## ALFRED CRAMER COLLEGE PREPARATORY LAB SCHOOL

 2800 MICKLE STREETGRADE SPAN PK-06
CAMDEN, NJ 08105-2274
This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance lags in comparison to its peers. This school's college and career readiness lags in comparison to schools across the state. Additionally, its college and career readiness is high when compared to its peers. This school's student growth performance significantly lags in comparison to schools across the state. Additionally, its student growth performance significantly lags in comparison to its peers.

$\left.$| Performance Areas | Peer Percentile | Statewide Percentile |  |
| :--- | :---: | :---: | :---: | | Percent of |
| :---: |
| Targets Met | \right\rvert\,

Improvement Status
Priority
Rationale

## SIG School

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms $\mathbf{5 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{3 3 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting $\mathbf{4 2 \%}$ of its performance targets in the area of Academic Achievement.

## College and Career Readiness

This school outperforms $\mathbf{3 2 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{6 1 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## Student Growth

This school outperforms $4 \%$ of schools statewide as noted by its statewide percentile and $\mathbf{1 4 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting $0 \%$ percentage of its performance targets in the area of Student Growth. part

College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

## State of New Jersey

## ALFRED CRAMER COLLEGE PREPARATORY LAB SCHOOL <br> 2800 MICKLE STREET <br> CAMDEN, NJ 08105-2274

DEMOGRAPHIC INFORMATION
CAMDEN
CAMDEN CITY
GRADE SPAN PK-06

## Enrollment by Grade

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


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

| Total School Enrollment |  |
| :---: | :---: |
| $2011-12$ | $\mathbf{5 3 0}$ |
| $2012-13$ | $\mathbf{5 0 0}$ |
| $2013-14$ | $\mathbf{5 3 5}$ |

## Enrollment Trends by Program Participation



## Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | ---: | :---: |
| Students with Disability | 82 | $15 \%$ |
| Economically Disadvantaged <br> Students | 525 | $98.1 \%$ |
| Limited English Proficient <br> Students | 132 | $24.7 \%$ |

## 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 Gender

This graph presents the count of students by gender who were 'on roll' in


## State of New Jersey

## ALFRED CRAMER COLLEGE PREPARATORY LAB SCHOOL

 2800 MICKLE STREETACADEMIC ACHIEVEMENT
CAMDEN

## CAMDEN CITY

GRADE SPAN PK-06
CAMDEN, NJ 08105-2274
Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide <br> Performance | Peer <br> Percentile | State <br> Percentile | Percent of Targets <br> Met |
| :--- | :--- | :--- | :--- | :---: |
| NJASK Language Arts Proficiency and above | $\mathbf{3 1 \%}$ | 42 | 5 | $\mathbf{5 3 \%}$ |
| NJASK Math Proficiency and above | $49 \%$ | 23 | 5 | $\mathbf{5 0 \%}$ |
| SUMMARY - Academic Achievement |  | 33 | 5 | $42 \%$ |

## NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 217 | 31.3 | 43 | NO |
| White | - | - |  | -- |
| Black | 137 | 32.8 | 40.6 | YES* |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | 42 | 11.9 | 32.2 | NO |
| Two or More Races | 41 | 31.7 | 22.6 | YES |
| Students with Disability | 214 | 30.8 | 42.2 | NO |
| Limited English Proficient <br> Students | - |  | -- |  |
| Economically <br> Disadvantaged Students | - | - |  |  |

YES* = Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## ACADEMIC ACHIEVEMENT

## ALFRED CRAMER COLLEGE PREPARATORY LAB SCHOOL

 2800 MICKLE STREETGRADE SPAN PK-06 CAMDEN, NJ 08105-2274

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :--- | :--- | :--- |
| Schoolwide | 217 | 49.3 | 57 | NO |
| White | - | - |  | -- |
| Black | 69 | 47.8 | 53 | YES* |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - | 57.5 | NO |
| Two or More Races | 42 | 14.3 | 34.4 | NO |
| Students with Disability | 41 | 51.3 | 37 | YES |
| Limited English <br> Proficient Students | 214 | 49.5 | 55.6 | YES* |
| Economically <br> Disadvantaged Students | - | - |  |  |

YES* = Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


## ALFRED CRAMER COLLEGE PREPARATORY LAB SCHOOL 2800 MICKLE STREET <br> CAMDEN, NJ 08105-2274

## CAMDEN CITY

GRADE SPAN PK-06

## NJASK Results - Language Arts Literacy Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $48 \%$ | $52 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $50 \%$ | $50 \%$ |
| Hispanic | - | $46 \%$ | $54 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $45 \%$ | $55 \%$ |
| Limited English Proficient Students | $0 \%$ | $48 \%$ | $52 \%$ |
| Economically Disadvantaged <br> Students | $0 \%$ | - |  |

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

## NJASK Results - Language Arts Literacy Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $24 \%$ | $76 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $12 \%$ | $88 \%$ |
| Hispanic | - | $28 \%$ | $72 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $15 \%$ | $85 \%$ |
| Students with Disability | $0 \%$ | $23 \%$ | $77 \%$ |
| Limited English Proficient Students | $0 \%$ | $21 \%$ | $79 \%$ |
| Economically Disadvantaged <br> Students | 0 |  |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level-03

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level-04

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


## ALFRED CRAMER COLLEGE PREPARATORY LAB SCHOOL <br> 2800 MICKLE STREET <br> CAMDEN, NJ 08105-2274

CAMDEN CITY
GRADE SPAN PK-06

## NJASK Results - Language Arts Literacy Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $23 \%$ | $77 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $21 \%$ | $79 \%$ |
| Hispanic | - | $23 \%$ | $77 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $11 \%$ | $89 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $23 \%$ | $77 \%$ |
| Economically Disadvantaged <br> Students |  |  |  |

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

## NJASK Results - Language Arts Literacy Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $33 \%$ | $67 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $27 \%$ | $73 \%$ |
| Hispanic | - | $35 \%$ | $65 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | $34 \%$ | $66 \%$ |
| Economically Disadvantaged <br> Students | $0 \%$ |  | - |
| D |  |  |  |

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

## NJASK Proficiency Trends - Language Arts Literacy

 Grade Level - 05This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 06

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


## State of New Jersey

## ACADEMIC ACHIEVEMENT

GRADE SPAN PK-06 CAMDEN, NJ 08105-2274

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit : http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

Proficiency Percentages

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :---: |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit : http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/ $>$

Proficiency Percentages

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

## State of New Jersey

## ALFRED CRAMER COLLEGE PREPARATORY LAB SCHOOL <br> CAMDEN NJ 08105-2274

## NJASK Results - MATH Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $29 \%$ | $46 \%$ | $25 \%$ |
| White | - | - | - |
| Black | $23 \%$ | $36 \%$ | $29 \%$ |
| Hispanic | - | $51 \%$ | $26 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $29 \%$ | $46 \%$ | $25 \%$ |
| Limited English Proficient Students | $18 \%$ | $59 \%$ | $23 \%$ |
| Economically Disadvantaged <br> Students | - | - | - |
| Das | - | - | - |

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

## NJASK Results - MATH Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $1 \%$ | $29 \%$ | $69 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $36 \%$ | $60 \%$ |
| Hispanic | - | $21 \%$ | $79 \%$ |
| American Indian | - | - | - |
| Asian | $0 \%$ | $15 \%$ | $85 \%$ |
| Two or More Races | $0 \%$ | $23 \%$ | $77 \%$ |
| Students with Disability | $1 \%$ | $29 \%$ | $70 \%$ |
| Limited English Proficient Students | 0 | - |  |
| Economically Disadvantaged <br> Students |  | - | - |
| Data is prent |  | - | - |

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

## NJASK Proficiency Trends - Math - Grade Level - 03

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


## NJASK Proficiency Trends - Math - Grade Level - 04

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


## State of New Jersey

## NJASK Results - MATH Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $9 \%$ | $36 \%$ | $55 \%$ |
| White | - | - | - |
| Black | $6 \%$ | $37 \%$ | $57 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $6 \%$ | $11 \%$ | $83 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $9 \%$ | $36 \%$ | $55 \%$ |
| Economically Disadvantaged <br> Students |  |  |  |

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

## NJASK Results - MATH Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $18 \%$ | $36 \%$ | $45 \%$ |
| White | - | - | - |
| Black | $25 \%$ | $40 \%$ | $35 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $19 \%$ | $38 \%$ | $44 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |
| Dat prs |  | - | - |

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

## NJASK Proficiency Trends - Math - Grade Level - 05

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


## NJASK Proficiency Trends - Math - Grade Level - 06

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


## State of New Jersey

## ACADEMIC ACHIEVEMENT

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>
Proficiency Percentages

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)
Proficiency Percentages

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

## ACADEMIC ACHIEVEMIENT

## ALFRED CRAMER COLLEGE PREPARATORY LAB SCHOOL

## NJASK Results - Science Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $8 \%$ | $57 \%$ | $35 \%$ |
| White | $12 \%$ | $60 \%$ | $28 \%$ |
| Black | $2 \%$ | $58 \%$ | $40 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $23 \%$ | $77 \%$ |
| Students with Disability | $0 \%$ | $46 \%$ | $54 \%$ |
| Limited English Proficient <br> Students | $7 \%$ | $57 \%$ | $36 \%$ |
| Economically Disadvantaged <br> Students |  | - |  |

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

## NJASK Proficiency Trends - Science - Grade Level - 04

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


Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for $10 \%$ or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than $65 \%$ of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness <br> Indicators | School <br> Performance | Peer Rank <br> (Percentile) | Statewide Rank <br> (Percentile) | Statewide <br> Target | Met Target? |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Chronic Absenteeism (\%) | $\mathbf{8 \%}$ | $\mathbf{6 1}$ | $\mathbf{3 2}$ | $\mathbf{6 \%}$ | NO |
| Summary |  |  |  |  | 0 |

Chronic Absenteeism - Number of students in the most recent school year that missed $10 \%$ or more of the instructional days in the school year divided by the total number of students enrolled.

## Chronic Absentecism Trend

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


## Absentecism

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.


## State of New Jersey

## ALFRED CRAMER COLLEGE PREPARATORY LAB SCHOOL

$\begin{array}{lr} & 2800 \text { MICKLE STREET } \\ \text { PK-06 } \\ \text { CAMDEN, NJ 08105-2274 }\end{array}$
STUDENT GROWTH
CAMDEN
GRADE SPAN PK-06
CAMDEN, NJ 08105-2274
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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

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

| Student Growth Indicators | Schoolwide <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met Target? |
| :--- | :--- | :--- | :--- | :--- | :---: |
| Student Growth on Language Arts | 33 | 24 | 5 | 35 | NO |
| Student Growth on Math | 26 | 4 | 3 | 35 | NO |
|  |  | 14 | 4 |  | $0 \%$ |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

| Language Arts |  |  |  | Math |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | GROWTH |  |  |  | GROWTH |  |  |
|  | Low | Typical | High |  | Low | Typical | High |
| Partially Proficient | 40\% | 24\% | 12\% | Partially Proficient | 42\% | 15\% | 5\% |
| Proficient | 11\% | 6\% | 8\% | Proficient | 14\% | 11\% | 6\% |
| Advanced Proficient | 0\% | 0\% | 0\% | Advanced Proficient | 3\% | 1\% | 3\% |

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

## State of New Jersey

## ALFRED CRAMER COLLEGE PREPARATORY LAB SCHOOL

2800 MICKLE STREET

## WITHIN SCHOOL ACHIEVEMENT GAP CAMDEN <br> CAMDEN CITY

GRADE SPAN PK-06

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level - 03

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 232 | 300 |
| 75th | 204 | 221 |
| 50th | 194 | 207 |
| 25th | 179 | 188 |
| 0th | 146 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap- <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 25 | 33 |

## Grade Level - 04

NJ ASK 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 | 223 | 300 |
| 75th | 195 | 219 |
| 50th | 183 | 202 |
| 25th | 170 | 186 |
| 0th | 128 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 25 | 33 |

## Grade Level - 03

## NJ ASK 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 | 300 | 300 |
| 75th | 250 | 268 |
| 50th | 220 | 229 |
| 25th | 197 | 200 |
| 0th | 122 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap- <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 53 | 68 |

## Grade Level - 04

## NJ ASK 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 | 248 | 300 |
| 75th | 200 | 264 |
| 50th | 180 | 228 |
| 25th | 156 | 195 |
| 0th | 100 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 44 | 69 |

## WITHIN SCHOOL ACHIEVEMENT GAP CAMDEN <br> CAMDEN CITY

## Grade Level - 05

NJ ASK 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 | 226 | 300 |
| 75th | 195 | 224 |
| 50th | 178 | 206 |
| 25th | 160 | 186 |
| 0th | 123 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 35 | 38 |

## Grade Level - 06

NJ ASK Language Arts 25th \%ile vs 75th \%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50 th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 233 | 300 |
| 75th | 205 | 230 |
| 50th | 189 | 211 |
| 25th | 163 | 192 |
| 0th | 149 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 42 | 38 |

## ALFRED CRAMER COLLEGE PREPARATORY LAB SCHOOL 2800 MICKLE STREET <br> CAMDEN, NJ 08105-2274

## Grade Level - 05

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 279 | 300 |
| 75th | 221 | 262 |
| 50th | 189 | 235 |
| 25th | 171 | 206 |
| 0th | 114 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 50 | 56 |

## Grade Level - 06

## NJ ASK Math 25th \%ile vs 75th \%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 274 | 300 |
| 75th | 235 | 259 |
| 50th | 206 | 228 |
| 25th | 162 | 201 |
| 0th | 144 | 100 |


|  | Scale Score Gap <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 73 | 58 |

## 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 |
| :---: | :---: |
| $\mathbf{2 0 1 3 - 1 4}$ | 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 |
| :---: | :---: |
| $\mathbf{2 0 1 3 - 1 4}$ | $5.2 \%$ |

## Instructional Time

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

| 2013-14 | School |
| :--- | :---: |
| Full Time | 5 Hrs. 30 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 |
| :---: | :---: |
| $2013-14$ | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 12 |
| Administrators | 268 |

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.

| COUNTY NA | ME DISTRICT NAME | SCHOOL NAME | CDS <br> CODE <br> ESPAD | FRPL | LEP | SpED |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CAMDEN | CAMDEN CITY | ALFRED CRAMER COLLEGE PREPARATORY LAB SCHOOL | 07-0680-170 PK-06 | 98.1\% | $24.7 \%$ | 13.3\% |
| CAMDEN | CAMDEN CITY | RAFAEL CORDERO MOLINA ELEMENTARY SCHOOL | 07-0680-250 PK-06 | 98.2\% | 12.1\% | 14.2\% |
| CHARTERS | CAMDEN COMMUNITY CHARTER SCHOOL | CAMDEN COMMUNITY CHARTER SCHOOL | 80-6063-945 KG-05 | 99.3\% | 10.1\% | 10.1\% |
| ESSEX | IRVINGTON TOWNSHIP | FLORENCE AVENUE SCHOOL | 13-2330-100 KG-05 | 93.4\% | 16.8\% | 2.1\% |
| ESSEX | NEWARK CITY | ELLIOTT STREET ELEMENTARY SCHOOL | 13-3570-390 PK-04 | 91.2\% | 21.1\% | 4.5\% |
| ESSEX | NEWARK CITY | ROBERTO CLEMENTE ELEMENTARY SCHOOL | 13-3570-615 PK-04 | 92.4\% | 25.7\% | 9.0\% |
| HUDSON | UNION CITY | COLIN POWELL ELEMENTARY SCHOOL | 17-5240-300 KG-05 | 94.0\% | 33.0\% | 5.6\% |
| HUDSON | UNION CITY | JEFFERSON ELEMENTARY SCHOOL | 17-5240-100 PK-04 | 97.1\% | 30.6\% | 14.3\% |
| HUDSON | UNION CITY | ROBERT WATERS ELEMENTARY SCHOOL | 17-5240-130 PK-06 | 97.9\% | 39.3\% | 9.6\% |
| HUDSON | UNION CITY | THEODORE ROOSEVELT ELEMENTARY SCHOOL | 17-5240-110 PK-06 | 97.5\% | $33.4 \%$ | 7.2\% |
| HUDSON | UNION CITY | VETERANS' MEMORIAL ELEMENTARY SCHOOL | 17-5240-118 PK-05 | 92.8\% | 30.4\% | 4.0\% |
| HUDSON | WEST NEW YORK TOWN | PUBLIC SCHOOL NUMBER FIVE | 17-5670-090 PK-06 | 94.7\% | 17.7\% | 8.8\% |
| MERCER | TRENTON CITY | PARKER ELEMENTARY | 21-5210-270 KG-05 | 95.9\% | 17.7\% | 9.9\% |
| MERCER | TRENTON CITY | PAUL S. ROBESON ELEMENTARY SCHOOL | 21-5210-080 KG-05 | 89.8\% | 21.9\% | 1.1\% |
| MERCER | TRENTON CITY | WILSON ELEMENTARY SCHOOL | 21-5210-310 KG-05 | 94.5\% | 28.5\% | 9.9\% |
| MIDDLESEX | NEW BRUNSWICK CITY | A CHESTER REDSHAW SCHOOL | 23-3530-060 KG-05 | 92.8\% | 30.0\% | 10.4\% |
| MIDDLESEX | NEW BRUNSWICK CITY | LORD STLRLING ELEMENTARY SCHOOL | 23-3530-100 PK-05 | 92.6\% | 20.9\% | 9.1\% |
| MIDDLESEX | PERTH AMBOY CITY | ANTHONY V. CERES ELEMENTARY SCHOOL | 23-4090-070 KG-04 | 93.2\% | 22.4\% | 3.6\% |
| MIDDLESEX | PERTH AMBOY CITY | HERBERT N. RICHARDSON 21ST CENTURY SCHOOL | 23-4090-130 KG-04 | 91.7\% | $31.5 \%$ | 6.8\% |
| MONMOUTH | LONG BRANCH CITY | AUDREY W. CLARK ELEMENTARY SCHOOL | 25-2770-090 PK-05 | 91.5\% | 27.1\% | 8.2\% |
| MONMOUTH | RED BANK BORO | RED BANK PRIMARY SCHOOL | 25-4360-075 PK-03 | 89.0\% | 54.1\% | 9.1\% |
| OCEAN | LAKEWOOD TWP | ELLA G CLARKE ELEMENTARY SCHOOL | 29-2520-080 01-05 | 93.4\% | 30.9\% | 11.9\% |
| PASSAIC | PASSAIC CITY | ETTA GERO SCHOOL \# 9 | 31-3970-125 04-06 | 96.4\% | 26.8\% | 16.1\% |
| PASSAIC | PASSAIC CITY | MARTIN LUTHER KING JR. SCHOOL \# 6 | L 31-3970-100 PK-06 | 94.5\% | 43.3\% | 14.8\% |
| PASSAIC | PASSAIC CITY | WILLIAM B. CRUISE MEMORIAL SCHOOL \# 11 | 31-3970-140 01-06 | 95.8\% | 49.8\% | 12.0\% |
| PASSAIC | PATERSON CITY | ROBERTO CLEMENTE | 31-4010-315 KG-04 | 96.8\% | 30.0\% | 8.8\% |
| PASSAIC | PATERSON CITY | SCHOOL 14 | 31-4010-180 KG-04 | 94.4\% | 7.1\% | 6.6\% |
| PASSAIC | PATERSON CITY | SCHOOL 19 | 31-4010-230 PK-04 | 92.8\% | 16.9\% | 5.8\% |
| PASSAIC | PATERSON CITY | SCHOOL 5 | 31-4010-090 KG-06 | 94.8\% | 26.5\% | 7.7\% |
| UNION | PLAINFIELD CITY | JEFFERSON ELEMENTARY SCHOOL | 39-4160-150 KG-05 | 92.3\% | 42.9\% | 13.3\% |
| UNION | PLAINFIELD CITY | WASHINGTON COMMUNITY SCHOOL | 39-4160-180 PK-05 | 95.4\% | 44.5\% | 16.2\% |

## State of New Jersey

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance significantly lags in comparison to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness significantly lags in comparison to its peers. This school's graduation and post-secondary performance significantly lags in comparison to schools across the state. Additionally, its graduation and post-secondary readiness significantly lags in comparison to its peers.

| Performance Areas | Peer Percentile |  | Statewide Percentile |  | Percent of <br> Targets Met |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 3 | 1 | $10 \%$ |  |  |
|  |  |  | 3 |  |  |
| College \& Career Readiness | 4 |  | $0 \%$ |  |  |
|  |  | 2 | $0 \%$ |  |  |

Improvement Status
Priority

Rationale

SIG School

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60 th and 79.9 th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms $\mathbf{1 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{3 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement.Additionally, this school is meeting $\mathbf{1 0 \%}$ of its performance targets in the area of Academic Achievement.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For high schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey High School Proficiency Assessment (HSPA). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## College and Career Readiness

This school outperforms $\mathbf{3 \%}$ of schools statewide as noted by its statewide percentile and 4\% of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

College and Career Readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For high schools, this includes measures of participation in college readiness tests such as the SAT, ACT or PSAT and in rigorous coursework as defined by participation in AP or IB courses in English, math, social studies and science.

## Graduation and Post-Secondary

This school outperforms $\mathbf{2} \%$ of schools statewide as noted by its statewide percentile and $\mathbf{7 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Graduation and Post-Secondary. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of Graduation and Post-Secondary.

Graduation and Postsecondary measures the rate at which students who begin high school four years earlier graduate within four years. Also included is a measure of the rate at which students in a particular school drop out of school.

## State of New Jersey

## Enrollment by Grade

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


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

| Total School Enrollment |  |
| :--- | :---: |
| $2011-12$ | $\mathbf{8 6 8}$ |
| $2012-13$ | $\mathbf{7 2 0}$ |
| $2013-14$ | $\mathbf{7 5 0}$ |

Enrollment Trends by Program Participation


Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | ---: | :---: |
| Students with Disability | 276 | $37 \%$ |
| Economically Disadvantaged <br> Students | 675 | $90.0 \%$ |
| Limited English Proficient <br> Students | 5 | $0.7 \%$ |

## Language Diversity

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

| $\underline{\mathbf{2 0 1 3 - 1 4}}$ | $\underline{\text { Percent }}$ |
| :--- | :---: |
| English | $81.6 \%$ |
| Spanish | $18.5 \%$ |

## 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 Gender

This graph presents the count of students by gender who were 'on roll' in


## State of New Jersey

Academic Achievement measures the content knowledge students have in Language Arts Literacy and Math. In high schools, this includes the outcomes of the New Jersey High School Proficiency Assessment (HSPA). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both Language Arts Literacy and Math across multiple administrations of the assessment. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with HSPA scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide <br> Performance | Peer <br> Percentile | State <br> Percentile | Percent of Targets Met |
| :--- | :---: | :--- | :--- | :---: |
| HSPA Language Arts Proficiency and above | $\mathbf{3 4 \%}$ | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{0 \%}$ |
| HSPA Math Proficiency and above | $\mathbf{1 9 \%}$ | $\mathbf{3}$ | $\mathbf{1}$ | $\mathbf{2 0 \%}$ |
| SUMMARY - Academic Achievement |  | $\mathbf{3}$ | $\mathbf{1}$ | $\mathbf{1 0 \%}$ |
|  |  |  |  |  |

## NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 131 | 33.6 | 50.5 | NO |
| White | - | - |  | -- |
| Black | 34 | 36.2 | 53.8 | NO |
| Hispanic | - | - | 35 | NO |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 32.5 | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | - | 32 | 50.5 | NO |
| Economically <br> Disadvantaged Students | 128 | - | - | - |

YES* = Met Progress Target (Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## State of New Jersey

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 130 | 19.2 | 35.5 | NO |
| White | - | - |  | -- |
| Black | 93 | 19.4 | 37.4 | NO |
| Hispanic | 36 | 19.4 | 29.3 | $\mathrm{YES}^{*}$ |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 30.1 | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | 127 | 18.9 | 35.3 | NO |
| Economically Disadvantaged <br> Students | YES* Met Progress Targ(Confider\|| |  |  |  |

YES* = Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Outcomes - Biology

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

| Subgroups | Advanced | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - |  |
| Economically Disdvantaged Students | - | - | - |

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

## Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


## Proficiency Trends - Biology

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

Data is suppressed to protect the confidentiality of the students.

## State of New Jersey

CAMDEN
CAMDEN CITY

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11 th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550 , the percentage of 11 th and 12 th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The first column - Schoolwide Performance - represents the outcomes for these particular inidcators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in SAT participation has a higher SAT Participation than $65 \%$ of its peer group. The third column Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness <br> Indicators | Schoolwide <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met <br> Target? |
| :--- | :--- | :--- | :---: | :---: | :---: |
| Percent of Students Participating in SAT or ACT | $\mathbf{3 2 \%}$ | $\mathbf{1 3}$ | $\mathbf{4}$ | $\mathbf{8 0 \%}$ |  |$|$| NO |
| :--- |
| Percent of Students Participating in PSAT or PLAN |
| 24\% |

## College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

| 2013-14 Percent of Students | School | Peer Avg. | State Avg |
| :--- | ---: | :---: | ---: |
| Participating in SAT | $32.4 \%$ | $71.9 \%$ | $76.2 \%$ |
| Participating in ACT | $1.9 \%$ |  |  |
| Participating in PSAT or PLAN | $24.3 \%$ | $63.3 \%$ | $75.0 \%$ |

## Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.


The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e, each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

| 2013-14 Percent of Students <br> Taking | School | Peer <br> Avg. | State <br> Avg. |
| :--- | ---: | :---: | :---: |
| One or More Course | $0.0 \%$ | $21.8 \%$ | $34.2 \%$ |
| One or More Test | $0.0 \%$ | $18.0 \%$ | $28.4 \%$ |
| At least one AP or IB Test in English, <br> Math, Social Studies or Science | $0.0 \%$ | $14.9 \%$ | $18.9 \%$ |

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

## AP /IB Test Results

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

| 2013-14 | School | Peer <br> Avg. | State <br> Avg. |
| :---: | :---: | :---: | :---: |
| Percent of AP Tests $>=3$ or IB Test $>=4$ | $0.0 \%$ | $15.2 \%$ | $74.1 \%$ |
| Percent of Scores in AP $>=3$ or IB $>=4$ in <br> English, Math, Social Studies or Science | $0.0 \%$ | $9.5 \%$ | $72.4 \%$ |

## State of New Jersey

## Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieveing a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

| 2013-14 | School | Peer Avg. | State Avg |
| :--- | ---: | ---: | ---: |
| Percent of Students Scoring <br> Above 1550 on SAT | $0.0 \%$ | $5.9 \%$ | $44.6 \%$ |

SAT Benchmark Trends
This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.


## Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

| 2013-14 | School | Peer Avg. | State Avg. |
| :--- | :---: | ---: | :---: |
| Composite SAT Score | 1,014 | 1,172 | 1,514 |
| Critical Reading | 325 | 384 | 496 |
| Mathematics | 352 | 402 | 521 |
| Writing | 337 | 386 | 497 |

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25 th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

| 2013-14 | Critical Reading | Mathematics | Writing |
| :---: | :---: | :---: | :---: |
| 75th Percentile | 370 | 400 | 400 |
| 50th Percentile | 320 | 340 | 320 |
| 25th Percentile | 280 | 310 | 280 |

## 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 | $\mathrm{N} / \mathrm{R}$ |  |
| Drama/Theater | $19.8 \%$ | $2.1 \%$ |
| Music | $23.3 \%$ | $3.9 \%$ |
| Visual Arts | $55.0 \%$ | $17.5 \%$ |
| Total: All Visual and Performing Arts | $81.9 \%$ | $31.1 \%$ |

N/R - Data Not Reported

## Career in Technical Education Programs

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

| Percent of Students Enrolled | School | State |
| :--- | :---: | :---: |
| Participating in CTE | $58.8 \%$ | $19.2 \%$ |

N/R - Data Not Reported

## State of New Jersey

## CAMDEN CITY

## GRADE SPAN 09-12

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the NCLB Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer percentile is 65 in Graduation Rate has a higher Graduation Rate than $65 \%$ of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's NCLB Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

| Graduation \& Post Secondary Indicators | Schoolwide Performance | Peer <br> Percentile | Statewide Percentile | Statewide Targets | Met Target |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Overall Graduation Rate | 52\% | 7 | 2 | 78\% | NO |
| Dropout Rate | 7.1\% | 6 | 2 | 2\% | NO |
| SUMMARY - Graduation \& Post-Secondary |  | 7 | 2 |  | 0\% |

## Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

|  | School | State Target |
| :--- | ---: | :---: |
| Schoolwide | $52 \%$ | $78 \%$ |
| White | - |  |
| Black | $51 \%$ |  |
| Hispanic | $56 \%$ |  |
| American Indian | - |  |
| Asian | - |  |
| Native Hawaiian | - |  |
| Two or More Races | - |  |
| Students with Disability | $48 \%$ |  |
| Limited English Proficient Students | - |  |
| Economically Disadvantaged Students | $52 \%$ |  |

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

|  | School | State Target |
| :--- | ---: | :---: |
| Schoolwide | $7.1 \%$ | $2 \%$ |
| White | - |  |
| Black | $0 \%$ |  |
| Hispanic | $6.4 \%$ |  |
| American Indian | - |  |
| Asian | - |  |
| Native Hawaiian | - |  |
| Two or More Races | $4 \%$ |  |
| Students with Disability | $0 \%$ |  |
| Economically Disadvantaged Students | - |  |
| Limited English Proficiency |  |  |

## Graduation Pathway Rates

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

## EXEMPT



## Extended Year Graduation Rate

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

| Class of | 4-year Rate | 5-year Rate |
| :--- | :---: | :---: |
| 2012 | $43 \%$ | $50 \%$ |
| 2013 | $47 \%$ | $58 \%$ |
| 2014 | $52 \%$ |  |


| HSPA $\quad$ AHSA |
| :--- | :--- |
| $\square$ |

## Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95\% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

|  | Percent <br> Enrolled | Percent in <br> 2 Year | Percent in <br> 4 Year |
| :--- | :---: | :---: | :---: |
| Schoolwide | $38 \%$ | $84.6 \%$ | $9.6 \%$ |
| White | - | - | - |
| Black | $39.3 \%$ | $81.8 \%$ | $11.4 \%$ |
| Hispanic | - | - | - |
| Asian | - | - | - |
| American Indian | - | - | - |
| Native Hawaiian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $22 \%$ | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | $41.1 \%$ | - | - |

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## High School

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

| Percentile | School Scaled Score | State Scaled Score |
| :---: | :---: | :---: |
| 99th | 237 | 287 |
| 75th | 210 | 250 |
| 50th | 180 | 240 |
| 25th | 160 | 224 |
| 0th | 100 | 100 |


|  | Scaled Score Gap <br> - School | Scaled Score Gap <br> - State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 50 | 26 |

## High School

## HSPA Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scaled Score | State Scaled Score |
| :---: | :---: | :---: |
| 99th | 227 | 300 |
| 75th | 183 | 253 |
| 50th | 174 | 232 |
| 25th | 163 | 208 |
| 0th | 141 | 132 |


|  | Scaled Score Gap <br> - School | Scaled Score Gap <br> - State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 20 | 45 |

## 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 |
| :---: | :---: |
| 2013-14 | 7 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 |
| :--- | :--- |
| $\mathbf{2 0 1 3 - 1 4}$ | $27.2 \%$ |

## Instructional Time

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

| 2013-14 | School |
| :--- | :--- |
| Full Time | 6 Hrs. 34 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 |
| :---: | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 10 |
| Administrators | 125 |

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.

| COUNTY NAM | ME DISTRICT NAME | SCHOOL NAME | $\begin{array}{ll} \text { CDS } & \text { GRAD } \\ \text { CODE } & \text { ESPAAN } \end{array}$ | FRPL |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CAMDEN | CAMDEN CITY | CAMDEN HIGH SCHOOL | 07-0680-030 09-12 | 90.0\% | 0.7\% | 36.7\% |
| CAMDEN | CAMDEN CITY | CREATIVE ARTS VILLAGE ACADEMY | 07-0680-245 06-12 | 90.0\% | 0.6\% | 14.5\% |
| CAMDEN | CAMDEN CITY | DR. CHARLES E. BRIMM MEDICAL ARTS HIGH SCHOOL | 07-0680-029 09-12 | 91.9\% | 0.0\% | 2.9\% |
| CAMDEN | CAMDEN CITY | MET EAST HIGH SCHOOL | 07-0680-305 09-12 | 88.1\% | 0.0\% | 12.8\% |
| CAMDEN | CAMDEN CITY | WOODROW WILSON HIGH SCHOO | 07-0680-040 09-12 | 88.6\% | 18.8\% | 28.4\% |
| CHARTERS | ACADEMY CHARTER HIGH SCHOOL | ACADEMY CHARTER HIGH SCHOOL | 80-6010-910 09-12 | 79.9\% | 0.0\% | 19.3\% |
| CHARTERS | CAMDEN ACADEMY CHARTER HS | CAMDEN ACADEMY CHARTER HIGH SCHOOL | 80-6212-903 09-12 | 83.0\% | 2.9\% | 12.0\% |
| CHARTERS | FOUNDATION ACADEMY CS | FOUNDATION ACADEMY CHARTER SCHOOL | 80-6017-932 03-12 | 85.5\% | 1.1\% | 9.9\% |
| CHARTERS | LEAP ACADEMY UNIVERSITY CS | LEAP ACADEMY UNIVERSITY CHARTER SCHOOL | 80-7109-931 KG-12 | 90.5\% | 4.3\% | 6.0\% |
| CHARTERS | NORTH STAR ACAD. CS OF NEWARK | NORTH STAR ACADEMY CHARTER SCHOOLS OF NEWARK | 80-7320-960 KG-12 | 83.7\% | 0.0\% | 7.6\% |
| CHARTERS | TEAM ACADEMY CHARTER SCHOOL | TEAM ACADEMY CHARTER SCHOOL | 80-7325-965 KG-12 | 86.2\% | 0.0\% | 12.0\% |
| CHARTERS | UNIVERSITY ACADEMY CS | UNIVERSITY ACADEMY CHARTER HIGH SCHOOL | 80-8060-990 09-12 | 79.2\% | 0.0\% | 18.2\% |
| CUMBERLANI | BRIDGETON CITY | BRIDGETON HIGH SCHOOL | 11-0540-020 09-12 | 88.0\% | 5.3\% | 10.0\% |
| ESSEX | NEWARK CITY | AMERICAN HISTORY HIGH SCHO | 13-3570-087 06-12 | 85.4\% | 0.0\% | 7.0\% |
| ESSEX | NEWARK CITY | CENTRAL HIGH SCHOOL | 13-3570-030 09-12 | 86.7\% | 5.4\% | 21.9\% |
| ESSEX | NEWARK CITY | MALCOLM X SHABAZZ HIGH SCHOOL | 13-3570-050 09-12 | 88.2\% | 0.4\% | 27.4\% |
| ESSEX | NEWARK CITY | NEWARK VOCATIONAL HIGH SCHOOL | 13-3570-045 09-12 | 87.6\% | 0.3\% | 34.5\% |
| ESSEX | NEWARK CITY | TECHNOLOGY HIGH SCHOOL | 13-3570-056 09-12 | 90.6\% | 0.4\% | 7.3\% |
| ESSEX | NEWARK CITY | WEEQUAHIC HIGH SCHOOL | 13-3570-070 09-12 | 84.8\% | 0.0\% | 21.3\% |
| HUDSON | HARRISON TOWN | HARRISON HIGH SCHOOL | 17-2060-050 09-12 | 86.4\% | 6.6\% | 15.1\% |
| HUDSON | UNION CITY | UNION CITY HIGH SCHOOL | 17-5240-055 09-12 | 94.2\% | 13.8\% | 12.5\% |
| MERCER | TRENTON CITY | TRENTON CENTRAL HIGH SCHOOL <br> - WEST CAMPUS | 21-5210-051 09-12 | 81.7\% | 0.5\% | 16.8\% |
| MIDDLESEX | NEW BRUNSWICK CITY | NEW BRUNSWICK HIGH SCHOOL | 23-3530-050 PK-12 | 86.2\% | 10.6\% | 16.9\% |
| PASSAIC | PATERSON CITY | ACADEMY HIGH SCHOOL | 31-4010-025 09-12 | 78.1\% | 5.2\% | 75.0\% |
| PASSAIC | PATERSON CITY | INTERNATIONAL HIGH SCHOOL | 31-4010-035 09-12 | 91.0\% | 6.4\% | 15.2\% |
| PASSAIC | PATERSON CITY | ROSA L. PARKS SCHOOL OF FINE AND PERFORMING ARTS | 31-4010-020 09-12 | 86.0\% | 3.8\% | 13.6\% |
| PASSAIC | PATERSON CITY | SCHOOL OF EARTH AND SPACE SCIENCE | 31-4010-005 09-12 | 88.7\% | 9.5\% | 15.4\% |
| PASSAIC | PATERSON CITY | SCHOOL OF HEALTH SCIENCE | 31-4010-004 09-12 | 92.5\% | 6.3\% | 10.5\% |
| UNION | ELIZABETH CITY | ADMIRAL WILLIAM F. HALSEY JR. LEADERSHIP ACADEMY | 39-1320-402 09-12 | 89.9\% | 11.6\% | 12.7\% |
| UNION | ELIZABETH CITY | ALEXANDER HAMILTON PREPARATORY ACADEMY | 39-1320-405 09-12 | 88.5\% | 3.6\% | 5.7\% |
| UNION | ELIZABETH CITY | THOMAS A. EDISON CAREER AND TECHNICAL ACADEMY | 39-1320-404 09-12 | 90.7\% | 5.0\% | 18.4\% |

## OVERVIEW

## GRADE SPAN PK-08

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance significantly lags in comparison to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness significantly lags in comparison to its peers. This school's student growth performance significantly lags in comparison to schools across the state. Additionally, its student growth performance significantly lags in comparison to its peers.

$\left.$| Performance Areas | Peer Percentile | Statewide Percentile |  |
| :--- | :---: | :---: | :---: | | Percent of |
| :---: |
| Targets Met | \right\rvert\,

Improvement Status
Priority
Rationale

## Lowest-Performing

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms 3\% of schools statewide as noted by its statewide percentile and $\mathbf{1 2 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of Academic Achievement.

## College and Career Readiness

This school outperforms $\mathbf{2 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{1 2 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## State of New Jersey

## DEMOGRAPHIC INFORMATION

CAMDEN
CAMDEN CITY

## CHARLES SUMNER ELEMENTARY SCHOOL

 1600 SOUTH 8TH STREETGRADE SPAN PK-08 CAMDEN, NJ 08104

## Language Diversity

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

| $\underline{\mathbf{2 0 1 3 - 1 4}}$ | $\underline{\text { Percent }}$ |
| :--- | :---: |
| English | $57.9 \%$ |
| Spanish | $41.4 \%$ |
| Abkhazian | $0.5 \%$ |
| Swahili | $0.2 \%$ |

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


## GRADE SPAN PK-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide <br> Performance | Peer <br> Percentile | State <br> Percentile | Percent of Targets <br> Met |
| :--- | :--- | :--- | :--- | :--- |
| NJASK Language Arts Proficiency and above | $\mathbf{1 4 \%}$ | $\mathbf{4}$ | $\mathbf{1}$ | $\mathbf{0 \%}$ |
| NJASK Math Proficiency and above | $\mathbf{3 0 \%}$ | $\mathbf{2 0}$ | $\mathbf{4}$ | $\mathbf{0 \%}$ |
| SUMMARY - Academic Achievement |  |  |  |  |

NCLB Progress Targets - Language Arts Literacy
This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 200 | 13.5 | 39.2 | NO |
| White | - | - |  | -- |
| Black | 111 | 15.3 | 33.6 | NO |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | - | -- |
| Students with Disability | - | - | - | -- |
| Limited English Proficient <br> Students | 193 | 14 | 39.6 | NO |
| Economically <br> Disadvantaged Students | - | - | NO |  |

## YES* = Met Progress Target(Confidence Interval Applied)

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

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## State of New Jersey

## 2013-14

07-0680-310

## ACADEMIC ACHIEVEMIENT

CHARLES SUMNER ELEMENTARY SCHOOL
CAMDEN
CAMDEN CITY
GRADE SPAN PK-08

## 1600 SOUTH 8TH STREET

## Proficiency Trends - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :--- |
| Schoolwide | 198 | 29.8 | 53.2 | NO |
| White | - | - |  | - |
| Black | 109 | 31.2 | 46.6 | NO |
| Hispanic | - | - |  | - |
| American Indian | - | - |  | - |
| Asian | - | - |  | - |
| Two or More Races | 49 | 10.2 | - | -- |
| Students with Disability | 46 | 19.6 | - | -- |
| Limited English Proficient <br> Students | 48.5 | NO |  |  |
| Economically <br> Disadvantaged Students | 191 | 30.9 | 51.6 | NO |

YES* $=$ Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


Advanced Proficient Proficient
Partially Proficient

## State of New Jersey

NJ SCHOOL

## NJASK Results - Language Arts Literacy Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $13 \%$ | $87 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $11 \%$ | $89 \%$ |
| Hispanic | - | $14 \%$ | $86 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $12 \%$ | $88 \%$ |
| Students with Disability | $0 \%$ | $14 \%$ | $86 \%$ |
| Limited English Proficient Students | $0 \%$ | - |  |
| Economically Disadvantaged <br> Students | - | - | - |

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

## NJASK Results - Language Arts Literacy Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students |  |  |  |
| Data is presented for subgroups when the count is high enough under <br> NCLB suppression rules. |  |  |  |

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 03

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 04

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

Data is suppressed to protect the confidentiality of the students.

## State of New Jersey

## NJASK Results - Language Arts Literacy Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $18 \%$ | $82 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $15 \%$ | $85 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $04 \%$ | $76 \%$ |  |
| Economically Disadvantaged <br> Students | $0 \%$ | $19 \%$ | $81 \%$ |

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

NJASK Results - Language Arts Literacy Grade Level - 06
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $15 \%$ | $85 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $20 \%$ | $80 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $15 \%$ | $85 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |
| Datis pesed for subgroups | - | - | - |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 05

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 06

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


## State of New Jersey

NJ SCHOOL PERFORMANCE

## NJASK Results - Language Arts Literacy Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $13 \%$ | $88 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $14 \%$ | $86 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

NJASK Results - Language Arts Literacy 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |
| Datis pent for subgroups wher\|| |  |  |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 07

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


## NJASK Proficiency Trends - Language Arts Literacy 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.

Data is suppressed to protect the confidentiality of the students.

## State of New Jersey

07-0680-310

## ACADEMIC ACHIIEVEMIENT CAMDEN

CHARLES SUMNER ELEMENTARY SCHOOL 1600 SOUTH 8TH STREET CAMDEN CITY

GRADE SPAN PK-08 CAMDEN, NJ 08104

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit $<$ http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :---: | :---: | :---: |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit $<$ http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

## State of New Jersey

## NJASK Results - MATH Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $4 \%$ | $35 \%$ | $61 \%$ |
| White | - | - | - |
| Black | $6 \%$ | $33 \%$ | $61 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $6 \%$ | $24 \%$ | $71 \%$ |
| Limited English Proficient Students | $5 \%$ | $36 \%$ | $59 \%$ |
| Economically Disadvantaged Students | $5 \%$ | - |  |

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

## NJASK Results - MATH Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $21 \%$ | $79 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $26 \%$ | $74 \%$ |
| Hispanic | $-0 \%$ | $18 \%$ | $82 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $21 \%$ | $79 \%$ |
| Economically Disadvantaged Students | - | - |  |
| Data is prenter\| |  |  |  |

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

## NJASK Proficiency Trends - Math - Grade Level - 03

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


NJASK Proficiency Trends - Math - Grade Level - 04

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


## State of New Jersey

## NJASK Results - MATH Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $3 \%$ | $39 \%$ | $58 \%$ |
| White | - | - | - |
| Black | $5 \%$ | $30 \%$ | $65 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $3 \%$ | $42 \%$ |  |
| Economically Disadvantaged Students | $3 \%$ | $56 \%$ |  |

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

## NJASK Results - MATH Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $4 \%$ | $26 \%$ | $70 \%$ |
| White | - | - | - |
| Black | $8 \%$ | $8 \%$ | $83 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $40 \%$ | $60 \%$ |  |
| Economically Disadvantaged Students | $4 \%$ | $26 \%$ | $70 \%$ |

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

NJASK Proficiency Trends - Math - Grade Level - 05

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


## NJASK Proficiency Trends - Math - Grade Level - 06

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


## State of New Jersey

## NJASK Results - MATH Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $25 \%$ | $75 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $29 \%$ | $71 \%$ |
| Economically Disadvantaged Students | 0 | - |  |

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

## NJASK Results - MATH 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - |  |

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

NJASK Proficiency Trends - Math - Grade Level - 07

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


NJASK Proficiency Trends - Math - 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.

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

## State of New Jersey

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

## State of New Jersey

NJ SCHOOL

## NJASK Results - Science Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $38 \%$ | $62 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $35 \%$ | $65 \%$ |
| Hispanic | - | $40 \%$ | $60 \%$ |
| American Indian | - | - | - |
| Asian | $0 \%$ | $13 \%$ | $88 \%$ |
| Two or More Races | $0 \%$ | $36 \%$ | $64 \%$ |
| Students with Disability | $0 \%$ | $39 \%$ | $61 \%$ |
| Limited English Proficient <br> Students | - | - |  |
| Economically Disadvantaged <br> Students | - | - | - |
| Dat prse | - | - | - |

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

## 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

## NJASK Proficiency Trends - Science - Grade Level - 04

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


## 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.

Data is suppressed to protect the confidentiality of the students.

## COLLEGE AND CAREER READINESS

## CAMDEN

## CAMDEN CITY

## GRADE SPAN PK-08

Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for $10 \%$ or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than $65 \%$ of its peer group. The third column Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School <br> Performance | Peer <br> Percentile | Statewide Percentile | Statewide <br> Target | Met Target? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Students taking Algebra (\%) | 0\% | 0 | 0 | 20\% | NO |
| Chronic Absenteeism (\%) | 27\% | 23 | 4 | 6\% | NO |
| Summary |  | 12 | 2 |  | 0\% |

## Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
| :--- | :---: |
| Students taking Algebra I | $0 \%$ |
| Algebra grade (C or better) | $0 \%$ |

## Chronic Absenteeism Trend

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


## 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.


## State of New Jersey

## STUDENT GROWTH <br> CAMDEN <br> CAMDEN CITY

## GRADE SPAN PK-08

## CHARLES SUMNER ELEMENTARY SCHOOL 1600 SOUTH 8TH STREET CAMDEN, NJ 08104

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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

The summary 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 <br> Percentile | Statewide Percentile | Statewide <br> Target | Met Target? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Student Growth on Language Arts | 30 | 10 | 2 | 35 | NO |
| Student Growth on Math | 27 | 7 | 2 | 35 | NO |
|  |  | 9 | 2 |  | 0\% |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

## Language Arts

Math

|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $56 \%$ | $19 \%$ | $12 \%$ |
| Proficient | $3 \%$ | $5 \%$ | $5 \%$ |
| Advanced <br> Proficient | $0 \%$ | $0 \%$ | $0 \%$ |


|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $48 \%$ | $16 \%$ | $9 \%$ |
| Proficient | $10 \%$ | $8 \%$ | $7 \%$ |
| Advanced <br> Proficient | $0 \%$ | $1 \%$ | $1 \%$ |

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.

