

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

In particular, the School Performance Reports seek to:

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

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

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

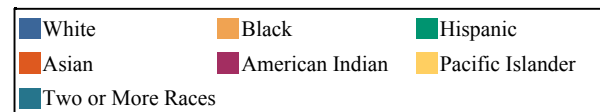
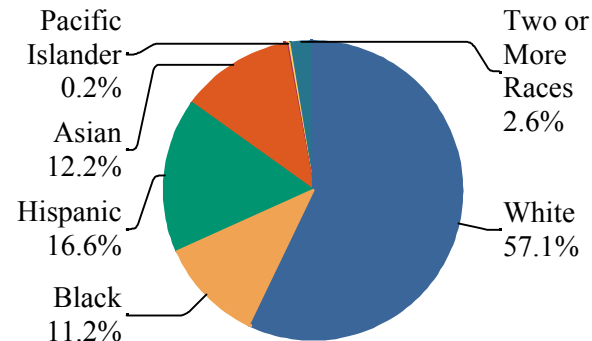
DEMOGRAPHIC INFORMATION

**CAMDEN
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GRADE SPAN 06-08

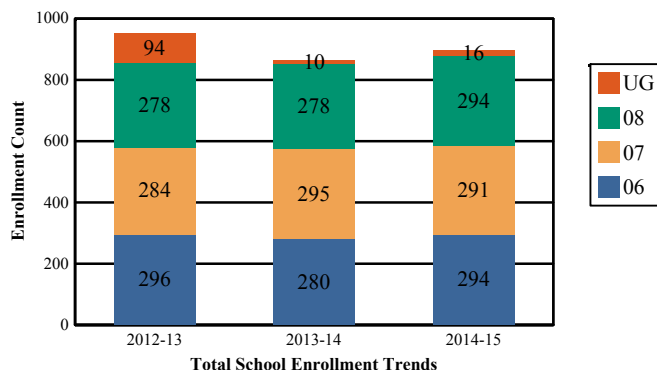
Enrollment by Ethnic/Racial Subgroup

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



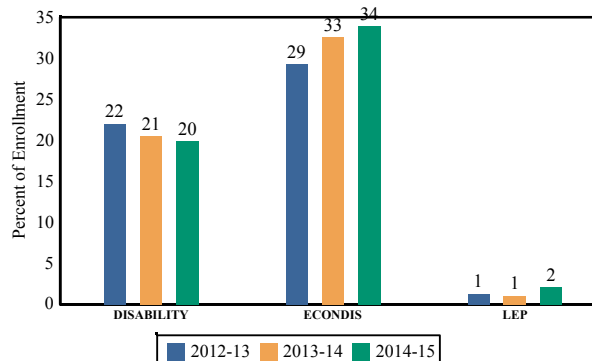
Enrollment by Grade

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.



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	178	20%
Economically Disadvantaged Students	304	34.0%
English Language Learners	18	2.0%

Language Diversity

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

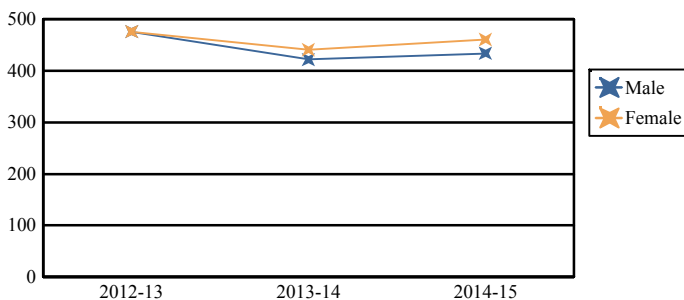
2014-15	Percent
English	81.4%
Spanish	6.2%
Vietnamese	2.9%
Korean	1.3%
Chinese	1.0%
Zhuang	1.0%
Other	6.2%

Total School Enrollment

2012-13	952
2013-14	863
2014-15	895

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	476	476
2013-14	422	441
2014-15	434	461

ACADEMIC ACHIEVEMENT

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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	52%	68	57
Math Met or Exceeded Expectation	44%		

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	648	52.1%	95%	72.6%	NO
White	368	54.9%	95%	69.5%	NO
African American	65	36.9%	95%	68.6%	NO
Hispanic	103	37.9%	95%	73.6%	NO
American Indian	-	-	--	--	--
Asian	93	66.6%	95%	88.8%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	171	21.6%	95%	74.7%	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	215	36.3%	95%	72.5%	NO

YES* = Met Participation Rate (Participation Averaging applied)

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

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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	644	44.4%	95%	72.2%	NO
White	366	48.1%	95%	69%	NO
African American	65	29.2%	95%	69.5%	NO
Hispanic	102	27.5%	95%	72.5%	NO
American Indian	-	-	--	--	--
Asian	93	58.1%	95%	88.9%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	168	16.7%	95%	73.4%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	212	33%	95%	71.9%	NO

