08	15.2%	0%	10.2%
CAMDEN	VOORHEES TWP	VOORHEES MIDDLE SCHOOL	07-5400-100	06-08	10%	0.7%	13.6%
CHARTERS	ELYSIAN CS OF HOBOKEN	ELYSIAN CHARTER SCHOOL	80-6420-925	KG-08	13.4%	0.3%	13.4%
ESSEX	MONTCLAIR TOWN	GLENFIELD MIDDLE SCHOOL	13-3310-116	06-08	19.6%	0%	13.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	SOUTH ORANGE MIDDLE SCHOOL	13-4900-050	06-08	18.2%	0%	14.9%
GLOUCESTER	WASHINGTON TWP	CHESTNUT RIDGE MIDDLE SCHOOL	15-5500-026	06-08	14.1%	0%	11.2%
HUNTERDON	FLEMINGTON-RARITAN REG	J.P. CASE MIDDLE SCHOOL	19-1510-045	07-08	11.7%	1.4%	15.7%
MIDDLESEX	SOUTH BRUNSWICK TWP	CROSSROADS NORTH MIDDLE SCHOOL	23-4860-150	06-08	10.5%	0.5%	13.1%
MONMOUTH	FREEHOLD TWP	CLIFTON T. BARKALOW SCHOOL	25-1660-023	06-08	10%	0.7%	13.6%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL	25-2920-060	07-08	11%	0.2%	12.8%
MORRIS	PARSIPPANY-TROY HILLS TWP	BROOKLAWN MIDDLE SCHOOL	27-3950-055	06-08	11.4%	1%	17%
MORRIS	PARSIPPANY-TROY HILLS TWP	CENTRAL MIDDLE SCHOOL	27-3950-060	06-08	18.6%	0.8%	15.3%
MORRIS	ROXBURY TWP	EISENHOWER MIDDLE SCHOOL DISTRICT	27-4560-055	07-08	14.4%	0.7%	14%
OCEAN	BRICK TWP	VETERANS MEMORIAL MIDDLE SCHOOL	29-0530-090	06-08	28.5%	0%	18.4%

SCHOOL PEER GROUP

**CAMDEN
VOORHEES TWP**

**VOORHEES MIDDLE SCHOOL
1000 HOLLY OAK DR
VOORHEES, NJ 08043**

GRADE SPAN 06-08

OCEAN	JACKSON TWP	CARL W. GOETZ MIDDLE SCHOOL	29-2360-055	06-08	15.7%	0%	13.2%
OCEAN	MANCHESTER TWP	MANCHESTER TOWNSHIP MIDDLE SCHOOL	29-2940-045	06-08	29.2%	0.2%	17.9%
OCEAN	POINT PLEASANT BORO	MEMORIAL MIDDLE SCHOOL	29-4210-050	06-08	15.9%	0.5%	15.7%
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER INTERMEDIATE SCHOOL EAST	29-5190-060	06-08	24.6%	0%	15.1%
PASSAIC	POMPTON LAKES BORO	LAKESIDE SCHOOL	31-4230-055	06-08	23.5%	0.5%	19.1%
SALEM	LOWER ALLOWAYS CREEK	LOWER ALLOWAYS CREEK ELEMENTARY SCHOOL	33-2800-050	PK-08	26.4%	0%	14.8%
SALEM	PENNSVILLE	PENNSVILLE MIDDLE SCHOOL	33-4075-055	06-08	29.8%	0.5%	18.4%
SUSSEX	LAFAYETTE TWP	LAFAYETTE TOWNSHIP SCHOOL	37-2490-050	PK-08	16.6%	1.2%	19.7%
WARREN	HOPE TWP	HOPE TOWNSHIP SCHOOL	41-2250-050	PK-08	13.5%	0%	9.6%