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

 CAMDEN CAMDEN CITY
## CHARLES SUMNER ELEMENTARY SCHOOL

 1600 SOUTH 8TH STREET CAMDEN, NJ 08104This 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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level-03

NJ ASK 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 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 214 | 300 |
| 75th | 188 | 221 |
| 50th | 179 | 207 |
| 25th | 165 | 188 |
| 0th | 149 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 23 | 33 |

Grade Level - 04
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50 th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | N/A | 300 |
| 75th | N/A | 219 |
| 50th | N/A | 202 |
| 25th | N/A | 186 |
| 0th | N/A | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap- <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 0 | 33 |

## Grade Level - 03

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 268 | 300 |
| 75th | 214 | 268 |
| 50th | 193 | 229 |
| 25th | 166 | 200 |
| 0th | 139 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 48 | 68 |

## Grade Level - 04

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 241 | 300 |
| 75th | 185 | 264 |
| 50th | 162 | 228 |
| 25th | 151 | 195 |
| 0th | 100 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 34 | 69 |

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

## CAMDEN

CAMDEN CITY

Grade Level - 05
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top ( 99 th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 225 | 300 |
| 75th | 187 | 224 |
| 50th | 175 | 206 |
| 25th | 160 | 186 |
| 0th | 137 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 27 | 38 |

## Grade Level - 06

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 222 | 300 |
| 75th | 182 | 230 |
| 50th | 169 | 211 |
| 25th | 155 | 192 |
| 0th | 134 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 27 | 38 |

## CHARLES SUMNER ELEMENTARY SCHOOL 1600 SOUTH 8TH STREET <br> CAMDEN, NJ 08104

## Grade Level - 05

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 253 | 300 |
| 75th | 200 | 262 |
| 50th | 189 | 235 |
| 25th | 173 | 206 |
| 0th | 136 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 27 | 56 |

## Grade Level - 06

## NJ ASK Math 25th \%ile vs 75th\%ile

This table presents the scale scores associated with students at the bottom ( 0 th 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 | 269 | 300 |
| 75th | 200 | 259 |
| 50th | 158 | 228 |
| 25th | 144 | 201 |
| 0th | 124 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 56 | 58 |

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

## CAMDEN

CAMDEN CITY
Grade Level - 07
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 211 | 300 |
| 75th | 182 | 234 |
| 50th | 173 | 211 |
| 25th | 162 | 188 |
| 0th | 131 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap- <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 20 | 46 |

## CHARLES SUMNER ELEMENTARY SCHOOL

 1600 SOUTH 8TH STREETCAMDEN, NJ 08104

## Grade Level - 07

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 218 | 300 |
| 75th | 180 | 250 |
| 50th | 169 | 214 |
| 25th | 156 | 184 |
| 0th | 100 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 24 | 66 |

## State of New Jersey

## SCHOOL CLIMATE <br> CAMDEN <br> CAMDEN CITY

## CHARLES SUMNER ELEMENTARY SCHOOL

## 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 |
| :---: | :---: |
| $\mathbf{2 0 1 3 - 1 4}$ | 6 Hrs. 30 Mins. |

## Student Suspension Rate

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

|  | School |
| :--- | :--- |
| $\mathbf{2 0 1 3 - 1 4}$ | $18.0 \%$ |

## 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.

| 2013-14 | 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 |
| :---: | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 10 |
| Administrators | 214 |

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.

| COUNTY NAM | ME DISTRICT NAME | SCHOOL NAME | $\begin{array}{ll} \text { CDS } & \text { GRAD } \\ \text { CODE } & \text { ESPAN } \end{array}$ | FRPL | LEP | ED |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ATLANTIC | ATLANTIC CITY | DR MARTIN LUTHER KING JR SCHOOL COMPLEX | 01-0110-140 PK-08 | 93.2\% | 3.0\% | 13.2\% |
| ATLANTIC | ATLANTIC CITY | NEW YORK AVENUE SCHOOL | 01-0110-070 PK-08 | 94.7\% | 5.9\% | 9.6\% |
| ATLANTIC | ATLANTIC CITY | UPTOWN SCHOOL COMPLEX | 01-0110-080 PK-08 | 91.0\% | 4.1\% | 11.1\% |
| CAMDEN | CAMDEN CITY | CHARLES SUMNER ELEMENTARY SCHOOL | 07-0680-310 PK-08 | 98.4\% | 27.4\% | 16.1\% |
| CAMDEN | CAMDEN CITY | OCTAVIO V. CATTO FAMILY SCHOOL | 07-0680-145 PK-08 | 96.2\% | 22.1\% | 14.4\% |
| CAMDEN | CAMDEN CITY | THOMAS H. DUDLEY FAMILY SCHOOL | 07-0680-190 PK-08 | 98.3\% | 22.3\% | 15.2\% |
| CAMDEN | WOODLYNNE BORO | WOODLYNNE BORO PUBLIC SCHOOL | 07-5900-050 PK-08 | 93.5\% | 6.0\% | 22.0\% |
| CHARTERS | CAMDEN'S PROMISE CS | CAMDEN'S PROMISE CHARTER SCHOOL | 80-6215-910 05-08 | 92.0\% | 5.3\% | 12.2\% |
| CHARTERS | LADY LIBERTY ACADEMY CS | LADY LIBERTY ACADEMY CHARTER SCHOOL | 80-7100-936 KG-08 | 90.2\% | 0.4\% | 10.3\% |
| CHARTERS | PAUL ROBESON HUMANITIES CS | PAUL ROBESON CHARTER SCHOOL FOR THE HUMANITIES | 80-6025-907 04-08 | 90.7\% | 0.0\% | 15.9\% |
| CUMBERLANI | BRIDGETON CITY | QUARTER MILE LAND SCHOOL | 11-0540-100 KG-08 | 91.7\% | 3.0\% | 7.1\% |
| CUMBERLANI | BRIDGETON CITY | WEST AVENUE SCHOOL | 11-0540-130 KG-08 | 92.2\% | 1.3\% | 6.4\% |
| ESSEX | NEWARK CITY | CLEVELAND EIGHTEENTH AVENUE SCHOOL | 13-3570-350 PK-08 | 89.9\% | 1.4\% | 18.4\% |
| ESSEX | NEWARK CITY | DR. E. ALMA FLAGG SCHOOL | 13-3570-415 KG-08 | 92.9\% | 10.9\% | 9.5\% |
| ESSEX | NEWARK CITY | RAFAEL HERNANDEZ SCHOOL | 13-3570-575 PK-08 | 90.0\% | 4.8\% | 16.1\% |
| ESSEX | NEWARK CITY | THIRTEENTH AVENUE SCHOOL MARTIN LUTHER KING | 13-3570-715 PK-08 | 88.8\% | 2.5\% | 20.5\% |
| HUDSON | UNION CITY | EMERSON MIDDLE SCHOOL | 17-5240-105 06-08 | 96.2\% | 12.8\% | 13.7\% |
| MERCER | TRENTON CITY | DUNN MIDDLE SCHOOL | 21-5210-100 06-08 | 92.1\% | 7.3\% | 18.3\% |
| MERCER | TRENTON CITY | HEDGEPETH WILLIAM MIDDLE SCHOOL | 21-5210-301 06-08 | 92.4\% | 3.6\% | 25.0\% |
| MERCER | TRENTON CITY | JOYCE KILMER MIDDLE SCHOOL | 21-5210-235 06-08 | 90.9\% | 1.2\% | 19.1\% |
| MERCER | TRENTON CITY | LUIS MUNOZ-RIVERA MS | 21-5210-240 06-08 | 88.6\% | 2.4\% | 23.7\% |
| MIDDLESEX | NEW BRUNSWICK CITY | NEW BRUNSWICK MIDDLE SCHOOL | 23-3530-055 06-08 | 92.7\% | 12.6\% | 13.2\% |
| OCEAN | LAKEWOOD TWP | LAKEWOOD MIDDLE SCHOOL | 29-2520-083 06-08 | 90.7\% | 3.5\% | 13.7\% |
| PASSAIC | PATERSON CITY | ALEXANDER HAMILTON ACADEMY | 31-4010-043 KG-08 | 92.2\% | 8.2\% | 9.9\% |
| PASSAIC | PATERSON CITY | DON BOSCO ACADEMY | 31-4010-301 06-08 | 93.3\% | 12.1\% | 13.5\% |
| PASSAIC | PATERSON CITY | NEW ROBERTO CLEMENTE | 31-4010-316 06-08 | 96.0\% | 21.3\% | 17.5\% |
| PASSAIC | PATERSON CITY | REV DR FRANK NAPIER JR SCHOOL | 31-4010-080 KG-08 | 94.4\% | 11.6\% | 16.9\% |
| PASSAIC | PATERSON CITY | SCHOOL 6/ACADEMY OF PERFORMING ARTS | 31-4010-100 PK-08 | 93.3\% | 7.2\% | 8.5\% |
| PASSAIC | PATERSON CITY | SCHOOL 7 | 31-4010-110 05-08 | 91.1\% | 6.1\% | 24.7\% |
| SALEM | SALEM CITY | SALEM MIDDLE SCHOOL | 33-4630-090 03-08 | 91.8\% | 0.9\% | 17.8\% |
| UNION | PLAINFIELD CITY | HUBBARD MIDDLE SCHOOL | 39-4160-060 06-08 | 94.3\% | 15.7\% | 18.6\% |

## GRADE SPAN 01-08

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance significantly lags in comparison to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness significantly lags in comparison to its peers. This school's student growth performance significantly lags in comparison to schools across the state. Additionally, its student growth performance significantly lags in comparison to its peers.

$\left.$| Performance Areas | Peer Percentile | Statewide Percentile |  |
| :--- | :---: | :---: | :---: | | Percent of |
| :---: |
| Targets Met | \right\rvert\,

Improvement Status
Priority
Rationale

## Lowest-Performing

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms $\mathbf{2 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{1 4 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of Academic Achievement.

## College and Career Readiness

This school outperforms $\mathbf{1 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{5 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## State of New Jersey

## DEMOGRAPHIC INFORMATION

## CAMDEN

CAMDEN CITY
GRADE SPAN 01-08
COOPER B. HATCH FAMILY SCHOOL 1875 PARK BOULEVARD CAMDEN, NJ 08103

## Enrollment by Grade

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



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

| Total School Enrollment |  |
| :--- | :---: |
| $2011-12$ | $\mathbf{4 2 1}$ |
| $2012-13$ | $\mathbf{3 1 7}$ |
| $2013-14$ | $\mathbf{2 4 5}$ |
| Enrollment Trends by Program Participation |  |



Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | ---: | :---: |
| Students with Disability | 92 | $38 \%$ |
| Economically Disadvantaged <br> Students | 240 | $98.0 \%$ |
| Limited English Proficient <br> Students | 3 | $1.2 \%$ |

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 Gender

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


ACADEMIC ACHIEVEMENT
CAMDEN
CAMDEN CITY

COOPER B. HATCH FAMILY SCHOOL 1875 PARK BOULEVARD CAMDEN, NJ 08103

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer <br> Percentile | State Percentile | Percent of Targets <br> Met |
| :---: | :---: | :---: | :---: | :---: |
| NJASK Language Arts Proficiency and above | 18\% | 23 | 2 | 0\% |
| NJASK Math Proficiency and above | 17\% | 4 | 1 | 0\% |
| SUMMARY - Academic Achievement |  | 14 | 2 | 0\% |

NCLB Progress Targets - Language Arts Literacy
This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 152 | 18.4 | 38.4 | NO |
| White | - | - |  | -- |
| Black | 110 | 18.2 | 39.5 | NO |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 26.6 | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient\| <br> Students | 143 | 17.5 | 39.1 | NO |
| Economically <br> Disadvantaged Students | - | - | NO |  |

YES* = Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## State of New Jersey

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
| :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 149 | 16.8 | 42.1 | NO |
| White | - | - |  | -- |
| Black | 107 | 15.9 | 40.4 | NO |
| Hispanic | 42 | 19 | 44.8 | NO |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - |  | -- |
| Students with Disability | - | - | 29.7 | -- |
| Limited English Proficient Students | - | - |  | -- |
| Economically Disadvantaged Students | 140 | 15 | 42.5 | NO |

YES* $=$ Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


Advanced Proficient Proficient
Partially Proficient

## State of New Jersey

## NJASK Results - Language Arts Literacy Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |
| Das pred | - | - | - |

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

## NJASK Results - Language Arts Literacy Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $25 \%$ | $75 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $27 \%$ | $73 \%$ |
| Limited English Proficient Students | - | - |  |
| Economically Disadvantaged <br> Students |  |  |  |
| Data is presented for subgroups when the count is high enough under <br> NCLB suppression rules. |  |  |  |

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 03

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

Data is suppressed to protect the confidentiality of the students.

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 04

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


## State of New Jersey

## NJASK Results - Language Arts Literacy Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $25 \%$ | $75 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $25 \%$ | $75 \%$ |
| Economically Disadvantaged <br> Students | 0 | - |  |

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

NJASK Results - Language Arts Literacy Grade Level - 06
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $25 \%$ | $75 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $27 \%$ | $73 \%$ |
| Limited English Proficient Students | - | - |  |
| Economically Disadvantaged <br> Students | - | - | - |
| Datis pesed for subgroups | - | - | - |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 05

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 06

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


## State of New Jersey

## NJASK Results - Language Arts Literacy Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - |  |

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

NJASK Results - Language Arts Literacy 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $18 \%$ | $82 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $18 \%$ | $82 \%$ |
| Hispanic | - | $17 \%$ | $83 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $17 \%$ | $83 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - |  |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 07

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

Data is suppressed to protect the confidentiality of the students.

## NJASK Proficiency Trends - Language Arts Literacy 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.


## State of New Jersey

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :---: | :---: | :---: |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit $<$ http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

## State of New Jersey

NJ SCHOOL

## NJASK Results - MATH Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - |  |

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

NJASK Results - MATH Grade Level - 04
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $25 \%$ | $75 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $09 \%$ | $71 \%$ |  |
| Economically Disadvantaged Students | $0 \%$ | $27 \%$ | $73 \%$ |
| Dis |  |  |  |

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

## NJASK Proficiency Trends - Math - Grade Level - 03

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

Data is suppressed to protect the confidentiality of the students.

NJASK Proficiency Trends - Math - Grade Level - 04

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


## State of New Jersey

NJASK Proficiency Trends - Math - Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $17 \%$ | $25 \%$ | $58 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $17 \%$ | $25 \%$ | $58 \%$ |
| Economically Disadvantaged Students | - | - |  |

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

## NJASK Results - MATH Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $23 \%$ | $77 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $17 \%$ | $83 \%$ |
| Economically Disadvantaged Students |  | - | - |

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

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


## NJASK Proficiency Trends - Math - Grade Level - 06

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


## State of New Jersey

NJ SCHOOL

## NJASK Results - MATH Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - |  |

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

## NJASK Results - MATH 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - |  |

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

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

## Data is suppressed to protect the confidentiality of

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

Data is suppressed to protect the confidentiality of the students.

## State of New Jersey

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

## State of New Jersey

NJ SCHOOL

## NJASK Results - Science Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $6 \%$ | $25 \%$ | $69 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $7 \%$ | $29 \%$ | - |
| Limited English Proficient <br> Students | - | $67 \%$ |  |
| Economically Disadvantaged <br> Students | - | - |  |
| Datio |  | - | - |

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

## 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $17 \%$ | $83 \%$ |
| White | $0 \%$ | $16 \%$ | $84 \%$ |
| Black | $0 \%$ | $17 \%$ | $83 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $11 \%$ | $89 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $0 \%$ | $17 \%$ | $83 \%$ |
| Economically Disadvantaged <br> Students | - | - | - |
| Dat in |  | - | - |

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

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


## 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.


|  | Advanced Proficient $\quad$ Proficient |
| :--- | :--- |
|  | Partially Proficient |

## COLLEGE AND CAREER READINESS

## GRADE SPAN 01-08

Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for $10 \%$ or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than $65 \%$ of its peer group. The third column Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School <br> Performance | Peer <br> Percentile | Statewide Percentile | Statewide <br> Target | Met Target? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Students taking Algebra (\%) | 0\% | 0 | 0 | 20\% | NO |
| Chronic Absenteeism (\%) | 39\% | 10 | 1 | 6\% | NO |
| Summary |  | 5 | 1 |  | 0\% |

## Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
| :---: | :---: |
| Students taking Algebra I |  |
| Algebra grade (C or better) | $0 \%$ |

## Chronic Absenteeism Trend

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


## Absentecism

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.


## State of New Jersey

## STUDENT GROWTH CAMDEN <br> CAMDEN CITY

GRADE SPAN 01-08
COOPER B. HATCH FAMILY SCHOOL 1875 PARK BOULEVARD

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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.
\(\left.$$
\begin{array}{|l|l|l|l|l|c|}\hline \text { Student Growth Indicators } & \begin{array}{l}\text { Schoolwide } \\
\text { Performance }\end{array} & \begin{array}{l}\text { Peer } \\
\text { Percentile }\end{array} & \begin{array}{l}\text { Statewide } \\
\text { Percentile }\end{array} & \begin{array}{l}\text { Statewide } \\
\text { Target }\end{array}
$$ \& Met Target? <br>

\hline Student Growth on Language Arts \& 37 \& 26 \& \& 9 \& 35\end{array}\right]\)| YES |
| :--- |
| Student Growth on Math |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

## Language Arts

Math

|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $45 \%$ | $31 \%$ | $11 \%$ |
| Proficient | $4 \%$ | $4 \%$ | $4 \%$ |
| Advanced <br> Proficient | $0 \%$ | $0 \%$ | $0 \%$ |


|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $50 \%$ | $27 \%$ | $10 \%$ |
| Proficient | $4 \%$ | $4 \%$ | $3 \%$ |
| Advanced <br> Proficient | $1 \%$ | $2 \%$ | $1 \%$ |

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.

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

 CAMDEN CAMDEN CITYCOOPER B. HATCH FAMILY SCHOOL 1875 PARK BOULEVARD CAMDEN, NJ 08103

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level-04

NJ ASK 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 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 218 | 300 |
| 75th | 186 | 219 |
| 50th | 177 | 202 |
| 25th | 161 | 186 |
| 0th | 139 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 25 | 33 |

Grade Level - 05
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50 th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 232 | 300 |
| 75th | 195 | 224 |
| 50th | 181 | 206 |
| 25th | 169 | 186 |
| 0th | 127 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap- <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 26 | 38 |

## Grade Level - 04

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 231 | 300 |
| 75th | 200 | 264 |
| 50th | 176 | 228 |
| 25th | 151 | 195 |
| 0th | 115 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 49 | 69 |

## Grade Level - 05

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 253 | 300 |
| 75th | 206 | 262 |
| 50th | 187 | 235 |
| 25th | 174 | 206 |
| 0th | 146 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 32 | 56 |

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN
CAMDEN CITY
Grade Level - 06
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 207 | 300 |
| 75th | 174 | 230 |
| 50th | 158 | 211 |
| 25th | 147 | 192 |
| 0th | 128 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 27 | 38 |

## Grade Level - 08

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 227 | 300 |
| 75th | 194 | 238 |
| 50th | 183 | 221 |
| 25th | 173 | 204 |
| 0th | 141 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 21 | 34 |

COOPER B. HATCH FAMILY SCHOOL 1875 PARK BOULEVARD

CAMDEN, NJ 08103

## Grade Level-06

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 244 | 300 |
| 75th | 174 | 259 |
| 50th | 162 | 228 |
| 25th | 148 | 201 |
| 0th | 116 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 26 | 58 |

## Grade Level - 08

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | N/A | 300 |
| 75th | N/A | 259 |
| 50th | N/A | 227 |
| 25th | N/A | 192 |
| 0th | N/A | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 0 | 67 |

## State of New Jersey

## SCHOOL CLIMATE <br> CAMDEN <br> CAMDEN CITY

## Length of School Day

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

|  | School |
| :---: | :---: |
| 2013-14 | 6 Hrs. 21 Mins. |

## Student Suspension Rate

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

|  | School |
| :--- | :--- |
| $\mathbf{2 0 1 3 - 1 4}$ | $29.8 \%$ |

## Instructional Time

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

| 2013-14 | School |
| :--- | :---: |
| Full Time | 5 Hrs. 33 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 |
| :---: | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 8 |
| Administrators | 245 |

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.

| COUNTY NAM | ME DISTRICT NAME | SCHOOL NAME | $\begin{array}{ll} \text { CDS } & \text { GRAD } \\ \text { CODE } & \text { ESPAAN } \end{array}$ | FRPL | LEP | SpED |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ATLANTIC | ATLANTIC CITY | DR MARTIN LUTHER KING JR SCHOOL COMPLEX | 01-0110-140 PK-08 | 93.2\% | 3.0\% | 13.2\% |
| ATLANTIC | ATLANTIC CITY | NEW YORK AVENUE SCHOOL | 01-0110-070 PK-08 | 94.7\% | 5.9\% | 9.6\% |
| ATLANTIC | ATLANTIC CITY | PENNSYLVANIA AVE SCHOOL | 01-0110-100 PK-08 | 96.3\% | 11.8\% | 13.1\% |
| CAMDEN | CAMDEN CITY | COOPER B. HATCH FAMILY SCHOOL | 07-0680-210 01-08 | 98.0\% | 1.2\% | 37.6\% |
| CAMDEN | CAMDEN CITY | COOPER'S POYNT FAMILY SCHOOL | 07-0680-165 PK-08 | 96.8\% | 2.3\% | 15.8\% |
| CAMDEN | CAMDEN CITY | DR. HENRY H. DAVIS ELEMENTARY SCHOOL | 07-0680-180 PK-08 | 96.1\% | 4.3\% | 16.8\% |
| CAMDEN | CAMDEN CITY | DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB SCHOOL | 07-0680-320 PK-08 | 98.2\% | 11.1\% | 11.6\% |
| CAMDEN | CAMDEN CITY | EAST CAMDEN MIDDLE SCHOOL | 07-0680-045 06-08 | 97.8\% | 0.9\% | 35.2\% |
| CAMDEN | CAMDEN CITY | HENRY B. WILSON FAMILY SCHOOL | 07-0680-350 PK-08 | 98.2\% | 0.6\% | 14.5\% |
| CAMDEN | CAMDEN CITY | HENRY L. BONSALL FAMILY SCHOOL | 07-0680-100 PK-08 | 96.4\% | 3.4\% | 24.4\% |
| CAMDEN | CAMDEN CITY | JOHN GREENLEAF WHITTIER FAMILY SCHOOL | 07-0680-340 PK-08 | 96.5\% | 0.4\% | 16.1\% |
| CAMDEN | CAMDEN CITY | RILETTA TWYNE CREAM FAMILY SCHOOL | 07-0680-175 PK-08 | 96.8\% | 0.0\% | 15.4\% |
| CAMDEN | CAMDEN CITY | THOMAS H. DUDLEY FAMILY SCHOOL | 07-0680-190 PK-08 | 98.3\% | 22.3\% | 15.2\% |
| CAMDEN | CAMDEN CITY | VETERANS MEMORIAL FAMILY SCHOOL | 07-0680-080 PK-08 | 98.7\% | 4.1\% | 19.1\% |
| CAMDEN | WOODLYNNE BORO | WOODLYNNE BORO PUBLIC SCHOOL | 07-5900-050 PK-08 | 93.5\% | 6.0\% | 22.0\% |
| CHARTERS | DISCOVERY CS | DISCOVERY CHARTER SCHOOL | 80-6320-920 04-08 | 97.5\% | 0.0\% | 8.9\% |
| CHARTERS | FREEDOM ACADEMY CS | FREEDOM ACADEMY CHARTER SCHOOL | 80-6240-900 06-08 | 100.0\% | 0.0\% | 19.1\% |
| CHARTERS | JOHN P HOLLAND CHARTER SCHOOL | JOHN P. HOLLAND CHARTER SCHOOL | 80-6079-964 KG-08 | 93.2\% | 0.0\% | 12.6\% |
| CHARTERS | M E T S CHARTER SCHOOL | M.E.T.S. CHARTER SCHOOL | 80-6068-951 06-11 | 94.0\% | 0.0\% | 8.1\% |
| CHARTERS | PAUL ROBESON HUMANITIES CS | PAUL ROBESON CHARTER SCHOOL FOR THE HUMANITIES | 80-6025-907 04-08 | 90.7\% | 0.0\% | 15.9\% |
| CUMBERLANI | BRIDGETON CITY | WEST AVENUE SCHOOL | 11-0540-130 KG-08 | 92.2\% | 1.3\% | 6.4\% |
| ESSEX | NEWARK CITY | SOUTH SEVENTEENTH STREET SCHOOL | 13-3570-670 KG-08 | 96.6\% | 0.5\% | 24.7\% |
| HUDSON | UNION CITY | EMERSON MIDDLE SCHOOL | 17-5240-105 06-08 | 96.2\% | 12.8\% | 13.7\% |
| HUDSON | UNION CITY | UNION HILL MIDDLE SCHOOL | 17-5240-150 07-08 | 97.8\% | 10.0\% | 13.8\% |
| MERCER | TRENTON CITY | HEDGEPETH WILLIAM MIDDLE SCHOOL | 21-5210-301 06-08 | 92.4\% | 3.6\% | 25.0\% |
| MERCER | TRENTON CITY | JOYCE KILMER MIDDLE SCHOOL | 21-5210-235 06-08 | 90.9\% | 1.2\% | 19.1\% |
| MONMOUTH | ASBURY PARK CITY | ASBURY PARK MIDDLE SCHOOL | 25-0100-070 05-08 | 96.4\% | 7.5\% | 23.8\% |
| PASSAIC | PATERSON CITY | REV DR FRANK NAPIER JR SCHOOL | 31-4010-080 KG-08 | 94.4\% | 11.6\% | 16.9\% |
| PASSAIC | PATERSON CITY | SCHOOL 12 | 31-4010-160 PK-08 | 96.8\% | 12.7\% | 12.3\% |
| PASSAIC | PATERSON CITY | SCHOOL 6/ACADEMY OF PERFORMING ARTS | 31-4010-100 PK-08 | 93.3\% | 7.2\% | 8.5\% |
| SALEM | SALEM CITY | SALEM MIDDLE SCHOOL | 33-4630-090 03-08 | 91.8\% | 0.9\% | 17.8\% |

## State of New Jersey

## OVERVIEW

## GRADE SPAN PK-08

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance is high when compared to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness significantly lags in comparison to its peers. This school's student growth performance lags in comparison to schools across the state. Additionally, its student growth performance is high when compared to its peers.

$\left.$| Performance Areas | Peer Percentile | Statewide Percentile |  |
| :--- | :---: | :---: | :---: | | Percent of |
| :---: |
| Targets Met | \right\rvert\,

## Improvement Status

Priority

## Rationale

## Lowest-Performing

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms $\mathbf{9 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{6 4 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting $\mathbf{1 0 \%}$ of its performance targets in the area of Academic Achievement.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## College and Career Readiness

This school outperforms $\mathbf{2 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{1 8 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

## Student Growth

This school outperforms $\mathbf{3 8} \%$ of schools statewide as noted by its statewide percentile and $\mathbf{7 6 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting $\mathbf{1 0 0 \%}$ percentage of its performance targets in the area of Student Growth.

Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

## State of New Jersey

## DEMOGRAPHIC INFORMATION

CAMDEN
CAMDEN CITY

GRADE SPAN PK-08
Enrollment by Grade
This graph presents the count of students who were 'on rq"' grade in October of each school year.


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

| Total School Enrollment |  |
| :--- | :---: |
| $2011-12$ | 514 |
| $2012-13$ | 486 |
| $2013-14$ | 443 |
| Enrollment Trends by Program Particination |  |



Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | ---: | :---: |
| Students with Disability | 64 | $14 \%$ |
| Economically Disadvantaged <br> Students | 429 | $96.8 \%$ |
| Limited English Proficient <br> Students | 10 | $2.3 \%$ |

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 Gender

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


## State of New Jersey

## ACADEMIC ACHIEVEMENT

CAMDEN
CAMDEN CITY

GRADE SPAN PK-08 middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide <br> Performance | Peer <br> Percentile | State <br> Percentile | Percent of Targets <br> Met |
| :--- | :--- | :--- | :--- | :--- |
| NJASK Language Arts Proficiency and above | $\mathbf{2 9 \%}$ | $\mathbf{6 2}$ | $\mathbf{8}$ | $\mathbf{0 \%}$ |
| NJASK Math Proficiency and above | $40 \%$ | 65 | $\mathbf{9}$ | $\mathbf{2 0 \%}$ |
| SUMMARY - Academic Achievement |  |  | $\mathbf{9}$ | $\mathbf{1 0 \%}$ |

NCLB Progress Targets - Language Arts Literacy
This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017 .

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 222 | 29.3 | 45.6 | NO |
| White | - | - |  | -- |
| Black | 136 | 25.6 | 45.6 | NO |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 35.9 | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | - | 29.9 | 44.8 | NO |
| Economically <br> Disadvantaged Students | 201 |  |  |  |

## YES* = Met Progress Target(Confidence Interval Applied)

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

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## State of New Jersey

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :--- |
| Schoolwide | -222 | 40.1 | 50.8 | NO |
| White | 87 | 33.3 | 55.4 | NO |
| Black | 134 | 44 | 47.4 | YES* |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | 49 | 18.4 | 37 | NO |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | 201 | 41.3 | 51.4 | NO |
| Economically <br> Disadvantaged Students | - | - | - |  |

YES* $=$ Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


Advanced Proficient Proficient
Partially Proficient

# State of New Jersey 

NJ SCHOOL

## NJASK Results - Language Arts Literacy Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $27 \%$ | $73 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $20 \%$ | $80 \%$ |
| Hispanic | - | $31 \%$ | $69 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - |  |
| Students with Disability | $0 \%$ | $28 \%$ | $72 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

## NJASK Results - Language Arts Literacy Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $23 \%$ | $77 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $17 \%$ | $83 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $18 \%$ | $82 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $26 \%$ | $74 \%$ |
| Economically Disadvantaged <br> Students | $0 \%$ |  |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 03

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 04

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


[^0]
## State of New Jersey

## NJASK Results - Language Arts Literacy Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $42 \%$ | $58 \%$ |
| White | $0 \%$ | $33 \%$ | $67 \%$ |
| Black | $0 \%$ | $48 \%$ | $52 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $42 \%$ | $58 \%$ |
| Limited English Proficient Students | - | - |  |
| Economically Disadvantaged <br> Students | - | - | - |

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

NJASK Results - Language Arts Literacy Grade Level - 06
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $26 \%$ | $74 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $19 \%$ | $81 \%$ |
| Hispanic | - | $30 \%$ | $70 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $26 \%$ | $74 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - |  |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 05

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 06

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


## State of New Jersey

NJ SCHOOL PERFORMANCE

## NJASK Results - Language Arts Literacy Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $18 \%$ | $82 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $24 \%$ | $76 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $86 \%$ |  |
| Economically Disadvantaged <br> Students | $0 \%$ | $18 \%$ | $82 \%$ |

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

NJASK Results - Language Arts Literacy 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $43 \%$ | $57 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $43 \%$ | $57 \%$ |
| Hispanic | - | $40 \%$ | $60 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $41 \%$ | $59 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - |  |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 07

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


## NJASK Proficiency Trends - Language Arts Literacy 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.


## State of New Jersey

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/ $>$

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :---: | :---: | :---: |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit : http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

## State of New Jersey

NJ SCHOOL PERFORMANCE

## NJASK Results - MATH Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $8 \%$ | $33 \%$ | $60 \%$ |
| White | - | - | - |
| Black | $7 \%$ | $20 \%$ | $73 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $8 \%$ | $34 \%$ | $58 \%$ |
| Economically Disadvantaged Students | $8 \%$ | $34 \%$ | - |

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

## NJASK Results - MATH Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $6 \%$ | $32 \%$ | $61 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $33 \%$ | $67 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $27 \%$ | $73 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $7 \%$ | $33 \%$ | $59 \%$ |
| Economically Disadvantaged Students |  |  |  |

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

## NJASK Proficiency Trends - Math - Grade Level - 03

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


NJASK Proficiency Trends - Math - Grade Level - 04

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


# State of New Jersey 

## NJASK Results - MATH Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $24 \%$ | $30 \%$ | $45 \%$ |
| White | - | - | - |
| Black | $25 \%$ | $33 \%$ | $42 \%$ |
| Hispanic | $24 \%$ | $29 \%$ | $48 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $26 \%$ | $29 \%$ | $45 \%$ |
| Economically Disadvantaged Students |  | - | - |
| Dasa pres |  |  |  |

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

## NJASK Results - MATH Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $2 \%$ | $50 \%$ | $48 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $47 \%$ | $53 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $32 \%$ | $44 \%$ |  |
| Economically Disadvantaged Students | $3 \%$ | $54 \%$ | $44 \%$ |

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

NJASK Proficiency Trends - Math - Grade Level - 05

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


## NJASK Proficiency Trends - Math - Grade Level - 06

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


# State of New Jersey 

## NJASK Results - MATH Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $21 \%$ | $79 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $18 \%$ | $82 \%$ |
| Hispanic | $0 \%$ | $23 \%$ | $77 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $21 \%$ | $79 \%$ |
| Economically Disadvantaged Students | 0 | - |  |

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

## NJASK Results - MATH 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $3 \%$ | $31 \%$ | $66 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $21 \%$ | $79 \%$ |
| Hispanic | $5 \%$ | $35 \%$ | $60 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $3 \%$ | $28 \%$ | $69 \%$ |
| Economically Disadvantaged Students | 3 | - |  |

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

NJASK Proficiency Trends - Math - Grade Level - 07

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


## NJASK Proficiency Trends - Math - 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.
 PERFORMANCE

## State of New Jersey

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

## State of New Jersey

## NJASK Results - Science Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |  |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | $13 \%$ | $48 \%$ | $39 \%$ |  |
| White | - | - | - |  |
| Black | $0 \%$ | $50 \%$ | $50 \%$ |  |
| Hispanic | - | - | - |  |
| American Indian | - | - | - |  |
| Asian | - | - | - |  |
| Two or More Races | $18 \%$ | $27 \%$ | $55 \%$ |  |
| Students with Disability | - | - | - |  |
| Limited English Proficient <br> Students | $11 \%$ | $52 \%$ | $37 \%$ |  |
| Economically Disadvantaged <br> Students |  |  |  |  |

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

## 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $3 \%$ | $43 \%$ | $54 \%$ |
| White | - | - | - |
| Black | $5 \%$ | $43 \%$ | $57 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $3 \%$ | $41 \%$ | $56 \%$ |
| Economically Disadvantaged <br> Students |  | $55 \%$ |  |

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

## NJASK Proficiency Trends - Science - Grade Level - 04

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


## 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.


| Advanced Proficient $\quad$ Proficient |
| :--- |
| Partially Proficient |

## State of New Jersey

## COLLEGE AND CAREER READINESS

CAMDEN
CAMDEN CITY

## GRADE SPAN PK-08

Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for $10 \%$ or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than $65 \%$ of its peer group. The third column Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School Performance | Peer <br> Percentile | Statewide Percentile | Statewide Target | Met Target? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Students taking Algebra (\%) | 0\% | 0 | 0 | 20\% | NO |
| Chronic Absenteeism (\%) | 27\% | 35 | 3 | 6\% | NO |
| Summary |  | 18 | 2 |  | 0\% |

## Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
| :---: | :---: |
| Students taking Algebra I |  |
| Algebra grade (C or better) | $0 \%$ |

## Chronic Absenteeism Trend

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


## 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.


## State of New Jersey

## STUDENT GROWTH <br> CAMDEN <br> CAMDEN CITY

## GRADE SPAN PK-08

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

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

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

| Student Growth Indicators | Schoolwide <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met Target? |
| :--- | :--- | :--- | :--- | :--- | :---: |
| Student Growth on Language Arts | 44 | 68 | 30 | 35 | YES |
| Student Growth on Math | 48 | 84 | 45 | 35 | YES |
|  | 76 | 38 |  | $100 \%$ |  |
|  |  | 76 |  |  |  |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

## Language Arts

Math

|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $33 \%$ | $25 \%$ | $13 \%$ |
| Proficient | $7 \%$ | $8 \%$ | $13 \%$ |
| Advanced <br> Proficient | $0 \%$ | $0 \%$ | $0 \%$ |


|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $26 \%$ | $22 \%$ | $12 \%$ |
| Proficient | $7 \%$ | $10 \%$ | $16 \%$ |
| Advanced <br> Proficient | $2 \%$ | $1 \%$ | $4 \%$ |

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.

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

## CAMDEN

CAMDEN CITY

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level-03

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 229 | 300 |
| 75th | 198 | 221 |
| 50th | 182 | 207 |
| 25th | 176 | 188 |
| 0th | 105 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 22 | 33 |

Grade Level - 04
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50 th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 217 | 300 |
| 75th | 194 | 219 |
| 50th | 180 | 202 |
| 25th | 157 | 186 |
| 0th | 145 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap- <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 37 | 33 |

## Grade Level - 03

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 261 | 300 |
| 75th | 210 | 268 |
| 50th | 178 | 229 |
| 25th | 162 | 200 |
| 0th | 100 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 48 | 68 |

## Grade Level - 04

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 253 | 300 |
| 75th | 209 | 264 |
| 50th | 190 | 228 |
| 25th | 151 | 195 |
| 0th | 141 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 58 | 69 |

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

 CAMDEN CAMDEN CITYGrade Level - 05

## NJ ASK Language Arts 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 229 | 300 |
| 75th | 209 | 224 |
| 50th | 189 | 206 |
| 25th | 160 | 186 |
| 0th | 134 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 49 | 38 |

## Grade Level - 06

## NJ ASK Language Arts 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 221 | 300 |
| 75th | 199 | 230 |
| 50th | 187 | 211 |
| 25th | 174 | 192 |
| 0th | 154 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 25 | 38 |

## Grade Level - 05

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 267 | 300 |
| 75th | 246 | 262 |
| 50th | 212 | 235 |
| 25th | 183 | 206 |
| 0th | 129 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 63 | 56 |

Grade Level - 06
NJ ASK Math 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th 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 | 255 | 300 |
| 75th | 212 | 259 |
| 50th | 200 | 228 |
| 25th | 177 | 201 |
| 0th | 132 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 35 | 58 |

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

 CAMDEN CAMDEN CITYGrade Level - 07

## NJ ASK Language Arts 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 226 | 300 |
| 75th | 188 | 234 |
| 50th | 175 | 211 |
| 25th | 160 | 188 |
| 0th | 136 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 28 | 46 |

## Grade Level - 08

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 238 | 300 |
| 75th | 215 | 238 |
| 50th | 195 | 221 |
| 25th | 180 | 204 |
| 0th | 155 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 35 | 34 |

## Grade Level - 07

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 220 | 300 |
| 75th | 192 | 250 |
| 50th | 165 | 214 |
| 25th | 152 | 184 |
| 0th | 129 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 40 | 66 |

## Grade Level - 08

## NJ ASK Math 25th \%ile vs 75th\%ile

This table presents the scale scores associated with students at the bottom ( 0 th 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 | 273 | 300 |
| 75th | 202 | 259 |
| 50th | 169 | 227 |
| 25th | 152 | 192 |
| 0th | 114 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 50 | 67 |

## 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 |
| :---: | :---: |
| 2013-14 | 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 |
| :---: | :---: |
| $\mathbf{2 0 1 3 - 1 4}$ | $19.4 \%$ |

## Instructional Time

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

| $\mathbf{2 0 1 3 - 1 4}$ | School |
| :--- | :---: |
| Full Time | 5 Hrs. 40 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 |
| :--- | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 9 |
| Administrators | 222 |

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.

| COUNTY NAM | ME DISTRICT NAME | SCHOOL NAME | CDS GRAD <br> CODE ESPAN | FRPL | LEP | SpED |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ATLANTIC | ATLANTIC CITY | DR MARTIN LUTHER KING JR SCHOOL COMPLEX | 01-0110-140 PK-08 | 93.2\% | 3.0\% | 13.2\% |
| ATLANTIC | ATLANTIC CITY | NEW YORK AVENUE SCHOOL | 01-0110-070 PK-08 | 94.7\% | 5.9\% | 9.6\% |
| ATLANTIC | ATLANTIC CITY | PENNSYLVANIA AVE SCHOOL | 01-0110-100 PK-08 | 96.3\% | 11.8\% | 13.1\% |
| CAMDEN | CAMDEN CITY | COOPER B. HATCH FAMILY SCHOOL | 07-0680-210 01-08 | 98.0\% | 1.2\% | 37.6\% |
| CAMDEN | CAMDEN CITY | COOPER'S POYNT FAMILY SCHOOL | 07-0680-165 PK-08 | 96.8\% | 2.3\% | 15.8\% |
| CAMDEN | CAMDEN CITY | DR. HENRY H. DAVIS ELEMENTARY SCHOOL | 07-0680-180 PK-08 | 96.1\% | 4.3\% | 16.8\% |
| CAMDEN | CAMDEN CITY | DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB SCHOOL | 07-0680-320 PK-08 | 98.2\% | 11.1\% | 11.6\% |
| CAMDEN | CAMDEN CITY | EAST CAMDEN MIDDLE SCHOOL | 07-0680-045 06-08 | 97.8\% | 0.9\% | 35.2\% |
| CAMDEN | CAMDEN CITY | HENRY B. WILSON FAMILY SCHOOL | 07-0680-350 PK-08 | 98.2\% | 0.6\% | 14.5\% |
| CAMDEN | CAMDEN CITY | HENRY L. BONSALL FAMILY SCHOOL | 07-0680-100 PK-08 | 96.4\% | 3.4\% | 24.4\% |
| CAMDEN | CAMDEN CITY | JOHN GREENLEAF WHITTIER FAMILY SCHOOL | 07-0680-340 PK-08 | 96.5\% | 0.4\% | 16.1\% |
| CAMDEN | CAMDEN CITY | RILETTA TWYNE CREAM FAMILY SCHOOL | 07-0680-175 PK-08 | 96.8\% | 0.0\% | 15.4\% |
| CAMDEN | CAMDEN CITY | THOMAS H. DUDLEY FAMILY SCHOOL | 07-0680-190 PK-08 | 98.3\% | 22.3\% | 15.2\% |
| CAMDEN | CAMDEN CITY | VETERANS MEMORIAL FAMILY SCHOOL | 07-0680-080 PK-08 | 98.7\% | 4.1\% | 19.1\% |
| CAMDEN | WOODLYNNE BORO | WOODLYNNE BORO PUBLIC SCHOOL | 07-5900-050 PK-08 | 93.5\% | 6.0\% | 22.0\% |
| CHARTERS | DISCOVERY CS | DISCOVERY CHARTER SCHOOL | 80-6320-920 04-08 | 97.5\% | 0.0\% | 8.9\% |
| CHARTERS | FREEDOM ACADEMY CS | FREEDOM ACADEMY CHARTER SCHOOL | 80-6240-900 06-08 | 100.0\% | 0.0\% | 19.1\% |
| CHARTERS | JOHN P HOLLAND CHARTER SCHOOL | JOHN P. HOLLAND CHARTER SCHOOL | 80-6079-964 KG-08 | 93.2\% | 0.0\% | 12.6\% |
| CHARTERS | M E T S CHARTER SCHOOL | M.E.T.S. CHARTER SCHOOL | 80-6068-951 06-11 | 94.0\% | 0.0\% | 8.1\% |
| CHARTERS | PAUL ROBESON HUMANITIES CS | PAUL ROBESON CHARTER SCHOOL FOR THE HUMANITIES | 80-6025-907 04-08 | 90.7\% | 0.0\% | 15.9\% |
| CUMBERLANI | BRIDGETON CITY | WEST AVENUE SCHOOL | 11-0540-130 KG-08 | 92.2\% | 1.3\% | 6.4\% |
| ESSEX | NEWARK CITY | SOUTH SEVENTEENTH STREET SCHOOL | 13-3570-670 KG-08 | 96.6\% | 0.5\% | 24.7\% |
| HUDSON | UNION CITY | EMERSON MIDDLE SCHOOL | 17-5240-105 06-08 | 96.2\% | 12.8\% | 13.7\% |
| HUDSON | UNION CITY | UNION HILL MIDDLE SCHOOL | 17-5240-150 07-08 | 97.8\% | 10.0\% | 13.8\% |
| MERCER | TRENTON CITY | HEDGEPETH WILLIAM MIDDLE SCHOOL | 21-5210-301 06-08 | 92.4\% | 3.6\% | 25.0\% |
| MERCER | TRENTON CITY | JOYCE KILMER MIDDLE SCHOOL | 21-5210-235 06-08 | 90.9\% | 1.2\% | 19.1\% |
| MONMOUTH | ASBURY PARK CITY | ASBURY PARK MIDDLE SCHOOL | 25-0100-070 05-08 | 96.4\% | 7.5\% | 23.8\% |
| PASSAIC | PATERSON CITY | REV DR FRANK NAPIER JR SCHOOL | 31-4010-080 KG-08 | 94.4\% | 11.6\% | 16.9\% |
| PASSAIC | PATERSON CITY | SCHOOL 12 | 31-4010-160 PK-08 | 96.8\% | 12.7\% | 12.3\% |
| PASSAIC | PATERSON CITY | SCHOOL 6/ACADEMY OF PERFORMING ARTS | 31-4010-100 PK-08 | 93.3\% | 7.2\% | 8.5\% |
| SALEM | SALEM CITY | SALEM MIDDLE SCHOOL | 33-4630-090 03-08 | 91.8\% | 0.9\% | 17.8\% |

State of New Jersey
2013-14
07-0680-245

GRADE SPAN 06-12

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance is about average when compared to its peers. This school's college and career readiness is about average when compared to schools across the state. Additionally, its college and career readiness is about average when compared to its peers. This school's graduation and post-secondary performance lags in comparison to schools across the state. Additionally, its graduation and post-secondary readiness is high when compared to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of <br> Targets Met |
| :---: | :---: | :---: | :---: |
| Academic Achievement | 41 | 13 | 100\% |
| College \& Career Readiness | 50 | 46 | 40\% |
| Graduation and Post-Secondary | 62 | 37 | 100\% |

# Improvement Status <br> Priority 

Rationale

## Lowest-Performing

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms $\mathbf{1 3} \%$ of schools statewide as noted by its statewide percentile and $\mathbf{4 1 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement.Additionally, this school is meeting $\mathbf{1 0 0 \%}$ of its performance targets in the area of Academic Achievement.