YES* = Met Participation Rate (Participation Averaging applied)

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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	252	747	749	7%	13%	30%	44%	6%	50%	50%
White	137	754	755	2%	13%	28%	50%	7%	57%	59%
African American	23	735	732	4%	17%	52%	22%	4%	26%	29%
Hispanic	46	734	736	17%	15%	35%	26%	7%	33%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	37	746	770	16%	5%	19%	54%	5%	59%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	69	723	718	20%	30%	28%	20%	1%	22%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	83	733	733	19%	14%	31%	33%	2%	35%	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	184	751	750	7%	15%	25%	39%	14%	53%	53%
White	98	754	757	3%	13%	33%	35%	16%	51%	61%
African American	24	739	730	13%	17%	21%	42%	8%	50%	31%
Hispanic	31	742	736	16%	26%	16%	29%	13%	42%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	27	755	777	4%	11%	15%	63%	7%	70%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	47	725	713	17%	28%	36%	17%	2%	19%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	70	742	733	10%	21%	27%	33%	9%	41%	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	212	754	750	6%	15%	25%	43%	11%	54%	53%
White	133	756	757	4%	17%	24%	44%	12%	56%	61%
African American	18	744	730	11%	11%	44%	17%	17%	33%	31%
Hispanic	26	737	735	19%	12%	27%	38%	4%	42%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	29	765	778	0%	10%	17%	62%	10%	72%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	55	721	713	18%	35%	24%	16%	7%	24%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	62	736	732	13%	19%	35%	29%	3%	32%	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	251	741	743	4%	22%	37%	33%	4%	37%	42%
White	136	745	749	2%	19%	37%	39%	3%	42%	50%
African American	23	728	726	9%	30%	39%	17%	4%	22%	19%
Hispanic	46	728	731	11%	30%	41%	17%	0%	17%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	37	750	768	3%	19%	32%	35%	11%	46%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	68	725	718	12%	46%	29%	10%	3%	13%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	83	730	729	11%	29%	40%	19%	1%	20%	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	164	741	740	5%	15%	42%	37%	1%	38%	38%
White	84	744	745	4%	12%	40%	42%	2%	44%	46%
African American	24	733	725	4%	25%	46%	25%	0%	25%	17%
Hispanic	29	736	730	10%	17%	45%	28%	0%	28%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	24	745	760	0%	13%	46%	42%	0%	42%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	66	736	728	8%	21%	39%	32%	0%	32%	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	119	734	726	10%	24%	30%	36%	0%	36%	24%
White	68	735	732	6%	29%	35%	29%	0%	29%	29%
African American	12	721	715	25%	8%	33%	33%	0%	33%	14%
Hispanic	22	729	721	23%	23%	18%	36%	0%	36%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	13	750	744	0%	8%	15%	77%	0%	77%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	53	721	705	19%	30%	25%	26%	0%	26%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	48	731	719	17%	23%	19%	42%	0%	42%	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	94	764	740	0%	2%	20%	77%	1%	78%	40%
White	66	764	746	0%	3%	21%	74%	2%	76%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	17	769	769	0%	0%	12%	88%	0%	88%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	15	763	725	0%	0%	20%	80%	0%	80%	21%

ACADEMIC ACHIEVEMENT

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PARCC GEOMETRY - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	16	767	728	0%	6%	0%	81%	13%	94%	21%
White	12	772	731	0%	0%	0%	83%	17%	100%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

ACADEMIC ACHIEVEMENT

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2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

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NJASK Results - Science Grade Level - 08

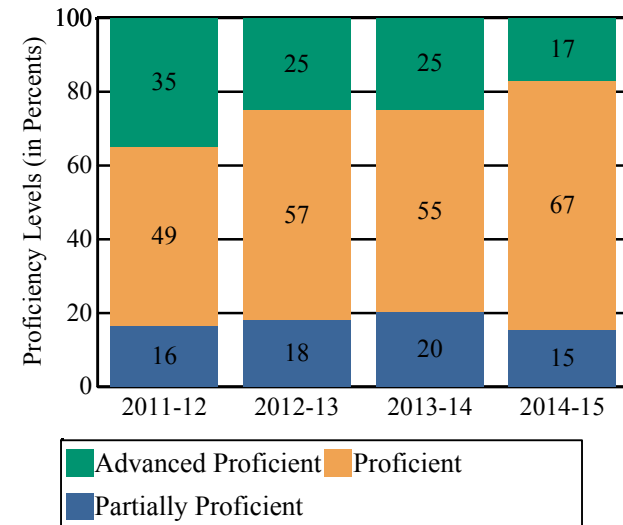
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	17%	67%	15%
White	18%	67%	15%
African American	7%	70%	22%
Hispanic	14%	64%	23%
American Indian	-	-	-
Asian	25%	69%	6%
Two or More Races	-	-	-
Students with Disability	4%	56%	40%
English Language Learners	-	-	-
Economically Disadvantaged Students	8%	73%	20%