## College and Career Readiness

This school outperforms $\mathbf{4 6 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{5 0 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{4 0 \%}$ of its performance targets in the area of College and Career Readiness.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For high schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey High School Proficiency Assessment (HSPA). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For high schools, this includes measures of participation in college readiness tests such as the SAT, ACT or PSAT and in rigorous coursework as defined by participation in AP or IB courses in English, math, social studies and science.

## Graduation and Post-Secondary

This school outperforms $\mathbf{3 7} \%$ of schools statewide as noted by its statewide percentile and $\mathbf{6 2 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Graduation and Post-Secondary. Additionally, this school is meeting $\mathbf{1 0 0 \%}$ of its performance targets in the area of Graduation and Post-Secondary.

Graduation and Postsecondary measures the rate at which students who begin high school four years earlier graduate within four years. Also included is a measure of the rate at which students in a particular school drop out of school.

## State of New Jersey

## Enrollment by Grade

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


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

| Total School Enrollment |  |
| :--- | :---: |
| $2011-12$ | 488 |
| $2012-13$ | $\mathbf{3 8 5}$ |
| $2013-14$ | $\mathbf{3 3 9}$ |

Enrollment Trends by Program Participation


Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | ---: | :---: |
| Students with Disability | 49 | $14 \%$ |
| Economically Disadvantaged <br> Students | 305 | $90.0 \%$ |
| Limited English Proficient <br> Students | 2 | $0.6 \%$ |

## Language Diversity

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

| $\underline{\mathbf{2 0 1 3 - 1 4}}$ | $\underline{\text { Percent }}$ |
| :--- | :---: |
| English | $86.8 \%$ |
| Spanish | $11.4 \%$ |
| Afrikaans | $0.3 \%$ |
| Akan | $0.3 \%$ |
| Creoles and pidgins, Frenc | $0.3 \%$ |
| Vietnamese | $0.3 \%$ |
| Other | $0.6 \%$ |

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 Gender

This graph presents the count of students by gender who were 'on roll' in


## State of New Jersey

Academic Achievement measures the content knowledge students have in Language Arts Literacy and Math. In high schools, this includes the outcomes of the New Jersey High School Proficiency Assessment (HSPA). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both Language Arts Literacy and Math across multiple administrations of the assessment. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with HSPA scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide <br> Performance | Peer <br> Percentile | State <br> Percentile | Percent of Targets Met |
| :--- | :---: | :--- | :--- | :---: |
| HSPA Language Arts Proficiency and above | $\mathbf{8 6 \%}$ | $\mathbf{4 2}$ | $\mathbf{1 5}$ | $\mathbf{1 0 0 \%}$ |
| HSPA Math Proficiency and above | $\mathbf{6 1 \%}$ | $\mathbf{3 9}$ | $\mathbf{1 1}$ | $\mathbf{1 0 0 \%}$ |
| SUMMARY - Academic Achievement |  | 41 | $\mathbf{1 3}$ | $\mathbf{1 0 0 \%}$ |
|  |  |  |  |  |

## NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 157 | 38.2 | 34.4 | YES |
| White | - | - |  | -- |
| Black | 120 | 40 | 36.7 | YES |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - |  | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | - | 37.3 | 32.1 | YES |
| Economically <br> Disadvantaged Students | 142 | - | - | - |

YES* = Met Progress Target (Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## State of New Jersey

## 2013-14

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 157 | 38.2 | 29.5 | YES |
| White | - | - |  | -- |
| Black | 120 | 37.5 | 30.9 | YES |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - |  | -- |
| Students with Disability <br> Limited English Proficient <br> Students <br> Economically Disadvantaged <br> Students | 142 | 38.7 | 28.9 | YES |

YES* = Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Outcomes - Biology

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

| Subgroups | Advanced | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $14 \%$ | $86 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disdvantaged Students | $0 \%$ | $14 \%$ | $86 \%$ |

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

## Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


## Proficiency Trends - Biology

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


## State of New Jersey

## NJASK Results - Language Arts Literacy Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $38 \%$ | $62 \%$ |
| White | - | - | - |
| Black | - | $42 \%$ | $58 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - |  |
| Students with Disability | $0 \%$ | $37 \%$ | $63 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - |  |

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

## NJASK Results - Language Arts Literacy Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $2 \%$ | $23 \%$ | $75 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $26 \%$ | $72 \%$ |
| Hispanic | - | $14 \%$ | $86 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - |  |
| Students with Disability | $2 \%$ | $22 \%$ | $76 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |
| Daspre\| |  | - | - |

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

## NJASK Proficiency Trends - Language Arts Literacy

 Grade Level - 06This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.


2010-11
2013-14
Advanced Proficient Proficient
Partially Proficient
NJASK Proficiency Trends - Language Arts Literacy Grade Level - 07

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


GRADE SPAN 06-12
CAMDEN
CAMDEN CITY

## NJASK Results - Language Arts Literacy 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $33 \%$ | $67 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $33 \%$ | $67 \%$ |
| Hispanic | - | $33 \%$ | $67 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - |  |
| Students with Disability | $0 \%$ | $32 \%$ | $68 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |
| Daspres |  | - | - |

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

NJASK Proficiency Trends - Language Arts Literacy 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.


## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)
Proficiency Percentages

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :---: |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>
Proficiency Percentages

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

## State of New Jersey

## NJASK Results - MATH Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $7 \%$ | $54 \%$ | $39 \%$ |
| White | - | - | - |
| Black | $9 \%$ | $52 \%$ | $39 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $8 \%$ | $54 \%$ | $38 \%$ |
| Economically Disadvantaged Students | 8 |  |  |
| Dis pren |  |  |  |

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

## NJASK Results - MATH Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $5 \%$ | $37 \%$ | $58 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $37 \%$ | $56 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $4 \%$ | $64 \%$ |  |
| Economically Disadvantaged Students | $4 \%$ | $40 \%$ | $56 \%$ |
| Datin |  |  |  |

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

NJASK Proficiency Trends - Math - Grade Level - 06

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


## NJASK Proficiency Trends - Math - Grade Level - 07

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


## State of New Jersey



CAMDEN
CAMDEN CITY
GRADE SPAN 06-12
NJASK Results - MATH 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $10 \%$ | $90 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $11 \%$ | $89 \%$ |
| Economically Disadvantaged Students | - | - |  |

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

CAMDEN, NJ 08104

## NJASK Proficiency Trends - Math - 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.


## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>
Proficiency Percentages

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>
Proficiency Percentages

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

## 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $43 \%$ | $57 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $39 \%$ | $61 \%$ |
| Hispanic | - | $58 \%$ | $42 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $0 \%$ | $40 \%$ | $60 \%$ |
| Economically Disadvantaged <br> Students |  | - | - |
| Dat is prent |  | - | - |

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


Advanced Proficient Proficient
Partially Proficient

## 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.

## Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a $C$ or higher in the course.

| 2013-14 | School |
| :--- | :---: |
| Students taking Algebra I | $0 \%$ |
| Algebra grade (C or better) | $0 \%$ |

## Chronic Absentecism Trend

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


## Absentecism

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.


## State of New Jersey

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11 th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550 , the percentage of 11 th and 12 th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The first column - Schoolwide Performance - represents the outcomes for these particular inidcators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in SAT participation has a higher SAT Participation than $65 \%$ of its peer group. The third column Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | Schoolwide Performance | Peer <br> Percentile | Statewide Percentile | Statewide <br> Target | Met Target? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Percent of Students Participating in SAT or ACT | 100\% | 100 | 100 | 80\% | YES |
| Percent of Students Participating in PSAT or PLAN | 84\% | 61 | 57 | 60\% | YES |
| Percent of Students Scoring Above 1550 on SAT | 0\% | 0 | 0 | 40\% | NO |
| Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science | 30\% | 87 | 75 | 35\% | NO |
| Percent of AP Tests $>=3$ or IB Test $>=4$ in English, Math, Social Studies or Science | 0\% | 0 | 0 | 75\% | NO |
| Summary |  | 50 | 46 |  | 40\% |
| College Readiness Test Participation |  | AP/IB Participation - 'Unique' Students |  |  |  |

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

| 2013-14 Percent of Students | School | Peer Avg. | State Avg |
| :--- | :---: | :---: | ---: |
| Participating in SAT | $100.0 \%$ | $71.9 \%$ | $76.2 \%$ |
| Participating in ACT | $48.3 \%$ |  |  |
| Participating in PSAT or PLAN | $83.9 \%$ | $63.3 \%$ | $75.0 \%$ |

## Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.


The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e, each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

| 2013-14 Percent of Students <br> Taking | School | Peer <br> Avg. | State <br> Avg. |
| :--- | :---: | :---: | :---: |
| One or More Course | $37.7 \%$ | $21.8 \%$ | $34.2 \%$ |
| One or More Test | $29.9 \%$ | $18.0 \%$ | $28.4 \%$ |
| At least one AP or IB Test in English, <br> Math, Social Studies or Science | $29.9 \%$ | $14.9 \%$ | $18.9 \%$ |

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

## AP /IB Test Results

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

| 2013-14 | School | Peer <br> Avg. | State <br> Avg. |
| :---: | :---: | :---: | :---: |
| Percent of AP Tests $>=3$ or IB Test $>=4$ | $0.0 \%$ | $15.2 \%$ | $74.1 \%$ |
| Percent of Scores in AP $>=3$ or IB $>=4$ in <br> English, Math, Social Studies or Science | $0.0 \%$ | $9.5 \%$ | $72.4 \%$ |

## State of New Jersey

## Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieveing a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

| 2013-14 | School | Peer Avg. | State Avg |
| :--- | ---: | ---: | ---: |
| Percent of Students Scoring <br> Above 1550 on SAT | $0.0 \%$ | $5.9 \%$ | $44.6 \%$ |

SAT Benchmark Trends
This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.


## Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

| 2013-14 | School | Peer Avg. | State Avg. |
| :--- | :---: | ---: | :---: |
| Composite SAT Score | 1,069 | 1,172 | 1,514 |
| Critical Reading | 361 | 384 | 496 |
| Mathematics | 358 | 402 | 521 |
| Writing | 350 | 386 | 497 |

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25 th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

| 2013-14 | Critical Reading | Mathematics | Writing |
| :---: | :---: | :---: | :---: |
| 75th Percentile | 430 | 420 | 410 |
| 50th Percentile | 370 | 370 | 340 |
| 25th Percentile | 330 | 300 | 310 |

## AP/IB Courses Offered

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

| AP/IB Course Name | Students <br> Enrolled | Students <br> Tested |
| :--- | :---: | :---: |
| AP English Language and Composition | 29 | 0 |
| AP U.S. History | 6 | 4 |
| AP Biology | 5 | 2 |

State of New Jersey

## 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 | $17.6 \%$ | $2.1 \%$ |
| Drama/Theater | $18.1 \%$ | $3.9 \%$ |
| Music | $38.5 \%$ | $17.5 \%$ |
| Visual Arts | $16.5 \%$ | $31.1 \%$ |
| Total: All Visual and Performing Arts | $90.1 \%$ | $49.3 \%$ |

N/R - Data Not Reported

## Career in Technical Education Programs

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

| Percent of Students Enrolled | School | State |
| :--- | :---: | :---: |
| Participating in CTE | $3.8 \%$ | $19.2 \%$ |

[^1]
## State of New Jersey

CAMDEN, NJ 08104
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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

The column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school.

| Student Growth Indicators | Schoolwide <br> Performance |
| :--- | :---: |
| Student Growth on Language Arts | 42 |
| Student Growth on Math | 47 |
|  |  |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $36 \%$ | $21 \%$ | $14 \%$ |
| Proficient | $7 \%$ | $10 \%$ | $13 \%$ |
| Advanced <br> Proficient | $0 \%$ | $0 \%$ | $0 \%$ |

Math

|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $34 \%$ | $17 \%$ | $14 \%$ |
| Proficient | $7 \%$ | $13 \%$ | $11 \%$ |
| Advanced <br> Proficient | $0 \%$ | $2 \%$ | $1 \%$ |

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.

## State of New Jersey

## CAMDEN CITY

## GRADE SPAN 06-12

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the NCLB Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer percentile is 65 in Graduation Rate has a higher Graduation Rate than $65 \%$ of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's NCLB Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

| Graduation \& Post Secondary Indicators | Schoolwide Performance | Peer <br> Percentile | Statewide Percentile | Statewide Targets | Met Target |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Overall Graduation Rate | 91\% | 68 | 41 | 78\% | YES |
| Dropout Rate | 0.6\% | 55 | 33 | 2\% | YES |
| SUMMARY - Graduation \& Post-Secondary |  | 62 | 37 |  | 100\% |

## Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

|  | School | State Target |
| :--- | ---: | :---: |
| Schoolwide | $91 \%$ | $78 \%$ |
| White | - |  |
| Black | - |  |
| Hispanic | - |  |
| American Indian | - |  |
| Asian | - |  |
| Native Hawaiian | - |  |
| Two or More Races | - |  |
| Students with Disability | - |  |
| Limited English Proficient Students | - |  |
| Economically Disadvantaged Students | - |  |

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

|  | School | State Target |
| :--- | ---: | :---: |
| Schoolwide | $.6 \%$ | $2 \%$ |
| White | - |  |
| Black | $0 \%$ |  |
| Hispanic | $1.3 \%$ |  |
| American Indian | - |  |
| Asian | - |  |
| Native Hawaiian | - |  |
| Two or More Races | $0 \%$ |  |
| Students with Disability | $0 \%$ |  |
| Economically Disadvantaged Students | - |  |
| Limited English Proficiency |  |  |

## GRADUATION AND POSTSECONDARY

## Graduation Pathway Rates

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


CAMDEN, NJ 08104

## Extended Year Graduation Rate

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

| Class of | 4-year Rate | 5-year Rate |
| :--- | :---: | :---: |
| 2012 | $0 \%$ |  |
| 2013 | $0 \%$ | $97 \%$ |
| 2014 | $91 \%$ |  |

## Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from $95 \%$ of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

|  | Percent <br> Enrolled | Percent in <br> 2 Year | Percent in <br> 4 Year |
| :--- | :---: | :---: | :---: |
| Schoolwide |  |  |  |

## State of New Jersey

CREATIVE ARTS VILLAGE ACADEMY 990 MORGAN BOULEVARD

CAMDEN, NJ 08104

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level - 06

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50 th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scaled Score | State Scaled Score |
| :---: | :---: | :---: |
| 99th | 243 | 300 |
| 75th | 207 | 230 |
| 50th | 189 | 211 |
| 25th | 174 | 192 |
| 0th | 149 | 100 |


|  | Scaled Score Gap <br> - School | Scaled Score Gap <br> - State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 33 | 38 |

## Grade Level - 07

NJ ASK Language Arts 25th \%ile vs 75th \%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scaled Score | State Scaled Score |
| :---: | :---: | :---: |
| 99th | 242 | 300 |
| 75th | 199 | 234 |
| 50th | 182 | 211 |
| 25th | 168 | 188 |
| 0th | 140 | 100 |


|  | Scaled Score Gap <br> - School | Scaled Score Gap <br> - State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 31 | 46 |

## Grade Level - 06

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scaled Score | State Scaled Score |
| :---: | :---: | :---: |
| 99th | 274 | 300 |
| 75th | 235 | 259 |
| 50th | 206 | 228 |
| 25th | 181 | 201 |
| 0th | 149 | 100 |


|  | Scaled Score Gap <br> - School | Scaled Score Gap <br> - State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 54 | 58 |

## Grade Level - 07

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scaled Score | State Scaled Score |
| :---: | :---: | :---: |
| 99th | 261 | 300 |
| 75th | 210 | 250 |
| 50th | 191 | 214 |
| 25th | 169 | 184 |
| 0th | 129 | 100 |


|  | Scaled Score Gap <br> - School | Scaled Score Gap <br> - State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 41 | 66 |

## State of New Jersey

## Grade Level - 08

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scaled Score | State Scaled Score |
| :---: | :---: | :---: |
| 99th | 232 | 300 |
| 75th | 207 | 238 |
| 50th | 196 | 221 |
| 25th | 180 | 204 |
| 0th | 160 | 100 |


|  | Scaled Score Gap <br> - School | Scaled Score Gap <br> - State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 27 | 34 |

## Grade Level - High School

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

| Percentile | School Scaled Score | State Scaled Score |
| :---: | :---: | :---: |
| 99th | 248 | 287 |
| 75th | 234 | 250 |
| 50th | 223 | 240 |
| 25th | 208 | 224 |
| 0th | 187 | 100 |


|  | Scaled Score Gap <br> - School | Scaled Score Gap <br> - State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 26 | 26 |

## Grade Level - 08

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scaled Score | State Scaled Score |
| :---: | :---: | :---: |
| 99th | 216 | 300 |
| 75th | 181 | 259 |
| 50th | 161 | 227 |
| 25th | 148 | 192 |
| 0th | 114 | 100 |


|  | Scaled Score Gap <br> - School | Scaled Score Gap <br> - State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 33 | 67 |

## Grade Level - High School

## HSPA Math 25th \%ile vs 75th \%ile

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

| Percentile | School Scaled Score | State Scaled Score |
| :---: | :---: | :---: |
| 99th | 242 | 300 |
| 75th | 212 | 253 |
| 50th | 201 | 232 |
| 25th | 189 | 208 |
| 0th | 159 | 132 |


|  | Scaled Score Gap <br> - School | Scaled Score Gap <br> - State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 23 | 45 |

## 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 |
| :---: | :---: |
| 2013-14 | 6 Hrs. 40 Mins. |

## Student Suspension Rate

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

|  | School |
| :--- | :--- |
| $2013-14$ | $20.4 \%$ |

## Instructional Time

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

| 2013-14 | School |
| :--- | :---: |
| Full Time | 5 Hrs. 58 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 |
| :---: | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 7 |
| Administrators | 339 |

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.

| COUNTY NAM | ME DISTRICT NAME | SCHOOL NAME | $\begin{array}{ll} \text { CDS } & \text { GRAD } \\ \text { CODE } & \\ \end{array}$ | FRPL | LEP | SpED |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CAMDEN | CAMDEN CITY | CAMDEN HIGH SCHOOL | 07-0680-030 09-12 | 90.0\% | 0.7\% | 36.7\% |
| CAMDEN | CAMDEN CITY | CREATIVE ARTS VILLAGE ACADEMY | 07-0680-245 06-12 | 90.0\% | 0.6\% | 14.5\% |
| CAMDEN | CAMDEN CITY | DR. CHARLES E. BRIMM MEDICAL ARTS HIGH SCHOOL | 07-0680-029 09-12 | 91.9\% | 0.0\% | 2.9\% |
| CAMDEN | CAMDEN CITY | MET EAST HIGH SCHOOL | 07-0680-305 09-12 | 88.1\% | 0.0\% | 12.8\% |
| CAMDEN | CAMDEN CITY | WOODROW WILSON HIGH SCHOO | 07-0680-040 09-12 | 88.6\% | 18.8\% | 28.4\% |
| CHARTERS | ACADEMY CHARTER HIGH SCHOOL | ACADEMY CHARTER HIGH SCHOO | 80-6010-910 09-12 | 79.9\% | 0.0\% | 19.3\% |
| CHARTERS | CAMDEN ACADEMY CHARTER HS | CAMDEN ACADEMY CHARTER HIGH SCHOOL | 80-6212-903 09-12 | 83.0\% | 2.9\% | 12.0\% |
| CHARTERS | FOUNDATION ACADEMY CS | FOUNDATION ACADEMY CHARTER SCHOOL | 80-6017-932 03-12 | 85.5\% | 1.1\% | 9.9\% |
| CHARTERS | LEAP ACADEMY UNIVERSITY CS | LEAP ACADEMY UNIVERSITY CHARTER SCHOOL | 80-7109-931 KG-12 | 90.5\% | 4.3\% | 6.0\% |
| CHARTERS | NORTH STAR ACAD. CS OF NEWARK | NORTH STAR ACADEMY CHARTER SCHOOLS OF NEWARK | 80-7320-960 KG-12 | 83.7\% | 0.0\% | 7.6\% |
| CHARTERS | TEAM ACADEMY CHARTER SCHOOL | TEAM ACADEMY CHARTER SCHOOL | 80-7325-965 KG-12 | 86.2\% | 0.0\% | 12.0\% |
| CHARTERS | UNIVERSITY ACADEMY CS | UNIVERSITY ACADEMY CHARTER HIGH SCHOOL | 80-8060-990 09-12 | 79.2\% | 0.0\% | 18.2\% |
| CUMBERLANI | BRIDGETON CITY | BRIDGETON HIGH SCHOOL | 11-0540-020 09-12 | 88.0\% | 5.3\% | 10.0\% |
| ESSEX | NEWARK CITY | AMERICAN HISTORY HIGH SCHOO | 13-3570-087 06-12 | 85.4\% | 0.0\% | 7.0\% |
| ESSEX | NEWARK CITY | CENTRAL HIGH SCHOOL | 13-3570-030 09-12 | 86.7\% | 5.4\% | 21.9\% |
| ESSEX | NEWARK CITY | MALCOLM X SHABAZZ HIGH SCHOOL | 13-3570-050 09-12 | 88.2\% | 0.4\% | 27.4\% |
| ESSEX | NEWARK CITY | NEWARK VOCATIONAL HIGH SCHOOL | 13-3570-045 09-12 | 87.6\% | 0.3\% | 34.5\% |
| ESSEX | NEWARK CITY | TECHNOLOGY HIGH SCHOOL | 13-3570-056 09-12 | 90.6\% | 0.4\% | 7.3\% |
| ESSEX | NEWARK CITY | WEEQUAHIC HIGH SCHOOL | 13-3570-070 09-12 | 84.8\% | 0.0\% | 21.3\% |
| HUDSON | HARRISON TOWN | HARRISON HIGH SCHOOL | 17-2060-050 09-12 | 86.4\% | 6.6\% | 15.1\% |
| HUDSON | UNION CITY | UNION CITY HIGH SCHOOL | 17-5240-055 09-12 | 94.2\% | 13.8\% | 12.5\% |
| MERCER | TRENTON CITY | TRENTON CENTRAL HIGH SCHOOL <br> - WEST CAMPUS | 21-5210-051 09-12 | 81.7\% | 0.5\% | 16.8\% |
| MIDDLESEX | NEW BRUNSWICK CITY | NEW BRUNSWICK HIGH SCHOOL | 23-3530-050 PK-12 | 86.2\% | 10.6\% | 16.9\% |
| PASSAIC | PATERSON CITY | ACADEMY HIGH SCHOOL | 31-4010-025 09-12 | 78.1\% | 5.2\% | 75.0\% |
| PASSAIC | PATERSON CITY | INTERNATIONAL HIGH SCHOOL | 31-4010-035 09-12 | 91.0\% | 6.4\% | 15.2\% |
| PASSAIC | PATERSON CITY | ROSA L. PARKS SCHOOL OF FINE AND PERFORMING ARTS | 31-4010-020 09-12 | 86.0\% | 3.8\% | 13.6\% |
| PASSAIC | PATERSON CITY | SCHOOL OF EARTH AND SPACE SCIENCE | 31-4010-005 09-12 | 88.7\% | 9.5\% | 15.4\% |
| PASSAIC | PATERSON CITY | SCHOOL OF HEALTH SCIENCE | 31-4010-004 09-12 | 92.5\% | 6.3\% | 10.5\% |
| UNION | ELIZABETH CITY | ADMIRAL WILLIAM F. HALSEY JR. LEADERSHIP ACADEMY | 39-1320-402 09-12 | 89.9\% | 11.6\% | 12.7\% |
| UNION | ELIZABETH CITY | ALEXANDER HAMILTON PREPARATORY ACADEMY | 39-1320-405 09-12 | 88.5\% | 3.6\% | 5.7\% |
| UNION | ELIZABETH CITY | THOMAS A. EDISON CAREER AND TECHNICAL ACADEMY | 39-1320-404 09-12 | 90.7\% | 5.0\% | 18.4\% |

## State of New Jersey

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance is about average when compared to its peers. This school's college and career readiness lags in comparison to schools across the state. Additionally, its college and career readiness lags in comparison to its peers. This school's graduation and post-secondary performance is about average when compared to schools across the state. Additionally, its graduation and postsecondary readiness is high when compared to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of <br> Targets Met | Improvement Status <br> Academic Achievement | 55 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| N/A |  |  |  |  |  |
| College \& Career Readiness | 34 | 17 | $\mathbf{1 0 0 \%}$ |  |  |
| Graduation and Post-Secondary | 76 | 35 | $40 \%$ | Rationale |  |

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms $\mathbf{1 7 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{5 5 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement.Additionally, this school is meeting $\mathbf{1 0 0 \%}$ of its performance targets in the area of Academic Achievement.


Academic Achievement measures the content knowledge students have in language arts literacy and math. For high schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey High School Proficiency Assessment (HSPA). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## College and Career Readiness

This school outperforms $\mathbf{3 5 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{3 4 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{4 0 \%}$ of its performance targets in the area of College and Career Readiness.

College and Career Readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For high schools, this includes measures of participation in college readiness tests such as the SAT, ACT or PSAT and in rigorous coursework as defined by participation in AP or IB courses in English, math, social studies and science.

## Graduation and Post-Secondary

This school outperforms $\mathbf{5 5} \%$ of schools statewide as noted by its statewide percentile and $\mathbf{7 6 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Graduation and Post-Secondary. Additionally, this school is meeting $\mathbf{1 0 0 \%}$ of its performance targets in the area of Graduation and Post-Secondary.

Graduation and Postsecondary measures the rate at which students who begin high school four years earlier graduate within four years. Also included is a measure of the rate at which students in a particular school drop out of school.

## State of New Jersey

DEMOGRAPHIC INFORMATION

## Enrollment by Grade

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



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

| Total School Enrollment |  |
| :--- | :---: |
| $2011-12$ | $\mathbf{2 1 3}$ |
| $2012-13$ | $\mathbf{2 0 6}$ |
| $\mathbf{2 0 1 3 - 1 4}$ | $\mathbf{2 1 0}$ |

Enrollment Trends by Program Participation


Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | ---: | :---: |
| Students with Disability | 6 | $3 \%$ |
| Economically Disadvantaged <br> Students | 193 | $91.9 \%$ |
| Limited English Proficient | 0 | $0.0 \%$ |
| Students |  |  |

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 Gender

This graph presents the count of students by gender who were 'on roll' in


## State of New Jersey

Academic Achievement measures the content knowledge students have in Language Arts Literacy and Math. In high schools, this includes the outcomes of the New Jersey High School Proficiency Assessment (HSPA). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both Language Arts Literacy and Math across multiple administrations of the assessment. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with HSPA scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide <br> Performance | Peer <br> Percentile | State <br> Percentile | Percent of Targets Met |
| :--- | :---: | :--- | :--- | :---: |
| HSPA Language Arts Proficiency and above | $\mathbf{8 9 \%}$ | 48 | 19 | $\mathbf{1 0 0 \%}$ |
| HSPA Math Proficiency and above | $70 \%$ | 61 | 15 | $\mathbf{1 0 0 \%}$ |
| SUMMARY - Academic Achievement |  | 55 | 17 | $\mathbf{1 0 0 \%}$ |
|  |  |  |  |  |

## NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 36 | 88.9 | 90 | YES* |
| White | - | - |  | -- |
| Black | - | 90 | - |  |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - |  | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | - | 90 | 90 | YES |
| Economically <br> Disadvantaged Students | 30 | - | - |  |

YES* = Met Progress Target (Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## State of New Jersey

## ACADEMIC ACHIEVEMENT

CAMDEN
CAMDEN CITY
GRADE SPAN 09-12

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 36 | 69.5 | 73.6 | YES* |
| White | - | - |  | -- |
| Black | 30 | 70 | 73 | YES* |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - |  | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | 30 | 70 | 72 | YES* |
| Economically Disadvantaged <br> Students | - | - | - |  |

YES* = Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Outcomes - Biology

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

| Subgroups | Advanced | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $2 \%$ | $31 \%$ | $67 \%$ |
| White | - | - | - |
| Black | $3 \%$ | $18 \%$ | $79 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disdvantaged Students | $2 \%$ | $30 \%$ | $68 \%$ |

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

## Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


## Proficiency Trends - Biology

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


## State of New Jersey

## COLLEGE AND CAREER READINESS

 CAMDENCAMDEN CITY

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550 , the percentage of 11 th and 12 th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The first column - Schoolwide Performance - represents the outcomes for these particular inidcators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in SAT participation has a higher SAT Participation than $65 \%$ of its peer group. The third column Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | Schoolwide Performance | Peer <br> Percentile | Statewide Percentile | Statewide <br> Target | Met Target? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Percent of Students Participating in SAT or ACT | 98\% | 52 | 82 | 80\% | YES |
| Percent of Students Participating in PSAT or PLAN | 72\% | 46 | 46 | 60\% | YES |
| Percent of Students Scoring Above 1550 on SAT | 0\% | 0 | 0 | 40\% | NO |
| Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science | 19\% | 71 | 49 | 35\% | NO |
| Percent of AP Tests $>=3$ or IB Test $>=4$ in English, Math, Social Studies or Science | 0\% | 0 | 0 | 75\% | NO |
| Summary |  | 34 | 35 |  | 40\% |
| College Readiness Test Participation |  | AP/IB Participation - 'Unique' Students |  |  |  |

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

| 2013-14 Percent of Students | School | Peer Avg. | State Avg |
| :--- | ---: | :---: | ---: |
| Participating in SAT | $91.7 \%$ | $71.9 \%$ | $76.2 \%$ |
| Participating in ACT | $20.8 \%$ |  | $22.5 \%$ |
| Participating in PSAT or PLAN | $71.8 \%$ | $63.3 \%$ | $75.0 \%$ |

## Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.


The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e, each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

| 2013-14 Percent of Students <br> Taking | School | Peer <br> Avg. | State <br> Avg. |
| :--- | :---: | :---: | :---: |
| One or More Course | $22.8 \%$ | $21.8 \%$ | $34.2 \%$ |
| One or More Test | $18.8 \%$ | $18.0 \%$ | $28.4 \%$ |
| At least one AP or IB Test in English, <br> Math, Social Studies or Science | $18.8 \%$ | $14.9 \%$ | $18.9 \%$ |

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

## AP /IB Test Results

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

| 2013-14 | School | Peer <br> Avg. | State <br> Avg. |
| :---: | :---: | :---: | :---: |
| Percent of AP Tests $>=3$ or IB Test $>=4$ | $0.0 \%$ | $15.2 \%$ | $74.1 \%$ |
| Percent of Scores in AP $>=3$ or IB $>=4$ in <br> English, Math, Social Studies or Science | $0.0 \%$ | $9.5 \%$ | $72.4 \%$ |

## State of New Jersey

## COLLEGE AND CAREER READINESS

CAMDEN CITY
GRADE SPAN 09-12

## Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieveing a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

| 2013-14 | School | Peer Avg. | State Avg |
| :--- | ---: | ---: | ---: |
| Percent of Students Scoring <br> Above 1550 on SAT | $0.0 \%$ | $5.9 \%$ | $44.6 \%$ |

SAT Benchmark Trends
This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.


## Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

| 2013-14 | School | Peer Avg. | State Avg. |
| :--- | :---: | ---: | :---: |
| Composite SAT Score | 1,144 | 1,172 | 1,514 |
| Critical Reading | 381 | 384 | 496 |
| Mathematics | 389 | 402 | 521 |
| Writing | 374 | 386 | 497 |

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25 th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

| 2013-14 | Critical Reading | Mathematics | Writing |
| :---: | :---: | :---: | :---: |
| 75th Percentile | 440 | 443 | 423 |
| 50th Percentile | 370 | 410 | 370 |
| 25th Percentile | 318 | 348 | 335 |

the past four years.

DR. CHARLES E. BRIMM MEDICAL ARTS HIGH SCHOOL
1626 COPEWOOD STREET
CAMDEN, NJ 08103

## AP/IB Courses Offered

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

| AP/IB Course Name | Students <br> Enrolled | Students <br> Tested |
| :--- | :---: | :---: |
| AP English Language and Composition | 13 | 0 |
| AP Biology | 12 | 5 |
| AP Calculus AB | 5 | 5 |

State of New Jersey

## 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 | $\mathrm{N} / \mathrm{R}$ |  |
| Drama/Theater | $\mathrm{N} / \mathrm{R}$ | $2.1 \%$ |
| Music | $17.7 \%$ | $3.9 \%$ |
| Visual Arts | $43.1 \%$ | $17.5 \%$ |
| Total: All Visual and Performing Arts | $58.4 \%$ | $31.1 \%$ |

N/R - Data Not Reported

## Career in Technical Education Programs

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

| Percent of Students Enrolled | School | State |
| :--- | :---: | :---: |
| Participating in CTE | $37.8 \%$ | $19.2 \%$ |

N/R - Data Not Reported

## State of New Jersey

## CAMDEN CITY

## GRADE SPAN 09-12

1626 COPEWOOD STREET
This section of the performance report presents data about graduation, dropout and post-secondary attendance The graduation rate is calculated according to the NCLB Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer percentile is 65 in Graduation Rate has a higher Graduation Rate than $65 \%$ of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's NCLB Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

| Graduation \& Post Secondary <br> Indicators | Schoolwide <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Targets | Met Target |
| :--- | :---: | :--- | :--- | :---: | :---: |
| Overall Graduation Rate | $\mathbf{9 6 \%}$ | $\mathbf{9 1}$ | $\mathbf{7 0}$ | $\mathbf{7 8 \%}$ | YES |
| Dropout Rate | $\mathbf{0 . 5 \%}$ | $\mathbf{6 1}$ | $\mathbf{3 9}$ | $\mathbf{2 \%}$ | YES |
| SUMMARY - Graduation \& Post-Secondary | 76 | 55 | $\mathbf{1 0 0 \%}$ |  |  |

## Graduation Rate by Subgroup

Dropout Rate by Subgroup
This table presents for all NCLB-identified subgroups the "4year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

|  | School | State Target |
| :--- | ---: | :---: |
| Schoolwide | $96 \%$ | $78 \%$ |
| White | - |  |
| Black | $95 \%$ |  |
| Hispanic |  |  |
| American Indian | - |  |
| Asian |  |  |
| Native Hawaiian | - |  |
| Two or More Races | - |  |
| Students with Disability | - |  |
| Limited English Proficient Students | - |  |
| Economically Disadvantaged Students | $94 \%$ |  |

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

|  | School | State Target |
| :--- | ---: | :---: |
| Schoolwide | $.5 \%$ | $2 \%$ |
| White | - |  |
| Black | $0 \%$ |  |
| Hispanic | $0 \%$ |  |
| American Indian | - |  |
| Asian | - |  |
| Native Hawaiian | - |  |
| Two or More Races | - |  |
| Students with Disability | $0 \%$ |  |
| Economically Disadvantaged Students | - |  |
| Limited English Proficiency |  |  |

## Graduation Pathway Rates

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


## Extended Year Graduation Rate

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

| Class of | 4-year Rate | 5-year Rate |
| :--- | :---: | :---: |
| 2012 | $98 \%$ | $98 \%$ |
| 2013 | $94 \%$ | $94 \%$ |
| 2014 | $96 \%$ |  |

## Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95\% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

|  | Percent <br> Enrolled | Percent in <br> 2 Year | Percent in <br> 4 Year |
| :--- | :---: | :---: | :---: |
| Schoolwide | $84 \%$ | $45.2 \%$ | $54.8 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| Asian | - | - | - |
| American Indian | - | - | - |
| Native Hawaiian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | $82.5 \%$ | - | - |

# WITHIN SCHOOL ACHIEVEMENT GAP 

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## High School

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

| Percentile | School Scaled Score | State Scaled Score |
| :---: | :---: | :---: |
| 99th | 252 | 287 |
| 75th | 235 | 250 |
| 50th | 224 | 240 |
| 25th | 216 | 224 |
| 0th | 176 | 100 |


|  | Scaled Score Gap <br> - School | Scaled Score Gap <br> - State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 19 | 26 |

## High School

## HSPA Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scaled Score | State Scaled Score |
| :---: | :---: | :---: |
| 99th | 243 | 300 |
| 75th | 218 | 253 |
| 50th | 205 | 232 |
| 25th | 190 | 208 |
| 0th | 150 | 132 |


|  | Scaled Score Gap <br> - School | Scaled Score Gap <br> - State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 28 | 45 |

## 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 |
| :---: | :---: |
| 2013-14 | 6 Hrs. 30 Mins. |

## Student Suspension Rate

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

|  | School |
| :--- | :--- |
| $\mathbf{2 0 1 3 - 1 4}$ | $33.8 \%$ |

## Instructional Time

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

| 2013-14 | 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 |
| :---: | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 11 |
| Administrators | 210 |

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.

| COUNTY NA | ME DISTRICT NAME | SCHOOL NAME | $\frac{\text { CDS }}{\text { CODE }} \quad \frac{\text { GRAD }}{\text { ESPAN }}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CAMDEN | CAMDEN CITY | CAMDEN HIGH SCHOOL | 07-0680-030 09-12 | 90.0\% | 0.7\% | 36.7\% |
| CAMDEN | CAMDEN CITY | CREATIVE ARTS VILLAGE ACADEMY | 07-0680-245 06-12 | 90.0\% | 0.6\% | 14.5\% |
| CAMDEN | CAMDEN CITY | DR. CHARLES E. BRIMM MEDICAL ARTS HIGH SCHOOL | 07-0680-029 09-12 | 91.9\% | 0.0\% | 2.9\% |
| CAMDEN | CAMDEN CITY | MET EAST HIGH SCHOOL | 07-0680-305 09-12 | 88.1\% | 0.0\% | 12.8\% |
| CAMDEN | CAMDEN CITY | WOODROW WILSON HIGH SCHOO | 7-0680-040 09-12 | 88.6\% | 18.8\% | 28.4\% |
| CHARTERS | ACADEMY CHARTER HIGH SCHOOL | ACADEMY CHARTER HIGH SCHOOL | 80-6010-910 09-12 | 79.9\% | 0.0\% | 19.3\% |
| CHARTERS | CAMDEN ACADEMY CHARTER HS | CAMDEN ACADEMY CHARTER HIGH SCHOOL | 80-6212-903 09-12 | 83.0\% | 2.9\% | 12.0\% |
| CHARTERS | FOUNDATION ACADEMY CS | FOUNDATION ACADEMY CHARTER SCHOOL | 80-6017-932 03-12 | 85.5\% | 1.1\% | 9.9\% |
| CHARTERS | LEAP ACADEMY UNIVERSITY CS | LEAP ACADEMY UNIVERSITY CHARTER SCHOOL | 80-7109-931 KG-12 | 90.5\% | 4.3\% | 6.0\% |
| CHARTERS | NORTH STAR ACAD. CS OF NEWARK | NORTH STAR ACADEMY CHARTER SCHOOLS OF NEWARK | 80-7320-960 KG-12 | 83.7\% | 0.0\% | 7.6\% |
| CHARTERS | TEAM ACADEMY CHARTER SCHOOL | TEAM ACADEMY CHARTER SCHOOL | 80-7325-965 KG-12 | 86.2\% | 0.0\% | 12.0\% |
| CHARTERS | UNIVERSITY ACADEMY CS | UNIVERSITY ACADEMY CHARTER HIGH SCHOOL | 80-8060-990 09-12 | 79.2\% | 0.0\% | 18.2\% |
| CUMBERLANI | BRIDGETON CITY | BRIDGETON HIGH SCHOOL | 11-0540-020 09-12 | 88.0\% | 5.3\% | 10.0\% |
| ESSEX | NEWARK CITY | AMERICAN HISTORY HIGH SCHOOL | 3-3570-087 06-12 | 85.4\% | 0.0\% | 7.0\% |
| ESSEX | NEWARK CITY | CENTRAL HIGH SCHOOL | 13-3570-030 09-12 | 86.7\% | 5.4\% | 21.9\% |
| ESSEX | NEWARK CITY | MALCOLM X SHABAZZ HIGH SCHOOL | 13-3570-050 09-12 | 88.2\% | 0.4\% | 27.4\% |
| ESSEX | NEWARK CITY | NEWARK VOCATIONAL HIGH SCHOOL | 13-3570-045 09-12 | 87.6\% | 0.3\% | 34.5\% |
| ESSEX | NEWARK CITY | TECHNOLOGY HIGH SCHOOL | 13-3570-056 09-12 | 90.6\% | 0.4\% | 7.3\% |
| ESSEX | NEWARK CITY | WEEQUAHIC HIGH SCHOOL | 13-3570-070 09-12 | 84.8\% | 0.0\% | 21.3\% |
| HUDSON | HARRISON TOWN | HARRISON HIGH SCHOOL | 17-2060-050 09-12 | 86.4\% | 6.6\% | 15.1\% |
| HUDSON | UNION CITY | UNION CITY HIGH SCHOOL | 17-5240-055 09-12 | 94.2\% | 13.8\% | 12.5\% |
| MERCER | TRENTON CITY | TRENTON CENTRAL HIGH SCHOOL <br> - WEST CAMPUS | 21-5210-051 09-12 | 81.7\% | 0.5\% | 16.8\% |
| MIDDLESEX | NEW BRUNSWICK CITY | NEW BRUNSWICK HIGH SCHOOL | 23-3530-050 PK-12 | 86.2\% | 10.6\% | 16.9\% |
| PASSAIC | PATERSON CITY | ACADEMY HIGH SCHOOL | 31-4010-025 09-12 | 78.1\% | 5.2\% | 75.0\% |
| PASSAIC | PATERSON CITY | INTERNATIONAL HIGH SCHOOL | 31-4010-035 09-12 | 91.0\% | 6.4\% | 15.2\% |
| PASSAIC | PATERSON CITY | ROSA L. PARKS SCHOOL OF FINE AND PERFORMING ARTS | 31-4010-020 09-12 | 86.0\% | 3.8\% | 13.6\% |
| PASSAIC | PATERSON CITY | SCHOOL OF EARTH AND SPACE SCIENCE | 31-4010-005 09-12 | 88.7\% | 9.5\% | 15.4\% |
| PASSAIC | PATERSON CITY | SCHOOL OF HEALTH SCIENCE | 31-4010-004 09-12 | 92.5\% | 6.3\% | 10.5\% |
| UNION | ELIZABETH CITY | ADMIRAL WILLIAM F. HALSEY JR. LEADERSHIP ACADEMY | 39-1320-402 09-12 | 89.9\% | 11.6\% | 12.7\% |
| UNION | ELIZABETH CITY | ALEXANDER HAMILTON PREPARATORY ACADEMY | 39-1320-405 09-12 | 88.5\% | 3.6\% | 5.7\% |
| UNION | ELIZABETH CITY | THOMAS A. EDISON CAREER AND TECHNICAL ACADEMY | 39-1320-404 09-12 | 90.7\% | 5.0\% | 18.4\% |

## State of New Jersey

2013-14

## OVERVIEW

CAMDEN
CAMDEN CITY

## GRADE SPAN PK-08

## DR. HENRY H. DAVIS ELEMENTARY SCHOOL

CAMDEN, NJ 08105
This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance lags in comparison to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness lags in comparison to its peers. This school's student growth performance significantly lags in comparison to schools across the state. Additionally, its student growth performance lags in comparison to its peers.

$\left.$| Performance Areas | Peer Percentile | Statewide Percentile |  |
| :--- | :---: | :---: | :---: | | Percent of |
| :---: |
| Targets Met | \right\rvert\,

Improvement Status
Priority
Rationale

## Lowest-Performing

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms $\mathbf{5 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{3 2 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of Academic Achievement.

## College and Career Readiness

This school outperforms $\mathbf{3 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{2 4 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## State of New Jersey

## DEMOGRAPHIC INFORMATION

CAMDEN
CAMDEN CITY

## DR. HENRY H. DAVIS ELEMENTARY SCHOOL

## Language Diversity

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

| $\underline{\mathbf{2 0 1 3 - 1 4}}$ | $\underline{\text { Percent }}$ |
| :--- | ---: |
| English | $62.6 \%$ |
| Spanish | $30.6 \%$ |
| Vietnamese | $6.0 \%$ |
| Chinese | $0.4 \%$ |
| Arabic | $0.2 \%$ |
| Wakashan languages | $0.2 \%$ |

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 Gender

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


## State of New Jersey

## ACADEMIC ACHIEVEMENT

CAMDEN
CAMDEN CITY

GRADE SPAN PK-08
DR. HENRY H. DAVIS ELEMENTARY SCHOOL middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer <br> Percentile | State Percentile | Percent of Targets <br> Met |
| :---: | :---: | :---: | :---: | :---: |
| NJASK Language Arts Proficiency and above | 23\% | 33 | 5 | 0\% |
| NJASK Math Proficiency and above | 31\% | 30 | 4 | 0\% |
| SUMMARY - Academic Achievement |  | 32 | 5 | 0\% |

NCLB Progress Targets - Language Arts Literacy
This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017 .

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 266 | 23 | 41.2 | NO |
| White | - | - |  | -- |
| Black | 148 | 23.6 | 37.5 | NO |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 31.9 | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | 255 | 22 | 40.2 | NO |
| Economically <br> Disadvantaged Students | - | 41 | NO |  |

## YES* = Met Progress Target(Confidence Interval Applied)

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

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## State of New Jersey

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :--- |
| Schoolwide | 268 | 30.6 | 54.8 | NO |
| White | - | - |  | -- |
| Black | 148 | 31.8 | 51.4 | NO |
| Hispanic | - | - |  | - |
| American Indian | - | - |  | - |
| Asian | - | - |  | - |
| Two or More Races | - | - | 32.2 | -- |
| Students with Disability | - | 52 | NO |  |
| Limited English Proficient <br> Students | - | - |  | - |
| Economically <br> Disadvantaged Students | 256 | 30.5 | 55.8 | NO |

YES* $=$ Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


Advanced Proficient Proficient
Partially Proficient

## State of New Jersey

## ACADEMIC ACHIEVEMENT

CAMDEN
CAMDEN CITY

DR. HENRY H. DAVIS ELEMENTARY SCHOOL 3425 CRAMER STREET

CAMDEN, NJ 08105

## NJASK Results - Language Arts Literacy Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $29 \%$ | $71 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $17 \%$ | $83 \%$ |
| Hispanic | - | $33 \%$ | $67 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - |  |
| Students with Disability | $0 \%$ | $29 \%$ | $71 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

## NJASK Results - Language Arts Literacy Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $18 \%$ | $82 \%$ |
| White | - | - | - |
| Black | - | $26 \%$ | $74 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $17 \%$ | $83 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students |  |  |  |
| Data is presented for subgroups when the count is high enough under <br> NCLB suppression rules. |  |  |  |

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 03

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 04

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


[^2]
## State of New Jersey

## ACADEMIC ACHIEVEMENT

CAMDEN
DR. HENRY H. DAVIS ELEMENTARY SCHOOL

CAMDEN CITY
GRADE SPAN PK-08

## NJASK Results - Language Arts Literacy Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - |  |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

NJASK Results - Language Arts Literacy Grade Level - 06
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $21 \%$ | $79 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $21 \%$ | $79 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 05

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

Data is suppressed to protect the confidentiality of the students.

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 06

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


## State of New Jersey

## ACADEMIC ACHIEVEMENT

CAMDEN
CAMDEN CITY
GRADE SPAN PK-08

DR. HENRY H. DAVIS ELEMENTARY SCHOOL 3425 CRAMER STREET CAMDEN, NJ 08105

## NJASK Results - Language Arts Literacy Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $2 \%$ | $19 \%$ | $79 \%$ |
| White | - | - | - |
| Black | $6 \%$ | $6 \%$ | $88 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $23 \%$ | $77 \%$ |  |
| Economically Disadvantaged <br> Students | $2 \%$ | $17 \%$ | $81 \%$ |

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

NJASK Results - Language Arts Literacy 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $48 \%$ | $52 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $45 \%$ | $55 \%$ |
| Hispanic | - | $50 \%$ | $50 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $47 \%$ | $53 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students |  |  |  |
| Dais pran | - | - |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 07

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


## NJASK Proficiency Trends - Language Arts Literacy 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.


## State of New Jersey

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :---: | :---: | :---: |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit : http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

## State of New Jersey

NJ SCHOOL

## NJASK Results - MATH Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $11 \%$ | $38 \%$ | $51 \%$ |
| White | - | - | - |
| Black | $8 \%$ | $25 \%$ | $67 \%$ |
| Hispanic | $13 \%$ | $44 \%$ | $44 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $11 \%$ | $38 \%$ | $51 \%$ |
| Economically Disadvantaged Students | - | - |  |

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

## NJASK Results - MATH Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $4 \%$ | $29 \%$ | $67 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $37 \%$ | $63 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $4 \%$ | $28 \%$ | $67 \%$ |
| Economically Disadvantaged Students | $4 \%$ | - |  |

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

## NJASK Proficiency Trends - Math - Grade Level - 03

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


NJASK Proficiency Trends - Math - Grade Level - 04

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


## State of New Jersey

DR. HENRY H. DAVIS ELEMENTARY SCHOOL

NJASK Proficiency Trends - Math - Grade Level - 05

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


## NJASK Proficiency Trends - Math - Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $5 \%$ | $26 \%$ | $68 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $25 \%$ | $75 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $52 \%$ | $68 \%$ |  |
| Economically Disadvantaged Students | $5 \%$ | $26 \%$ | $68 \%$ |

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

## State of New Jersey

## NJASK Results - MATH Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $11 \%$ | $89 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $12 \%$ | $88 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $13 \%$ | $87 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $13 \%$ | $88 \%$ |
| Economically Disadvantaged Students | $0 \%$ | - |  |
| Data is prest |  |  |  |

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

## NJASK Results - MATH 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $27 \%$ | $73 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $30 \%$ | $70 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $20 \%$ | $80 \%$ |
| Economically Disadvantaged Students |  | - | - |

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

NJASK Proficiency Trends - Math - Grade Level - 07

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


## NJASK Proficiency Trends - Math - 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.
 PERFORMANCE

## State of New Jersey

07-0680-180

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

## State of New Jersey



CAMDEN
CAMDEN CITY

## NJASK Results - Science Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $6 \%$ | $37 \%$ | $57 \%$ |
| White | $5 \%$ | $32 \%$ | $63 \%$ |
| Black | $0 \%$ | $38 \%$ | $63 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $14 \%$ | $86 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $4 \%$ | $39 \%$ | $57 \%$ |
| Economically Disadvantaged <br> Students | - | - | - |
| Datis pesen |  | - |  |

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

## 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $3 \%$ | $39 \%$ | $58 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $45 \%$ | $55 \%$ |
| Hispanic | - | $40 \%$ | $60 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $3 \%$ | $37 \%$ | $60 \%$ |
| Economically Disadvantaged <br> Students | - | - |  |

Data is presented for subgroups when the count is high enough under NCLB suppression rules. Subgroups

DR. HENRY H. DAVIS ELEMENTARY SCHOOL 3425 CRAMER STREET

CAMDEN, NJ 08105

## State of New Jersey

## COLLEGE AND CAREER READINESS

CAMDEN

## CAMDEN CITY

## GRADE SPAN PK-08

## DR. HENRY H. DAVIS ELEMENTARY SCHOOL

 3425 CRAMER STREET CAMDEN, NJ 08105Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for $10 \%$ or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than $65 \%$ of its peer group. The third column Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School <br> Performance | Peer <br> Percentile | Statewide Percentile | Statewide <br> Target | Met Target? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Students taking Algebra (\%) | 0\% | 0 | 0 | 20\% | NO |
| Chronic Absenteeism (\%) | 22\% | 48 | 5 | 6\% | NO |
| Summary |  | 24 | 3 |  | 0\% |

## Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
| :---: | :---: |
| Students taking Algebra I |  |
| Algebra grade (C or better) | $0 \%$ |

## Chronic Absenteeism Trend

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


## 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.


## State of New Jersey

## STUDENT GROWTH CAMDEN <br> CAMDEN CITY

## GRADE SPAN PK-08

DR. HENRY H. DAVIS ELEMENTARY SCHOOL 3425 CRAMER STREET

CAMDEN, NJ 08105

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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

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

| Student Growth Indicators | Schoolwide <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met Target? |
| :--- | :--- | :--- | :--- | :--- | :---: |
| Student Growth on Language Arts | 43 | 62 | 27 | 35 | YES |
| Student Growth on Math | 28 | 13 | 3 | 35 | NO |
|  | 38 | 15 |  | $50 \%$ |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

## Language Arts

Math

|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $41 \%$ | $21 \%$ | $17 \%$ |
| Proficient | $4 \%$ | $9 \%$ | $8 \%$ |
| Advanced <br> Proficient | $0 \%$ | $0 \%$ | $0 \%$ |


|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $46 \%$ | $19 \%$ | $9 \%$ |
| Proficient | $13 \%$ | $6 \%$ | $6 \%$ |
| Advanced <br> Proficient | $1 \%$ | $0 \%$ | $1 \%$ |

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

## State of New Jersey

## 2013-14

07-0680-180

## WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN
CAMDEN CITY

GRADE SPAN PK-08

## DR. HENRY H. DAVIS ELEMENTARY SCHOOL

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level-03

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 218 | 300 |
| 75th | 194 | 221 |
| 50th | 173 | 207 |
| 25th | 162 | 188 |
| 0th | 137 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 32 | 33 |

Grade Level - 04
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50 th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 219 | 300 |
| 75th | 189 | 219 |
| 50th | 173 | 202 |
| 25th | 154 | 186 |
| 0th | 128 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 35 | 33 |

## Grade Level - 03

## NJ ASK Math 25th \%ile vs 75th \%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 267 | 300 |
| 75th | 221 | 268 |
| 50th | 182 | 229 |
| 25th | 154 | 200 |
| 0th | 108 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 67 | 68 |

## Grade Level - 04

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 271 | 300 |
| 75th | 208 | 264 |
| 50th | 180 | 228 |
| 25th | 147 | 195 |
| 0th | 100 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 61 | 69 |

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

 CAMDEN CAMDEN CITYGrade Level - 05

## NJ ASK Language Arts 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | N/A | 300 |
| 75th | N/A | 224 |
| 50th | N/A | 206 |
| 25th | N/A | 186 |
| 0th | N/A | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 0 | 38 |

## Grade Level - 06

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 238 | 300 |
| 75th | 194 | 230 |
| 50th | 175 | 211 |
| 25th | 163 | 192 |
| 0th | 130 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 31 | 38 |

## DR. HENRY H. DAVIS ELEMENTARY SCHOOL

CAMDEN, NJ 08105

## Grade Level - 05

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 235 | 300 |
| 75th | 203 | 262 |
| 50th | 181 | 235 |
| 25th | 158 | 206 |
| 0th | 129 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 45 | 56 |

## Grade Level - 06

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 252 | 300 |
| 75th | 201 | 259 |
| 50th | 180 | 228 |
| 25th | 163 | 201 |
| 0th | 138 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 38 | 58 |

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

 CAMDEN CAMDEN CITYGrade Level - 07

## NJ ASK Language Arts 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 248 | 300 |
| 75th | 195 | 234 |
| 50th | 177 | 211 |
| 25th | 157 | 188 |
| 0th | 131 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 38 | 46 |

## Grade Level - 08

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 229 | 300 |
| 75th | 209 | 238 |
| 50th | 200 | 221 |
| 25th | 180 | 204 |
| 0th | 163 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 29 | 34 |

## DR. HENRY H. DAVIS ELEMENTARY SCHOOL

CAMDEN, NJ 08105

## Grade Level - 07

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 235 | 300 |
| 75th | 184 | 250 |
| 50th | 165 | 214 |
| 25th | 141 | 184 |
| 0th | 100 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 43 | 66 |

## Grade Level - 08

## NJ ASK Math 25th \%ile vs 75th\%ile

This table presents the scale scores associated with students at the bottom ( 0 th 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 | 233 | 300 |
| 75th | 183 | 259 |
| 50th | 161 | 227 |
| 25th | 143 | 192 |
| 0th | 104 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 40 | 67 |

DR. HENRY H. DAVIS ELEMENTARY SCHOOL

## 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 |
| :---: | :---: |
| $\mathbf{2 0 1 3 - 1 4}$ | 6 Hrs. 30 Mins. |

## Student Suspension Rate

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

|  | School |
| :---: | :---: |
| $\mathbf{2 0 1 3 - 1 4}$ | $15.4 \%$ |

## Student Expulsions

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

|  | School |
| :---: | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 11 |
| Administrators | 538 |

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.

| COUNTY NAM | ME DISTRICT NAME | SCHOOL NAME | CDS GRAD <br> CODE ESPAN | FRPL | LEP | SpED |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ATLANTIC | ATLANTIC CITY | DR MARTIN LUTHER KING JR SCHOOL COMPLEX | 01-0110-140 PK-08 | 93.2\% | 3.0\% | 13.2\% |
| ATLANTIC | ATLANTIC CITY | NEW YORK AVENUE SCHOOL | 01-0110-070 PK-08 | 94.7\% | 5.9\% | 9.6\% |
| ATLANTIC | ATLANTIC CITY | PENNSYLVANIA AVE SCHOOL | 01-0110-100 PK-08 | 96.3\% | 11.8\% | 13.1\% |
| CAMDEN | CAMDEN CITY | COOPER B. HATCH FAMILY SCHOOL | 07-0680-210 01-08 | 98.0\% | 1.2\% | 37.6\% |
| CAMDEN | CAMDEN CITY | COOPER'S POYNT FAMILY SCHOO | 07-0680-165 PK-08 | 96.8\% | 2.3\% | 15.8\% |
| CAMDEN | CAMDEN CITY | DR. HENRY H. DAVIS ELEMENTARY SCHOOL | 07-0680-180 PK-08 | 96.1\% | 4.3\% | 16.8\% |
| CAMDEN | CAMDEN CITY | DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB SCHOOL | 07-0680-320 PK-08 | 98.2\% | 11.1\% | 11.6\% |
| CAMDEN | CAMDEN CITY | EAST CAMDEN MIDDLE SCHOOL | 07-0680-045 06-08 | 97.8\% | 0.9\% | 35.2\% |
| CAMDEN | CAMDEN CITY | HENRY B. WILSON FAMILY SCHOOL | 07-0680-350 PK-08 | 98.2\% | 0.6\% | 14.5\% |
| CAMDEN | CAMDEN CITY | HENRY L. BONSALL FAMILY SCHOOL | 07-0680-100 PK-08 | 96.4\% | 3.4\% | 24.4\% |
| CAMDEN | CAMDEN CITY | JOHN GREENLEAF WHITTIER FAMILY SCHOOL | 07-0680-340 PK-08 | 96.5\% | 0.4\% | 16.1\% |
| CAMDEN | CAMDEN CITY | RILETTA TWYNE CREAM FAMILY SCHOOL | 07-0680-175 PK-08 | 96.8\% | 0.0\% | 15.4\% |
| CAMDEN | CAMDEN CITY | THOMAS H. DUDLEY FAMILY SCHOOL | 07-0680-190 PK-08 | 98.3\% | 22.3\% | 15.2\% |
| CAMDEN | CAMDEN CITY | VETERANS MEMORIAL FAMILY SCHOOL | 07-0680-080 PK-08 | 98.7\% | 4.1\% | 19.1\% |
| CAMDEN | WOODLYNNE BORO | WOODLYNNE BORO PUBLIC SCHOOL | 07-5900-050 PK-08 | 93.5\% | 6.0\% | 22.0\% |
| CHARTERS | DISCOVERY CS | DISCOVERY CHARTER SCHOOL | 80-6320-920 04-08 | 97.5\% | 0.0\% | 8.9\% |
| CHARTERS | FREEDOM ACADEMY CS | FREEDOM ACADEMY CHARTER SCHOOL | 80-6240-900 06-08 | 100.0\% | 0.0\% | 19.1\% |
| CHARTERS | JOHN P HOLLAND CHARTER SCHOOL | JOHN P. HOLLAND CHARTER SCHOOL | 80-6079-964 KG-08 | 93.2\% | 0.0\% | 12.6\% |
| CHARTERS | M E T S CHARTER SCHOOL | M.E.T.S. CHARTER SCHOOL | 80-6068-951 06-11 | 94.0\% | 0.0\% | 8.1\% |
| CHARTERS | PAUL ROBESON HUMANITIES CS | PAUL ROBESON CHARTER SCHOOL FOR THE HUMANITIES | 80-6025-907 04-08 | 90.7\% | 0.0\% | 15.9\% |
| CUMBERLANI | BRIDGETON CITY | WEST AVENUE SCHOOL | 11-0540-130 KG-08 | 92.2\% | 1.3\% | 6.4\% |
| ESSEX | NEWARK CITY | SOUTH SEVENTEENTH STREET SCHOOL | 13-3570-670 KG-08 | 96.6\% | 0.5\% | 24.7\% |
| HUDSON | UNION CITY | EMERSON MIDDLE SCHOOL | 17-5240-105 06-08 | 96.2\% | 12.8\% | 13.7\% |
| HUDSON | UNION CITY | UNION HILL MIDDLE SCHOOL | 17-5240-150 07-08 | 97.8\% | 10.0\% | 13.8\% |
| MERCER | TRENTON CITY | HEDGEPETH WILLIAM MIDDLE SCHOOL | 21-5210-301 06-08 | 92.4\% | 3.6\% | 25.0\% |
| MERCER | TRENTON CITY | JOYCE KILMER MIDDLE SCHOOL | 21-5210-235 06-08 | 90.9\% | 1.2\% | 19.1\% |
| MONMOUTH | ASBURY PARK CITY | ASBURY PARK MIDDLE SCHOOL | 25-0100-070 05-08 | 96.4\% | 7.5\% | 23.8\% |
| PASSAIC | PATERSON CITY | REV DR FRANK NAPIER JR SCHOOL | 31-4010-080 KG-08 | 94.4\% | 11.6\% | 16.9\% |
| PASSAIC | PATERSON CITY | SCHOOL 12 | 31-4010-160 PK-08 | 96.8\% | 12.7\% | 12.3\% |
| PASSAIC | PATERSON CITY | SCHOOL 6/ACADEMY OF PERFORMING ARTS | 31-4010-100 PK-08 | 93.3\% | 7.2\% | 8.5\% |
| SALEM | SALEM CITY | SALEM MIDDLE SCHOOL | 33-4630-090 03-08 | 91.8\% | 0.9\% | 17.8\% |

## OVERVIEW

CAMDEN CAMDEN CITY

GRADE SPAN PK-08
DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB 400 MOUNT VERNON STREET

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance lags in comparison to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness significantly lags in comparison to its peers. This school's student growth performance lags in comparison to schools across the state. Additionally, its student growth performance is high when compared to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile |  |
| :--- | :---: | :---: | :---: | \(\left.\begin{array}{c}Percent of <br>

Targets Met\end{array}\right]\)

Improvement Status
Priority
Rationale

## SIG School

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms $\mathbf{4 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{2 3 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of Academic Achievement.

## College and Career Readiness

This school outperforms $\mathbf{2 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{1 5 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## State of New Jersey

## DEMOGRAPHIC INFORMATION

CAMDEN
CAMDEN CITY

GRADE SPAN PK-08

## Enrollment by Grade

This graph presents the count of students who were 'on rq"imy grade in October of each school year.


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

| Total School Enrollment |  |
| :--- | :---: |
| $2011-12$ | $\mathbf{4 3 2}$ |
| $2012-13$ | 586 |
| $2013-14$ | 593 |
| Enrollment Trends by Program Particination |  |




Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | :---: | :---: |
| Students with Disability | 63 | $11 \%$ |
| Economically Disadvantaged <br> Students | 582 | $98.2 \%$ |
| Limited English Proficient <br> Students | 66 | $11.1 \%$ |

Enrollment by Ethnic/Racial Subgroup
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001


This graph presents the count of students by gender who were 'on roll' in


|  | Male | Female |
| :---: | :---: | :---: |
| $2011-12$ | 209 | 223 |
| $2012-13$ | 306 | 280 |
| $2013-14$ | 317 | 276 |

## State of New Jersey

## ACADEMIC ACHIEVEMENT

CAMDEN

## CAMDEN CITY

GRADE SPAN PK-08
DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB 400 MOUNT VERNON STREET middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer <br> Percentile | State Percentile | Percent of Targets Met |
| :---: | :---: | :---: | :---: | :---: |
| NJASK Language Arts Proficiency and above | 16\% | 7 | 2 | 0\% |
| NJASK Math Proficiency and above | 33\% | 39 | 5 | 0\% |
| SUMMARY - Academic Achievement |  | 23 | 4 | 0\% |

NCLB Progress Targets - Language Arts Literacy
This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 284 | 16.2 | 39.4 | NO |
| White | - | - |  | -- |
| Black | 110 | 17.3 | 39.8 | NO |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 28.3 | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | 261 | 16.5 | 39.3 | NO |
| Economically <br> Disadvantaged Students | - | - | NO |  |

## YES* = Met Progress Target(Confidence Interval Applied)

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

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## State of New Jersey

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :--- |
| Schoolwide | 286 | 33.2 | 47.6 | NO |
| White | - | - |  | - |
| Black | 110 | 32.8 | 44.8 | NO |
| Hispanic | 33.9 | 49.3 | NO |  |
| American Indian | - | - |  | - |
| Asian | - | - |  | - |
| Two or More Races | - | - |  | - |
| Students with Disability | 60 | 21.7 | 34.7 | NO |
| Limited English Proficient <br> Students | - | - |  | -- |
| Economically <br> Disadvantaged Students | 263 | 35 | 47.2 | NO |

YES* $=$ Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


Advanced Proficient Proficient
Partially Proficient

## State of New Jersey

## NJASK Results - Language Arts Literacy Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $17 \%$ | $83 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $12 \%$ | $88 \%$ |
| Hispanic | - | $19 \%$ | $81 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $12 \%$ | $88 \%$ |
| Students with Disability | $0 \%$ | $17 \%$ | $83 \%$ |
| Limited English Proficient Students | $0 \%$ | - |  |
| Economically Disadvantaged <br> Students | - | - | - |

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

## NJASK Results - Language Arts Literacy Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students |  |  |  |
| Data is presented for subgroups when the count is high enough under <br> NCLB suppression rules. |  |  |  |

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 03

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 04

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

Data is suppressed to protect the confidentiality of the students.

## State of New Jersey

## NJASK Results - Language Arts Literacy Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $20 \%$ | $80 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $24 \%$ | $76 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $83 \%$ |  |
| Economically Disadvantaged <br> Students | $0 \%$ | $20 \%$ | $80 \%$ |

Data is presented for subgroups when the count is high enough under NCLB suppression rules

NJASK Results - Language Arts Literacy Grade Level - 06
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $20 \%$ | $80 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $27 \%$ | $73 \%$ |
| Hispanic | - | $16 \%$ | $84 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $23 \%$ | $77 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - |  |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 05

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 06

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


## State of New Jersey

## NJASK Results - Language Arts Literacy Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $11 \%$ | $89 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $14 \%$ | $86 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $12 \%$ | $88 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

NJASK Results - Language Arts Literacy 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $24 \%$ | $76 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $24 \%$ | $76 \%$ |
| Hispanic | - | $22 \%$ | $78 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $21 \%$ | $79 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - |  |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 07

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


## NJASK Proficiency Trends - Language Arts Literacy 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.


## State of New Jersey

07-0680-320

## ACADEMIC ACHIIEVEMIENT CAMDEN

DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB CAMDEN CITY

GRADE SPAN PK-08 400 MOUNT VERNON STREET CAMDEN, NJ 08103

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :--- | :---: |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit : http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

## State of New Jersey

## NJASK Results - MATH Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $11 \%$ | $30 \%$ | $59 \%$ |
| White | - | - | - |
| Black | $12 \%$ | $18 \%$ | $71 \%$ |
| Hispanic | $10 \%$ | $36 \%$ | $54 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $7 \%$ | $7 \%$ | $86 \%$ |
| Students with Disability | $18 \%$ | $24 \%$ | $59 \%$ |
| Limited English Proficient Students | $11 \%$ | $30 \%$ | $59 \%$ |
| Economically Disadvantaged Students | - | - |  |

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

## NJASK Results - MATH Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $2 \%$ | $29 \%$ | $69 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $27 \%$ | $73 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $9 \%$ | $9 \%$ | $82 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $3 \%$ | $31 \%$ | $67 \%$ |
| Economically Disadvantaged Students |  | - | - |

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

## NJASK Proficiency Trends - Math - Grade Level - 03

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


NJASK Proficiency Trends - Math - Grade Level - 04

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


## State of New Jersey

## NJASK Results - MATH Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $13 \%$ | $48 \%$ | $39 \%$ |
| White | - | - | - |
| Black | $24 \%$ | $47 \%$ | $29 \%$ |
| Hispanic | $7 \%$ | $48 \%$ | $45 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $8 \%$ | $42 \%$ | $50 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $13 \%$ | $49 \%$ | $38 \%$ |
| Economically Disadvantaged Students | - | - |  |

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

## NJASK Results - MATH Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $5 \%$ | $32 \%$ | $63 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $44 \%$ | $56 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $6 \%$ | $68 \%$ |  |
| Economically Disadvantaged Students | $6 \%$ | $36 \%$ | $58 \%$ |

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

NJASK Proficiency Trends - Math - Grade Level - 05

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


## NJASK Proficiency Trends - Math - Grade Level - 06

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


## State of New Jersey

## NJASK Results - MATH Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $17 \%$ | $83 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $16 \%$ | $84 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $18 \%$ | $82 \%$ |
| Economically Disadvantaged Students | $0 \%$ | - |  |

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

## NJASK Results - MATH 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $14 \%$ | $86 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $20 \%$ | $80 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $11 \%$ | $89 \%$ |
| Economically Disadvantaged Students | - | - |  |

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

NJASK Proficiency Trends - Math - Grade Level - 07

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


## NJASK Proficiency Trends - Math - 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.
 PERFORMANCE

## State of New Jersey

07-0680-320


CAMDEN
CAMDEN CITY
GRADE SPAN PK-08 DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB 400 MOUNT VERNON STREET

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

## State of New Jersey



CAMDEN
CAMDEN CITY

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $23 \%$ | $77 \%$ |
| White | $0 \%$ | $35 \%$ | $65 \%$ |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $16 \%$ | $84 \%$ |
| Limited English Proficient <br> Students | - | - |  |
| Economically Disadvantaged <br> Students | 0 | - | - |

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

## NJASK Results - Science Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $9 \%$ | $32 \%$ | $59 \%$ |
| White | - | - | - |
| Black | $10 \%$ | $36 \%$ | $57 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $9 \%$ | $18 \%$ | $73 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $11 \%$ | $32 \%$ | $58 \%$ |
| Economically Disadvantaged <br> Students | - | - | - |
| Dation |  | - | - |

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

## NJASK Results - Science Grade Level - 08 <br> 

DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB 400 MOUNT VERNON STREET CAMDEN, NJ 08103

# State of New Jersey 

## COLLEGE AND CAREER READINESS

 CAMDEN CAMDEN CITY
## GRADE SPAN PK-08

 DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB400 MOUNT VERNON STREET

Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for $10 \%$ or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than $65 \%$ of its peer group. The third column Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School <br> Performance | Peer Percentile | Statewide Percentile | Statewide <br> Target | Met Target? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Students taking Algebra (\%) | 0\% | 0 | 0 | 20\% | NO |
| Chronic Absenteeism (\%) | 29\% | 29 | 3 | 6\% | NO |
| Summary |  | 15 | 2 |  | 0\% |

## Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
| :---: | :---: |
| Students taking Algebra I |  |
| Algebra grade (C or better) | $0 \%$ |

## Chronic Absenteeism Trend

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


## Absentecism

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.


# State of New Jersey 

NJ SCHOOL

## GRADE SPAN PK-08

 . Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

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

| Student Growth Indicators | Schoolwide <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met Target? |
| :--- | :--- | :--- | :--- | :--- | :---: |
| Student Growth on Language Arts | 44 | 68 | 30 | 35 | YES |
| Student Growth on Math | 49 | 88 | 45 | 35 | YES |
|  | 78 | 38 |  | $100 \%$ |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

## Language Arts

|  | GROWTH |  |  |
| :--- | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $37 \%$ | $32 \%$ | $15 \%$ |
| Proficient | $3 \%$ | $3 \%$ | $10 \%$ |
| Advanced <br> Proficient | $0 \%$ | $0 \%$ | $0 \%$ |

Math

|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $29 \%$ | $23 \%$ | $16 \%$ |
| Proficient | $6 \%$ | $8 \%$ | $14 \%$ |
| Advanced <br> Proficient | $0 \%$ | $0 \%$ | $3 \%$ |

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

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

 CAMDEN CAMDEN CITYGRADE SPAN PK-08

DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB 400 MOUNT VERNON STREET CAMDEN, NJ 08103

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level - 03

NJ ASK 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 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 223 | 300 |
| 75th | 188 | 221 |
| 50th | 179 | 207 |
| 25th | 167 | 188 |
| 0th | 121 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 21 | 33 |

Grade Level - 04
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top ( 99 th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | N/A | 300 |
| 75th | N/A | 219 |
| 50th | N/A | 202 |
| 25th | N/A | 186 |
| 0th | N/A | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 0 | 33 |

## Grade Level - 03

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 264 | 300 |
| 75th | 217 | 268 |
| 50th | 178 | 229 |
| 25th | 149 | 200 |
| 0th | 100 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 68 | 68 |

## Grade Level-04

NJ ASK 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 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 270 | 300 |
| 75th | 206 | 264 |
| 50th | 188 | 228 |
| 25th | 160 | 195 |
| 0th | 100 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 46 | 69 |

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

## CAMDEN

CAMDEN CITY

Grade Level - 05
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 223 | 300 |
| 75th | 194 | 224 |
| 50th | 181 | 206 |
| 25th | 166 | 186 |
| 0th | 149 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 28 | 38 |

## Grade Level - 06

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 224 | 300 |
| 75th | 193 | 230 |
| 50th | 181 | 211 |
| 25th | 169 | 192 |
| 0th | 142 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 24 | 38 |

DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB 400 MOUNT VERNON STREET

CAMDEN, NJ 08103

## Grade Level - 05

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 283 | 300 |
| 75th | 231 | 262 |
| 50th | 205 | 235 |
| 25th | 181 | 206 |
| 0th | 136 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 50 | 56 |

## Grade Level - 06

## NJ ASK Math 25th \%ile vs 75th\%ile

This table presents the scale scores associated with students at the bottom ( 0 th 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 | 251 | 300 |
| 75th | 215 | 259 |
| 50th | 183 | 228 |
| 25th | 158 | 201 |
| 0th | 132 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 57 | 58 |

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

## CAMDEN

CAMDEN CITY

Grade Level - 07
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 215 | 300 |
| 75th | 185 | 234 |
| 50th | 169 | 211 |
| 25th | 158 | 188 |
| 0th | 133 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 27 | 46 |

## Grade Level - 08

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 234 | 300 |
| 75th | 200 | 238 |
| 50th | 189 | 221 |
| 25th | 181 | 204 |
| 0th | 133 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 19 | 34 |

DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB 400 MOUNT VERNON STREET

CAMDEN, NJ 08103

## Grade Level - 07

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 220 | 300 |
| 75th | 184 | 250 |
| 50th | 165 | 214 |
| 25th | 151 | 184 |
| 0th | 100 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 33 | 66 |

## Grade Level - 08

## NJ ASK Math 25th \%ile vs 75th\%ile

This table presents the scale scores associated with students at the bottom ( 0 th 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 | 224 | 300 |
| 75th | 181 | 259 |
| 50th | 161 | 227 |
| 25th | 147 | 192 |
| 0th | 114 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 34 | 67 |

## State of New Jersey

## SCHOOL CLIMATE <br> CAMDEN <br> CAMDEN CITY

## Length of School Day

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

|  | School |
| :---: | :---: |
| 2013-14 | 6 Hrs. 15 Mins. |

## Student Suspension Rate

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

|  | School |
| :---: | :---: |
| $\mathbf{2 0 1 3 - 1 4}$ | $5.9 \%$ |

## Instructional Time

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

| 2013-14 | School |
| :--- | :---: |
| Full Time | 5 Hrs. 30 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 |
| :--- | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 13 |
| Administrators | 593 |

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.

| COUNTY N | ME DISTRICT NAME | SCHOOL NAME | $\begin{array}{ll} \text { CDS } & \text { GRAD } \\ \text { CODE } & \text { ESPAN } \\ \hline \end{array}$ | FRPL | LEP | SpED |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ATLANTIC | ATLANTIC CITY | DR MARTIN LUTHER KING JR SCHOOL COMPLEX | 01-0110-140 PK-08 | 93.2\% | 3.0\% | 13.2\% |
| ATLANTIC | ATLANTIC CITY | NEW YORK AVENUE SCHOOL | 01-0110-070 PK-08 | 94.7\% | 5.9\% | 9.6\% |
| ATLANTIC | ATLANTIC CITY | PENNSYLVANIA AVE SCHOOL | 01-0110-100 PK-08 | 96.3\% | 11.8\% | 13.1\% |
| CAMDEN | CAMDEN CITY | COOPER B. HATCH FAMILY SCHOOL | 07-0680-210 01-08 | 98.0\% | 1.2\% | 37.6\% |
| CAMDEN | CAMDEN CITY | COOPER'S POYNT FAMILY SCHOOL | 07-0680-165 PK-08 | 96.8\% | 2.3\% | 15.8\% |
| CAMDEN | CAMDEN CITY | DR. HENRY H. DAVIS ELEMENTARY SCHOOL | 07-0680-180 PK-08 | 96.1\% | 4.3\% | 16.8\% |
| CAMDEN | CAMDEN CITY | DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB SCHOOL | 07-0680-320 PK-08 | 98.2\% | 11.1\% | 11.6\% |
| CAMDEN | CAMDEN CITY | EAST CAMDEN MIDDLE SCHOOL | 07-0680-045 06-08 | 97.8\% | 0.9\% | 35.2\% |
| CAMDEN | CAMDEN CITY | HENRY B. WILSON FAMILY SCHOOL | 7-0680-350 PK-08 | 98.2\% | 0.6\% | 14.5\% |
| CAMDEN | CAMDEN CITY | HENRY L. BONSALL FAMILY SCHOOL | 07-0680-100 PK-08 | 96.4\% | 3.4\% | 24.4\% |
| CAMDEN | CAMDEN CITY | JOHN GREENLEAF WHITTIER FAMILY SCHOOL | 07-0680-340 PK-08 | 96.5\% | 0.4\% | 16.1\% |
| CAMDEN | CAMDEN CITY | RILETTA TWYNE CREAM FAMILY SCHOOL | 07-0680-175 PK-08 | 96.8\% | 0.0\% | 15.4\% |
| CAMDEN | CAMDEN CITY | THOMAS H. DUDLEY FAMILY SCHOOL | 07-0680-190 PK-08 | 98.3\% | 22.3\% | 15.2\% |
| CAMDEN | CAMDEN CITY | VETERANS MEMORIAL FAMILY SCHOOL | 07-0680-080 PK-08 | 98.7\% | 4.1\% | 19.1\% |
| CAMDEN | WOODLYNNE BORO | WOODLYNNE BORO PUBLIC SCHOOL | 07-5900-050 PK-08 | 93.5\% | 6.0\% | 22.0\% |
| CHARTERS | DISCOVERY CS | DISCOVERY CHARTER SCHOOL | 80-6320-920 04-08 | 97.5\% | 0.0\% | 8.9\% |
| CHARTERS | FREEDOM ACADEMY CS | FREEDOM ACADEMY CHARTER SCHOOL | 80-6240-900 06-08 | 100.0\% | 0.0\% | 19.1\% |
| CHARTERS | JOHN P HOLLAND CHARTER SCHOOL | JOHN P. HOLLAND CHARTER SCHOOL | 80-6079-964 KG-08 | 93.2\% | 0.0\% | 12.6\% |
| CHARTERS | M E T S CHARTER SCHOOL | M.E.T.S. CHARTER SCHOOL | 80-6068-951 06-11 | 94.0\% | 0.0\% | 8.1\% |
| CHARTERS | PAUL ROBESON HUMANITIES CS | PAUL ROBESON CHARTER SCHOOL FOR THE HUMANITIES | 80-6025-907 04-08 | 90.7\% | 0.0\% | 15.9\% |
| CUMBERLANI | BRIDGETON CITY | WEST AVENUE SCHOOL | 11-0540-130 KG-08 | 92.2\% | 1.3\% | 6.4\% |
| ESSEX | NEWARK CITY | SOUTH SEVENTEENTH STREET SCHOOL | 13-3570-670 KG-08 | 96.6\% | 0.5\% | 24.7\% |
| HUDSON | UNION CITY | EMERSON MIDDLE SCHOOL | 17-5240-105 06-08 | 96.2\% | 12.8\% | 13.7\% |
| HUDSON | UNION CITY | UNION HILL MIDDLE SCHOOL | 17-5240-150 07-08 | 97.8\% | 10.0\% | 13.8\% |
| MERCER | TRENTON CITY | HEDGEPETH WILLIAM MIDDLE SCHOOL | 21-5210-301 06-08 | 92.4\% | 3.6\% | 25.0\% |
| MERCER | TRENTON CITY | JOYCE KILMER MIDDLE SCHOOL | 21-5210-235 06-08 | 90.9\% | 1.2\% | 19.1\% |
| MONMOUTH | ASBURY PARK CITY | ASBURY PARK MIDDLE SCHOOL | 25-0100-070 05-08 | 96.4\% | 7.5\% | 23.8\% |
| PASSAIC | PATERSON CITY | REV DR FRANK NAPIER JR SCHOOL | 31-4010-080 KG-08 | 94.4\% | 11.6\% | 16.9\% |
| PASSAIC | PATERSON CITY | SCHOOL 12 | 31-4010-160 PK-08 | 96.8\% | 12.7\% | 12.3\% |
| PASSAIC | PATERSON CITY | SCHOOL 6/ACADEMY OF PERFORMING ARTS | 31-4010-100 PK-08 | 93.3\% | 7.2\% | 8.5\% |
| SALEM | SALEM CITY | SALEM MIDDLE SCHOOL | 33-4630-090 03-08 | 91.8\% | 0.9\% | 17.8\% |

State of New Jersey
2013-14
07-0680-025
DEMOGRAPHIC INFORMATION
CAMDEN
CAMDEN CITY

## Enrollment by Grade

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


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

| Total School Enrollment |  |
| :--- | :---: |
| $2011-12$ | $\mathbf{4 8 6}$ |
| $2012-13$ | $\mathbf{4 6 5}$ |
| $2013-14$ | $\mathbf{4 4 7}$ |

## Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | ---: | :---: |
| Students with Disability | 125 | $28 \%$ |
| Economically Disadvantaged <br> Students | 412 | $92.2 \%$ |
| Limited English Proficient <br> Students | 0 | $0.0 \%$ |

## 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


This graph presents the count of students by gender who were 'on roll' in OCN

|  | Male | Female |
| :---: | :---: | :---: |
| $2011-12$ | 268 | 218 |
| $2012-13$ | 272 | 193 |
| $2013-14$ | 250 | 197 |

## 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 |
| :---: | :---: |
| 2013-14 | 6 Hrs. 15 Mins. |

## Student Suspension Rate

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

|  | School |
| :---: | :---: |
| $\mathbf{2 0 1 3 - 1 4}$ | $0.0 \%$ |

## Student Expulsions

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

|  | School |
| :---: | :---: |
| $2013-14$ | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 10 |
| Administrators | 224 |

## State of New Jersey

2013-14
元
07-0680-045
OVERVIEW
CAMDEN
CAMDEN CITY

## GRADE SPAN 06-08

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance significantly lags in comparison to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness significantly lags in comparison to its peers. This school's student growth performance lags in comparison to schools across the state. Additionally, its student growth performance is high when compared to its peers.

$\left.$| Performance Areas | Peer Percentile | Statewide Percentile |  |
| :--- | :---: | :---: | :---: | | Percent of |
| :---: |
| Targets Met | \right\rvert\,

Improvement Status
Priority
Rationale

## Lowest-Performing

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms $\mathbf{2 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{1 5 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of Academic Achievement.

## College and Career Readiness

This school outperforms $\mathbf{1 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{1 0 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## Student Growth

This school outperforms $\mathbf{3 6 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{7 5 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting $\mathbf{1 0 0 \%}$ percentage of its performance targets in the area of Student Growth.

College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

## State of New Jersey

## DEMOGRAPHIC INFORMATION

CAMDEN
CAMDEN CITY

## Enrollment by Grade

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


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

| Total School Enrollment |  |
| :--- | :---: |
| $\mathbf{2 0 1 1 - 1 2}$ | $\mathbf{3 2 7}$ |
| $2012-13$ | $\mathbf{3 0 9}$ |
| $2013-14$ | $\mathbf{2 3 0}$ |
| Enrollment Trends by Program Participation |  |



## Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | ---: | :---: |
| Students with Disability | 81 | $35 \%$ |
| Economically Disadvantaged <br> Students | 225 | $97.8 \%$ |
| Limited English Proficient <br> Students | 2 | $0.9 \%$ |

EAST CAMDEN MIDDLE SCHOOL 3064 STEVENS STREET CAMDEN, NJ 08105

## Language Diversity

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

| $\underline{\mathbf{2 0 1 3 - 1 4}}$ | $\underline{\text { Percent }}$ |
| :--- | ---: |
| English | $60.7 \%$ |
| Spanish | $38.5 \%$ |
| English, Middle (1100-15( | $0.4 \%$ |
| Vietnamese | $0.4 \%$ |

Enrollment by Ethnic/Racial Subgroup
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



## State of New Jersey

ACADEMIC ACHIEVEMENT
CAMDEN
CAMDEN CITY

GRADE SPAN 06-08

EAST CAMDEN MIDDLE SCHOOL 3064 STEVENS STREET CAMDEN, NJ 08105

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer <br> Percentile | State Percentile | Percent of Targets <br> Met |
| :---: | :---: | :---: | :---: | :---: |
| NJASK Language Arts Proficiency and above | 18\% | 23 | 2 | 0\% |
| NJASK Math Proficiency and above | 19\% | 7 | 1 | 0\% |
| SUMMARY - Academic Achievement |  | 15 | 2 | 0\% |

NCLB Progress Targets - Language Arts Literacy
This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017 .

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 228 | 18.4 | 48.4 | NO |
| White | - | - |  | -- |
| Black | 84 | 17.9 | 47.2 | NO |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 33.6 | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | 214 | 19.2 | 47.6 | NO |
| Economically <br> Disadvantaged Students | - | - | NO |  |

## YES* = Met Progress Target(Confidence Interval Applied)

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

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## State of New Jersey

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :--- |
| Schoolwide | 225 | 19.1 | 41.2 | NO |
| White | - | - |  | -- |
| Black | 138 | 19.3 | 39.8 | NO |
| Hispanic | - | - |  | - |
| American Indian | - | - |  | - |
| Asian | - | - |  | - |
| Two or More Races | - | - | 31.3 | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | - | NO |  |  |
| Economically <br> Disadvantaged Students | 211 | 18.5 | 41.3 | NO |

YES* $=$ Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


Advanced Proficient Proficient
Partially Proficient

## State of New Jersey

NJ SCHOOL

NJASK Results - Language Arts Literacy Grade Level - 06
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $11 \%$ | $89 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $13 \%$ | $87 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - |  |
| Students with Disability | $0 \%$ | $11 \%$ | $89 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

## NJASK Results - Language Arts Literacy Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students |  |  |  |
| Data is presented for subgroups when the count is high enough under <br> NCLB suppression rules. |  |  |  |

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 06

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 07

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

Data is suppressed to protect the confidentiality of the students.

## State of New Jersey

## NJASK Results - Language Arts Literacy 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $1 \%$ | $29 \%$ | $70 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $29 \%$ | $71 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $29 \%$ | $71 \%$ |  |
| Economically Disadvantaged <br> Students | $1 \%$ | $31 \%$ | $68 \%$ |

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

NJASK Proficiency Trends - Language Arts Literacy 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.


## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

# State of New Jersey 

NJ SCHOOL

## NJASK Results - MATH Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $26 \%$ | $74 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $23 \%$ | $77 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $26 \%$ | $74 \%$ |
| Economically Disadvantaged Students | $0 \%$ | - |  |

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

## NJASK Results - MATH Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $16 \%$ | $84 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $20 \%$ | $80 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $15 \%$ | $85 \%$ |
| Economically Disadvantaged Students | $0 \%$ |  |  |
| Data is prester\| |  |  |  |

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

## NJASK Proficiency Trends - Math - Grade Level - 06

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


NJASK Proficiency Trends - Math - Grade Level - 07

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


## State of New Jersey

## NJASK Results - MATH 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $4 \%$ | $16 \%$ | $80 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $18 \%$ | $83 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $4 \%$ | $14 \%$ | $82 \%$ |
| Economically Disadvantaged Students | $4 \%$ | - |  |
| Data is prent |  |  |  |

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

## NJASK Proficiency Trends - Math - 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.


```
Advanced Proficient Proficient
    Partially Proficient
```


## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

PERFORMANCE

## State of New Jersey

## 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $1 \%$ | $20 \%$ | $79 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $20 \%$ | $80 \%$ |
| Hispanic | - | $21 \%$ | $79 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $1 \%$ | $22 \%$ | $77 \%$ |
| Economically Disadvantaged <br> Students | - | - |  |
| Datio pesent for |  | - | - |

Data is presented for subgroups when the count is high enough under NCLB 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.