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
300	100

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
96.0%	78.0%

- Data Suppressed to protect the confidentiality of students

COLLEGE AND CAREER READINESS

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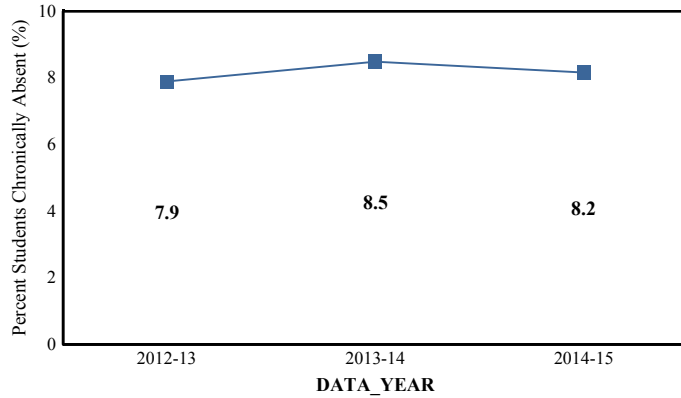
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GRADE SPAN 06-08

Chronic Absenteeism Trend

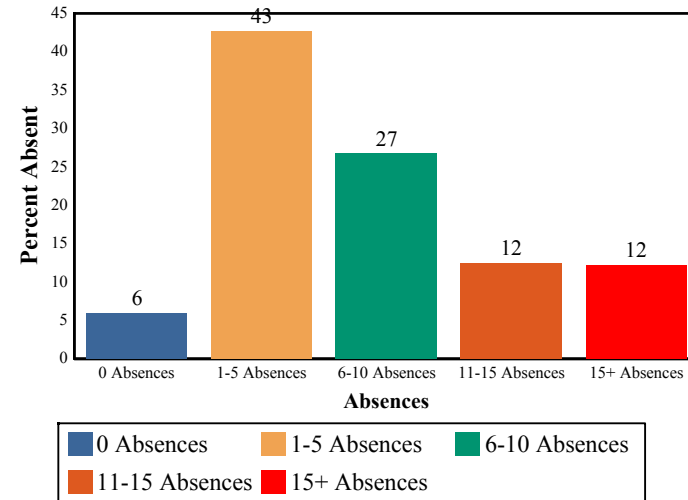
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	8.17%
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Absenteeism

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



COLLEGE AND CAREER READINESS

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GRADE SPAN 06-08

JOHN A. CARUSI MIDDLE SCHOOL
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CHERRY HILL, NJ 08034-1599

Visual and Performing Arts

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

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

N/R - Data Not Reported

STUDENT GROWTH

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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	46	39	40	35	YES
Student Growth on Math	52	55	63	35	YES
		47	52		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	1%	0%
Partially Met	8%	3%	2%
Approached	13%	10%	5%
Met	10%	17%	16%
Exceeded	1%	2%	7%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	1%	0%
Partially Met	11%	7%	3%
Approached	12%	12%	13%
Met	5%	13%	18%
Exceeded	0%	1%	1%

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

WITHIN SCHOOL ACHIEVEMENT GAP

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

Grade Level - 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	801	850
75th	766	770
50th	749	749
25th	730	726
0th	652	650

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

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	792	850
75th	760	763
50th	741	742
25th	723	721
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	42

WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN 06-08

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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	817	850
75th	772	776
50th	750	751
25th	728	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	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	828	850
75th	775	777
50th	751	751
25th	729	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	778	850
75th	757	759
50th	742	740
25th	726	720
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	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	776	850
75th	754	748
50th	741	726
25th	720	704
0th	650	650

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

SCHOOL CLIMATE
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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	7 Hrs. 0 Mins.