Advanced Proficient Proficient
Partially Proficient

## State of New Jersey

## COLLEGE AND CAREER READINESS

## GRADE SPAN 06-08

EAST CAMDEN MIDDLE SCHOOL 3064 STEVENS STREET CAMDEN, NJ 08105

Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for $10 \%$ or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than $65 \%$ of its peer group. The third column Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness <br> Indicators | School <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met Target? |  |  |  |  |  |  |
| :--- | :---: | :--- | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Students taking Algebra (\%) | $\mathbf{0 \%}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{2 0 \%}$ | NO |  |  |  |  |  |  |
|  | $\mathbf{3 2 \%}$ | $\mathbf{1 9}$ | $\mathbf{2}$ | $\mathbf{6 \%}$ | NO |  |  |  |  |  |  |
| Chronic Absenteeism (\%) |  | $\mathbf{1 0}$ | $\mathbf{1}$ |  | $\mathbf{0 \%}$ |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

## Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
| :---: | :---: |
| Students taking Algebra I |  |
| Algebra grade (C or better) | $0 \%$ |

## Chronic Absenteeism Trend

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


## 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.


## State of New Jersey

## STUDENT GROWTH <br> CAMDEN <br> CAMDEN CITY

GRADE SPAN 06-08

EAST CAMDEN MIDDLE SCHOOL 3064 STEVENS STREET CAMDEN, NJ 08105

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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

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

| Student Growth Indicators | Schoolwide <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met Target? |
| :--- | :--- | :--- | :--- | :--- | :---: |
| Student Growth on Language Arts | 42 | 59 | 23 | 35 | YES |
| Student Growth on Math | 49 | 91 | 49 | 35 | YES |
|  |  | 75 | 36 |  | $100 \%$ |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

## Language Arts

Math

|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $37 \%$ | $22 \%$ | $21 \%$ |
| Proficient | $5 \%$ | $7 \%$ | $8 \%$ |
| Advanced <br> Proficient | $0 \%$ | $0 \%$ | $0 \%$ |


|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $34 \%$ | $29 \%$ | $18 \%$ |
| Proficient | $2 \%$ | $3 \%$ | $11 \%$ |
| Advanced <br> Proficient | $0 \%$ | $0 \%$ | $1 \%$ |

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

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN
CAMDEN CITY

EAST CAMDEN MIDDLE SCHOOL 3064 STEVENS STREET CAMDEN, NJ 08105

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level - 06

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 209 | 300 |
| 75th | 182 | 230 |
| 50th | 171 | 211 |
| 25th | 151 | 192 |
| 0th | 137 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 31 | 38 |

Grade Level - 07
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50 th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | N/A | 300 |
| 75th | N/A | 234 |
| 50th | N/A | 211 |
| 25th | N/A | 188 |
| 0th | N/A | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 0 | 46 |

## Grade Level - 06

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 231 | 300 |
| 75th | 190 | 259 |
| 50th | 178 | 228 |
| 25th | 152 | 201 |
| 0th | 105 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 38 | 58 |

## Grade Level - 07

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 240 | 300 |
| 75th | 180 | 250 |
| 50th | 160 | 214 |
| 25th | 146 | 184 |
| 0th | 100 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 34 | 66 |

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

Grade Level-08
NJ ASK 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 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 235 | 300 |
| 75th | 204 | 238 |
| 50th | 190 | 221 |
| 25th | 176 | 204 |
| 0th | 133 | 100 |


|  | Scale Score Gap <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 28 | 34 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 42 | 67 |

## 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 |
| :---: | :---: |
| $\mathbf{2 0 1 3 - 1 4}$ | 6 Hrs. 35 Mins. |

## Student Suspension Rate

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

|  | School |
| :--- | :--- |
| $\mathbf{2 0 1 3 - 1 4}$ | $21.3 \%$ |

## 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.

| 2013-14 | School |
| :--- | :--- |
| Full Time | 5 Hrs. 55 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

## Student Expulsions

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

|  | School |
| :---: | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 7 |
| Administrators | 115 |

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.

| COUNTY NAM | ME DISTRICT NAME | SCHOOL NAME | CDS GRAD <br> CODE  | FRPL | LEP | SpED |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ATLANTIC | ATLANTIC CITY | DR MARTIN LUTHER KING JR SCHOOL COMPLEX | $01-0110-140$ PK-08 | 93.2\% | 3.0\% | 13.2\% |
| ATLANTIC | ATLANTIC CITY | NEW YORK AVENUE SCHOOL | 01-0110-070 PK-08 | 94.7\% | 5.9\% | 9.6\% |
| ATLANTIC | ATLANTIC CITY | PENNSYLVANIA AVE SCHOOL | 01-0110-100 PK-08 | 96.3\% | 11.8\% | 13.1\% |
| CAMDEN | CAMDEN CITY | COOPER B. HATCH FAMILY SCHOOL | 07-0680-210 01-08 | 98.0\% | 1.2\% | 37.6\% |
| CAMDEN | CAMDEN CITY | COOPER'S POYNT FAMILY SCHOOL | 07-0680-165 PK-08 | 96.8\% | 2.3\% | 15.8\% |
| CAMDEN | CAMDEN CITY | DR. HENRY H. DAVIS ELEMENTARY SCHOOL | 07-0680-180 PK-08 | 96.1\% | 4.3\% | 16.8\% |
| CAMDEN | CAMDEN CITY | DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB SCHOOL | 07-0680-320 PK-08 | 98.2\% | 11.1\% | 11.6\% |
| CAMDEN | CAMDEN CITY | EAST CAMDEN MIDDLE SCHOOL | 07-0680-045 06-08 | 97.8\% | 0.9\% | 35.2\% |
| CAMDEN | CAMDEN CITY | HENRY B. WILSON FAMILY SCHOOL | 07-0680-350 PK-08 | 98.2\% | 0.6\% | 14.5\% |
| CAMDEN | CAMDEN CITY | HENRY L. BONSALL FAMILY SCHOOL | 07-0680-100 PK-08 | 96.4\% | 3.4\% | 24.4\% |
| CAMDEN | CAMDEN CITY | JOHN GREENLEAF WHITTIER FAMILY SCHOOL | 07-0680-340 PK-08 | 96.5\% | 0.4\% | 16.1\% |
| CAMDEN | CAMDEN CITY | RILETTA TWYNE CREAM FAMILY SCHOOL | 07-0680-175 PK-08 | 96.8\% | 0.0\% | 15.4\% |
| CAMDEN | CAMDEN CITY | THOMAS H. DUDLEY FAMILY SCHOOL | 07-0680-190 PK-08 | 98.3\% | 22.3\% | 15.2\% |
| CAMDEN | CAMDEN CITY | VETERANS MEMORIAL FAMILY SCHOOL | 07-0680-080 PK-08 | 98.7\% | 4.1\% | 19.1\% |
| CAMDEN | WOODLYNNE BORO | WOODLYNNE BORO PUBLIC SCHOOL | 07-5900-050 PK-08 | 93.5\% | 6.0\% | 22.0\% |
| CHARTERS | DISCOVERY CS | DISCOVERY CHARTER SCHOOL | 80-6320-920 04-08 | 97.5\% | 0.0\% | 8.9\% |
| CHARTERS | FREEDOM ACADEMY CS | FREEDOM ACADEMY CHARTER SCHOOL | 80-6240-900 06-08 | 100.0\% | 0.0\% | 19.1\% |
| CHARTERS | JOHN P HOLLAND CHARTER SCHOOL | JOHN P. HOLLAND CHARTER SCHOOL | 80-6079-964 KG-08 | 93.2\% | 0.0\% | 12.6\% |
| CHARTERS | M E T S CHARTER SCHOOL | M.E.T.S. CHARTER SCHOOL | 80-6068-951 06-11 | 94.0\% | 0.0\% | 8.1\% |
| CHARTERS | PAUL ROBESON HUMANITIES CS | PAUL ROBESON CHARTER SCHOOL FOR THE HUMANITIES | 80-6025-907 04-08 | 90.7\% | 0.0\% | 15.9\% |
| CUMBERLANI | BRIDGETON CITY | WEST AVENUE SCHOOL | 11-0540-130 KG-08 | 92.2\% | 1.3\% | 6.4\% |
| ESSEX | NEWARK CITY | SOUTH SEVENTEENTH STREET SCHOOL | 13-3570-670 KG-08 | 96.6\% | 0.5\% | 24.7\% |
| HUDSON | UNION CITY | EMERSON MIDDLE SCHOOL | 17-5240-105 06-08 | 96.2\% | 12.8\% | 13.7\% |
| HUDSON | UNION CITY | UNION HILL MIDDLE SCHOOL | 17-5240-150 07-08 | 97.8\% | 10.0\% | 13.8\% |
| MERCER | TRENTON CITY | HEDGEPETH WILLIAM MIDDLE SCHOOL | 21-5210-301 06-08 | 92.4\% | 3.6\% | 25.0\% |
| MERCER | TRENTON CITY | JOYCE KILMER MIDDLE SCHOOL | 21-5210-235 06-08 | 90.9\% | 1.2\% | 19.1\% |
| MONMOUTH | ASBURY PARK CITY | ASBURY PARK MIDDLE SCHOOL | 25-0100-070 05-08 | 96.4\% | 7.5\% | 23.8\% |
| PASSAIC | PATERSON CITY | REV DR FRANK NAPIER JR SCHOOL | 31-4010-080 KG-08 | 94.4\% | 11.6\% | 16.9\% |
| PASSAIC | PATERSON CITY | SCHOOL 12 | 31-4010-160 PK-08 | 96.8\% | 12.7\% | 12.3\% |
| PASSAIC | PATERSON CITY | SCHOOL 6/ACADEMY OF PERFORMING ARTS | 31-4010-100 PK-08 | 93.3\% | 7.2\% | 8.5\% |
| SALEM | SALEM CITY | SALEM MIDDLE SCHOOL | 33-4630-090 03-08 | 91.8\% | 0.9\% | 17.8\% |

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance significantly lags in comparison to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness significantly lags in comparison to its peers. This school's student growth performance significantly lags in comparison to schools across the state. Additionally, its student growth performance significantly lags in comparison to its peers.

$\left.$| Performance Areas | Peer Percentile | Statewide Percentile |  |
| :--- | :---: | :---: | :---: | | Percent of |
| :---: |
| Targets Met | \right\rvert\,

Improvement Status
Priority
Rationale

## Lowest-Performing

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms $\mathbf{1 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{4 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting $\mathbf{1 0 \%}$ of its performance targets in the area of Academic Achievement.

## College and Career Readiness

This school outperforms $\mathbf{2 \%}$ of schools statewide as noted by its statewide percentile and $19 \%$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## Student Growth

This school outperforms $\mathbf{2} \%$ of schools statewide as noted by its statewide percentile and $\mathbf{1 2 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting $0 \%$ percentage of its performance targets in the area of Student Growth. of par

College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

## State of New Jersey

## Enrollment by Grade

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


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

| Total School Enrollment |  |
| :--- | :---: |
| $\mathbf{2 0 1 1 - 1 2}$ | $\mathbf{3 0 0}$ |
| $\mathbf{2 0 1 2 - 1 3}$ | $\mathbf{3 2 5}$ |
| $2013-14$ | $\mathbf{3 2 1}$ |

## Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | ---: | :---: |
| Students with Disability | 104 | $32 \%$ |
| Economically Disadvantaged | 305 | $95.0 \%$ |
| Students |  |  |

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 Gender

This graph presents the count of students by gender who were 'on roll' in


## ACADEMIC ACHIIEVEMENT

## CAMDEN

## CAMDEN CITY

## GRADE SPAN KG-07

FOREST HILL SCHOOL 1625 WILDWOOD AVENUE

CAMDEN, NJ 08103

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide <br> Performance | Peer <br> Percentile | State <br> Percentile | Percent of Targets <br> Met |
| :--- | :--- | :--- | :--- | :--- |
| NJASK Language Arts Proficiency and above | $\mathbf{1 5 \%}$ | $\mathbf{4}$ | $\mathbf{1}$ | $\mathbf{2 0 \%}$ |
| NJASK Math Proficiency and above | $\mathbf{2 8 \%}$ | $\mathbf{4}$ | $\mathbf{1}$ | $\mathbf{0 \%}$ |
| SUMMARY - Academic Achievement |  |  | $\mathbf{1}$ | $\mathbf{1 0 \%}$ |

## NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017 .

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 162 | 15.4 | 38.4 | NO |
| White | - | - |  | -- |
| Black | 34 | 17.6 | 14.8 | 40.7 |
| Hispanic | - | - |  | NO |
| American Indian | - | - |  | YES* |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 14.3 | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | 154 | 15.6 | 37.3 | NO |
| Economically <br> Disadvantaged Students | - |  |  |  |

## YES* = Met Progress Target(Confidence Interval Applied)

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

## Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## State of New Jersey

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :--- | :--- | :--- |
| Schoolwide | 162 | 27.8 | 60 | NO |
| White | - | - |  | -- |
| Black | 127 | 31.5 | 62.6 | NO |
| Hispanic | - | - | 14.3 | 51.7 |
| American Indian | - | - | NO |  |
| Asian | - | - | -- |  |
| Two or More Races | 60 | 10 | 25 | NO |
| Students with Disability | - | - | - |  |
| Limited English <br> Proficient Students | 154 | 27.9 | 59.7 | NO |
| Economically <br> Disadvantaged Students | -- |  |  |  |

## YES* = Met Progress Target(Confidence Interval Applied)

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

## Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


## NJASK Results - Language Arts Literacy Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $18 \%$ | $82 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $18 \%$ | $82 \%$ |
| Economically Disadvantaged <br> Students | $0 \%$ | - |  |

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

## NJASK Results - Language Arts Literacy Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $18 \%$ | $82 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $17 \%$ | $83 \%$ |
| Hispanic | - | $20 \%$ | $80 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $17 \%$ | $83 \%$ |
| Economically Disadvantaged <br> Students |  |  |  |

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

NJASK Proficiency Trends - Language Arts Literacy Grade Level - 03

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level-04

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


## ACADEMIC ACHIIEVEMIENT

CAMDEN
CAMDEN CITY
GRADE SPAN KG-07

## NJASK Results - Language Arts Literacy Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $12 \%$ | $88 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $13 \%$ | $87 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $13 \%$ | $88 \%$ |
| Economically Disadvantaged <br> Students | - | - |  |

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

## NJASK Results - Language Arts Literacy Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $16 \%$ | $84 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $17 \%$ | $83 \%$ |
| Economically Disadvantaged <br> Students | $0 \%$ |  |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 05

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 06

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


## CAMDEN CITY

GRADE SPAN KG-07

## NJASK Results - Language Arts Literacy Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |
| Data is prested for subgroups wn | - | - |  |

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

## NJASK Proficiency Trends - Language Arts Literacy

 Grade Level - 07This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.

Data is suppressed to protect the confidentiality of the students.

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit $<$ http://nces.ed.gov/nationsreportcard/>
Proficiency Percentages

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :---: | :---: |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>
Proficiency Percentages

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :---: | :---: |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

## NJASK Proficiency Trends - Math - Grade Level - 03

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


## NJASK Proficiency Trends - Math - Grade Level - 04

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


Data is presented for subgroups when the count is high enough under NCLB suppression rules.
NJASK Results - MATH Grade Level - 03
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $11 \%$ | $29 \%$ | $60 \%$ |
| White | - | - | - |
| Black | $12 \%$ | $29 \%$ | $59 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $25 \%$ | $75 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $11 \%$ | $29 \%$ | $60 \%$ |
| Economically Disadvantaged <br> Students |  |  |  |
| D |  | - | - |

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

## NJASK Results - MATH Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient |
| :--- | :---: | :---: | :---: | | Partially |
| :---: |
| Proficient |\(\left|\left\lvert\, \begin{array}{lcc|}\hline Schoolwide \& 7 \% \& 18 \% <br>

\hline White \& 7 \% \% <br>
\hline Black \& 7 \% \& 7 \% <br>
\hline Hispanic \& - \& - <br>
\hline American Indian \& - \& - <br>
\hline Asian \& - \& - <br>
\hline Two or More Races \& - \& - <br>
\hline Students with Disability \& - \& - <br>
\hline Limited English Proficient Students \& 7 \% \& - <br>
\hline $$
\begin{array}{l}\text { Economically Disadvantaged } \\
\text { Students }\end{array}
$$ \& 7 \% \& 20 \% <br>
\hline Dat \& 73 \% <br>
\hline\end{array}\right.\right.\)

## State of New Jersey

## NJASK Results - MATH Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $7 \%$ | $19 \%$ | $74 \%$ |
| White | - | - | - |
| Black | $10 \%$ | $23 \%$ | $67 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $7 \%$ | $17 \%$ | $76 \%$ |
| Economically Disadvantaged <br> Students | - | - |  |

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

## NJASK Results - MATH Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $16 \%$ | $84 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $17 \%$ | $83 \%$ |
| Economically Disadvantaged <br> Students | - | - | - |
| Dat prsed | - | - |  |

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

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


## NJASK Proficiency Trends - Math - Grade Level - 06

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


## ACADEMIC ACHIIEVEMIENT

## CAMDEN

## CAMDEN CITY

GRADE SPAN KG-07

NJASK Results - MATH Grade Level - 07
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $17 \%$ | $83 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $18 \%$ | $82 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - |  |
| Data is prsied for subg |  | - |  |

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

## NJASK Proficiency Trends - Math - Grade Level - 07

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


2013-14

```
Advanced Proficient Proficient
    Partially Proficient
Advanced Proficient Proficient
Partially Proficient
```


## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit $<$ http://nces.ed.gov/nationsreportcard/>
Proficiency Percentages

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)
Proficiency Percentages

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

## ACADEMIC ACHIEVEMIENT

FOREST HILL SCHOOL
CAMDEN CITY
GRADE SPAN KG-07
CAMDEN, NJ 08103

## NJASK Results - Science Grade Level - 04

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

| Subgroups | Advanced <br> Proficient <br> Proficient | Partially <br> Proficient |  |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | $7 \%$ | $45 \%$ | $48 \%$ |
| Black | $20 \%$ | $33 \%$ | $47 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $7 \%$ | $13 \%$ | $80 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $12 \%$ | $41 \%$ | $46 \%$ |
| Economically Disadvantaged <br> Students |  |  |  |

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

## NJASK Proficiency Trends - Science - Grade Level - 04

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


Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for $10 \%$ or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than $65 \%$ of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness <br> Indicators | School <br> Performance | Peer Rank <br> (Percentile) | Statewide Rank <br> (Percentile) | Statewide <br> Target | Met Target? |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Chronic Absenteeism (\%) | $\mathbf{2 5 \%}$ | $\mathbf{1 9}$ | $\mathbf{2}$ | $\mathbf{6 \%}$ | NO |
| Summary |  |  |  |  | $\mathbf{0 \%}$ |

Chronic Absenteeism - Number of students in the most recent school year that missed $10 \%$ or more of the instructional days in the school year divided by the total number of students enrolled.

## Chronic Absentecism Trend

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


## Absentecism

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.


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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

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

| Student Growth Indicators | Schoolwide <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met Target? |
| :--- | :--- | :--- | :--- | :--- | :---: |
| Student Growth on Language Arts | 28 | 17 | 2 | 35 | NO |
| Student Growth on Math | 24 | 7 | 2 | 35 | NO |
|  |  | 12 | 2 |  | $0 \%$ |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

| Language Arts |  |  |  | Math |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | GROWTH |  |  |  | GROWTH |  |  |
|  | Low | Typical | High |  | Low | Typical | High |
| Partially Proficient | 50\% | 24\% | 11\% | Partially Proficient | 50\% | 22\% | 4\% |
| Proficient | 6\% | 3\% | 7\% | Proficient | 8\% | 5\% | 6\% |
| Advanced Proficient | 0\% | 0\% | 0\% | Advanced Proficient | 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.

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level - 03

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50 th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 237 | 300 |
| 75th | 191 | 221 |
| 50th | 173 | 207 |
| 25th | 160 | 188 |
| 0th | 137 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 31 | 33 |

## Grade Level - 04

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50 th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 226 | 300 |
| 75th | 189 | 219 |
| 50th | 179 | 202 |
| 25th | 157 | 186 |
| 0th | 123 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 32 | 33 |

## Grade Level - 03

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 292 | 300 |
| 75th | 221 | 268 |
| 50th | 174 | 229 |
| 25th | 149 | 200 |
| 0th | 100 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 72 | 68 |

## Grade Level - 04

## NJ ASK Math 25th \%ile vs 75th\%ile

This table presents the scale scores associated with students at the bottom ( 0 th 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 | 286 | 300 |
| 75th | 195 | 264 |
| 50th | 172 | 228 |
| 25th | 144 | 195 |
| 0th | 107 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 51 | 69 |

## WITHIN SCHOOL ACHIEVEMENT GAP

FOREST HILL SCHOOL 1625 WILDWOOD AVENUE

CAMDEN, NJ 08103

## Grade Level - 05

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50 th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 221 | 300 |
| 75th | 178 | 224 |
| 50th | 165 | 206 |
| 25th | 149 | 186 |
| 0th | 118 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap- <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 29 | 38 |

## Grade Level - 06

NJ ASK 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 | 208 | 300 |
| 75th | 182 | 230 |
| 50th | 172 | 211 |
| 25th | 160 | 192 |
| 0th | 137 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 22 | 38 |

## Grade Level - 05

NJ ASK 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 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 292 | 300 |
| 75th | 206 | 262 |
| 50th | 174 | 235 |
| 25th | 153 | 206 |
| 0th | 122 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 53 | 56 |

## Grade Level - 06

## NJ ASK Math 25th \%ile vs 75th \%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 214 | 300 |
| 75th | 184 | 259 |
| 50th | 178 | 228 |
| 25th | 158 | 201 |
| 0th | 116 | 100 |


|  | Scale Score Gap <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 26 | 58 |

## Grade Level - 07

NJ ASK 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 | N/A | 300 |
| 75th | N/A | 234 |
| 50th | N/A | 211 |
| 25th | N/A | 188 |
| 0th | N/A | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 0 | 46 |

## State of New Jersey

## 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 |
| :---: | :---: |
| $\mathbf{2 0 1 3 - 1 4}$ | 6 Hrs. 30 Mins. |

## Student Suspension Rate

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

|  | School |
| :--- | :--- |
| 2013-14 | $21.8 \%$ |

## Instructional Time

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

| 2013-14 | School |
| :--- | :---: |
| Full Time | 5 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 |
| :---: | :---: |
| $2013-14$ | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 9 |
| Administrators | 321 |

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.

| COUNTY NA | ME DISTRICT NAME | SCHOOL NAME | $\begin{array}{ll} \text { CDS } & \text { GRAD } \\ \text { CODE } & \underline{\text { ESPAN }} \end{array}$ | FRPL | LEP | ED |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| BERGEN | CLIFFSIDE PARK BORO | SCHOOL \#5 | 03-0890-070 KG-06 | 75.1\% | 13.5\% | 12.7\% |
| BERGEN | GARFIELD CITY | ROOSEVELT SCHOOL \#7 | 03-1700-100 KG-05 | 77.7\% | 5.2\% | 10.7\% |
| CAMDEN | CAMDEN CITY | FOREST HILL SCHOOL | 07-0680-205 KG-07 | 95.0\% | 1.9\% | 30.5\% |
| CAMDEN | LINDENWOLD BORO | LINDENWOLD SCHOOL FIVE | 07-2670-050 PK-04 | 75.7\% | 19.5\% | 10.3\% |
| CUMBERLANI | MILLVILLE CITY | R. M. BACON ELEMENTARY SCHOOL | 11-3230-065 KG-05 | 84.1\% | 0.0\% | 18.1\% |
| CUMBERLANI | MILLVILLE CITY | SILVER RUN ELEMENTARY SCHOOL | 11-3230-100 KG-05 | 88.6\% | 0.0\% | 19.9\% |
| CUMBERLANI | VINELAND CITY | DANE BARSE ELEMENTARY SCHOOL | 11-5390-095 KG-05 | 79.1\% | 9.3\% | 12.8\% |
| CUMBERLANI | VINELAND CITY | DR. WILLIAM MENNIES ELEMENTARY SCHOOL | 11-5390-260 KG-05 | 76.5\% | 7.6\% | 8.7\% |
| CUMBERLANI | VINELAND CITY | JOHNSTONE ELEMENTARY SCHOOL | 11-5390-120 KG-05 | 74.0\% | 32.8\% | 14.1\% |
| ESSEX | BELLEVILLE TOWN | BELLEVILLE PS9 | 13-0250-090 KG-05 | 74.8\% | 0.0\% | 2.4\% |
| ESSEX | CITY OF ORANGE TWP | OAKWOOD AVENUE ELEMENTARY SCHOOL | 13-3880-110 PK-07 | 88.0\% | 4.7\% | 20.2\% |
| ESSEX | EAST ORANGE | DIONNE WARWICK INSTITUTE | 13-1210-110 PK-05 | 78.6\% | 0.7\% | 7.9\% |
| ESSEX | EAST ORANGE | ECOLE TOUSSAINT LOUVERTURE | 13-1210-120 PK-05 | 82.9\% | 0.0\% | 14.0\% |
| ESSEX | EAST ORANGE | J. GARFIELD JACKSON SR. ACADEMY | 13-1210-170 KG-05 | 80.7\% | 0.0\% | 12.8\% |
| ESSEX | EAST ORANGE | LANGSTON HUGHES ELEMENTARY SCHOOL | 13-1210-080 PK-05 | 77.0\% | 0.0\% | 7.6\% |
| ESSEX | IRVINGTON TOWNSHIP | BERKELEY TERRACE | 13-2330-080 KG-05 | 72.0\% | 9.8\% | 7.3\% |
| ESSEX | IRVINGTON TOWNSHIP | THURGOOD MARSHALL SCHOO | 13-2330-125 KG-05 | 73.3\% | 8.2\% | 8.5\% |
| ESSEX | NEWARK CITY | HARRIET TUBMAN ELEMENTARY SCHOOL | 13-3570-455 PK-06 | 80.1\% | 0.7\% | 14.1\% |
| HUDSON | JERSEY CITY | GLADYS NUNERY SCHOOL | 17-2390-260 PK-05 | 79.9\% | 2.7\% | 12.0\% |
| HUDSON | JERSEY CITY | OLLIE CULBRETH JR. SCHOOL | 17-2390-160 PK-07 | 77.1\% | 19.0\% | 12.6\% |
| HUDSON | JERSEY CITY | PS \# 20 | 17-2390-190 PK-05 | 79.2\% | 3.0\% | 9.1\% |
| HUDSON | WEST NEW YORK TOWN | PUBLIC SCHOOL NUMBER TWO | 17-5670-065 PK-06 | 80.5\% | 1.0\% | 10.5\% |
| MERCER | HAMILTON TWP | LALOR ELEMENTARY SCHOOL | 21-1950-180 KG-05 | 75.5\% | 13.9\% | 12.5\% |
| MIDDLESEX | CARTERET BORO | NATHAN HALE ELEMENTARY SCHOOL | 23-0750-060 PK-05 | 71.9\% | 22.6\% | 6.9\% |
| MONMOUTH | FREEHOLD BORO | FREEHOLD LEARNING CENTER | 25-1640-040 PK-05 | 78.1\% | 19.4\% | 13.6\% |
| MONMOUTH | FREEHOLD BORO | PARK AVENUE ELEMENTARY SCHOOL | 25-1640-070 PK-05 | 76.1\% | 17.4\% | 15.2\% |
| MONMOUTH | LONG BRANCH CITY | A A ANASTASIA ELEMENTARY SCHOOL | 25-2770-065 PK-05 | 78.6\% | 8.0\% | 14.3\% |
| MONMOUTH | LONG BRANCH CITY | GREGORY ELEMENTARY SCHOOL | 25-2770-110 PK-05 | 76.5\% | 9.0\% | 11.1\% |
| MORRIS | DOVER TOWN | EAST DOVER ELEMENTARY SCHOOL | 27-1110-060 KG-06 | 77.3\% | 0.9\% | 10.0\% |
| UNION | LINDEN CITY | NUMBER 4 | 39-2660-115 PK-05 | 75.9\% | 2.4\% | 7.4\% |
| WARREN | PHILLIPSBURG TOWN | ANDOVER MORRIS ELEMENTARY SCHOOL | 41-4100-060 03-05 | 78.1\% | 4.7\% | 12.5\% |

## GRADE SPAN PK-05

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance significantly lags in comparison to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness lags in comparison to its peers. This school's student growth performance significantly lags in comparison to schools across the state. Additionally, its student growth performance lags in comparison to its peers.

$\left.$| Performance Areas | Peer Percentile | Statewide Percentile |  |
| :--- | :---: | :---: | :---: | | Percent of |
| :---: |
| Targets Met | \right\rvert\,

Improvement Status
Priority
Rationale

Lowest-Performing

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms $\mathbf{2 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{1 2 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting $\mathbf{1 3 \%}$ of its performance targets in the area of Academic Achievement.

## College and Career Readiness

This school outperforms $\mathbf{8 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{2 3 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## Student Growth

This school outperforms $\mathbf{1 3} \%$ of schools statewide as noted by its statewide percentile and $\mathbf{2 9 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting $\mathbf{5 0 \%}$ percentage of its performance targets in the area of Student Growth.

College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

## State of New Jersey

## Enrollment by Grade

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


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

| Total School Enrollment |  |
| :--- | :---: |
| $\mathbf{2 0 1 1 - 1 2}$ | $\mathbf{2 8 1}$ |
| $\mathbf{2 0 1 2 - 1 3}$ | $\mathbf{3 2 2}$ |
| $2013-14$ | $\mathbf{3 4 2}$ |

## Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | ---: | :---: |
| Students with Disability | 46 | $13 \%$ |
| Economically Disadvantaged <br> Students | 331 | $96.8 \%$ |
| Limited English Proficient | 12 | $3.5 \%$ |
| Students |  |  |

## 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 Gender

This graph presents the count of students by gender who were 'on roll' in


## CAMDEN

## CAMDEN CITY

## GRADE SPAN PK-05

FRANCIS X. MCGRAW ELEMENTARY SCHOOL 3051 FREMONT STREET

CAMDEN, NJ 08105

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide <br> Performance | Peer <br> Percentile | State <br> Percentile | Percent of Targets <br> Met |
| :--- | :--- | :--- | :--- | :--- |
| NJASK Language Arts Proficiency and above | $\mathbf{1 9 \%}$ | $\mathbf{1 3}$ | $\mathbf{2}$ | $\mathbf{0 \%}$ |
| NJASK Math Proficiency and above | $\mathbf{3 7 \%}$ | $\mathbf{1 0}$ | $\mathbf{2}$ | $\mathbf{2 5 \%}$ |
| SUMMARY - Academic Achievement |  | 12 | $\mathbf{2}$ | $\mathbf{1 3 \%}$ |

## NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 127 | 18.9 | 44.7 | NO |
| White | - | - |  | -- |
| Black | 66 | 19.7 | 46.9 | NO |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - |  | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | 122 | 19.7 | 43.4 | NO |
| Economically <br> Disadvantaged Students | -7.7 |  |  |  |

YES* = Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :--- | :--- | :--- |
| Schoolwide | 127 | 37 | 54.1 | NO |
| White | - | - |  | -- |
| Black | 66 | 31.8 | 56.4 | NO |
| Hispanic | 42.6 | 47.7 | YES* |  |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - |  | -- |
| Students with Disability | - | - |  | -- |
| Limited English <br> Proficient Students | - | - |  | -- |
| Economically <br> Disadvantaged Students | 122 | 38.5 | 52.3 | NO |

YES* = Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


## NJASK Results - Language Arts Literacy Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $18 \%$ | $82 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $29 \%$ | $71 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $20 \%$ | $80 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |
| Dara is prem |  | - | - |

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

## NJASK Results - Language Arts Literacy Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $24 \%$ | $76 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $30 \%$ | $70 \%$ |
| Hispanic | - | $19 \%$ | $81 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $25 \%$ | $75 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |
| Dat is prented for subgro |  | - |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 03

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 04

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


## ACADEMIC ACHIIEVEMIENT

FRANCIS X. MCGRAW ELEMENTARY SCHOOL
CAMDEN 3051 FREMONT STREET
CAMDEN CITY
GRADE SPAN PK-05

NJASK Results - Language Arts Literacy Grade Level - 05
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $15 \%$ | $85 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $20 \%$ | $80 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $15 \%$ | $85 \%$ |
| Economically Disadvantaged <br> Students | - | - | - |
| Data is prented for subgroup wher\|| |  |  |  |

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

NJASK Proficiency Trends - Language Arts Literacy Grade Level - 05

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


## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>
Proficiency Percentages

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :---: | :---: |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>
Proficiency Percentages

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

## NJASK Proficiency Trends - Math - Grade Level - 03

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


## NJASK Proficiency Trends - Math - Grade Level - 04

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


## State of New Jersey

2013-14

## ACADEMIC ACHIIEVEMENT

FRANCIS X. MCGRAW ELEMENTARY SCHOOL
CAMDEN
3051 FREMONT STREET
CAMDEN CITY
GRADE SPAN PK-05
CAMDEN, NJ 08105

NJASK Results - MATH Grade Level - 05
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $10 \%$ | $38 \%$ | $52 \%$ |
| White | - | - | - |
| Black | $12 \%$ | $24 \%$ | $64 \%$ |
| Hispanic | $9 \%$ | $52 \%$ | $39 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $11 \%$ | $38 \%$ | $51 \%$ |
| Economically Disadvantaged <br> Students | - | - |  |
| $D$ |  |  |  |

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

## NJASK Proficiency Trends - Math - Grade Level - 05

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


## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)
Proficiency Percentages

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)
Proficiency Percentages

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

## CAMDEN CITY

GRADE SPAN PK-05

## NJASK Results - Science Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $22 \%$ | $24 \%$ | $54 \%$ |
| White | - | - | - |
| Black | $19 \%$ | $14 \%$ | $67 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $23 \% \%$ | - |  |
| Limited English Proficient <br> Students | - <br> Economically Disadvantaged <br> Students <br> Data is presented for subgroups when the count is high enough under <br> NCLB suppression rules. |  |  |

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

## - Crade Level-04 <br> NJASK Proficiency Trends - Science - Grade Level - 04

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


2013-14

Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for $10 \%$ or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than $65 \%$ of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness <br> Indicators | School <br> Performance | Peer Rank <br> (Percentile) | Statewide Rank <br> (Percentile) | Statewide <br> Target | Met Target? |
| :--- | :--- | :--- | :--- | :---: | :---: |
| Chronic Absenteeism (\%) | $\mathbf{1 6 \%}$ |  |  | $\mathbf{8}$ | $\mathbf{6 \%}$ |

Chronic Absenteeism - Number of students in the most recent school year that missed 10\% or more of the instructional days in the school year divided by the total number of students enrolled.

## Chronic Absentecism Trend

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


## Absentecism

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.


## State of New Jersey

2013-14

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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

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

| Student Growth Indicators | Schoolwide <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met Target? |
| :--- | :--- | :--- | :--- | :--- | :---: |
| Student Growth on Language Arts | 30 | 7 | 3 | 35 | NO |
| Student Growth on Math | 41 | 50 | 23 | 35 | YES |
|  |  | 29 | 13 |  | $50 \%$ |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

| Language Arts |  |  |  | Math |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | GROWTH |  |  |  | GROWTH |  |  |
|  | Low | Typical | High |  | Low | Typical | High |
| Partially Proficient | 48\% | 20\% | 13\% | Partially Proficient | 34\% | 19\% | 5\% |
| Proficient | 5\% | 8\% | 7\% | Proficient | 6\% | 14\% | 13\% |
| Advanced Proficient | 0\% | 0\% | 0\% | Advanced Proficient | 0\% | 2\% | 8\% |

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.

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP <br> CAMDEN

CAMDEN CITY

GRADE SPAN PK-05

FRANCIS X. MCGRAW ELEMENTARY SCHOOL 3051 FREMONT STREET CAMDEN, NJ 08105

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level - 03

NJ ASK Language Arts 25th \%ile vs 75th \%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 216 | 300 |
| 75th | 187 | 221 |
| 50th | 173 | 207 |
| 25th | 167 | 188 |
| 0th | 149 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 20 | 33 |

## Grade Level - 04

NJ ASK 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 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 226 | 300 |
| 75th | 191 | 219 |
| 50th | 173 | 202 |
| 25th | 164 | 186 |
| 0th | 128 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 27 | 33 |

## Grade Level - 03

## NJ ASK 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 | 293 | 300 |
| 75th | 200 | 268 |
| 50th | 182 | 229 |
| 25th | 160 | 200 |
| 0th | 108 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 40 | 68 |

## Grade Level - 04

## NJ ASK 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 | 278 | 300 |
| 75th | 204 | 264 |
| 50th | 180 | 228 |
| 25th | 151 | 195 |
| 0th | 107 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 53 | 69 |

## WITHIN SCHOOL ACHIEVEMENT GAP

## Grade Level - 05

NJ ASK 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 | 226 | 300 |
| 75th | 192 | 224 |
| 50th | 172 | 206 |
| 25th | 161 | 186 |
| 0th | 127 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 31 | 38 | CAMDEN, NJ 08105

## Grade Level - 05

## NJ ASK 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 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 294 | 300 |
| 75th | 219 | 262 |
| 50th | 196 | 235 |
| 25th | 167 | 206 |
| 0th | 122 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 52 | 56 |

## 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 |
| :---: | :---: |
| 2013-14 | 6 Hrs. 40 Mins. |

## Student Suspension Rate

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

|  | School |
| :---: | :---: |
| $\mathbf{2 0 1 3 - 1 4}$ | $8.5 \%$ |

## Instructional Time

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

| 2013-14 | School |
| :--- | :---: |
| Full Time | 5 Hrs. 55 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

## Student Expulsions

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

|  | School |
| :---: | :---: |
| $2013-14$ | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 14 |
| Administrators | 342 |

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.

| COUNTY NA | ME DISTRICT NAME | SCHOOL NAME | $\begin{array}{ll} \text { CDS } & \text { GRAD } \\ \hline \text { CODE } & \text { ESPAN } \end{array}$ | FRPL | LEP | D |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ATLANTIC | PLEASANTVILLE CITY | SOUTH MAIN STREET ELEMENTARY SCHOOL | 01-4180-095 KG-05 | 91.2\% | 6.4\% | 8.6\% |
| CAMDEN | CAMDEN CITY | FRANCIS X. MCGRAW ELEMENTARY SCHOOL | 07-0680-230 PK-05 | 96.8\% | 3.5\% | 11.7\% |
| CAPE MAY | WILDWOOD CITY | GLENWOOD AVE ELEMENTARY SCHOOL | 09-5790-060 PK-05 | 90.2\% | 35.0\% | 13.2\% |
| CHARTERS | BELOVED COMMUNITY CHARTER SCHOOL | BELOVED COMMUNITY CHARTER SCHOOL | 80-6082-963 KG-03 | 82.9\% | 17.5\% | 2.9\% |
| CHARTERS | BURCH CHARTER SCHOOL OF EXCELLENCE | BURCH CHARTER SCHOOL OF EXCELLENCE | 80-6022-990 KG-05 | 86.0\% | 0.0\% | 1.2\% |
| CHARTERS | CAMDEN'S PRIDE CHARTER SCHHOL | CAMDEN'S PRIDE CHARTER SCHOOL | 80-6024-906 KG-04 | 90.9\% | 2.1\% | 7.1\% |
| CHARTERS | INTERNATIONAL CS OF TRENTON | INTERNATIONAL CHARTER SCHOOL OF TRENTON | 80-6810-940 KG-04 | 92.2\% | 0.0\% | 6.7\% |
| CHARTERS | KNOWLEDGE A TO Z CHARTER SCHOOL | KNOWLEDGE A TO Z CHARTER SCHOOL | 80-6083-968 KG-04 | 90.0\% | 0.0\% | 4.2\% |
| CHARTERS | NEW HORIZONS COMM. CS | NEW HORIZONS COMMUNITY CHARTER SCHOOL | 80-7290-957 KG-05 | 95.9\% | 0.0\% | 7.9\% |
| CHARTERS | UNIVERSITY HEIGHTS CS | UNIVERSITY HEIGHTS CHARTER SCHOOL | 80-8065-980 PK-07 | 95.6\% | 0.9\% | 8.8\% |
| CUMBERLANI | VINELAND CITY | GLORIA M SABATER ELEMENTARY SCHOOL | 11-5390-075 KG-05 | 91.2\% | 31.1\% | 13.7\% |
| ESSEX | CITY OF ORANGE TWP | ROSA PARKS/CENTRAL COMMUNITY SCHOOL | 13-3880-105 PK-07 | 89.3\% | 21.4\% | 10.3\% |
| ESSEX | NEWARK CITY | SOUTH STREET ELEMENTARY SCHOOL | 13-3570-640 PK-05 | 85.8\% | 20.8\% | 3.8\% |
| MERCER | TRENTON CITY | GRANT ELEMENTARY SCHOOL | 21-5210-200 KG-05 | 94.3\% | 24.6\% | 16.0\% |
| MERCER | TRENTON CITY | JEFFERSON ELEMENTARY SCHOO | 1-5210-230 KG-05 | 89.8\% | 0.6\% | 0.0\% |
| MERCER | TRENTON CITY | MOTT ELEMENTARY SCHOOL | 21-5210-260 KG-05 | 93.8\% | 18.1\% | 12.1\% |
| MIDDLESEX | NEW BRUNSWICK CITY | LINCOLN ELEMENTARY SCHOOL | 23-3530-080 PK-05 | 90.5\% | 19.4\% | 11.3\% |
| MIDDLESEX | NEW BRUNSWICK CITY | LIVINGSTON ELEMENTARY SCHOOL | 23-3530-090 KG-05 | 87.3\% | 23.5\% | 9.4\% |
| MIDDLESEX | NEW BRUNSWICK CITY | ROOSEVELT ELEMENTARY SCHOOL | 23-3530-125 PK-05 | 88.4\% | 30.4\% | 9.5\% |
| MIDDLESEX | PERTH AMBOY CITY | ROBERT N. WILENTZ ELEMENTARY SCHOOL | K23-4090-200 KG-04 | 88.6\% | 20.8\% | 7.6\% |
| MONMOUTH | ASBURY PARK CITY | THURGOOD MARSHALL ELEMENTARY SCHOOL | 25-0100-100 PK-04 | 95.9\% | 13.4\% | 13.8\% |
| OCEAN | LAKEWOOD TWP | CLIFTON AVE GRADE SCHOOL | 29-2520-070 01-05 | 91.9\% | 23.4\% | 15.7\% |
| OCEAN | LAKEWOOD TWP | OAK STREET ELEM SCHOOL | 29-2520-084 01-05 | 92.4\% | 19.3\% | 11.8\% |
| PASSAIC | PASSAIC CITY | DANIEL F. RYAN ELEMENTARY SCHOOL \# 19 | 31-3970-200 PK-05 | 92.7\% | 31.6\% | 15.7\% |
| PASSAIC | PATERSON CITY | EDWARD W KILPATRICK | 31-4010-047 PK-05 | 90.8\% | 24.9\% | 11.1\% |
| PASSAIC | PATERSON CITY | SCHOOL 15 | 31-4010-190 PK-05 | 87.7\% | 27.4\% | 12.6\% |
| PASSAIC | PATERSON CITY | SCHOOL 27 | 31-4010-300 PK-07 | 92.1\% | 8.2\% | 10.6\% |
| PASSAIC | PATERSON CITY | SCHOOL 29 | 31-4010-311 KG-04 | 88.7\% | 28.6\% | 9.5\% |
| SOMERSET | FRANKLIN TWP | PINE GROVE MANOR SCHOOL | 35-1610-140 PK-04 | 80.7\% | 33.6\% | 4.7\% |
| UNION | PLAINFIELD CITY | EMERSON ELEMENTARY SCHOOL | 39-4160-130 KG-05 | 89.0\% | 21.6\% | 12.2\% |
| UNION | ROSELLE BORO | HARRISON ELEMENTARY SCHOOL | 39-4540-020 01-04 | 82.7\% | 44.5\% | 7.0\% |

## GRADE SPAN PK-06

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance is about average when compared to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness lags in comparison to its peers. This school's student growth performance significantly lags in comparison to schools across the state. Additionally, its student growth performance lags in comparison to its peers.


Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms $\mathbf{8 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{4 3 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting $\mathbf{1 3 \%}$ of its performance targets in the area of Academic Achievement.

## College and Career Readiness

This school outperforms $\mathbf{1 2 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{3 9 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## Student Growth

This school outperforms $\mathbf{8} \%$ of schools statewide as noted by its statewide percentile and $\mathbf{2 1 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting $\mathbf{5 0 \%}$ percentage of its performance targets in the area of Student Growth.

College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

## State of New Jersey

## Enrollment by Grade

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


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

| Total School Enrollment |  |
| :---: | :---: |
| $2011-12$ | 405 |
| $2012-13$ | $\mathbf{3 6 9}$ |
| $2013-14$ | 370 |

## Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | ---: | :---: |
| Students with Disability | 61 | $16 \%$ |
| Economically Disadvantaged | 354 | $95.7 \%$ |
| Students | 25 | $6.8 \%$ |
| Limited English Proficient | Students |  |

## Language Diversity

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

| $\underline{\mathbf{2 0 1 3 - 1 4}}$ | $\underline{\text { Percent }}$ |
| :--- | :---: |
| English | $63.4 \%$ |
| Spanish | $36.1 \%$ |
| Vietnamese | $0.5 \%$ |

## 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 Gender

This graph presents the count of students by gender who were 'on roll' in


## CAMDEN

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide <br> Performance | Peer <br> Percentile | State <br> Percentile | Percent of Targets <br> Met |
| :--- | :--- | :--- | :--- | :---: |
| NJASK Language Arts Proficiency and above | $\mathbf{3 3 \%}$ | $\mathbf{3 6}$ | $\mathbf{6}$ | $\mathbf{2 5 \%}$ |
| NJASK Math Proficiency and above | $\mathbf{5 8 \%}$ | $\mathbf{4 9}$ | $\mathbf{9}$ | $\mathbf{0 \%}$ |
| SUMMARY - Academic Achievement |  | 43 | $\mathbf{8}$ | $\mathbf{1 3 \%}$ |

## NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 145 | 33.1 | 43.8 | NO |
| White | - | - |  | -- |
| Black | 119 | 35.3 | 42.9 | YES* |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | 38 | 13.2 | 27.6 | NO |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | 134 | 32.1 | 43.5 | NO |
| Economically <br> Disadvantaged Students | - |  |  |  |

YES* = Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## ACADEMIC ACHIEVEMENT

## HARRY C. SHARP ELEMENTARY SCHOOL 928 NORTH 32ND STREET CAMDEN, NJ 08105

GRADE SPAN PK-06

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :--- | :--- | :--- |
| Schoolwide | 146 | 58.2 | 70.8 | NO |
| White | - | - |  | -- |
| Black | - | - |  | -- |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - | 72.4 | NO |
| Two or More Races | 39 | 51.3 | 67.4 | NO |
| Students with Disability | - | - |  | -- |
| Limited English <br> Proficient Students | 135 | 57.7 | 70.4 | NO |
| Economically <br> Disadvantaged Students | - | - |  |  |

## YES* = Met Progress Target(Confidence Interval Applied)

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

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


## State of New Jersey

## NJASK Results - Language Arts Literacy Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $33 \%$ | $67 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $33 \%$ | $67 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $26 \%$ | $74 \%$ |
| Economically Disadvantaged <br> Students |  |  |  |

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

## NJASK Results - Language Arts Literacy Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $39 \%$ | $61 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $39 \%$ | $61 \%$ |
| Economically Disadvantaged <br> Students | $0 \%$ | $58 \%$ |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 03

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 04

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


## NJASK Results - Language Arts Literacy Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $30 \%$ | $70 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | $27 \%$ | $73 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $33 \%$ | $67 \%$ |
| Economically Disadvantaged <br> Students | 0 | - |  |

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

## NJASK Results - Language Arts Literacy Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $27 \%$ | $73 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | $38 \%$ | $63 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $25 \%$ | $75 \%$ |
| Economically Disadvantaged <br> Students | - | - | - |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 05

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 06

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


## ACADEMIC ACHIEVEMIENT

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit : http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

Proficiency Percentages

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit : http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/ $>$

Proficiency Percentages

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

## NJASK Results - MATH Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $18 \%$ | $48 \%$ | $35 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $11 \%$ | $49 \%$ | $40 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students |  | - | - |
| Dat prsed |  | - |  |

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

## NJASK Results - MATH Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $11 \%$ | $48 \%$ | $41 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $54 \%$ | $46 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $11 \%$ | $48 \%$ | $41 \%$ |
| Economically Disadvantaged <br> Students | - | - | - |
| Dat prsed |  | - |  |

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

## NJASK Proficiency Trends - Math - Grade Level - 03

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


## NJASK Proficiency Trends - Math - Grade Level - 04

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


## State of New Jersey

## CAMDEN CITY

GRADE SPAN PK-06

## NJASK Results - MATH Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $3 \%$ | $55 \%$ | $43 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | $53 \%$ | $43 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $3 \%$ | $58 \%$ | $39 \%$ |
| Economically Disadvantaged <br> Students |  |  |  |

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

## NJASK Results - MATH Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $5 \%$ | $41 \%$ | $55 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $5 \%$ | $40 \%$ | $55 \%$ |
| Economically Disadvantaged <br> Students | - | - | - |
| Dat prs |  | - | - |

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

## NJASK Proficiency Trends - Math - Grade Level - 05

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


## NJASK Proficiency Trends - Math - Grade Level - 06

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


State of New Jersey

## ACADEMIC ACHIEVEMIENT

## HARRY C. SHARP ELEMENTARY SCHOOL 928 NORTH 32ND STREET <br> CAMDEN, NJ 08105

CAMDEN CITY
GRADE SPAN PK-06

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>
Proficiency Percentages

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)
Proficiency Percentages

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

## ACADEMIC ACHIEVEMIENT

## NJASK Results - Science Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $20 \%$ | $45 \%$ | $34 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $15 \%$ | $46 \%$ | $38 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $-15 \%$ |  |  |
| Economically Disadvantaged <br> Students | $20 \%$ | $45 \%$ | $34 \%$ |
| Data is presented for subgroups when the count is high enough under <br> NCLB suppression rules. |  |  |  |

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

## NJASK Proficiency Trends - Science - Grade Level - 04

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


CAMDEN, NJ 08105
Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for $10 \%$ or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than $65 \%$ of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness <br> Indicators | School <br> Performance | Peer Rank <br> (Percentile) | Statewide Rank <br> (Percentile) | Statewide <br> Target | Met Target? |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Chronic Absenteeism (\%) | $\mathbf{1 3 \%}$ | $\mathbf{3 9}$ | $\mathbf{1 2}$ | $\mathbf{6 \%}$ | NO |
| Summary |  |  |  |  | 0 |

Chronic Absenteeism - Number of students in the most recent school year that missed $10 \%$ or more of the instructional days in the school year divided by the total number of students enrolled.