Student Suspension Rate

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

	School
2014-15	6.0%

Instructional Time

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

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

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	11
Administrators	224

SCHOOL PEER GROUP

**CAMDEN
CHERRY HILL TWP**

GRADE SPAN 06-08

**JOHN A. CARUSI MIDDLE SCHOOL
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ABSECON CITY	EMMA C ATTALES	01-0010-050	05-08	46.3%	1.4%	10%
ATLANTIC	EGG HARBOR TWP	FERNWOOD AVENUE MIDDLE SCHOOL	01-1310-039	06-08	50%	1.4%	9.3%
ATLANTIC	HAMMONTON TOWN	HAMMONTON MIDDLE SCHOOL	01-1960-060	06-08	37%	1.2%	14.2%
BERGEN	BERGENFIELD BORO	ROY W. BROWN MIDDLE SCHOOL	03-0300-075	06-08	41.5%	2.4%	14.9%
BERGEN	EAST RUTHERFORD BORO	ALFRED S. FAUST	03-1230-040	05-08	43.1%	2.3%	13.4%
BERGEN	LODI BOROUGH	THOMAS JEFFERSON MIDDLE SCHOOL	03-2740-067	06-08	65.9%	4.7%	11.3%
CAMDEN	CHERRY HILL TWP	JOHN A. CARUSI MIDDLE SCHOOL	07-0800-067	06-08	34%	2%	19.4%
CAMDEN	COLLINGSWOOD BORO	COLLINGSWOOD MIDDLE SCHOOL	07-0940-040	06-08	36.2%	0.9%	16.8%
CAMDEN	GLOUCESTER TWP	ANN A. MULLEN MIDDLE SCHOOL	07-1780-100	06-08	35%	0.1%	13.1%
CAMDEN	OAKLYN BORO	OAKLYN PUBLIC SCHOOL	07-3770-050	KG-09	38%	2.1%	16.2%
CAMDEN	RUNNEMEDE BORO	MARY E. VOLZ ELEMENTARY SCHOOL	07-4590-040	PK-08	37.8%	0.6%	15.7%
CAMDEN	STRATFORD BORO	SAMUEL S. YELLIN ELEMENTARY SCHOOL	07-5080-060	04-08	32.7%	1.6%	20.4%
CAPE MAY	WILDWOOD CREST BORO	CREST MEMORIAL SCHOOL	09-5800-030	PK-08	36.6%	2%	17.3%
CHARTERS	SOARING HEIGHTS CS	SOARING HEIGHTS	80-7830-980	KG-08	51.3%	0%	6.4%
CUMBERLANI	STOW CREEK TWP	STOW CREEK TOWNSHIP	11-5070-050	KG-08	40.5%	0%	9%
CUMBERLANI	UPPER DEERFIELD TWP	WOODRUFF MIDDLE SCHOOL	11-5300-070	06-08	58%	6.2%	21%
ESSEX	BLOOMFIELD TWP	BLOOMFIELD MIDDLE SCHOOL	13-0410-030	07-08	51%	3.9%	17.9%
GLOUCESTER	WASHINGTON TWP	ORCHARD VALLEY MIDDLE SCHOOL	15-5500-050	06-08	30.1%	0.7%	18.5%
MERCER	HAMILTON TWP	RICHARD C CROCKETT MIDDLE SCHOOL	21-1950-083	06-08	49.3%	2.9%	16.6%
MIDDLESEX	EDISON TWP	HERBERT HOOVER MIDDLE SCHOOL	23-1290-057	06-08	31.5%	0.2%	14.7%
MIDDLESEX	JAMESBURG BORO	GRACE M. BRECKWEDEL MIDDLE SCHOOL	23-2370-075	06-08	48%	1.7%	11%
MIDDLESEX	SOUTH PLAINFIELD BORO	SOUTH PLAINFIELD MIDDLE SCHOOL	23-4910-053	07-08	30.6%	1%	15.3%

SCHOOL PEER GROUP

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MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER MIDDLE SCHOOL	23-4920-055	06-08	48%	2.9%	16.4%
MONMOUTH	NEPTUNE CITY	WOODROW WILSON	25-3500-060	PK-08	53.3%	4.8%	19.7%
PASSAIC	HALEDON BORO	HALEDON PUBLIC SCHOOL	31-1920-015	PK-08	69.4%	5.5%	13.2%
PASSAIC	WOODLAND PARK	MEMORIAL MIDDLE SCHOOL	31-5690-070	05-08	49%	2.7%	15.2%
SALEM	EL SINBORO TWP	EL SINBORO TOWNSHIP SCHOOL	33-1350-050	KG-08	40.3%	0%	11.3%
SALEM	QUINTON TWP	QUINTON TOWNSHIP SCHOOL DISTRICT	33-4280-050	PK-08	44.8%	0.8%	12.2%
SOMERSET	SOMERVILLE BORO	SOMERVILLE MIDDLE SCHOOL	35-4820-055	06-08	44.4%	3.2%	15.8%
UNION	UNION TWP	BURNET MIDDLE SCHOOL	39-5290-060	06-08	45.2%	2%	13.9%
WARREN	ALPHA BORO	ALPHA BOROUGH SCHOOL	41-0070-010	PK-08	37%	0.4%	14.4%