## Chronic Absentecism Trend

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


## Absentecism

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.


## State of New Jersey

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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

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

| Student Growth Indicators | Schoolwide <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met Target? |
| :--- | :--- | :--- | :--- | :--- | :---: |
| Student Growth on Language Arts | 36 | 17 | 8 | 35 | YES |
| Student Growth on Math | 33 | 24 | 7 | 35 | NO |
|  | 21 | 8 |  | $50 \%$ |  |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

| Language Arts |  |  |  | Math |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | GROWTH |  |  |  | GROWTH |  |  |
|  | Low | Typical | High |  | Low | Typical | High |
| Partially Proficient | 42\% | 17\% | 9\% | Partially Proficient | 30\% | 12\% | 6\% |
| Proficient | 7\% | 9\% | 16\% | Proficient | 20\% | 20\% | 7\% |
| Advanced Proficient | 0\% | 0\% | 0\% | Advanced Proficient | 2\% | 2\% | 2\% |

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

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN
CAMDEN CITY
GRADE SPAN PK-06

## HARRY C. SHARP ELEMENTARY SCHOOL 928 NORTH 32ND STREET <br> CAMDEN, NJ 08105

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level - 03

NJ ASK Language Arts 25th \%ile vs 75th \%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 232 | 300 |
| 75th | 202 | 221 |
| 50th | 190 | 207 |
| 25th | 182 | 188 |
| 0th | 149 | 100 |


|  | Scale Score Gap <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 20 | 33 |

## Grade Level - 04

NJ ASK 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 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 237 | 300 |
| 75th | 202 | 219 |
| 50th | 192 | 202 |
| 25th | 170 | 186 |
| 0th | 145 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 32 | 33 |

## Grade Level - 03

## NJ ASK 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 | 286 | 300 |
| 75th | 229 | 268 |
| 50th | 203 | 229 |
| 25th | 182 | 200 |
| 0th | 139 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap- <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 47 | 68 |

## Grade Level - 04

## NJ ASK 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 | 291 | 300 |
| 75th | 224 | 264 |
| 50th | 200 | 228 |
| 25th | 176 | 195 |
| 0th | 146 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 48 | 69 |

## WITHIN SCHOOL ACHIEVEMENT GAP

## HARRY C. SHARP ELEMENTARY SCHOOL 928 NORTH 32ND STREET <br> CAMDEN, NJ 08105

GRADE SPAN PK-06

## Grade Level - 05

NJ ASK 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 | 217 | 300 |
| 75th | 200 | 224 |
| 50th | 184 | 206 |
| 25th | 169 | 186 |
| 0th | 146 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap- <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 31 | 38 |

## Grade Level - 06

NJ ASK 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 | 219 | 300 |
| 75th | 203 | 230 |
| 50th | 194 | 211 |
| 25th | 182 | 192 |
| 0th | 150 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 21 | 38 |

## 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 |
| :---: | :---: |
| $\mathbf{2 0 1 3 - 1 4}$ | 6 Hrs. 30 Mins. |

## Student Suspension Rate

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

|  | School |
| :---: | :---: |
| 2013-14 | $1.1 \%$ |

## Instructional Time

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

| 2013-14 | School |
| :--- | :---: |
| Full Time | 5 Hrs. 35 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

## Student Expulsions

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

|  | School |
| :---: | :---: |
| $2013-14$ | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 13 |
| Administrators | 370 |

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.


## State of New Jersey

07-0680-350
OVERVIEW
CAMDEN
CAMDEN CITY

## GRADE SPAN PK-08

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance is about average when compared to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness significantly lags in comparison to its peers. This school's student growth performance lags in comparison to schools across the state. Additionally, its student growth performance is high when compared to its peers.

$\left.$| Performance Areas | Peer Percentile | Statewide Percentile |  |
| :--- | :---: | :---: | :---: | | Percent of |
| :---: |
| Targets Met | \right\rvert\,

Improvement Status
Priority
Rationale

## Lowest-Performing

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms 7\% of schools statewide as noted by its statewide percentile and $\mathbf{5 1 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of Academic Achievement.

## College and Career Readiness

This school outperforms $\mathbf{2 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{1 6 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## State of New Jersey

## DEMOGRAPHIC INFORMATION

CAMDEN
CAMDEN CITY

HENRY B. WILSON FAMILY SCHOOL 2250 SOUTH 8TH STREET CAMDEN, NJ 08104

## Language Diversity

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

| $\underline{\mathbf{2 0 1 3 - 1 4}}$ | $\underline{\text { Percent }}$ |
| :--- | ---: |
| English | $92.0 \%$ |
| Spanish | $7.6 \%$ |
| Swahili | $0.3 \%$ |
| Abkhazian | $0.2 \%$ |

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 Gender

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


## State of New Jersey

## ACADEMIC ACHIEVEMIENT

CAMDEN
CAMDEN CITY

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide <br> Performance | Peer <br> Percentile | State <br> Percentile | Percent of Targets <br> Met |
| :--- | :--- | :--- | :--- | :---: |
| NJASK Language Arts Proficiency and above | $\mathbf{2 9 \%}$ | $\mathbf{5 9}$ | $\mathbf{8}$ | $\mathbf{0 \%}$ |
| NJASK Math Proficiency and above | $\mathbf{3 5 \%}$ | 42 | 6 | $\mathbf{0 \%}$ |
| SUMMARY - Academic Achievement |  |  |  |  |
|  |  | 51 | $\mathbf{7} \%$ |  |

NCLB Progress Targets - Language Arts Literacy
This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017 .

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 334 | 29 | 41.7 | NO |
| White | - | - |  | -- |
| Black | 935 | 29.4 | 41 | NO |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 23.7 | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | 323 | 27.5 | 42.2 | NO |
| Economically <br> Disadvantaged Students | - | - | NO |  |

## YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## State of New Jersey

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :--- |
| Schoolwide | 334 | 34.7 | 47.6 | NO |
| White | - | - |  | -- |
| Black | 935 | 34.5 | 45.9 | NO |
| Hispanic | 32.7 | 51.8 | NO |  |
| American Indian | - | - |  | - |
| Asian | - | - |  | - |
| Two or More Races | - | - |  | - |
| Students with Disability | 61 | 14.8 | 42.8 | NO |
| Limited English Proficient <br> Students | - | - |  | - |
| Economically <br> Disadvantaged Students | 323 | 34.1 | 49.4 | NO |

YES* $=$ Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


Advanced Proficient Proficient
Partially Proficient

## State of New Jersey

NJ SCHOOL

## NJASK Results - Language Arts Literacy Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $29 \%$ | $71 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $31 \%$ | $69 \%$ |
| Hispanic | - | $14 \%$ | $86 \%$ |
| American Indian | - | - | - |
| Asian | $0 \%$ | $17 \%$ | $83 \%$ |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $28 \%$ | $72 \%$ |
| Limited English Proficient Students | - | - |  |
| Economically Disadvantaged <br> Students | - | - |  |

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

## NJASK Results - Language Arts Literacy Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $23 \%$ | $77 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $24 \%$ | $76 \%$ |
| Hispanic | - | $21 \%$ | $79 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $20 \%$ | $80 \%$ |
| Limited English Proficient Students | - | - |  |
| Economically Disadvantaged <br> Students |  |  |  |
| Data is presented for subgroups when the count is high enough under <br> NCLB suppression rules. |  |  |  |

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 03

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 04

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


[^3]
## State of New Jersey

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $2 \%$ | $32 \%$ | $66 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $23 \%$ | $73 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $2 \%$ | $33 \%$ | $65 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students |  | - | - |

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

NJASK Results - Language Arts Literacy Grade Level - 06
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $11 \%$ | $89 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $12 \%$ | $88 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

## State of New Jersey

NJ SCHOOL PERFORMANCE

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $20 \%$ | $80 \%$ |
| White | $0 \%$ | $21 \%$ | $79 \%$ |
| Black | $0 \%$ | $19 \%$ | $81 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $20 \%$ | $80 \%$ |
| Limited English Proficient Students | - | - |  |
| Economically Disadvantaged <br> Students | - | - | - |

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

NJASK Results - Language Arts Literacy 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $2 \%$ | $48 \%$ | $50 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $51 \%$ | $47 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $2 \%$ | $45 \%$ | $53 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - |  |  |

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

## State of New Jersey

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :---: | :---: | :---: |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit $<$ http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

## State of New Jersey

NJ SCHOOL

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $6 \%$ | $29 \%$ | $65 \%$ |
| White | - | - | - |
| Black | $6 \%$ | $33 \%$ | $61 \%$ |
| Hispanic | $0 \%$ | $14 \%$ | $86 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $25 \%$ | $75 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $6 \%$ | $28 \%$ | $66 \%$ |
| Economically Disadvantaged Students | - | - |  |

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

## NJASK Results - MATH Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $7 \%$ | $26 \%$ | $67 \%$ |
| White | - | - | - |
| Black | $7 \%$ | $26 \%$ | $67 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $7 \%$ | $24 \%$ | $69 \%$ |
| Economically Disadvantaged Students | $7 \%$ |  |  |

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

## NJASK Proficiency Trends - Math

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


NJASK Proficiency Trends - Math - Grade Level - 04

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


# State of New Jersey 

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $12 \%$ | $38 \%$ | $50 \%$ |
| White | - | - | - |
| Black | $13 \%$ | $40 \%$ | $47 \%$ |
| Hispanic | $6 \%$ | $33 \%$ | $61 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $12 \%$ | $39 \%$ | $49 \%$ |
| Economically Disadvantaged Students | - | - |  |

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

## NJASK Results - MATH Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $27 \%$ | $73 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $23 \%$ | $77 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $26 \%$ | $74 \%$ |
| Economically Disadvantaged Students | $0 \%$ | - | - |

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

## NJASK Proficiency Trends - Math - Grade Level - 05

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


## NJASK Proficiency Trends - Math - Grade Level - 06

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


# State of New Jersey 

## NJASK Proficiency Trends - Math - Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $2 \%$ | $30 \%$ | $68 \%$ |
| White | - | - | - |
| Black | $3 \%$ | $24 \%$ | $73 \%$ |
| Hispanic | $0 \%$ | $44 \%$ | $56 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $23 \%$ | $77 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $2 \%$ | $30 \%$ | $68 \%$ |
| Economically Disadvantaged Students | $2 \%$ | - |  |

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

## NJASK Results - MATH 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $3 \%$ | $28 \%$ | $69 \%$ |
| White | - | - | - |
| Black | $2 \%$ | $30 \%$ | $67 \%$ |
| Hispanic | $5 \%$ | $24 \%$ | $71 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $3 \%$ | $28 \%$ | $69 \%$ |
| Economically Disadvantaged Students | 3 | - |  |

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

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


## NJASK Proficiency Trends - Math - 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.
 PERFORMANCE

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

## State of New Jersey

## NJASK Results - Science Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $13 \%$ | $32 \%$ | $55 \%$ |
| White | - | - | - |
| Black | $74 \%$ | $31 \%$ | $55 \%$ |
| Hispanic | - | $36 \%$ | $57 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $11 \%$ | $31 \%$ | $57 \%$ |
| Limited English Proficient <br> Students | - | - |  |
| Economically Disadvantaged <br> Students | - | - | - |
| Datis pesen | - | - |  |

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

## 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 | 0\% | 38\% | 62\% |
| White | - | - | - |
| Black | 0\% | 38\% | 62\% |
| Hispanic | 0\% | 38\% | 62\% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0\% | 39\% | 61\% |

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

## NJASK Proficiency Trends - Science - Grade Level - 04

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


## 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.


## State of New Jersey

## COLLEGE AND CAREER READINESS

CAMDEN
CAMDEN CITY

## GRADE SPAN PK-08

HENRY B. WILSON FAMILY SCHOOL 2250 SOUTH 8TH STREET CAMDEN, NJ 08104

Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for $10 \%$ or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than $65 \%$ of its peer group. The third column Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School <br> Performance | Peer <br> Percentile | Statewide Percentile | Statewide <br> Target | Met Target? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Students taking Algebra (\%) | 0\% | 0 | 0 | 20\% | NO |
| Chronic Absenteeism (\%) | 27\% | 32 | 3 | 6\% | NO |
| Summary |  | 16 | 2 |  | 0\% |

## Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
| :---: | :---: |
| Students taking Algebra I |  |
| Algebra grade (C or better) | $0 \%$ |

## Chronic Absenteeism Trend

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


## Absentecism

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.


## State of New Jersey

## STUDENT GROWTH <br> CAMDEN <br> CAMDEN CITY

## GRADE SPAN PK-08

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

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

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

| Student Growth Indicators | Schoolwide <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met Target? |
| :--- | :--- | :--- | :--- | :--- | :---: |
| Student Growth on Language Arts | 45 | 75 | 35 | 35 | YES |
| Student Growth on Math | 42 | 59 | 24 | 35 | YES |
|  | 67 | 30 |  | $100 \%$ |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

## Language Arts

Math

|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $37 \%$ | $21 \%$ | $13 \%$ |
| Proficient | $5 \%$ | $13 \%$ | $11 \%$ |
| Advanced <br> Proficient | $0 \%$ | $0 \%$ | $1 \%$ |


|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $38 \%$ | $19 \%$ | $9 \%$ |
| Proficient | $7 \%$ | $9 \%$ | $14 \%$ |
| Advanced <br> Proficient | $0 \%$ | $2 \%$ | $3 \%$ |

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

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

## CAMDEN

CAMDEN CITY

HENRY B. WILSON FAMILY SCHOOL 2250 SOUTH 8TH STREET CAMDEN, NJ 08104

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level - 03

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 222 | 300 |
| 75th | 200 | 221 |
| 50th | 182 | 207 |
| 25th | 166 | 188 |
| 0th | 131 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 34 | 33 |

Grade Level - 04
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50 th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 230 | 300 |
| 75th | 200 | 219 |
| 50th | 177 | 202 |
| 25th | 154 | 186 |
| 0th | 132 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 46 | 33 |

## Grade Level - 03

## NJ ASK Math 25th \%ile vs 75th \%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 276 | 300 |
| 75th | 210 | 268 |
| 50th | 185 | 229 |
| 25th | 154 | 200 |
| 0th | 115 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 56 | 68 |

## Grade Level - 04

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 282 | 300 |
| 75th | 216 | 264 |
| 50th | 182 | 228 |
| 25th | 147 | 195 |
| 0th | 100 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 69 | 69 |

## WITHIN SCHOOL ACHIEVEMENT GAP

 CAMDEN CAMDEN CITY
## State of New Jersey

2013-14

HENRY B. WILSON FAMILY SCHOOL 2250 SOUTH 8TH STREET

CAMDEN, NJ 08104

## Grade Level - 05

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 280 | 300 |
| 75th | 227 | 262 |
| 50th | 191 | 235 |
| 25th | 175 | 206 |
| 0th | 141 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 52 | 56 |

## Grade Level - 06

## NJ ASK Math 25th \%ile vs 75th\%ile

This table presents the scale scores associated with students at the bottom ( 0 th 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 | 226 | 300 |
| 75th | 200 | 259 |
| 50th | 178 | 228 |
| 25th | 162 | 201 |
| 0th | 124 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 38 | 58 |

## WITHIN SCHOOL ACHIEVEMENT GAP

 CAMDEN CAMDEN CITY
## State of New Jersey

2013-14

HENRY B. WILSON FAMILY SCHOOL 2250 SOUTH 8TH STREET

CAMDEN, NJ 08104

## Grade Level - 07

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 248 | 300 |
| 75th | 200 | 250 |
| 50th | 173 | 214 |
| 25th | 160 | 184 |
| 0th | 106 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 40 | 66 |

## Grade Level - 08

## NJ ASK Math 25th \%ile vs 75th\%ile

This table presents the scale scores associated with students at the bottom ( 0 th 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 | 264 | 300 |
| 75th | 200 | 259 |
| 50th | 173 | 227 |
| 25th | 161 | 192 |
| 0th | 122 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 39 | 67 |

## 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 |
| :---: | :---: |
| 2013-14 | 6 Hrs. 15 Mins. |

## Student Suspension Rate

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

|  | School |
| :--- | :--- |
| $\mathbf{2 0 1 3 - 1 4}$ | $10.4 \%$ |

## Instructional Time

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

| 2013-14 | 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 |
| :---: | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 14 |
| Administrators | 352 |

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.

| COUNTY NAM | ME DISTRICT NAME | SCHOOL NAME | CDS GRAD <br> CODE  | FRPL | LEP | SpED |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ATLANTIC | ATLANTIC CITY | DR MARTIN LUTHER KING JR SCHOOL COMPLEX | $01-0110-140$ PK-08 | 93.2\% | 3.0\% | 13.2\% |
| ATLANTIC | ATLANTIC CITY | NEW YORK AVENUE SCHOOL | 01-0110-070 PK-08 | 94.7\% | 5.9\% | 9.6\% |
| ATLANTIC | ATLANTIC CITY | PENNSYLVANIA AVE SCHOOL | 01-0110-100 PK-08 | 96.3\% | 11.8\% | 13.1\% |
| CAMDEN | CAMDEN CITY | COOPER B. HATCH FAMILY SCHOOL | 07-0680-210 01-08 | 98.0\% | 1.2\% | 37.6\% |
| CAMDEN | CAMDEN CITY | COOPER'S POYNT FAMILY SCHOOL | 07-0680-165 PK-08 | 96.8\% | 2.3\% | 15.8\% |
| CAMDEN | CAMDEN CITY | DR. HENRY H. DAVIS ELEMENTARY SCHOOL | 07-0680-180 PK-08 | 96.1\% | 4.3\% | 16.8\% |
| CAMDEN | CAMDEN CITY | DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB SCHOOL | 07-0680-320 PK-08 | 98.2\% | 11.1\% | 11.6\% |
| CAMDEN | CAMDEN CITY | EAST CAMDEN MIDDLE SCHOOL | 07-0680-045 06-08 | 97.8\% | 0.9\% | 35.2\% |
| CAMDEN | CAMDEN CITY | HENRY B. WILSON FAMILY SCHOOL | 07-0680-350 PK-08 | 98.2\% | 0.6\% | 14.5\% |
| CAMDEN | CAMDEN CITY | HENRY L. BONSALL FAMILY SCHOOL | 07-0680-100 PK-08 | 96.4\% | 3.4\% | 24.4\% |
| CAMDEN | CAMDEN CITY | JOHN GREENLEAF WHITTIER FAMILY SCHOOL | 07-0680-340 PK-08 | 96.5\% | 0.4\% | 16.1\% |
| CAMDEN | CAMDEN CITY | RILETTA TWYNE CREAM FAMILY SCHOOL | 07-0680-175 PK-08 | 96.8\% | 0.0\% | 15.4\% |
| CAMDEN | CAMDEN CITY | THOMAS H. DUDLEY FAMILY SCHOOL | 07-0680-190 PK-08 | 98.3\% | 22.3\% | 15.2\% |
| CAMDEN | CAMDEN CITY | VETERANS MEMORIAL FAMILY SCHOOL | 07-0680-080 PK-08 | 98.7\% | 4.1\% | 19.1\% |
| CAMDEN | WOODLYNNE BORO | WOODLYNNE BORO PUBLIC SCHOOL | 07-5900-050 PK-08 | 93.5\% | 6.0\% | 22.0\% |
| CHARTERS | DISCOVERY CS | DISCOVERY CHARTER SCHOOL | 80-6320-920 04-08 | 97.5\% | 0.0\% | 8.9\% |
| CHARTERS | FREEDOM ACADEMY CS | FREEDOM ACADEMY CHARTER SCHOOL | 80-6240-900 06-08 | 100.0\% | 0.0\% | 19.1\% |
| CHARTERS | JOHN P HOLLAND CHARTER SCHOOL | JOHN P. HOLLAND CHARTER SCHOOL | 80-6079-964 KG-08 | 93.2\% | 0.0\% | 12.6\% |
| CHARTERS | M E T S CHARTER SCHOOL | M.E.T.S. CHARTER SCHOOL | 80-6068-951 06-11 | 94.0\% | 0.0\% | 8.1\% |
| CHARTERS | PAUL ROBESON HUMANITIES CS | PAUL ROBESON CHARTER SCHOOL FOR THE HUMANITIES | 80-6025-907 04-08 | 90.7\% | 0.0\% | 15.9\% |
| CUMBERLANI | BRIDGETON CITY | WEST AVENUE SCHOOL | 11-0540-130 KG-08 | 92.2\% | 1.3\% | 6.4\% |
| ESSEX | NEWARK CITY | SOUTH SEVENTEENTH STREET SCHOOL | 13-3570-670 KG-08 | 96.6\% | 0.5\% | 24.7\% |
| HUDSON | UNION CITY | EMERSON MIDDLE SCHOOL | 17-5240-105 06-08 | 96.2\% | 12.8\% | 13.7\% |
| HUDSON | UNION CITY | UNION HILL MIDDLE SCHOOL | 17-5240-150 07-08 | 97.8\% | 10.0\% | 13.8\% |
| MERCER | TRENTON CITY | HEDGEPETH WILLIAM MIDDLE SCHOOL | 21-5210-301 06-08 | 92.4\% | 3.6\% | 25.0\% |
| MERCER | TRENTON CITY | JOYCE KILMER MIDDLE SCHOOL | 21-5210-235 06-08 | 90.9\% | 1.2\% | 19.1\% |
| MONMOUTH | ASBURY PARK CITY | ASBURY PARK MIDDLE SCHOOL | 25-0100-070 05-08 | 96.4\% | 7.5\% | 23.8\% |
| PASSAIC | PATERSON CITY | REV DR FRANK NAPIER JR SCHOOL | 31-4010-080 KG-08 | 94.4\% | 11.6\% | 16.9\% |
| PASSAIC | PATERSON CITY | SCHOOL 12 | 31-4010-160 PK-08 | 96.8\% | 12.7\% | 12.3\% |
| PASSAIC | PATERSON CITY | SCHOOL 6/ACADEMY OF PERFORMING ARTS | 31-4010-100 PK-08 | 93.3\% | 7.2\% | 8.5\% |
| SALEM | SALEM CITY | SALEM MIDDLE SCHOOL | 33-4630-090 03-08 | 91.8\% | 0.9\% | 17.8\% |

## GRADE SPAN PK-08

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance significantly lags in comparison to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness significantly lags in comparison to its peers. This school's student growth performance significantly lags in comparison to schools across the state. Additionally, its student growth performance significantly lags in comparison to its peers.

$\left.$| Performance Areas | Peer Percentile | Statewide Percentile |  |
| :--- | :---: | :---: | :---: | | Percent of |
| :---: |
| Targets Met | \right\rvert\,

Improvement Status
Priority
Rationale

## Lowest-Performing

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms $\mathbf{2 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{9 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of Academic Achievement.

## College and Career Readiness

This school outperforms $\mathbf{1 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{7 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## State of New Jersey

## DEMOGRAPHIC INFORMATION

CAMDEN
CAMDEN CITY

GRADE SPAN PK-08

HENRY L. BONSALL FAMILY SCHOOL 1575 MOUNT EPHRAIM AVENUE CAMDEN, NJ 08104

## Language Diversity

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

| $\underline{\mathbf{2 0 1 3 - 1 4}}$ | $\underline{\text { Percent }}$ |
| :--- | ---: |
| English | $90.4 \%$ |
| Spanish | $9.6 \%$ |

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


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


## State of New Jersey

ACADEMIC ACHIEVEMENT
CAMDEN

## CAMDEN CITY

## GRADE SPAN PK-08

HENRY L. BONSALL FAMILY SCHOOL 1575 MOUNT EPHRAIM AVENUE CAMDEN, NJ 08104

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide <br> Performance | Peer <br> Percentile | State <br> Percentile | Percent of Targets <br> Met |
| :--- | :--- | :--- | :--- | :---: |
| NJASK Language Arts Proficiency and above | $\mathbf{1 5 \%}$ | $\mathbf{4}$ | $\mathbf{1}$ | $\mathbf{0 \%}$ |
| NJASK Math Proficiency and above | $\mathbf{2 1 \%}$ | $\mathbf{1 3}$ | $\mathbf{2}$ | $\mathbf{0 \%}$ |
| SUMMARY - Academic Achievement |  | $\mathbf{2}$ | $\mathbf{2}$ | $\mathbf{0 \%}$ |

NCLB Progress Targets - Language Arts Literacy
This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 214 | 14.5 | 39.4 | NO |
| White | - | - |  | -- |
| Black | 169 | 15.4 | 40.2 | NO |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 28.7 | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient\| <br> Students | 200 | 15.5 | 39.4 | NO |
| Economically <br> Disadvantaged Students | - | - | NO |  |

## YES* = Met Progress Target(Confidence Interval Applied)

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

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## State of New Jersey

## 2013-14

## ACADEMIC ACHIIEVEMENT

HENRY L. BONSALL FAMILY SCHOOL 1575 MOUNT EPHRAIM AVENUE
CAMDEN CITY
GRADE SPAN PK-08
CAMDEN, NJ 08104

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :--- |
| Schoolwide | 215 | 21.4 | 48.3 | NO |
| White | - | - |  | -- |
| Black | 450 | 21.2 | 48.5 | NO |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 31.9 | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | - | 21.9 | 48.9 | NO |
| Economically <br> Disadvantaged Students | 201 | - | NO |  |

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


Advanced Proficient Proficient
Partially Proficient

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

## State of New Jersey

## NJASK Results - Language Arts Literacy Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $20 \%$ | $80 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - |  |
| Students with Disability | $0 \%$ | $23 \%$ | $77 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

## NJASK Results - Language Arts Literacy Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $15 \%$ | $85 \%$ |
| White | - | - | - |
| Black | - | $12 \%$ | $88 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $16 \%$ | $84 \%$ |
| Limited English Proficient Students | - | - |  |
| Economically Disadvantaged <br> Students |  |  |  |
| Data is presented for subgroups when the count is high enough under <br> NCLB suppression rules. |  |  |  |

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 03

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


## NJASK Proficiency Trends - Language Arts Literacy

 Grade Level - 04This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.


[^4]
## State of New Jersey

NJ SCHOOL

## NJASK Results - Language Arts Literacy Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $21 \%$ | $79 \%$ |
| White | $0 \%$ | $24 \%$ | $76 \%$ |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $21 \%$ | $79 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

NJASK Results - Language Arts Literacy Grade Level - 06
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - |  |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 05

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 06

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

Data is suppressed to protect the confidentiality of the students.

## State of New Jersey

## NJASK Results - Language Arts Literacy Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - |  |

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

NJASK Results - Language Arts Literacy 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $16 \%$ | $84 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $18 \%$ | $83 \%$ |
| Limited English Proficient Students | - | - |  |
| Economically Disadvantaged <br> Students | - |  |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 07

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

Data is suppressed to protect the confidentiality of the students.

## NJASK Proficiency Trends - Language Arts Literacy 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.


## State of New Jersey

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :---: | :---: | :---: |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit $<$ http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

## State of New Jersey

NJ SCHOOL

## NJASK Results - MATH Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $11 \%$ | $17 \%$ | $71 \%$ |
| White | - | - | - |
| Black | $15 \%$ | $19 \%$ | $67 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $13 \%$ | $16 \%$ | $71 \%$ |
| Economically Disadvantaged Students | - | - |  |

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

## NJASK Results - MATH Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $17 \%$ | $83 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $11 \%$ | $89 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $19 \%$ | $81 \%$ |
| Economically Disadvantaged Students | - | - |  |
| Dara is preste\| |  |  |  |

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

## NJASK Proficiency Trends - Math - Grade Level - 03

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


NJASK Proficiency Trends - Math - Grade Level - 04

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


## State of New Jersey

## NJASK Proficiency Trends - Math - Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $15 \%$ | $15 \%$ | $69 \%$ |
| White | - | - | - |
| Black | $18 \%$ | $18 \%$ | $65 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $15 \%$ | $15 \%$ | $69 \%$ |
| Economically Disadvantaged Students | - | - |  |
| Das is prste\| |  |  |  |

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

## NJASK Results - MATH Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $19 \%$ | $81 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $13 \%$ | $87 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $20 \%$ | $80 \%$ |
| Economically Disadvantaged Students | $0 \%$ |  |  |

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

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


## NJASK Proficiency Trends - Math - Grade Level - 06

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


## State of New Jersey

## NJASK Proficiency Trends - Math - Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $16 \%$ | $84 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $16 \%$ | $84 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $17 \%$ | $83 \%$ |
| Economically Disadvantaged Students | 0 | - |  |

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

## NJASK Results - MATH 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $16 \%$ | $84 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $15 \%$ | $85 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $15 \%$ | $85 \%$ |
| Economically Disadvantaged Students | 0 | - |  |

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

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


## NJASK Proficiency Trends - Math - 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.
 PERFORMANCE

## State of New Jersey

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

## State of New Jersey

## NJASK Results - Science Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $3 \%$ | $38 \%$ | $59 \%$ |
| White | - | - | - |
| Black | - | $42 \%$ | $58 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $42 \%$ | $58 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $3 \%$ | $39 \%$ | $58 \%$ |
| Economically Disadvantaged <br> Students | - | - | - |
| Dation |  | - | - |

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

## 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $26 \%$ | $74 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $0 \%$ | $28 \%$ | $73 \%$ |
| Economically Disadvantaged <br> Students | - | - | - |
| Datis prsm | - | - |  |

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

## NJASK Proficiency Trends - Science - Grade Level - 04

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


## 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.


| Advanced Proficient |
| :--- | :--- |
| Partially Proficient |

COLLEGE AND CAREER READINESS
CAMDEN

## CAMDEN CITY

## GRADE SPAN PK-08

HENRY L. BONSALL FAMILY SCHOOL 1575 MOUNT EPHRAIM AVENUE CAMDEN, NJ 08104

Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for $10 \%$ or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than $65 \%$ of its peer group. The third column Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School <br> Performance | Peer <br> Percentile | Statewide Percentile | Statewide <br> Target | Met Target? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Students taking Algebra (\%) | 0\% | 0 | 0 | 20\% | NO |
| Chronic Absenteeism (\%) | 34\% | 13 | 1 | 6\% | NO |
| Summary |  | 7 | 1 |  | 0\% |

## Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
| :--- | :---: |
| Students taking Algebra I | $0 \%$ |
| Algebra grade (C or better) | $0 \%$ |

## Chronic Absenteeism Trend

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


## 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.


## State of New Jersey

## STUDENT GROWTH <br> CAMDEN <br> CAMDEN CITY

## GRADE SPAN PK-08

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

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

The summary 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 <br> Percentile | Statewide Percentile | Statewide <br> Target | Met Target? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Student Growth on Language Arts | 32 | 10 | 3 | 35 | NO |
| Student Growth on Math | 27 | 4 | 2 | 35 | NO |
|  |  | 7 | 3 |  | 0\% |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

## Language Arts

Math

|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $50 \%$ | $19 \%$ | $18 \%$ |
| Proficient | $4 \%$ | $7 \%$ | $3 \%$ |
| Advanced <br> Proficient | $0 \%$ | $0 \%$ | $0 \%$ |


|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $50 \%$ | $19 \%$ | $11 \%$ |
| Proficient | $7 \%$ | $5 \%$ | $4 \%$ |
| Advanced <br> Proficient | $1 \%$ | $0 \%$ | $2 \%$ |

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

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

## CAMDEN

## CAMDEN CITY

HENRY L. BONSALL FAMILY SCHOOL 1575 MOUNT EPHRAIM AVENUE CAMDEN, NJ 08104

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level-03

NJ ASK 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 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 225 | 300 |
| 75th | 193 | 221 |
| 50th | 176 | 207 |
| 25th | 164 | 188 |
| 0th | 142 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 29 | 33 |

Grade Level - 04
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50 th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 228 | 300 |
| 75th | 183 | 219 |
| 50th | 167 | 202 |
| 25th | 157 | 186 |
| 0th | 123 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap- <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 26 | 33 |

## Grade Level - 03

## NJ ASK Math 25th \%ile vs 75th \%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 272 | 300 |
| 75th | 198 | 268 |
| 50th | 170 | 229 |
| 25th | 147 | 200 |
| 0th | 100 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 51 | 68 |

## Grade Level - 04

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 232 | 300 |
| 75th | 186 | 264 |
| 50th | 172 | 228 |
| 25th | 141 | 195 |
| 0th | 100 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 45 | 69 |

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

## CAMDEN

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 226 | 300 |
| 75th | 188 | 224 |
| 50th | 168 | 206 |
| 25th | 155 | 186 |
| 0th | 137 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 33 | 38 |

## Grade Level - 06

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top ( 99 th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | N/A | 300 |
| 75th | N/A | 230 |
| 50th | N/A | 211 |
| 25th | N/A | 192 |
| 0th | N/A | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 0 | 38 |

HENRY L. BONSALL FAMILY SCHOOL 1575 MOUNT EPHRAIM AVENUE

CAMDEN, NJ 08104

Grade Level - 05
GRADE SPAN PK-08

## Grade Level - 05

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 298 | 300 |
| 75th | 206 | 262 |
| 50th | 174 | 235 |
| 25th | 152 | 206 |
| 0th | 136 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 54 | 56 |

## Grade Level - 06

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 221 | 300 |
| 75th | 191 | 259 |
| 50th | 174 | 228 |
| 25th | 153 | 201 |
| 0th | 132 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 38 | 58 |

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

## CAMDEN

Grade Level - 07
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | N/A | 300 |
| 75th | N/A | 234 |
| 50th | N/A | 211 |
| 25th | N/A | 188 |
| 0th | N/A | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 0 | 46 |

## Grade Level - 08

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top ( 99 th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 221 | 300 |
| 75th | 195 | 238 |
| 50th | 187 | 221 |
| 25th | 178 | 204 |
| 0th | 158 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 17 | 34 |

HENRY L. BONSALL FAMILY SCHOOL 1575 MOUNT EPHRAIM AVENUE

CAMDEN, NJ 08104

## Grade Level - 07

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 229 | 300 |
| 75th | 178 | 250 |
| 50th | 151 | 214 |
| 25th | 141 | 184 |
| 0th | 115 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 37 | 66 |

## Grade Level - 08

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 214 | 300 |
| 75th | 181 | 259 |
| 50th | 159 | 227 |
| 25th | 147 | 192 |
| 0th | 100 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 34 | 67 |

## SCHOOL CLIMATE <br> CAMDEN <br> CAMDEN CITY

## Length of School Day

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

|  | School |
| :---: | :---: |
| 2013-14 | 6 Hrs. 30 Mins. |

## Student Suspension Rate

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

|  | School |
| :--- | :--- |
| $\mathbf{2 0 1 3 - 1 4}$ | $25.3 \%$ |

## 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.

| 2013-14 | 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 |
| :--- | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 10 |
| Administrators | 438 |

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.

| COUNTY NA | ME DISTRICT NAME | SCHOOL NAME | $\begin{array}{ll} \text { CDS } & \text { GRAD } \\ \hline \text { CODE } & \text { ESPAAN } \\ \hline \end{array}$ | FRPL | LEP | SpED |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ATLANTIC | ATLANTIC CITY | DR MARTIN LUTHER KING JR SCHOOL COMPLEX | 01-0110-140 PK-08 | 93.2\% | 3.0\% | 13.2\% |
| ATLANTIC | ATLANTIC CITY | NEW YORK AVENUE SCHOOL | 01-0110-070 PK-08 | 94.7\% | 5.9\% | 9.6\% |
| ATLANTIC | ATLANTIC CITY | PENNSYLVANIA AVE SCHOOL | 01-0110-100 PK-08 | 96.3\% | 11.8\% | 13.1\% |
| CAMDEN | CAMDEN CITY | COOPER B. HATCH FAMILY SCHOOL | 07-0680-210 01-08 | 98.0\% | 1.2\% | 37.6\% |
| CAMDEN | CAMDEN CITY | COOPER'S POYNT FAMILY SCHOOL | 07-0680-165 PK-08 | 96.8\% | 2.3\% | 15.8\% |
| CAMDEN | CAMDEN CITY | DR. HENRY H. DAVIS ELEMENTARY SCHOOL | 07-0680-180 PK-08 | 96.1\% | 4.3\% | 16.8\% |
| CAMDEN | CAMDEN CITY | DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB SCHOOL | 07-0680-320 PK-08 | 98.2\% | 11.1\% | 11.6\% |
| CAMDEN | CAMDEN CITY | EAST CAMDEN MIDDLE SCHOOL | 07-0680-045 06-08 | 97.8\% | 0.9\% | 35.2\% |
| CAMDEN | CAMDEN CITY | HENRY B. WILSON FAMILY SCHOO | 07-0680-350 PK-08 | 98.2\% | 0.6\% | 14.5\% |
| CAMDEN | CAMDEN CITY | HENRY L. BONSALL FAMILY SCHOOL | 07-0680-100 PK-08 | 96.4\% | 3.4\% | 24.4\% |
| CAMDEN | CAMDEN CITY | JOHN GREENLEAF WHITTIER FAMILY SCHOOL | 07-0680-340 PK-08 | 96.5\% | 0.4\% | 16.1\% |
| CAMDEN | CAMDEN CITY | RILETTA TWYNE CREAM FAMILY SCHOOL | 07-0680-175 PK-08 | 96.8\% | 0.0\% | 15.4\% |
| CAMDEN | CAMDEN CITY | THOMAS H. DUDLEY FAMILY SCHOOL | 07-0680-190 PK-08 | 98.3\% | 22.3\% | 15.2\% |
| CAMDEN | CAMDEN CITY | VETERANS MEMORIAL FAMILY SCHOOL | 07-0680-080 PK-08 | 98.7\% | 4.1\% | 19.1\% |
| CAMDEN | WOODLYNNE BORO | WOODLYNNE BORO PUBLIC SCHOOL | 07-5900-050 PK-08 | 93.5\% | 6.0\% | 22.0\% |
| CHARTERS | DISCOVERY CS | DISCOVERY CHARTER SCHOOL | 80-6320-920 04-08 | 97.5\% | 0.0\% | 8.9\% |
| CHARTERS | FREEDOM ACADEMY CS | FREEDOM ACADEMY CHARTER SCHOOL | 80-6240-900 06-08 | 100.0\% | 0.0\% | 19.1\% |
| CHARTERS | JOHN P HOLLAND CHARTER SCHOOL | JOHN P. HOLLAND CHARTER SCHOOL | 80-6079-964 KG-08 | 93.2\% | 0.0\% | 12.6\% |
| CHARTERS | M E T S CHARTER SCHOOL | M.E.T.S. CHARTER SCHOOL | 80-6068-951 06-11 | 94.0\% | 0.0\% | 8.1\% |
| CHARTERS | PAUL ROBESON HUMANITIES CS | PAUL ROBESON CHARTER SCHOOL FOR THE HUMANITIES | 80-6025-907 04-08 | 90.7\% | 0.0\% | 15.9\% |
| CUMBERLANI | BRIDGETON CITY | WEST AVENUE SCHOOL | 11-0540-130 KG-08 | 92.2\% | 1.3\% | 6.4\% |
| ESSEX | NEWARK CITY | SOUTH SEVENTEENTH STREET SCHOOL | 13-3570-670 KG-08 | 96.6\% | 0.5\% | 24.7\% |
| HUDSON | UNION CITY | EMERSON MIDDLE SCHOOL | 17-5240-105 06-08 | 96.2\% | 12.8\% | 13.7\% |
| HUDSON | UNION CITY | UNION HILL MIDDLE SCHOOL | 17-5240-150 07-08 | 97.8\% | 10.0\% | 13.8\% |
| MERCER | TRENTON CITY | HEDGEPETH WILLIAM MIDDLE SCHOOL | 21-5210-301 06-08 | 92.4\% | 3.6\% | 25.0\% |
| MERCER | TRENTON CITY | JOYCE KILMER MIDDLE SCHOOL | 21-5210-235 06-08 | 90.9\% | 1.2\% | 19.1\% |
| MONMOUTH | ASBURY PARK CITY | ASBURY PARK MIDDLE SCHOOL | 25-0100-070 05-08 | 96.4\% | 7.5\% | 23.8\% |
| PASSAIC | PATERSON CITY | REV DR FRANK NAPIER JR SCHOOL | 31-4010-080 KG-08 | 94.4\% | 11.6\% | 16.9\% |
| PASSAIC | PATERSON CITY | SCHOOL 12 | 31-4010-160 PK-08 | 96.8\% | 12.7\% | 12.3\% |
| PASSAIC | PATERSON CITY | SCHOOL 6/ACADEMY OF PERFORMING ARTS | 31-4010-100 PK-08 | 93.3\% | 7.2\% | 8.5\% |
| SALEM | SALEM CITY | SALEM MIDDLE SCHOOL | 33-4630-090 03-08 | 91.8\% | 0.9\% | 17.8\% |

## OVERVIEW

CAMDEN
CAMDEN CITY

## GRADE SPAN PK-08

JOHN GREENLEAF WHITTIER FAMILY SCHOOL

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance significantly lags in comparison to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness significantly lags in comparison to its peers. This school's student growth performance significantly lags in comparison to schools across the state. Additionally, its student growth performance lags in comparison to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile |  |
| :--- | :---: | :---: | :---: |
| Percent of <br> Targets Met |  |  |  |
| Academic Achievement | 18 | 3 | $40 \%$ |
| College and Career Readiness | 8 | 1 | $0 \%$ |
| Student Growth | 23 | 7 | $50 \%$ |

Improvement Status
Priority
Rationale

## Lowest-Performing

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms 3\% of schools statewide as noted by its statewide percentile and $\mathbf{1 8 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting $\mathbf{4 0 \%}$ of its performance targets in the area of Academic Achievement.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## College and Career Readiness

This school outperforms $\mathbf{1 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{8 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

## Student Growth

This school outperforms 7\% of schools statewide as noted by its statewide percentile and $\mathbf{2 3 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting $\mathbf{5 0 \%}$ percentage of its performance targets in the area of Student Growth.

Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

## State of New Jersey

## DEMOGRAPHIC INFORMATION

CAMDEN
CAMDEN CITY

GRADE SPAN PK-08

## Enrollment by Grade

This graph presents the count of students who were 'on rq"imy grade in October of each school year.


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

| Total School Enrollment |  |
| :--- | :---: |
| $2011-12$ | 208 |
| $2012-13$ | $\mathbf{2 8 2}$ |
| $2013-14$ | $\mathbf{2 8 4}$ |
| Enrollment Trends by Program Participation |  |



Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | ---: | :---: |
| Students with Disability | 46 | $16 \%$ |
| Economically Disadvantaged <br> Students | 274 | $96.5 \%$ |
| Limited English Proficient | 1 | $0.4 \%$ |
| Students |  |  |

JOHN GREENLEAF WHITTIER FAMILY SCHOOL 740 CHESTNUT STREET CAMDEN, NJ 08103-2500

## Language Diversity

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

| $\frac{\mathbf{2 0 1 3 - 1 4}}{}$ | $\underline{\text { Percent }}$ |
| :--- | :---: |
| English | $87.5 \%$ |
| Spanish | $12.5 \%$ |

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 Gender

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


## GRADE SPAN PK-08

 middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.
$\left.\begin{array}{|l|l|l|l|c|}\hline \text { Academic Achievement Indicators } & \begin{array}{l}\text { Schoolwide } \\ \text { Performance }\end{array} & \begin{array}{l}\text { Peer } \\ \text { Percentile }\end{array} & \begin{array}{l}\text { State } \\ \text { Percentile }\end{array} & \begin{array}{l}\text { Percent of Targets } \\ \text { Met }\end{array} \\ \hline \text { NJASK Language Arts Proficiency and above } & \mathbf{1 7 \%} & & 13 & 2\end{array}\right]$

NCLB Progress Targets - Language Arts Literacy
This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017 .

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 141 | 17 | 41.2 | NO |
| White | - | - |  | -- |
| Black | 96 | 17.7 | 43.9 | NO |
| Hispanic | - | 17.9 | 24.5 | YES* |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 11.1 | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | - | 17.9 | 40.1 | NO |
| Economically <br> Disadvantaged Students | 134 | - |  |  |

## YES* = Met Progress Target(Confidence Interval Applied)

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

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## State of New Jersey

## ACADEMIC ACHIEVEMENT <br> CAMDEN <br> CAMDEN CITY <br> GRADE SPAN PK-08

JOHN GREENLEAF WHITTIER FAMILY SCHOOL 740 CHESTNUT STREET CAMDEN, NJ 08103-2500

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :--- |
| Schoolwide | 141 | 27 | 51.9 | NO |
| White | 96 | 29.2 | 51.2 | NO |
| Black | 39 | 23 | 35.3 | YES* |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | 39 | 18 | 25 | YES* |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | 134 | 28.3 | 51.1 | NO |
| Economically <br> Disadvantaged Students | - | - | - |  |

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


[^5]YES* = Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Math

## State of New Jersey

CAMDEN
CAMDEN CITY

JOHN GREENLEAF WHITTIER FAMILY SCHOOL 740 CHESTNUT STREET CAMDEN, NJ 08103-2500

## NJASK Results - Language Arts Literacy Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $17 \%$ | $83 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $18 \%$ | $82 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

## NJASK Results - Language Arts Literacy Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students |  |  |  |
| Data is presented for subgroups when the count is high enough under <br> NCLB suppression rules. |  |  |  |

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 03

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 04

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


## State of New Jersey

## NJASK Results - Language Arts Literacy Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $12 \%$ | $88 \%$ |
| White | $0 \%$ | $17 \%$ | $83 \%$ |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $13 \%$ | $87 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

NJASK Results - Language Arts Literacy Grade Level - 06
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $13 \%$ | $88 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $13 \%$ | $87 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - |  |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 05

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 06

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


## State of New Jersey

NJ SCHOOL PERFORMANCE

## NJASK Results - Language Arts Literacy Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - |  |

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

NJASK Results - Language Arts Literacy 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $50 \%$ | $50 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $53 \%$ | $47 \%$ |
| Limited English Proficient Students | - | - |  |
| Economically Disadvantaged <br> Students | - |  |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 07

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

Data is suppressed to protect the confidentiality of the students.

## NJASK Proficiency Trends - Language Arts Literacy 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.


## State of New Jersey

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :---: | :---: | :---: |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit $<$ http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

## State of New Jersey

NJ SCHOOL

## NJASK Results - MATH Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $9 \%$ | $39 \%$ | $52 \%$ |
| White | - | - | - |
| Black | $6 \%$ | $41 \%$ | $53 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $9 \%$ | $41 \%$ | $50 \%$ |
| Economically Disadvantaged Students | - | - |  |

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

## NJASK Results - MATH Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $3 \%$ | $23 \%$ | $73 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $32 \%$ | $68 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $3 \%$ | $23 \%$ | $73 \%$ |
| Economically Disadvantaged Students | $3 \%$ | - |  |

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

## NJASK Proficiency Trends - Math - Grade Level - 03

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


NJASK Proficiency Trends - Math - Grade Level - 04

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


## State of New Jersey

## NJASK Results - MATH Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $3 \%$ | $21 \%$ | $76 \%$ |
| White | - | - | - |
| Black | $4 \%$ | $21 \%$ | $75 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $3 \%$ | $23 \%$ | $73 \%$ |
| Economically Disadvantaged Students | - | - |  |

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

## NJASK Results - MATH Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $8 \%$ | $17 \%$ | $75 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $9 \%$ | $17 \%$ | $74 \%$ |
| Economically Disadvantaged Students |  |  |  |

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

## NJASK Proficiency Trends - Math - Grade Level - 05

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


## NJASK Proficiency Trends - Math - Grade Level - 06

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


# State of New Jersey 

## NJASK Results - MATH Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $23 \%$ | $77 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $25 \%$ | $75 \%$ |
| Economically Disadvantaged Students | 0 | - |  |

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

## NJASK Results - MATH 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $6 \%$ | $6 \%$ | $89 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - |  |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $6 \%$ | $6 \%$ | $88 \%$ |
| Economically Disadvantaged Students | - | - |  |

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

## NJASK Proficiency Trends - Math - Grade Level - 07

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


## NJASK Proficiency Trends - Math - 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.


## State of New Jersey

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

## State of New Jersey

NJ SCHOOL

## NJASK Results - Science Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $7 \%$ | $40 \%$ | $53 \%$ |
| White | - | - | - |
| Black | $18 \%$ | $42 \%$ | $58 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $33 \%$ | $67 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $7 \%$ | $40 \%$ | $53 \%$ |
| Economically Disadvantaged <br> Students | - | - | - |
| Dation |  | - | - |

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

## 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $44 \%$ | $56 \%$ |
| White | $0 \%$ | $42 \%$ | $58 \%$ |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $47 \%$ | $53 \%$ |
| Limited English Proficient <br> Students | - | - |  |
| Economically Disadvantaged <br> Students | $0 \%$ | - | - |
| Dation pren | - | - | - |

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

## NJASK Proficiency Trends - Science - Grade Level - 04

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


## 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

CAMDEN
CAMDEN CITY

GRADE SPAN PK-08

JOHN GREENLEAF WHITTIER FAMILY SCHOOL 740 CHESTNUT STREET CAMDEN, NJ 08103-2500

Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for $10 \%$ or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than $65 \%$ of its peer group. The third column Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness <br> Indicators | School <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met Target? |  |  |  |  |  |  |
| :--- | :---: | :--- | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Students taking Algebra (\%) | $\mathbf{0 \%}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{2 0 \%}$ | NO |  |  |  |  |  |  |
|  | $\mathbf{3 2 \%}$ | $\mathbf{1 6}$ | $\mathbf{2}$ | $\mathbf{6 \%}$ | NO |  |  |  |  |  |  |
| Chronic Absenteeism (\%) |  | $\mathbf{8}$ | $\mathbf{1}$ |  | $\mathbf{0 \%}$ |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

## Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
| :---: | :---: |
| Students taking Algebra I | $0 \%$ |
| Algebra grade (C or better) | $0 \%$ |

## Chronic Absenteeism Trend

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


## 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.


# State of New Jersey 

NJ SCHOOL

## GRADE SPAN PK-08

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

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

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

| Student Growth Indicators | Schoolwide <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met Target? |
| :--- | :--- | :--- | :--- | :--- | :---: |
| Student Growth on Language Arts | 37 | 26 | 9 | 35 | YES |
| Student Growth on Math | 29 | 20 | 4 | 35 | NO |
|  | 23 | 7 |  | $50 \%$ |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

## Language Arts

|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $48 \%$ | $19 \%$ | $16 \%$ |
| Proficient | $2 \%$ | $6 \%$ | $9 \%$ |
| Advanced <br> Proficient | $0 \%$ | $0 \%$ | $0 \%$ |

Math

|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $53 \%$ | $23 \%$ | $3 \%$ |
| Proficient | $4 \%$ | $5 \%$ | $9 \%$ |
| Advanced <br> Proficient | $1 \%$ | $3 \%$ | $0 \%$ |

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

# State of New Jersey 

## WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN
CAMDEN CITY

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level-03

NJ ASK 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 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 213 | 300 |
| 75th | 191 | 221 |
| 50th | 175 | 207 |
| 25th | 165 | 188 |
| 0th | 149 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 26 | 33 |

Grade Level - 04
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50 th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 211 | 300 |
| 75th | 183 | 219 |
| 50th | 173 | 202 |
| 25th | 156 | 186 |
| 0th | 132 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap- <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 27 | 33 |

## Grade Level - 03

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 272 | 300 |
| 75th | 221 | 268 |
| 50th | 196 | 229 |
| 25th | 163 | 200 |
| 0th | 122 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 58 | 68 |

## Grade Level - 04

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 248 | 300 |
| 75th | 191 | 264 |
| 50th | 168 | 228 |
| 25th | 151 | 195 |
| 0th | 129 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 40 | 69 |

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN
CAMDEN CITY

Grade Level - 05
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 224 | 300 |
| 75th | 186 | 224 |
| 50th | 175 | 206 |
| 25th | 149 | 186 |
| 0th | 123 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 37 | 38 |

## Grade Level - 06

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 207 | 300 |
| 75th | 188 | 230 |
| 50th | 179 | 211 |
| 25th | 169 | 192 |
| 0th | 149 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 19 | 38 |

## Grade Level - 05

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 245 | 300 |
| 75th | 197 | 262 |
| 50th | 171 | 235 |
| 25th | 155 | 206 |
| 0th | 122 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 42 | 56 |

## Grade Level - 06

## NJ ASK Math 25th \%ile vs 75th\%ile

This table presents the scale scores associated with students at the bottom ( 0 th 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 | 251 | 300 |
| 75th | 192 | 259 |
| 50th | 176 | 228 |
| 25th | 165 | 201 |
| 0th | 144 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 27 | 58 |

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN
CAMDEN CITY

Grade Level - 07
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | N/A | 300 |
| 75th | N/A | 234 |
| 50th | N/A | 211 |
| 25th | N/A | 188 |
| 0th | N/A | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 0 | 46 |

## Grade Level - 08

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 230 | 300 |
| 75th | 211 | 238 |
| 50th | 199 | 221 |
| 25th | 185 | 204 |
| 0th | 173 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 26 | 34 |

## Grade Level - 07

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 228 | 300 |
| 75th | 188 | 250 |
| 50th | 165 | 214 |
| 25th | 147 | 184 |
| 0th | 123 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 41 | 66 |

## Grade Level - 08

## NJ ASK Math 25th \%ile vs 75th\%ile

This table presents the scale scores associated with students at the bottom ( 0 th 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 | 253 | 300 |
| 75th | 186 | 259 |
| 50th | 165 | 227 |
| 25th | 157 | 192 |
| 0th | 129 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 29 | 67 |

## State of New Jersey

## SCHOOL CLIMATE <br> CAMDEN <br> CAMDEN CITY

## Length of School Day

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

|  | School |
| :---: | :---: |
| 2013-14 | 6 Hrs. 10 Mins. |

## Student Suspension Rate

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

|  | School |
| :--- | :--- |
| $2013-14$ | $23.2 \%$ |

## Instructional Time

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

| 2013-14 | School |
| :--- | :--- |
| Full Time | 5 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 |
| :---: | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 9 |
| Administrators | 284 |

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.

| COUNTY NAM | ME DISTRICT NAME | SCHOOL NAME | $\begin{array}{ll} \text { CDS } & \text { GRAD } \\ \hline \text { CODE } & \text { ESPAAN } \\ \hline \end{array}$ | FRPL | LEP | SpED |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ATLANTIC | ATLANTIC CITY | DR MARTIN LUTHER KING JR SCHOOL COMPLEX | 01-0110-140 PK-08 | 93.2\% | 3.0\% | 13.2\% |
| ATLANTIC | ATLANTIC CITY | NEW YORK AVENUE SCHOOL | 01-0110-070 PK-08 | 94.7\% | 5.9\% | 9.6\% |
| ATLANTIC | ATLANTIC CITY | PENNSYLVANIA AVE SCHOOL | 01-0110-100 PK-08 | 96.3\% | 11.8\% | 13.1\% |
| CAMDEN | CAMDEN CITY | COOPER B. HATCH FAMILY SCHOOL | 07-0680-210 01-08 | 98.0\% | 1.2\% | 37.6\% |
| CAMDEN | CAMDEN CITY | COOPER'S POYNT FAMILY SCHOOL | 07-0680-165 PK-08 | 96.8\% | 2.3\% | 15.8\% |
| CAMDEN | CAMDEN CITY | DR. HENRY H. DAVIS ELEMENTARY SCHOOL | 07-0680-180 PK-08 | 96.1\% | 4.3\% | 16.8\% |
| CAMDEN | CAMDEN CITY | DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB SCHOOL | 07-0680-320 PK-08 | 98.2\% | 11.1\% | 11.6\% |
| CAMDEN | CAMDEN CITY | EAST CAMDEN MIDDLE SCHOOL | 07-0680-045 06-08 | 97.8\% | 0.9\% | 35.2\% |
| CAMDEN | CAMDEN CITY | HENRY B. WILSON FAMILY SCHOOL | 07-0680-350 PK-08 | 98.2\% | 0.6\% | 14.5\% |
| CAMDEN | CAMDEN CITY | HENRY L. BONSALL FAMILY SCHOOL | 07-0680-100 PK-08 | 96.4\% | 3.4\% | 24.4\% |
| CAMDEN | CAMDEN CITY | JOHN GREENLEAF WHITTIER FAMILY SCHOOL | 07-0680-340 PK-08 | 96.5\% | 0.4\% | 16.1\% |
| CAMDEN | CAMDEN CITY | RILETTA TWYNE CREAM FAMILY SCHOOL | 07-0680-175 PK-08 | 96.8\% | 0.0\% | 15.4\% |
| CAMDEN | CAMDEN CITY | THOMAS H. DUDLEY FAMILY SCHOOL | 07-0680-190 PK-08 | 98.3\% | 22.3\% | 15.2\% |
| CAMDEN | CAMDEN CITY | VETERANS MEMORIAL FAMILY SCHOOL | 07-0680-080 PK-08 | 98.7\% | 4.1\% | 19.1\% |
| CAMDEN | WOODLYNNE BORO | WOODLYNNE BORO PUBLIC SCHOOL | 07-5900-050 PK-08 | 93.5\% | 6.0\% | 22.0\% |
| CHARTERS | DISCOVERY CS | DISCOVERY CHARTER SCHOOL | 80-6320-920 04-08 | 97.5\% | 0.0\% | 8.9\% |
| CHARTERS | FREEDOM ACADEMY CS | FREEDOM ACADEMY CHARTER SCHOOL | 80-6240-900 06-08 | 100.0\% | 0.0\% | 19.1\% |
| CHARTERS | JOHN P HOLLAND CHARTER SCHOOL | JOHN P. HOLLAND CHARTER SCHOOL | 80-6079-964 KG-08 | 93.2\% | 0.0\% | 12.6\% |
| CHARTERS | M E T S CHARTER SCHOOL | M.E.T.S. CHARTER SCHOOL | 80-6068-951 06-11 | 94.0\% | 0.0\% | 8.1\% |
| CHARTERS | PAUL ROBESON HUMANITIES CS | PAUL ROBESON CHARTER SCHOOL FOR THE HUMANITIES | 80-6025-907 04-08 | 90.7\% | 0.0\% | 15.9\% |
| CUMBERLANI | BRIDGETON CITY | WEST AVENUE SCHOOL | 11-0540-130 KG-08 | 92.2\% | 1.3\% | 6.4\% |
| ESSEX | NEWARK CITY | SOUTH SEVENTEENTH STREET SCHOOL | 13-3570-670 KG-08 | 96.6\% | 0.5\% | 24.7\% |
| HUDSON | UNION CITY | EMERSON MIDDLE SCHOOL | 17-5240-105 06-08 | 96.2\% | 12.8\% | 13.7\% |
| HUDSON | UNION CITY | UNION HILL MIDDLE SCHOOL | 17-5240-150 07-08 | 97.8\% | 10.0\% | 13.8\% |
| MERCER | TRENTON CITY | HEDGEPETH WILLIAM MIDDLE SCHOOL | 21-5210-301 06-08 | 92.4\% | 3.6\% | 25.0\% |
| MERCER | TRENTON CITY | JOYCE KILMER MIDDLE SCHOOL | 21-5210-235 06-08 | 90.9\% | 1.2\% | 19.1\% |
| MONMOUTH | ASBURY PARK CITY | ASBURY PARK MIDDLE SCHOOL | 25-0100-070 05-08 | 96.4\% | 7.5\% | 23.8\% |
| PASSAIC | PATERSON CITY | REV DR FRANK NAPIER JR SCHOOL | 31-4010-080 KG-08 | 94.4\% | 11.6\% | 16.9\% |
| PASSAIC | PATERSON CITY | SCHOOL 12 | 31-4010-160 PK-08 | 96.8\% | 12.7\% | 12.3\% |
| PASSAIC | PATERSON CITY | SCHOOL 6/ACADEMY OF PERFORMING ARTS | 31-4010-100 PK-08 | 93.3\% | 7.2\% | 8.5\% |
| SALEM | SALEM CITY | SALEM MIDDLE SCHOOL | 33-4630-090 03-08 | 91.8\% | 0.9\% | 17.8\% |

## State of New Jersey

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance lags in comparison to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness significantly lags in comparison to its peers. This school's graduation and post-secondary performance is about average when compared to schools across the state. Additionally, its graduation and post-secondary readiness is high when compared to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile |  | Percent of <br> Targets Met | Improvement Status <br> Academic Achievement |
| :--- | :---: | :---: | :---: | :---: | :---: |
| N/A |  |  |  |  |  |
| College \& Career Readiness | 29 | 10 | N/A | Rationale |  |
| Graduation and Post-Secondary | 68 | 9 | $0 \%$ | N/A |  |

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms $\mathbf{1 0 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{2 9 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement.Additionally, this school is meeting N/A of its performance targets in the area of Academic Achievement.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For high schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey High School Proficiency Assessment (HSPA). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## College and Career Readiness

This school outperforms $\mathbf{9 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{1 2 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

College and Career Readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For high schools, this includes measures of participation in college readiness tests such as the SAT, ACT or PSAT and in rigorous coursework as defined by participation in AP or IB courses in English, math, social studies and science.

## Graduation and Post-Secondary

This school outperforms 57\% of schools statewide as noted by its statewide percentile and $\mathbf{6 8 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Graduation and Post-Secondary. Additionally, this school is meeting $\mathbf{1 0 0 \%}$ of its performance targets in the area of Graduation and Post-Secondary.

Graduation and Postsecondary measures the rate at which students who begin high school four years earlier graduate within four years. Also included is a measure of the rate at which students in a particular school drop out of school.

## State of New Jersey

## Enrollment by Grade

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


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

| Total School Enrollment |  |
| :--- | :---: |
| $2011-12$ | $\mathbf{1 1 7}$ |
| $2012-13$ | $\mathbf{1 1 1}$ |
| $2013-14$ | 109 |

Enrollment Trends by Program Participation


Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | :---: | :---: |
| Students with Disability | 14 | $13 \%$ |
| Economically Disadvantaged <br> Students | 96 | $88.1 \%$ |
| Limited English Proficient | 0 | $0.0 \%$ |
| Students |  |  |

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 Gender

This graph presents the count of students by gender who were 'on roll' in


## State of New Jersey

Academic Achievement measures the content knowledge students have in Language Arts Literacy and Math. In high schools, this includes the outcomes of the New Jersey High School Proficiency Assessment (HSPA). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both Language Arts Literacy and Math across multiple administrations of the assessment. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with HSPA scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide <br> Performance | Peer <br> Percentile | State <br> Percentile | Percent of Targets Met |  |  |  |  |  |  |  |
| :--- | :---: | :--- | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| HSPA Language Arts Proficiency and above | $\mathbf{8 7 \%}$ | $\mathbf{4 5}$ | $\mathbf{1 6}$ | N/A |  |  |  |  |  |  |  |
| HSPA Math Proficiency and above | $\mathbf{4 0 \%}$ | $\mathbf{1 3}$ | $\mathbf{3}$ | N/A |  |  |  |  |  |  |  |
| SUMMARY - Academic Achievement |  | $\mathbf{2 9}$ | $\mathbf{1 0}$ | N/A |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

## NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | - | - |  | -- |
| White | - | - |  | -- |
| Black | - | - |  | -- |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - |  | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | - | - |  | -- |
| Economically <br> Disadvantaged Students | - | - | - |  |

YES* = Met Progress Target (Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.

Data is suppressed to protect the confidentiality of the students.

## State of New Jersey

NJ SCHOOL

## CAMDEN CITY

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | - | - |  | -- |
| White | - | - |  | -- |
| Black | - | - |  | -- |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - |  | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | - | - |  | -- |
| Economically Disadvantaged <br> Students | - | - | - |  |

YES* = Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Outcomes - Biology

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

| Subgroups | Advanced | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - |  |
| Economically Disdvantaged Students | - | - | - |

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

## Proficiency Trends - Biology

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

Data is suppressed to protect the confidentiality of the students.

## State of New Jersey

CAMDEN
CAMDEN CITY

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11 th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550 , the percentage of 11 th and 12 th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The first column - Schoolwide Performance - represents the outcomes for these particular inidcators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in SAT participation has a higher SAT Participation than $65 \%$ of its peer group. The third column Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | Schoolwide Performance | Peer <br> Percentile | Statewide Percentile | Statewide <br> Target | Met Target? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Percent of Students Participating in SAT or ACT | 59\% | 23 | 15 | 80\% | NO |
| Percent of Students Participating in PSAT or PLAN | 52\% | 36 | 28 | 60\% | NO |
| Percent of Students Scoring Above 1550 on SAT | 0\% | 0 | 0 | 40\% | NO |
| Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science | 0\% | 0 | 0 | 35\% | NO |
| Percent of AP Tests $>=3$ or IB Test $>=4$ in English, Math, Social Studies or Science | 0\% | 0 | 0 | 75\% | NO |
| Summary |  | 12 | 9 |  | 0\% |
| College Readiness Test Participation |  | AP/IB Participation - 'Unique' Students |  |  |  |

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

| 2013-14 Percent of Students | School | Peer Avg. | State Avg |
| :--- | ---: | :---: | ---: |
| Participating in SAT | $47.1 \%$ | $71.9 \%$ | $76.2 \%$ |
| Participating in ACT | $23.5 \%$ |  | $22.5 \%$ |
| Participating in PSAT or PLAN | $51.6 \%$ | $63.3 \%$ | $75.0 \%$ |

## Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.


The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e, each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

| 2013-14 Percent of Students <br> Taking | School | Peer <br> Avg. | State <br> Avg. |
| :--- | ---: | :---: | :---: |
| One or More Course | $0.0 \%$ | $21.8 \%$ | $34.2 \%$ |
| One or More Test | $0.0 \%$ | $18.0 \%$ | $28.4 \%$ |
| At least one AP or IB Test in English, <br> Math, Social Studies or Science | $0.0 \%$ | $14.9 \%$ | $18.9 \%$ |

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

## AP /IB Test Results

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

| 2013-14 | School | Peer <br> Avg. | State <br> Avg. |
| :---: | :---: | :---: | :---: |
| Percent of AP Tests $>=3$ or IB Test $>=4$ | $0.0 \%$ | $15.2 \%$ | $74.1 \%$ |
| Percent of Scores in AP $>=3$ or IB $>=4$ in <br> English, Math, Social Studies or Science | $0.0 \%$ | $9.5 \%$ | $72.4 \%$ |

## Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieveing a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

| 2013-14 | School | Peer Avg. | State Avg |
| :--- | ---: | ---: | ---: |
| Percent of Students Scoring <br> Above 1550 on SAT | $0.0 \%$ | $5.9 \%$ | $44.6 \%$ |

SAT Benchmark Trends
This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.


## Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

| 2013-14 | School | Peer Avg. | State Avg. |
| :--- | :---: | ---: | :---: |
| Composite SAT Score | 1,104 | 1,172 | 1,514 |
| Critical Reading | 385 | 384 | 496 |
| Mathematics | 365 | 402 | 521 |
| Writing | 354 | 386 | 497 |

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25 th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

| 2013-14 | Critical Reading | Mathematics | Writing |
| :---: | :---: | :---: | :---: |
| 75th Percentile | 420 | 415 | 383 |
| 50th Percentile | 380 | 385 | 360 |
| 25th Percentile | 348 | 315 | 345 |

## 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 | $\mathrm{N} / \mathrm{R}$ | $2.1 \%$ |
| Drama/Theater | $\mathrm{N} / \mathrm{R}$ |  |
| Music | $\mathrm{N} / \mathrm{R}$ | $3.9 \%$ |
| Visual Arts | $\mathrm{N} / \mathrm{R}$ | $17.5 \%$ |
| Total: All Visual and Performing Arts | $\mathrm{N} / \mathrm{R}$ | $31.1 \%$ |

N/R - Data Not Reported

## Career in Technical Education Programs

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

| Percent of Students Enrolled | School | State |
| :--- | :---: | :---: |
| Participating in CTE | $\mathrm{N} / \mathrm{R}$ | $19.2 \%$ |

N/R - Data Not Reported

## State of New Jersey

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the NCLB Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer percentile is 65 in Graduation Rate has a higher Graduation Rate than $65 \%$ of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's NCLB Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

| Graduation \& Post Secondary Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Targets | Met Target |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Overall Graduation Rate | 79\% | 36 | 13 | 78\% | YES |
| Dropout Rate | 0 \% | 100 | 100 | 2\% | YES |
| SUMMARY - Graduation \& Post-Secondary |  | 68 | 57 |  | 100\% |

## Graduation Rate by Subgroup

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

|  | School | State Target |
| :--- | ---: | :---: |
| Schoolwide | - | $78 \%$ |
| White | - |  |
| Black | - |  |
| Hispanic | - |  |
| American Indian | - |  |
| Asian | - |  |
| Native Hawaiian | - |  |
| Two or More Races | - |  |
| Students with Disability | - |  |
| Limited English Proficient Students | - |  |
| Economically Disadvantaged Students | - |  |

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

|  | School | State Target |
| :--- | ---: | :---: |
| Schoolwide | $0 \%$ | $2 \%$ |
| White | - |  |
| Black | $0 \%$ |  |
| Hispanic | - |  |
| American Indian | - |  |
| Asian | - |  |
| Native Hawaiian | - |  |
| Two or More Races | - |  |
| Students with Disability | $0 \%$ |  |
| Economically Disadvantaged Students | $0 \%$ |  |
| Limited English Proficiency | - |  |

## Graduation Pathway Rates

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


## Extended Year Graduation Rate

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

| Class of | 4-year Rate | 5-year Rate |
| :--- | :---: | :---: |
| 2012 | $97 \%$ | $100 \%$ |
| 2013 | $83 \%$ | $96 \%$ |
| 2014 | $79 \%$ |  |

## Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95\% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

|  | Percent <br> Enrolled | Percent in <br> 2 Year | Percent in <br> 4 Year |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| Asian | - | - | - |
| American Indian | - | - | - |
| Native Hawaiian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## High School

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

| Percentile | School Scaled Score | State Scaled Score |
| :---: | :---: | :---: |
| 99th | 250 | 287 |
| 75th | 226 | 250 |
| 50th | 210 | 240 |
| 25th | 203 | 224 |
| 0th | 151 | 100 |


|  | Scaled Score Gap <br> - School | Scaled Score Gap <br> - State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 23 | 26 |

## High School

## HSPA Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scaled Score | State Scaled Score |
| :---: | :---: | :---: |
| 99th | 225 | 300 |
| 75th | 210 | 253 |
| 50th | 189 | 232 |
| 25th | 168 | 208 |
| 0th | 155 | 132 |


|  | Scaled Score Gap <br> - School | Scaled Score Gap <br> - State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 42 | 45 |

## 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 |
| :---: | :---: |
| 2013-14 | 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 |
| :--- | :--- |
| $\mathbf{2 0 1 3 - 1 4}$ | $11.0 \%$ |

## 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.

| 2013-14 | School |
| :--- | :--- |
| Full Time | 6 Hrs. 25 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 |
| :---: | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 8 |
| Administrators | 109 |

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.

| COUNTY NAM | ME DISTRICT NAME | SCHOOL NAME | $\frac{\text { CDS }}{\text { CODE }} \quad \frac{\text { GRAD }}{\text { ESPAN }}$ | FRPL | LEP | SpED |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CAMDEN | CAMDEN CITY | CAMDEN HIGH SCHOOL | 07-0680-030 09-12 | $\overline{90.0 \%}$ | 0.7\% | 36.7\% |
| CAMDEN | CAMDEN CITY | CREATIVE ARTS VILLAGE ACADEMY | 07-0680-245 06-12 | 90.0\% | 0.6\% | 14.5\% |
| CAMDEN | CAMDEN CITY | DR. CHARLES E. BRIMM MEDICAL ARTS HIGH SCHOOL | 07-0680-029 09-12 | 91.9\% | 0.0\% | 2.9\% |
| CAMDEN | CAMDEN CITY | MET EAST HIGH SCHOOL | 07-0680-305 09-12 | 88.1\% | 0.0\% | 12.8\% |
| CAMDEN | CAMDEN CITY | WOODROW WILSON HIGH SCHOOL | 07-0680-040 09-12 | 88.6\% | 18.8\% | 28.4\% |
| CHARTERS | ACADEMY CHARTER HIGH SCHOOL | ACADEMY CHARTER HIGH SCHOO | 80-6010-910 09-12 | 79.9\% | 0.0\% | 19.3\% |
| CHARTERS | CAMDEN ACADEMY CHARTER HS | CAMDEN ACADEMY CHARTER HIGH SCHOOL | 80-6212-903 09-12 | 83.0\% | 2.9\% | 12.0\% |
| CHARTERS | FOUNDATION ACADEMY CS | FOUNDATION ACADEMY CHARTER SCHOOL | 80-6017-932 03-12 | 85.5\% | 1.1\% | 9.9\% |
| CHARTERS | LEAP ACADEMY UNIVERSITY CS | LEAP ACADEMY UNIVERSITY CHARTER SCHOOL | 80-7109-931 KG-12 | 90.5\% | 4.3\% | 6.0\% |
| CHARTERS | NORTH STAR ACAD. CS OF NEWARK | NORTH STAR ACADEMY CHARTER SCHOOLS OF NEWARK | 80-7320-960 KG-12 | 83.7\% | 0.0\% | 7.6\% |
| CHARTERS | TEAM ACADEMY CHARTER SCHOOL | TEAM ACADEMY CHARTER SCHOOL | 80-7325-965 KG-12 | 86.2\% | 0.0\% | 12.0\% |
| CHARTERS | UNIVERSITY ACADEMY CS | UNIVERSITY ACADEMY CHARTER HIGH SCHOOL | 80-8060-990 09-12 | 79.2\% | 0.0\% | 18.2\% |
| CUMBERLANI | BRIDGETON CITY | BRIDGETON HIGH SCHOOL | 11-0540-020 09-12 | 88.0\% | 5.3\% | 10.0\% |
| ESSEX | NEWARK CITY | AMERICAN HISTORY HIGH SCHOO | 13-3570-087 06-12 | 85.4\% | 0.0\% | 7.0\% |
| ESSEX | NEWARK CITY | CENTRAL HIGH SCHOOL | 13-3570-030 09-12 | 86.7\% | 5.4\% | 21.9\% |
| ESSEX | NEWARK CITY | MALCOLM X SHABAZZ HIGH SCHOOL | 13-3570-050 09-12 | 88.2\% | 0.4\% | 27.4\% |
| ESSEX | NEWARK CITY | NEWARK VOCATIONAL HIGH SCHOOL | 13-3570-045 09-12 | 87.6\% | 0.3\% | 34.5\% |
| ESSEX | NEWARK CITY | TECHNOLOGY HIGH SCHOOL | 13-3570-056 09-12 | 90.6\% | 0.4\% | 7.3\% |
| ESSEX | NEWARK CITY | WEEQUAHIC HIGH SCHOOL | 13-3570-070 09-12 | 84.8\% | 0.0\% | 21.3\% |
| HUDSON | HARRISON TOWN | HARRISON HIGH SCHOOL | 17-2060-050 09-12 | 86.4\% | 6.6\% | 15.1\% |
| HUDSON | UNION CITY | UNION CITY HIGH SCHOOL | 17-5240-055 09-12 | 94.2\% | 13.8\% | 12.5\% |
| MERCER | TRENTON CITY | TRENTON CENTRAL HIGH SCHOOL <br> - WEST CAMPUS | 21-5210-051 09-12 | 81.7\% | 0.5\% | 16.8\% |
| MIDDLESEX | NEW BRUNSWICK CITY | NEW BRUNSWICK HIGH SCHOOL | 23-3530-050 PK-12 | 86.2\% | 10.6\% | 16.9\% |
| PASSAIC | PATERSON CITY | ACADEMY HIGH SCHOOL | 31-4010-025 09-12 | 78.1\% | 5.2\% | 75.0\% |
| PASSAIC | PATERSON CITY | INTERNATIONAL HIGH SCHOOL | 31-4010-035 09-12 | 91.0\% | 6.4\% | 15.2\% |
| PASSAIC | PATERSON CITY | ROSA L. PARKS SCHOOL OF FINE AND PERFORMING ARTS | 31-4010-020 09-12 | 86.0\% | 3.8\% | 13.6\% |
| PASSAIC | PATERSON CITY | SCHOOL OF EARTH AND SPACE SCIENCE | 31-4010-005 09-12 | 88.7\% | 9.5\% | 15.4\% |
| PASSAIC | PATERSON CITY | SCHOOL OF HEALTH SCIENCE | 31-4010-004 09-12 | 92.5\% | 6.3\% | 10.5\% |
| UNION | ELIZABETH CITY | ADMIRAL WILLIAM F. HALSEY JR. LEADERSHIP ACADEMY | 39-1320-402 09-12 | 89.9\% | 11.6\% | 12.7\% |
| UNION | ELIZABETH CITY | ALEXANDER HAMILTON PREPARATORY ACADEMY | 39-1320-405 09-12 | 88.5\% | 3.6\% | 5.7\% |
| UNION | ELIZABETH CITY | THOMAS A. EDISON CAREER AND TECHNICAL ACADEMY | 39-1320-404 09-12 | 90.7\% | 5.0\% | 18.4\% |

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance is about average when compared to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness lags in comparison to its peers. This school's student growth performance is about average when compared to schools across the state. Additionally, its student growth performance is very high when compared to its peers.

$\left.$| Performance Areas | Peer Percentile | Statewide Percentile |  |
| :--- | :---: | :---: | :---: | | Percent of |
| :---: |
| Targets Met | \right\rvert\,

Improvement Status
Priority
Rationale

## Lowest-Performing

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms $\mathbf{1 0 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{5 7 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting $\mathbf{4 0 \%}$ of its performance targets in the area of Academic Achievement.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## College and Career Readiness

This school outperforms $\mathbf{1 2 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{2 6 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

## Student Growth

This school outperforms $\mathbf{5 8} \%$ of schools statewide as noted by its statewide percentile and $\mathbf{8 3 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting $\mathbf{1 0 0 \%}$ percentage of its performance targets in the area of Student Growth.

Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

## State of New Jersey

## DEMOGRAPHIC INFORMATION

CAMDEN

## CAMDEN CITY

GRADE SPAN PK-08

## Enrollment by Grade

This graph presents the count of students who were 'on rqW' ${ }^{4} \mathrm{y}$ grade in October of each school year.


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

| Total School Enrollment |  |
| :--- | :---: |
| $2011-12$ | 559 |
| $2012-13$ | 573 |
| $2013-14$ | 547 |
|  | Enrollment Trends by Program Participation |



Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | ---: | :---: |
| Students with Disability | 74 | $14 \%$ |
| Economically Disadvantaged <br> Students | 526 | $96.2 \%$ |
| Limited English Proficient <br> Students | 121 | $22.1 \%$ |

## Language Diversity

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

| $\underline{\mathbf{2 0 1 3 - 1 4}}$ | $\underline{\text { Percent }}$ |
| :--- | ---: |
| Spanish | $53.7 \%$ |
| English | $43.9 \%$ |
| Vietnamese | $2.2 \%$ |
| Bengali | $0.2 \%$ |

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


This graph presents the count of students by gender who were 'on roll' in


ACADEMIC ACHIIEVEMENT
CAMDEN
CAMDEN CITY

## GRADE SPAN PK-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide <br> Performance | Peer <br> Percentile | State <br> Percentile | Percent of Targets <br> Met |
| :--- | :--- | :--- | :--- | :--- |
| NJASK Language Arts Proficiency and above | $\mathbf{3 0 \%}$ | 52 | $\mathbf{9}$ | $40 \%$ |

NCLB Progress Targets - Language Arts Literacy
This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 269 | 30.4 | 44.6 | NO |
| White | - | - |  | -- |
| Black | 24 | 35.2 | 39.5 | YES* |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | - | -- |
| Students with Disability | 37 | 10.8 | 11 | YES* |
| Limited English Proficient <br> Students | 265 | 30.6 | 45.1 | NO |
| Economically <br> Disadvantaged Students | - | 48 | NO |  |

## YES* = Met Progress Target(Confidence Interval Applied)

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

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## State of New Jersey

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :--- |
| Schoolwide | 271 | 42.1 | 50.4 | NO |
| White | - | - |  | - |
| Black | 24 | 38.9 | 42.6 | YES* |
| Hispanic | 42.3 | 55 | NO |  |
| American Indian | - | - |  | - |
| Asian | - | - |  | - |
| Two or More Races | - | - |  | - |
| Students with Disability | 41 | 22 | - | -- |
| Limited English Proficient <br> Students | - | - | 18.8 | -- |
| Economically <br> Disadvantaged Students | 267 | 42 | 50.1 | NO |

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


> Advanced Proficient Proficient
> Partially Proficient

YES* = Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Math

## State of New Jersey

## NJASK Results - Language Arts Literacy Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $28 \%$ | $72 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $22 \%$ | $78 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $16 \%$ | $84 \%$ |
| Students with Disability | $0 \%$ | $28 \%$ | $72 \%$ |
| Limited English Proficient Students | $0 \%$ | - |  |
| Economically Disadvantaged <br> Students | - | - | - |

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

## NJASK Results - Language Arts Literacy Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $18 \%$ | $82 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $18 \%$ | $82 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students |  |  |  |
| Data is presented for subgroups when the count is high enough under <br> NCLB suppression rules. |  |  |  |

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 03

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


## NJASK Proficiency Trends - Language Arts Literacy

 Grade Level - 04This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.


[^6]
## State of New Jersey

## NJASK Results - Language Arts Literacy Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $18 \%$ | $82 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | $20 \%$ | $80 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $17 \%$ | $83 \%$ |
| Economically Disadvantaged <br> Students | $0 \%$ |  |  |

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

NJASK Results - Language Arts Literacy Grade Level - 06
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $37 \%$ | $63 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $42 \%$ | $58 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $37 \%$ | $63 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |
| Datis pesed for subgroups | - | - | - |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 05

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 06

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


## State of New Jersey

## NJASK Results - Language Arts Literacy Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $3 \%$ | $41 \%$ | $56 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | $42 \%$ | $58 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $3 \%$ | $41 \%$ | $56 \%$ |
| Economically Disadvantaged <br> Students | 3 |  |  |

Data is presented for subgroups when the count is high enough under NCLB suppression rules

NJASK Results - Language Arts Literacy 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $3 \%$ | $50 \%$ | $47 \%$ |
| White | - | - | - |
| Black | $4 \%$ | $46 \%$ | $50 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - |  |
| Students with Disability | $3 \%$ | $50 \%$ | $47 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 07

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


## NJASK Proficiency Trends - Language Arts Literacy 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.


## State of New Jersey

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :---: | :---: | :---: |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit $<$ http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

## State of New Jersey

NJ SCHOOL

## NJASK Results - MATH Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $9 \%$ | $36 \%$ | $55 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $5 \%$ | $5 \%$ | $89 \%$ |
| Limited English Proficient Students | $9 \%$ | $36 \%$ | $55 \%$ |
| Economically Disadvantaged Students |  |  |  |

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

## NJASK Results - MATH Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $12 \%$ | $41 \%$ | $47 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $36 \%$ | $64 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $12 \%$ | $42 \%$ | $46 \%$ |
| Economically Disadvantaged Students |  |  |  |

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

## NJASK Proficiency Trends - Math - Grade Level - 03

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


NJASK Proficiency Trends - Math - Grade Level - 04

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


## State of New Jersey

NJASK Proficiency Trends - Math - Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $6 \%$ | $31 \%$ | $63 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $8 \%$ | $8 \%$ | $83 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $6 \%$ | $29 \%$ | $65 \%$ |
| Economically Disadvantaged Students | $6 \%$ |  |  |
| Data is prest |  |  |  |

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

## NJASK Results - MATH Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $9 \%$ | $54 \%$ | $37 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | $8 \%$ | $58 \%$ | $33 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $9 \%$ | $54 \%$ | $37 \%$ |
| Economically Disadvantaged Students |  | - | - |

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

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


## NJASK Proficiency Trends - Math - Grade Level - 06

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


## State of New Jersey

NJASK Proficiency Trends - Math - Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $24 \%$ | $76 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | $0 \%$ | $21 \%$ | $79 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $24 \%$ | $76 \%$ |
| Economically Disadvantaged Students | 0 | - |  |

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

## NJASK Results - MATH 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $5 \%$ | $18 \%$ | $76 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | $21 \%$ | $75 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $5 \%$ | $18 \%$ | $76 \%$ |
| Economically Disadvantaged Students |  | - | - |

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

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


## NJASK Proficiency Trends - Math - 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.
 PERFORMANCE

## State of New Jersey

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

## State of New Jersey

## NJASK Results - Science Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $12 \%$ | $59 \%$ | $29 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $45 \%$ | $55 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $12 \%$ | $60 \%$ | $28 \%$ |
| Economically Disadvantaged <br> Students | - | - |  |
| Dation |  | - | - |

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

## 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $13 \%$ | $42 \%$ | $45 \%$ |
| White | - | - | - |
| Black | $13 \%$ | $42 \%$ | $46 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $13 \%$ | $42 \%$ | $45 \%$ |
| Economically Disadvantaged <br> Students | - | - | - |

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

## NJASK Proficiency Trends - Science - Grade Level - 04

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


## 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.


|  | Advanced Proficient $\quad$ Proficient |
| :--- | :--- |
| $\square$ | Partially Proficient |

## COLLEGE AND CAREER READINESS

CAMDEN

## CAMDEN CITY

## GRADE SPAN PK-08

OCTAVIO V. CATTO FAMILY SCHOOL 3100 WESTFIELD AVE CAMDEN, NJ 08105

Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for $10 \%$ or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than $65 \%$ of its peer group. The third column Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School <br> Performance | Peer <br> Percentile | Statewide Percentile | Statewide <br> Target | Met Target? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Students taking Algebra (\%) | 0\% | 0 | 0 | 20\% | NO |
| Chronic Absenteeism (\%) | 11\% | 52 | 24 | 6\% | NO |
| Summary |  | 26 | 12 |  | 0\% |

## Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
| :--- | :---: |
| Students taking Algebra I | $0 \%$ |
| Algebra grade (C or better) | $0 \%$ |

## Chronic Absenteeism Trend

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


## Absentecism

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.


## State of New Jersey

## GRADE SPAN PK-08

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

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

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

| Student Growth Indicators | Schoolwide <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met Target? |
| :--- | :--- | :--- | :--- | :--- | :---: |
| Student Growth on Language Arts | 53 | 94 | 70 | 35 | YES |
| Student Growth on Math | 48 | 71 | 45 | 35 | YES |
|  | 83 | 58 |  | $100 \%$ |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

## Language Arts

Math

|  | GROWTH |  |  |
| :--- | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $28 \%$ | $24 \%$ | $18 \%$ |
| Proficient | $3 \%$ | $11 \%$ | $15 \%$ |
| Advanced <br> Proficient | $0 \%$ | $0 \%$ | $1 \%$ |


|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $29 \%$ | $19 \%$ | $11 \%$ |
| Proficient | $6 \%$ | $16 \%$ | $13 \%$ |
| Advanced <br> Proficient | $1 \%$ | $2 \%$ | $4 \%$ |

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.

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

## CAMDEN

CAMDEN CITY

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level-03

NJ ASK 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 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 224 | 300 |
| 75th | 200 | 221 |
| 50th | 182 | 207 |
| 25th | 173 | 188 |
| 0th | 155 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 27 | 33 |

Grade Level - 04
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50 th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 212 | 300 |
| 75th | 189 | 219 |
| 50th | 177 | 202 |
| 25th | 170 | 186 |
| 0th | 142 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap- <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 19 | 33 |

## Grade Level - 03

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 282 | 300 |
| 75th | 218 | 268 |
| 50th | 193 | 229 |
| 25th | 166 | 200 |
| 0th | 134 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 52 | 68 |

## Grade Level - 04

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 279 | 300 |
| 75th | 220 | 264 |
| 50th | 195 | 228 |
| 25th | 156 | 195 |
| 0th | 115 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 64 | 69 |

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

## CAMDEN

CAMDEN CITY

Grade Level - 05
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 226 | 300 |
| 75th | 184 | 224 |
| 50th | 175 | 206 |
| 25th | 166 | 186 |
| 0th | 137 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 18 | 38 |

## Grade Level - 06

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 241 | 300 |
| 75th | 213 | 230 |
| 50th | 192 | 211 |
| 25th | 179 | 192 |
| 0th | 147 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 34 | 38 |

## Grade Level - 05

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 270 | 300 |
| 75th | 219 | 262 |
| 50th | 194 | 235 |
| 25th | 176 | 206 |
| 0th | 146 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 43 | 56 |

## Grade Level - 06

## NJ ASK Math 25th \%ile vs 75th\%ile

This table presents the scale scores associated with students at the bottom ( 0 th 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 | 253 | 300 |
| 75th | 231 | 259 |
| 50th | 203 | 228 |
| 25th | 181 | 201 |
| 0th | 154 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 50 | 58 |

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

## CAMDEN

CAMDEN CITY

Grade Level - 07
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top ( 99 th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 252 | 300 |
| 75th | 211 | 234 |
| 50th | 196 | 211 |
| 25th | 180 | 188 |
| 0th | 152 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 31 | 46 |

## Grade Level - 08

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 247 | 300 |
| 75th | 211 | 238 |
| 50th | 199 | 221 |
| 25th | 186 | 204 |
| 0th | 170 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 25 | 34 |

## Grade Level - 07

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 237 | 300 |
| 75th | 191 | 250 |
| 50th | 184 | 214 |
| 25th | 165 | 184 |
| 0th | 115 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 26 | 66 |

## Grade Level - 08

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 260 | 300 |
| 75th | 192 | 259 |
| 50th | 165 | 227 |
| 25th | 152 | 192 |
| 0th | 114 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 40 | 67 |

## State of New Jersey

## SCHOOL CLIMATE <br> CAMDEN <br> CAMDEN CITY

## Length of School Day

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

|  | School |
| :---: | :---: |
| 2013-14 | 6 Hrs. 40 Mins. |

## Student Suspension Rate

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

|  | School |
| :---: | :---: |
| $\mathbf{2 0 1 3 - 1 4}$ | $5.9 \%$ |

## Instructional Time

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

| 2013-14 | School |
| :--- | :--- |
| Full Time | 5 Hrs. 55 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

## Student Expulsions

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

|  | School |
| :---: | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 11 |
| Administrators | 182 |

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.

| COUNTY NAME DISTRICT NA |  | SCHOOL NAME | $\frac{\text { CDS }}{\text { COD }} \quad \frac{\text { GRAD }}{\text { FSPAN }}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ATLANTIC | ATLANTIC CITY | UPTOWN SCHOOL COMPLEX | 01-0110-080 PK-08 | 91.0\% | 4.1\% | 11.1\% |
| CAMDEN | CAMDEN CITY | CHARLES SUMNER ELEMENTARY SCHOOL | 07-0680-310 PK-08 | 98.4\% | 27.4\% | 16.1\% |
| CAMDEN | CAMDEN CITY | OCTAVIO V. CATTO FAMILY SCHOOL | 07-0680-145 PK-08 | 96.2\% | 22.1\% | 14.4\% |
| CHARTERS | CAMDEN'S PROMISE CS | CAMDEN'S PROMISE CHARTER SCHOOL | 80-6215-910 05-08 | 92.0\% | 5.3\% | 12.2\% |
| CHARTERS | LADY LIBERTY ACADEMY CS | LADY LIBERTY ACADEMY CHARTER SCHOOL | 80-7100-936 KG-08 | 90.2\% | 0.4\% | 10.3\% |
| CHARTERS | MARION P. THOMAS CS | MARION P. THOMAS CHARTER SCHOOL | 80-7210-940 PK-08 | 88.3\% | 0.0\% | 10.0\% |
| CHARTERS | PAUL ROBESON HUMANITIES CS | PAUL ROBESON CHARTER SCHOOL FOR THE HUMANITIES | 80-6025-907 04-08 | 90.7\% | 0.0\% | 15.9\% |
| CUMBERLANI | BRIDGETON CITY | BROAD STREET SCHOOL | 11-0540-030 KG-08 | 97.1\% | 27.5\% | 10.7\% |
| CUMBERLANI | BRIDGETON CITY | QUARTER MILE LAND SCHOOL | 11-0540-100 KG-08 | 91.7\% | 3.0\% | 7.1\% |
| CUMBERLANI | BRIDGETON CITY | WEST AVENUE SCHOOL | 11-0540-130 KG-08 | 92.2\% | 1.3\% | 6.4\% |
| ESSEX | NEWARK CITY | CHANCELLOR AVENUE SCHOOL | 13-3570-330 03-08 | 86.6\% | 0.3\% | 30.7\% |
| ESSEX | NEWARK CITY | CLEVELAND EIGHTEENTH AVENUE SCHOOL | 13-3570-350 PK-08 | 89.9\% | 1.4\% | 18.4\% |
| ESSEX | NEWARK CITY | DR. E. ALMA FLAGG SCHOOL | 13-3570-415 KG-08 | 92.9\% | 10.9\% | 9.5\% |
| ESSEX | NEWARK CITY | LOUISE A SPENCER ELEMENTARY SCHOOL | 13-3570-495 PK-08 | 86.2\% | 0.5\% | 28.4\% |
| ESSEX | NEWARK CITY | RAFAEL HERNANDEZ SCHOOL | 13-3570-575 PK-08 | 90.0\% | 4.8\% | 16.1\% |
| ESSEX | NEWARK CITY | THIRTEENTH AVENUE SCHOOL MARTIN LUTHER KING | 13-3570-715 PK-08 | 88.8\% | 2.5\% | 20.5\% |
| MERCER | TRENTON CITY | DUNN MIDDLE SCHOOL | 21-5210-100 06-08 | 92.1\% | 7.3\% | 18.3\% |
| MERCER | TRENTON CITY | JOYCE KILMER MIDDLE SCHOOL | 21-5210-235 06-08 | 90.9\% | 1.2\% | 19.1\% |
| MERCER | TRENTON CITY | LUIS MUNOZ-RIVERA MS | 21-5210-240 06-08 | 88.6\% | 2.4\% | 23.7\% |
| MIDDLESEX | NEW BRUNSWICK CITY | NEW BRUNSWICK MIDDLE SCHOOL | 23-3530-055 06-08 | 92.7\% | 12.6\% | 13.2\% |
| OCEAN | LAKEWOOD TWP | LAKEWOOD MIDDLE SCHOOL | 29-2520-083 06-08 | 90.7\% | 3.5\% | 13.7\% |
| PASSAIC | PATERSON CITY | ALEXANDER HAMILTON ACADEMY | 31-4010-043 KG-08 | 92.2\% | 8.2\% | 9.9\% |
| PASSAIC | PATERSON CITY | DON BOSCO ACADEMY | 31-4010-301 06-08 | 93.3\% | 12.1\% | 13.5\% |
| PASSAIC | PATERSON CITY | NEW ROBERTO CLEMENTE | 31-4010-316 06-08 | 96.0\% | 21.3\% | 17.5\% |
| PASSAIC | PATERSON CITY | SCHOOL 21 | 31-4010-250 PK-08 | 94.1\% | 18.9\% | 10.8\% |
| PASSAIC | PATERSON CITY | SCHOOL 26 | 31-4010-290 KG-08 | 91.5\% | 9.5\% | 8.5\% |
| PASSAIC | PATERSON CITY | SCHOOL 6/ACADEMY OF PERFORMING ARTS | 31-4010-100 PK-08 | 93.3\% | 7.2\% | 8.5\% |
| PASSAIC | PATERSON CITY | SCHOOL 7 | 31-4010-110 05-08 | 91.1\% | 6.1\% | 24.7\% |
| UNION | ELIZABETH CITY | BENJAMIN FRANKLIN SCHOOL NO. 13 | $39-1320-160$ KG-08 | 93.0\% | 16.5\% | 19.8\% |
| UNION | ELIZABETH CITY | JOHN MARSHAL SCHOOL NO. 20 | 39-1320-230 KG-08 | 94.3\% | 19.0\% | 4.5\% |
| UNION | PLAINFIELD CITY | HUBBARD MIDDLE SCHOOL | 39-4160-060 06-08 | 94.3\% | 15.7\% | 18.6\% |

## State of New Jersey

2013-14
教
07-0680-070
OVERVIEW
CAMDEN
CAMDEN CITY

## GRADE SPAN 06-08

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance significantly lags in comparison to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness significantly lags in comparison to its peers. This school's student growth performance is about average when compared to schools across the state. Additionally, its student growth performance is high when compared to its peers.

$\left.$| Performance Areas | Peer Percentile | Statewide Percentile |  |
| :--- | :---: | :---: | :---: | | Percent of |
| :---: |
| Targets Met | \right\rvert\,

Improvement Status
Priority
Rationale

## Lowest-Performing

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms $\mathbf{1 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{6 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting $\mathbf{8 \%}$ of its performance targets in the area of Academic Achievement.

## College and Career Readiness

This school outperforms $\mathbf{2 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{5 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## Student Growth

This school outperforms $\mathbf{4 7 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{7 8 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting $\mathbf{1 0 0 \%}$ percentage of its performance targets in the area of Student Growth.

College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

## State of New Jersey

## DEMOGRAPHIC INFORMATION

CAMDEN
CAMDEN CITY
GRADE SPAN 06-08

## PYNE POYNT MIDDLE SCHOOL

 800 ERIE STREETCAMDEN, NJ 08102-2212

## Enrollment by Grade

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



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

| Total School Enrollment |  |
| :--- | :---: |
| $\mathbf{2 0 1 1 - 1 2}$ | $\mathbf{3 9 5}$ |
| $2012-13$ | $\mathbf{3 7 6}$ |
| $\mathbf{2 0 1 3 - 1 4}$ | $\mathbf{2 9 0}$ |
| Enrollment Trends by Program Participation |  |



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


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


## State of New Jersey

## ACADEMIC ACHIEVEMENT

CAMDEN
CAMDEN CITY

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide <br> Performance | Peer <br> Percentile | State <br> Percentile | Percent of Targets <br> Met |
| :--- | :--- | :--- | :--- | :--- |
| NJASK Language Arts Proficiency and above | $\mathbf{1 0 \%}$ | $\mathbf{4}$ | $\mathbf{1}$ | $\mathbf{0 \%}$ |
| NJASK Math Proficiency and above | $\mathbf{1 8 \%}$ |  | $\mathbf{7}$ | $\mathbf{1}$ |
| SUMMARY - Academic Achievement |  |  | $\mathbf{1 7 \%}$ |  |

NCLB Progress Targets - Language Arts Literacy
This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 243 | 10.3 | 36.6 | NO |
| White | - | - |  | -- |
| Black | - | - | 36.8 | -- |
| Hispanic | 186 | 10.2 | 36.2 | NO |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 28.6 | -- |
| Students with Disability | - | - | 16.6 | -- |
| Limited English Proficient <br> Students | - | - | 36.1 | -- |
| Economically <br> Disadvantaged Students | - | - | - |  |

## YES* = Met Progress Target(Confidence Interval Applied)

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

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## State of New Jersey

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :--- |
| Schoolwide | 244 | 18.4 | 31.5 | NO |
| White | - | - |  | -- |
| Black | 187 | 20.9 | 33.2 | NO |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | - |
| Asian | - | - |  | - |
| Two or More Races | - | - | 29.7 | -- |
| Students with Disability | - | 27.7 | NO |  |
| Limited English Proficient <br> Students | 80 | 18.8 | 20.5 | YES* |
| Economically <br> Disadvantaged Students | 230 | 18.7 | 31.3 | NO |

YES* $=$ Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


Advanced Proficient Proficient
Partially Proficient

## State of New Jersey

NJASK Results - Language Arts Literacy Grade Level - 06
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - |  |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - |  |

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

NJASK Results - Language Arts Literacy Grade Level - 07
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students |  | - | - |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 06

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

Data is suppressed to protect the confidentiality of the students.

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 07

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

Data is suppressed to protect the confidentiality of the students.

## State of New Jersey

NJASK Results - Language Arts Literacy 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $16 \%$ | $84 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $15 \%$ | $85 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $84 \%$ |  |
| Economically Disadvantaged <br> Students | $0 \%$ | $15 \%$ | $85 \%$ |

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

NJASK Proficiency Trends - Language Arts Literacy 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.


## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

# State of New Jersey 

NJ SCHOOL

## NJASK Results - MATH Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $19 \%$ | $81 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | $0 \%$ | $25 \%$ | $75 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $33 \%$ | $67 \%$ |
| Limited English Proficient Students | $0 \%$ | $22 \%$ | $78 \%$ |
| Economically Disadvantaged Students |  | - | - |

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

## NJASK Results - MATH Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $10 \%$ | $90 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $12 \%$ | $88 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $10 \%$ | $90 \%$ |
| Economically Disadvantaged Students |  |  |  |
| Data is prent |  |  |  |

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

## NJASK Proficiency Trends - Math - Grade Level - 06

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


NJASK Proficiency Trends - Math - Grade Level - 07

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


## State of New Jersey

## NJASK Results - MATH 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $25 \%$ | $75 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $15 \%$ | $85 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $19 \%$ | $81 \%$ |
| Limited English Proficient Students | $0 \%$ | $25 \%$ | $75 \%$ |
| Economically Disadvantaged Students |  |  |  |

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

## NJASK Proficiency Trends - Math - 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.


Advanced Proficient Proficient
Partially Proficient

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

PERFORMANCE

## State of New Jersey

## 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $24 \%$ | $76 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $15 \%$ | $85 \%$ |
| Hispanic | - | $27 \%$ | $73 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $19 \%$ | $81 \%$ |
| Limited English Proficient <br> Students | $0 \%$ | $24 \%$ | $76 \%$ |
| Economically Disadvantaged <br> Students | - | - |  |
| Datis pesen for | - | - |  |

Data is presented for subgroups when the count is high enough under NCLB 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.


Advanced Proficient Proficient
Partially Proficient

## State of New Jersey

## COLLEGE AND CAREER READINESS

CAMDEN
CAMDEN CITY

## GRADE SPAN 06-08

Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for $10 \%$ or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than $65 \%$ of its peer group. The third column Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness <br> Indicators | School <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met Target? |
| :--- | :---: | :--- | :--- | :---: | :---: |
| Students taking Algebra (\%) | $0 \%$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{2 0 \%}$ | NO |
| Chronic Absenteeism (\%) | $24 \%$ | $\mathbf{1 0}$ | $\mathbf{4}$ | $\mathbf{6 \%}$ | NO |
| Summary |  | $\mathbf{5}$ | $\mathbf{2}$ |  | $\mathbf{0 \%}$ |
|  |  |  |  |  |  |

## Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
| :---: | :---: |
| Students taking Algebra I |  |
| Algebra grade (C or better) | $0 \%$ |

## Chronic Absenteeism Trend

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


## 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.


## State of New Jersey

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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

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

| Student Growth Indicators | Schoolwide <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met Target? |
| :--- | :--- | :--- | :--- | :--- | :---: |
| Student Growth on Language Arts | 48 | 91 | 49 | 35 | YES |
| Student Growth on Math | 48 | 65 | 45 | 35 | YES |
|  | 78 | 47 |  | $100 \%$ |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

## Language Arts

Math

|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $35 \%$ | $32 \%$ | $23 \%$ |
| Proficient | $3 \%$ | $1 \%$ | $6 \%$ |
| Advanced <br> Proficient | $0 \%$ | $0 \%$ | $0 \%$ |


|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $32 \%$ | $27 \%$ | $22 \%$ |
| Proficient | $3 \%$ | $3 \%$ | $14 \%$ |
| Advanced <br> Proficient | $0 \%$ | $0 \%$ | $0 \%$ |

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

## State of New Jersey

2013-14

## WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN
CAMDEN CITY

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level-06

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | N/A | 300 |
| 75th | N/A | 230 |
| 50th | N/A | 211 |
| 25th | N/A | 192 |
| 0th | N/A | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 0 | 38 |

Grade Level - 07
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50 th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | N/A | 300 |
| 75th | N/A | 234 |
| 50th | N/A | 211 |
| $\mathbf{2 5 t h}$ | N/A | 188 |
| 0th | N/A | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 0 | 46 |

## Grade Level - 06

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 219 | 300 |
| 75th | 184 | 259 |
| 50th | 162 | 228 |
| 25th | 149 | 201 |
| 0th | 105 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 35 | 58 |

Grade Level - 07
NJ ASK Math 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50 th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 232 | 300 |
| 75th | 173 | 250 |
| 50th | 156 | 214 |
| 25th | 136 | 184 |
| 0th | 106 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 37 | 66 |

## WITHIN SCHOOL ACHIEVEMENT GAP

Grade Level - 08
NJ ASK 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 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 232 | 300 |
| 75th | 192 | 238 |
| 50th | 179 | 221 |
| 25th | 167 | 204 |
| 0th | 133 | 100 |


|  | Scale Score Gap <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 25 | 34 |


|  | Scale Score Gap <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 52 | 67 |

## 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 |
| :---: | :---: |
| 2013-14 | 6 Hrs. 40 Mins. |

## Student Suspension Rate

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

|  | School |
| :--- | :--- |
| $2013-14$ | $23.8 \%$ |

## Instructional Time

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

| 2013-14 | School |
| :--- | :--- |
| Full Time | 6 Hrs. 0 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 |
| :---: | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 8 |
| Administrators | 290 |

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.

| COUNTY NAM | ME DISTRICT NAME | SCHOOL NAME | $\begin{array}{ll} \text { CDS } & \text { GRAD } \\ \text { CODE } & \text { ESPAN } \\ \hline \end{array}$ | FRPL | LEP |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ATLANTIC | ATLANTIC CITY | TEXAS AVENUE SCHOOL | 01-0110-060 KG-08 | 96.8\% | 34.9\% | 10.2\% |
| ATLANTIC | PLEASANTVILLE CITY | PLEASANTVILLE MIDDLE SCHOOL | 01-4180-055 06-08 | 89.3\% | 7.9\% | 16.5\% |
| CAMDEN | CAMDEN CITY | PYNE POYNT MIDDLE SCHOOL | 07-0680-070 06-08 | 97.6\% | 41.0\% | 35.2\% |
| CAPE MAY | WILDWOOD CITY | WILDWOOD MIDDLE SCHOOL | 09-5790-070 06-08 | 86.9\% | 8.9\% | 29.2\% |
| CHARTERS | MARION P. THOMAS CS | MARION P. THOMAS CHARTER SCHOOL | 80-7210-940 PK-08 | 88.3\% | 0.0\% | 10.0\% |
| CUMBERLANI | BRIDGETON CITY | BROAD STREET SCHOOL | 11-0540-030 KG-08 | 97.1\% | 27.5\% | 10.7\% |
| CUMBERLANI | BRIDGETON CITY | CHERRY STREET SCHOOL | 11-0540-055 KG-08 | 95.2\% | 22.9\% | 5.4\% |
| CUMBERLANI | BRIDGETON CITY | INDIAN AVE SCHOOL | 11-0540-060 KG-08 | 93.4\% | 19.8\% | 13.0\% |
| ESSEX | NEWARK CITY | BELMONT RUNYON ELEMENTARY SCHOOL | 13-3570-225 PK-08 | 87.0\% | 0.2\% | 6.5\% |
| ESSEX | NEWARK CITY | CAMDEN STREET ELEMENTARY SCHOOL | 13-3570-310 PK-08 | 85.6\% | 7.0\% | 36.1\% |
| ESSEX | NEWARK CITY | CHANCELLOR AVENUE SCHOOL | 13-3570-330 03-08 | 86.6\% | 0.3\% | 30.7\% |
| ESSEX | NEWARK CITY | DR WILLIAM H HORTON ELEMENTARY SCHOOL | 13-3570-440 KG-08 | 92.1\% | 16.9\% | 8.5\% |
| ESSEX | NEWARK CITY | DR. E. ALMA FLAGG SCHOOL | 13-3570-415 KG-08 | 92.9\% | 10.9\% | 9.5\% |
| ESSEX | NEWARK CITY | HAWKINS STREET SCHOOL | 13-3570-460 PK-08 | 92.7\% | 18.6\% | 10.1\% |
| ESSEX | NEWARK CITY | LOUISE A SPENCER ELEMENTARY SCHOOL | 13-3570-495 PK-08 | 86.2\% | 0.5\% | 28.4\% |
| ESSEX | NEWARK CITY | MCKINLEY | 13-3570-520 PK-08 | 86.6\% | 4.9\% | 22.5\% |
| ESSEX | NEWARK CITY | MILLER STREET SCHOOL | 13-3570-530 PK-08 | 91.4\% | 17.9\% | 20.9\% |
| ESSEX | NEWARK CITY | RAFAEL HERNANDEZ SCHOOL | 13-3570-575 PK-08 | 90.0\% | 4.8\% | 16.1\% |
| ESSEX | NEWARK CITY | THIRTEENTH AVENUE SCHOOL MARTIN LUTHER KING | 13-3570-715 PK-08 | 88.8\% | 2.5\% | 20.5\% |
| MERCER | TRENTON CITY | LUIS MUNOZ-RIVERA MS | 21-5210-240 06-08 | 88.6\% | 2.4\% | 23.7\% |
| MIDDLESEX | NEW BRUNSWICK CITY | NEW BRUNSWICK MIDDLE SCHOOL | 23-3530-055 06-08 | 92.7\% | 12.6\% | 13.2\% |
| MONMOUTH | RED BANK BORO | RED BANK MIDDLE SCHOOL | 25-4360-060 04-08 | 89.3\% | 7.7\% | 11.3\% |
| PASSAIC | PASSAIC CITY | LINCOLN MIDDLE SCHOOL \# 4 | 31-3970-095 07-08 | 90.2\% | 13.2\% | 17.5\% |
| PASSAIC | PATERSON CITY | CHARLES J RILEY SCHOOL 9 | 31-4010-130 KG-08 | 94.8\% | 28.1\% | 7.5\% |
| PASSAIC | PATERSON CITY | SCHOOL 2 | 31-4010-060 KG-08 | 94.1\% | 26.3\% | 23.5\% |
| PASSAIC | PATERSON CITY | SCHOOL 20 | 31-4010-240 KG-08 | 89.9\% | 9.0\% | 14.2\% |
| PASSAIC | PATERSON CITY | SCHOOL 21 | 31-4010-250 PK-08 | 94.1\% | 18.9\% | 10.8\% |
| PASSAIC | PATERSON CITY | SCHOOL 26 | 31-4010-290 KG-08 | 91.5\% | 9.5\% | 8.5\% |
| UNION | ELIZABETH CITY | BENJAMIN FRANKLIN SCHOOL NO. 13 | $39-1320-160$ KG-08 | 93.0\% | 16.5\% | 19.8\% |
| UNION | ELIZABETH CITY | JOHN MARSHAL SCHOOL NO. 20 | 39-1320-230 KG-08 | 94.3\% | 19.0\% | 4.5\% |
| UNION | ELIZABETH CITY | NICHOLAS S. LACORTE- <br> PETERSTOWN SCHOOL NO. 3 | 39-1320-110 KG-08 | 92.3\% | 18.8\% | 14.6\% |

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance significantly lags in comparison to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness lags in comparison to its peers. This school's student growth performance significantly lags in comparison to schools across the state. Additionally, its student growth performance lags in comparison to its peers.

$\left.$| Performance Areas | Peer Percentile | Statewide Percentile |  |
| :--- | :---: | :---: | :---: | | Percent of |
| :---: |
| Targets Met | \right\rvert\,

Improvement Status
Priority
Rationale

## Lowest-Performing

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms $\mathbf{1 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{9 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of Academic Achievement.

## College and Career Readiness

This school outperforms $\mathbf{4 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{2 6 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## Student Growth

This school outperforms $\mathbf{1 1} \%$ of schools statewide as noted by its statewide percentile and $\mathbf{3 9 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting $\mathbf{5 0 \%}$ percentage of its performance targets in the area of Student Growth.

College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

## State of New Jersey

DEMOGRAPHIC INFORMATION CAMDEN

GRADE SPAN PK-06
CAMDEN, NJ 08102-2212

## Enrollment by Grade

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


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

| Total School Enrollment |  |
| :--- | :---: |
| $2011-12$ | 630 |
| $2012-13$ | 528 |
| $2013-14$ | 512 |

## Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | ---: | :---: |
| Students with Disability | 70 | $14 \%$ |
| Economically Disadvantaged | 503 | $98.2 \%$ |
| Students | 62 | $12.1 \%$ |
| Limited English Proficient | Students |  |

## 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 Gender

This graph presents the count of students by gender who were 'on roll' in


## ACADEMIC ACHIEVEMIENT

## RAFAEL CORDERO MOLINA ELEMENTARY SCHOOL

 601 VINE STREET
## CAMDEN CITY

## GRADE SPAN PK-06

CAMDEN, NJ 08102-2212
Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide <br> Performance | Peer <br> Percentile | State <br> Percentile | Percent of Targets <br> Met |
| :--- | :--- | :--- | :--- | :---: |
| NJASK Language Arts Proficiency and above | $\mathbf{9 \%}$ | $\mathbf{7}$ | $\mathbf{1}$ | $\mathbf{0 \%}$ |
| NJASK Math Proficiency and above | $\mathbf{2 7 \%}$ | $\mathbf{1 0}$ | $\mathbf{1}$ | $\mathbf{0 \%}$ |
| SUMMARY - Academic Achievement |  | $\mathbf{9}$ | $\mathbf{1}$ | $\mathbf{0 \%}$ |

## NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017 .

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | - | - | 34.9 | -- |
| White | - | - |  | -- |
| Black | - | - | 32.5 | -- |
| Hispanic | - | - |  | - |
| American Indian | - | - | 35.9 | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 29.3 | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | - | - | 35 | -- |
| Economically <br> Disadvantaged Students | - | - |  |  |

YES* = Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.

Data is suppressed to protect the confidentiality of the students.

## State of New Jersey

## ACADEMIC ACHIEVEMENT

RAFAEL CORDERO MOLINA ELEMENTARY SCHOOL
601 VINE STREET
CAMDEN
GRADE SPAN PK-06
CAMDEN, NJ 08102-2212

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :--- | :--- | :--- |
| Schoolwide | 216 | 26.8 | 40.4 | NO |
| White | - | - |  | -- |
| Black | 85 | 30.6 | 43.9 | NO |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | - |
| Asian | - | - |  | - |
| Two or More Races | - | - | 39.5 | -- |
| Students with Disability | - | - | 38.6 | NO |
| Limited English <br> Proficient Students | - | - |  |  |
| Economically <br> Disadvantaged Students | 205 | 27.8 | 40.3 | NO |

YES* = Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


## State of New Jersey

## NJASK Results - Language Arts Literacy Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $2 \%$ | $12 \%$ | $86 \%$ |
| White | - | - | - |
| Black | $3 \%$ | $17 \%$ | $83 \%$ |
| Hispanic | - | $9 \%$ | $88 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $2 \%$ | $13 \%$ | $85 \%$ |
| Economically Disadvantaged <br> Students | $2 \%$ | - |  |

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

## NJASK Results - Language Arts Literacy Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $11 \%$ | $89 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | $18 \%$ | $82 \%$ |
| Economically Disadvantaged <br> Students | $0 \%$ | $11 \%$ | $89 \%$ |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level-03

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 04

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


## State of New Jersey

NJASK Results - Language Arts Literacy Grade Level - 05
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |
| Data preser\| |  | - |  |

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

NJASK Results - Language Arts Literacy Grade Level - 06
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |
| Data prest |  | - | - |

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

## NJASK Proficiency Trends - Language Arts Literacy

 Grade Level - 05This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.

Data is suppressed to protect the confidentiality of the students.

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 06

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

Data is suppressed to protect the confidentiality of the students.

## State of New Jersey

## ACADEMIC ACHIIEVEMIENT

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit : http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit $<$ http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :--- |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit : http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

## State of New Jersey

## ACADEMIC ACHIEVEMENT

CAMDEN
CAMDEN CITY

RAFAEL CORDERO MOLINA ELEMENTARY SCHOOL
601 VINE STREET
CAMDEN, NJ 08102-2212

## NJASK Results - MATH Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $16 \%$ | $20 \%$ | $64 \%$ |
| White | - | - | - |
| Black | $13 \%$ | $30 \%$ | $57 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $14 \%$ | $86 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $17 \%$ | $19 \%$ | $65 \%$ |
| Economically Disadvantaged <br> Students | - | - | - |
| Dat | - | - | - |

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

## NJASK Results - MATH Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $10 \%$ | $22 \%$ | $68 \%$ |
| White | - | - | - |
| Black | $6 \%$ | $25 \%$ | $61 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | $0 \%$ | $12 \%$ | $88 \%$ |
| Two or More Races | - | - | - |
| Students with Disability | $10 \%$ | $23 \%$ | $67 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students |  | - | - |
| Das is prened for subgroups |  | - | - |

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

## NJASK Proficiency Trends - Math - Grade Level - 03

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


## NJASK Proficiency Trends - Math - Grade Level - 04

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


## State of New Jersey

## NJASK Results - MATH Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $22 \%$ | $78 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $19 \%$ | $81 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $24 \%$ | $76 \%$ |
| Economically Disadvantaged <br> Students |  | $76 \%$ |  |

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

## NJASK Results - MATH Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $13 \%$ | $87 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $11 \%$ | $89 \%$ |
| Hispanic | - | $14 \%$ | $86 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $14 \%$ | $86 \%$ |
| Economically Disadvantaged <br> Students | - | - | - |
| Dat prsed |  | - | - |

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

## NJASK Proficiency Trends - Math - Grade Level - 05

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


## NJASK Proficiency Trends - Math - Grade Level - 06

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


## State of New Jersey

## ACADEMIC ACHIEVEMENT

RAFAEL CORDERO MOLINA ELEMENTARY SCHOOL 601 VINE STREET

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)
Proficiency Percentages

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)
Proficiency Percentages

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

## ACADEMIC ACHIEVEMIENT

CAMDEN CITY
GRADE SPAN PK-06
CAMDEN, NJ 08102-2212

## NJASK Results - Science Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $6 \%$ | $44 \%$ | $49 \%$ |
| White | $7 \%$ | $43 \%$ | $50 \%$ |
| Black | $6 \%$ | $47 \%$ | $47 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $24 \%$ | $76 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $7 \%$ | $46 \%$ | $48 \%$ |
| Economically Disadvantaged <br> Students |  |  |  |

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

## NJASK Proficiency Trends - Science - Grade Level - 04

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


## State of New Jersey

2013-14

## COLLEGE AND CAREER READINESS

 CAMDEN
## RAFAEL CORDERO MOLINA ELEMENTARY SCHOOL <br> 601 VINE STREET <br> CAMDEN, NJ 08102-2212

CAMDEN CITY
GRADE SPAN PK-06
Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for $10 \%$ or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than $65 \%$ of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness <br> Indicators | School <br> Performance | Peer Rank <br> (Percentile) | Statewide Rank <br> (Percentile) | Statewide <br> Target | Met Target? |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Chronic Absenteeism (\%) | $\mathbf{2 0 \%}$ | 26 | 4 | $\mathbf{6 \%}$ | NO |
| Summary |  |  |  |  | $0 \%$ |

Chronic Absenteeism - Number of students in the most recent school year that missed $10 \%$ or more of the instructional days in the school year divided by the total number of students enrolled.

## Chronic Absentecism Trend

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


## Absentecism

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.


## State of New Jersey

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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

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

| Student Growth Indicators | Schoolwide <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met Target? |
| :--- | :--- | :--- | :--- | :--- | :---: |
| Student Growth on Language Arts | 40 | 60 | 15 | 35 | YES |
| Student Growth on Math | 33 | 17 | 7 | 35 | NO |
|  |  | 39 | 11 |  | $50 \%$ |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

| Language Arts |  |  |  | Math |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | GROWTH |  |  |  | GROWTH |  |  |
|  | Low | Typical | High |  | Low | Typical | High |
| Partially Proficient | 43\% | 33\% | 17\% | Partially Proficient | 46\% | 20\% | 10\% |
| Proficient | 1\% | 3\% | 3\% | Proficient | 6\% | 7\% | 8\% |
| Advanced Proficient | 0\% | 0\% | 0\% | Advanced Proficient | 1\% | 1\% | 2\% |

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

# WITHIN SCHOOL ACHIEVEMENT GAP 

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level - 03

NJ ASK Language Arts 25th \%ile vs 75th \%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 235 | 300 |
| 75th | 188 | 221 |
| 50th | 176 | 207 |
| 25th | 165 | 188 |
| 0th | 142 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap- <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 23 | 33 |

## Grade Level - 04

NJ ASK 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 | 220 | 300 |
| 75th | 188 | 219 |
| 50th | 173 | 202 |
| 25th | 161 | 186 |
| 0th | 118 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 27 | 33 |

## Grade Level - 03

## NJ ASK 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 | 281 | 300 |
| 75th | 209 | 268 |
| 50th | 185 | 229 |
| 25th | 166 | 200 |
| 0th | 108 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 43 | 68 |

## Grade Level - 04

## NJ ASK 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 | 274 | 300 |
| 75th | 209 | 264 |
| 50th | 180 | 228 |
| 25th | 147 | 195 |
| 0th | 107 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 62 | 69 |

## WITHIN SCHOOL ACHIEVEMENT GAP

 CAMDEN
## Grade Level - 05

NJ ASK 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 | N/A | 300 |
| 75th | N/A | 224 |
| 50th | N/A | 206 |
| 25th | N/A | 186 |
| 0th | N/A | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 0 | 38 |

## Grade Level - 06

NJ ASK Language Arts 25th \%ile vs 75th \%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50 th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | N/A | 300 |
| 75th | N/A | 230 |
| 50th | N/A | 211 |
| 25th | N/A | 192 |
| 0th | N/A | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 0 | 38 |

## Grade Level - 05

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 242 | 300 |
| 75th | 197 | 262 |
| 50th | 177 | 235 |
| 25th | 159 | 206 |
| 0th | 104 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 38 | 56 |

## Grade Level - 06

## NJ ASK Math 25th \%ile vs 75th \%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 217 | 300 |
| 75th | 184 | 259 |
| 50th | 178 | 228 |
| 25th | 156 | 201 |
| 0th | 105 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap- <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 28 | 58 |

## 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 |
| :---: | :---: |
| $\mathbf{2 0 1 3 - 1 4}$ | 6 Hrs. 30 Mins. |

## Student Suspension Rate

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

|  | School |
| :---: | :---: |
| $\mathbf{2 0 1 3 - 1 4}$ | $3.3 \%$ |

## Instructional Time

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

| 2013-14 | School |
| :--- | :---: |
| Full Time | 5 Hrs. 40 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 |
| :---: | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 11 |
| Administrators | 512 |

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.


## State of New Jersey

2013-14

## OVERVIEW

CAMDEN
CAMDEN CITY

## GRADE SPAN PK-08

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance significantly lags in comparison to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness significantly lags in comparison to its peers. This school's student growth performance significantly lags in comparison to schools across the state. Additionally, its student growth performance is about average when compared to its peers.

$\left.$| Performance Areas | Peer Percentile | Statewide Percentile |  |
| :--- | :---: | :---: | :---: | | Percent of |
| :---: |
| Targets Met | \right\rvert\,

Improvement Status
Priority
Rationale

## Lowest-Performing

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms 3\% of schools statewide as noted by its statewide percentile and $\mathbf{1 8 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of Academic Achievement.

## College and Career Readiness

This school outperforms $\mathbf{1 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{1 2 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## State of New Jersey

## DEMOGRAPHIC INFORMATION

CAMDEN
CAMDEN CITY

GRADE SPAN PK-08

## Enrollment by Grade

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


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

| Total School Enrollment |  |
| :--- | :---: |
| $2011-12$ | 536 |
| $2012-13$ | 484 |
| $2013-14$ | 406 |



Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | ---: | :---: |
| Students with Disability | 61 | $15 \%$ |
| Economically Disadvantaged <br> Students | 393 | $96.8 \%$ |
| Limited English Proficient | 0 | $0.0 \%$ |
| Students |  |  |

RILETTA TWYNE CREAM FAMILY SCHOOL 1875 MULFORD STREET CAMDEN, NJ 08104

## Language Diversity

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

| $\underline{\mathbf{2 0 1 3 - 1 4}}$ | $\underline{\text { Percent }}$ |
| :--- | ---: |
| English | $87.5 \%$ |
| Spanish | $12.0 \%$ |
| Arabic | $0.2 \%$ |
| Indonesian | $0.2 \%$ |

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 Gender

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


## State of New Jersey

ACADEMIC ACHIEVEMENT
CAMDEN
CAMDEN CITY

GRADE SPAN PK-08

RILETTA TWYNE CREAM FAMILY SCHOOL 1875 MULFORD STREET CAMDEN, NJ 08104

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide <br> Performance | Peer <br> Percentile | State <br> Percentile | Percent of Targets <br> Met |
| :--- | :--- | :--- | :--- | :--- |
| NJASK Language Arts Proficiency and above | $\mathbf{1 9 \%}$ | $\mathbf{2 6}$ | $\mathbf{3}$ | $\mathbf{0 \%}$ |
| NJASK Math Proficiency and above | $\mathbf{2 1 \%}$ | $\mathbf{1 0}$ | $\mathbf{2}$ | $\mathbf{0 \%}$ |
| SUMMARY - Academic Achievement |  |  |  |  |

NCLB Progress Targets - Language Arts Literacy
This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 253 | 18.6 | 34.8 | NO |
| White | - | - |  | -- |
| Black | 159 | 14.5 | 34.4 | NO |
| Hispanic | - | 20.3 | 36.1 | NO |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 29 | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | 228 | 15.8 | 34.7 | NO |
| Economically <br> Disadvantaged Students | - | - | - |  |

## YES* = Met Progress Target(Confidence Interval Applied)

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

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## State of New Jersey

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :--- |
| Schoolwide | 255 | 20.7 | 40.1 | NO |
| White | - | - |  | -- |
| Black | 74 | 25.7 | 43.6 | NO |
| Hispanic | - | - |  | - |
| American Indian | - | - |  | - |
| Asian | - | - |  | - |
| Two or More Races | - | - | 36.8 | -- |
| Students with Disability | - | - |  | - |
| Limited English Proficient <br> Students | - | - |  |  |
| Economically <br> Disadvantaged Students | 230 | 19.6 | 38.8 | NO |

YES* $=$ Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


Advanced Proficient Proficient
Partially Proficient

## State of New Jersey

NJ SCHOOL


CAMDEN
CAMDEN CITY

RILETTA TWYNE CREAM FAMILY SCHOOL 1875 MULFORD STREET CAMDEN, NJ 08104

## NJASK Results - Language Arts Literacy Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $16 \%$ | $84 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $11 \%$ | $89 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

## NJASK Results - Language Arts Literacy Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $25 \%$ | $75 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $26 \%$ | $74 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $21 \%$ | $79 \%$ |
| Economically Disadvantaged <br> Students | $06 \%$ |  |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 03

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 04

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


## State of New Jersey

GRADE SPAN PK-08 CAMDEN, NJ 08104

## NJASK Results - Language Arts Literacy Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $15 \%$ | $85 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $11 \%$ | $89 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $13 \%$ | $87 \%$ |
| Limited English Proficient Students | - | - |  |
| Economically Disadvantaged <br> Students | - | - | - |

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

NJASK Results - Language Arts Literacy Grade Level - 06
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 05

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 06

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

Data is suppressed to protect the confidentiality of the students.

## State of New Jersey

## NJASK Results - Language Arts Literacy Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $13 \%$ | $88 \%$ |
| White | - | - | - |
| Black | - | $15 \%$ | $85 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $14 \%$ | $86 \%$ |
| Economically Disadvantaged <br> Students | $0 \%$ |  |  |

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

NJASK Results - Language Arts Literacy 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $34 \%$ | $66 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $22 \%$ | $78 \%$ |
| Hispanic | - | $42 \%$ | $58 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $32 \%$ | $68 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - |  |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 07

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


## NJASK Proficiency Trends - Language Arts Literacy 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.


## State of New Jersey

appart

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/ $>$

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :---: | :---: | :---: |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit : http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

## State of New Jersey

NJ SCHOOL

## NJASK Results - MATH Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $7 \%$ | $18 \%$ | $76 \%$ |
| White | - | - | - |
| Black | $7 \%$ | $18 \%$ | $75 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $8 \%$ | $18 \%$ | $74 \%$ |
| Economically Disadvantaged Students | $8 \%$ |  |  |

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

## NJASK Results - MATH Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $5 \%$ | $18 \%$ | $77 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $21 \%$ | $79 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $2 \%$ | $17 \%$ | $81 \%$ |
| Economically Disadvantaged Students | $2 \%$ | - |  |

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

## NJASK Proficiency Trends - Math - Grade Level - 03

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


NJASK Proficiency Trends - Math - Grade Level - 04

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


## State of New Jersey

NJASK Proficiency Trends - Math - Grade Level - 05

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


NJASK Proficiency Trends - Math - Grade Level - 06
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

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

Data is suppressed to protect the confidentiality of the students.

## State of New Jersey

NJASK Proficiency Trends - Math - Grade Level - 07
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $13 \%$ | $88 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $12 \%$ | $88 \%$ |
| Hispanic | $0 \%$ | $18 \%$ | $82 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $14 \%$ | $86 \%$ |
| Economically Disadvantaged Students | 0 | - |  |

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

## NJASK Results - MATH 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $4 \%$ | $25 \%$ | $71 \%$ |
| White | - | - | - |
| Black | $11 \%$ | $32 \%$ | $58 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $3 \%$ | $23 \%$ | $74 \%$ |
| Economically Disadvantaged Students | $3 \%$ |  |  |

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

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


## NJASK Proficiency Trends - Math - 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.
 PERFORMANCE

## State of New Jersey

RILETTA TWYNE CREAM FAMILY SCHOOL 1875 MULFORD STREET CAMDEN, NJ 08104

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

## State of New Jersey



CAMDEN
CAMDEN CITY

## NJASK Results - Science Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $9 \%$ | $44 \%$ | $47 \%$ |
| White | - | - | - |
| Black | $7 \%$ | $38 \%$ | $54 \%$ |
| Hispanic | - | $50 \%$ | $43 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $7 \%$ | $44 \%$ | $49 \%$ |
| Economically Disadvantaged <br> Students |  |  |  |

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

## 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $4 \%$ | $31 \%$ | $65 \%$ |
| White | - | - | - |
| Black | $11 \%$ | $42 \%$ | $47 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $3 \%$ | $33 \%$ | $64 \%$ |
| Economically Disadvantaged <br> Students | $39 \%$ |  |  |

Data is presented for subgroups when the count is high enough under NCLB suppression rules. Subgroups -

RILETTA TWYNE CREAM FAMILY SCHOOL 1875 MULFORD STREET CAMDEN, NJ 08104

## State of New Jersey

## COLLEGE AND CAREER READINESS

CAMDEN

## CAMDEN CITY

## GRADE SPAN PK-08

## RILETTA TWYNE CREAM FAMILY SCHOOL 1875 MULFORD STREET CAMDEN, NJ 08104

Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for $10 \%$ or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than $65 \%$ of its peer group. The third column Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School <br> Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Students taking Algebra (\%) | 0\% | 0 | 0 | 20\% | NO |
| Chronic Absenteeism (\%) | 31\% | 23 | 2 | 6\% | NO |
| Summary |  | 12 | 1 |  | 0\% |

## Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
| :---: | :---: |
| Students taking Algebra I |  |
| Algebra grade (C or better) | $0 \%$ |

## Chronic Absenteeism Trend

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


## 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.


## State of New Jersey

## STUDENT GROWTH <br> CAMDEN <br> CAMDEN CITY

GRADE SPAN PK-08

RILETTA TWYNE CREAM FAMILY SCHOOL 1875 MULFORD STREET CAMDEN, NJ 08104

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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

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

| Student Growth Indicators | Schoolwide <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met Target? |
| :--- | :--- | :--- | :--- | :--- | :---: |
| Student Growth on Language Arts | 39 | 36 | 12 | 35 | YES |
| Student Growth on Math | 40 | 46 | 19 | 35 | YES |
|  | 41 | 16 |  | $100 \%$ |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

## Language Arts

Math

|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $44 \%$ | $19 \%$ | $19 \%$ |
| Proficient | $3 \%$ | $4 \%$ | $11 \%$ |
| Advanced <br> Proficient | $0 \%$ | $0 \%$ | $0 \%$ |


|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $40 \%$ | $25 \%$ | $16 \%$ |
| Proficient | $3 \%$ | $5 \%$ | $8 \%$ |
| Advanced <br> Proficient | $1 \%$ | $0 \%$ | $2 \%$ |

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

## State of New Jersey

## 2013-14

## WITHIN SCHOOL ACHIEVEMENT GAP

## CAMDEN

## CAMDEN CITY

GRADE SPAN PK-08

## RILETTA TWYNE CREAM FAMILY SCHOOL 1875 MULFORD STREET CAMDEN, NJ 08104

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level-03

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 216 | 300 |
| 75th | 188 | 221 |
| 50th | 176 | 207 |
| 25th | 167 | 188 |
| 0th | 131 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 21 | 33 |

Grade Level - 04
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50 th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 214 | 300 |
| 75th | 186 | 219 |
| 50th | 170 | 202 |
| 25th | 157 | 186 |
| 0th | 123 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 29 | 33 |

## Grade Level - 03

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 254 | 300 |
| 75th | 199 | 268 |
| 50th | 180 | 229 |
| 25th | 159 | 200 |
| 0th | 100 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 40 | 68 |

## Grade Level - 04

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 271 | 300 |
| 75th | 195 | 264 |
| 50th | 172 | 228 |
| 25th | 144 | 195 |
| 0th | 123 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 51 | 69 |

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

 CAMDEN CAMDEN CITYGrade Level-05

## NJ ASK Language Arts 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 201 | 300 |
| 75th | 184 | 224 |
| 50th | 166 | 206 |
| 25th | 152 | 186 |
| 0th | 134 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 32 | 38 |

## Grade Level - 07

## NJ ASK Language Arts 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 209 | 300 |
| 75th | 179 | 234 |
| 50th | 163 | 211 |
| 25th | 156 | 188 |
| 0th | 121 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 23 | 46 |

## Grade Level - 05

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 239 | 300 |
| 75th | 203 | 262 |
| 50th | 171 | 235 |
| 25th | 159 | 206 |
| 0th | 122 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 44 | 56 |

## Grade Level - 07

## NJ ASK Math 25th \%ile vs 75th\%ile

This table presents the scale scores associated with students at the bottom ( 0 th 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 | 213 | 300 |
| 75th | 180 | 250 |
| 50th | 169 | 214 |
| 25th | 155 | 184 |
| 0th | 115 | 100 |


|  | Scale Score Gap <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 25 | 66 |

## WITHIN SCHOOL ACHIEVEMENT GAP

 CAMDEN CAMDEN CITYGrade Level - 08
NJ ASK 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 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 230 | 300 |
| 75th | 205 | 238 |
| 50th | 194 | 221 |
| 25th | 181 | 204 |
| 0th | 144 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 24 | 34 |

## Grade Level - 08

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 276 | 300 |
| 75th | 200 | 259 |
| 50th | 161 | 227 |
| 25th | 147 | 192 |
| 0th | 122 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 53 | 67 |

## SCHOOL CLIMATE <br> CAMDEN <br> CAMDEN CITY

## Length of School Day

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

|  | School |
| :---: | :---: |
| 2013-14 | 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 |
| :--- | :--- |
| $\mathbf{2 0 1 3 - 1 4}$ | $36.0 \%$ |

## 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.

| 2013-14 | School |
| :--- | :---: |
| Full Time | 5 Hrs. 58 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 |
| :---: | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 11 |
| Administrators | 0 |

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.

| COUNTY NA | ME DISTRICT NAME | SCHOOL NAME | $\begin{array}{ll} \text { CDS } & \text { GRAD } \\ \hline \text { CODE } & \text { ESPAN } \\ \hline \end{array}$ | FRPL | LEP | SpED |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ATLANTIC | ATLANTIC CITY | DR MARTIN LUTHER KING JR SCHOOL COMPLEX | 01-0110-140 PK-08 | 93.2\% | 3.0\% | 13.2\% |
| ATLANTIC | ATLANTIC CITY | NEW YORK AVENUE SCHOOL | 01-0110-070 PK-08 | 94.7\% | 5.9\% | 9.6\% |
| ATLANTIC | ATLANTIC CITY | PENNSYLVANIA AVE SCHOOL | 01-0110-100 PK-08 | 96.3\% | 11.8\% | 13.1\% |
| CAMDEN | CAMDEN CITY | COOPER B. HATCH FAMILY SCHOOL | 07-0680-210 01-08 | 98.0\% | 1.2\% | 37.6\% |
| CAMDEN | CAMDEN CITY | COOPER'S POYNT FAMILY SCHOOL | 07-0680-165 PK-08 | 96.8\% | 2.3\% | 15.8\% |
| CAMDEN | CAMDEN CITY | DR. HENRY H. DAVIS ELEMENTARY SCHOOL | 07-0680-180 PK-08 | 96.1\% | 4.3\% | 16.8\% |
| CAMDEN | CAMDEN CITY | DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB SCHOOL | 07-0680-320 PK-08 | 98.2\% | 11.1\% | 11.6\% |
| CAMDEN | CAMDEN CITY | EAST CAMDEN MIDDLE SCHOOL | 07-0680-045 06-08 | 97.8\% | 0.9\% | 35.2\% |
| CAMDEN | CAMDEN CITY | HENRY B. WILSON FAMILY SCHOOL | -07-0680-350 PK-08 | 98.2\% | 0.6\% | 14.5\% |
| CAMDEN | CAMDEN CITY | HENRY L. BONSALL FAMILY SCHOOL | 07-0680-100 PK-08 | 96.4\% | 3.4\% | 24.4\% |
| CAMDEN | CAMDEN CITY | JOHN GREENLEAF WHITTIER FAMILY SCHOOL | 07-0680-340 PK-08 | 96.5\% | 0.4\% | 16.1\% |
| CAMDEN | CAMDEN CITY | RILETTA TWYNE CREAM FAMILY SCHOOL | 07-0680-175 PK-08 | 96.8\% | 0.0\% | 15.4\% |
| CAMDEN | CAMDEN CITY | THOMAS H. DUDLEY FAMILY SCHOOL | 07-0680-190 PK-08 | 98.3\% | 22.3\% | 15.2\% |
| CAMDEN | CAMDEN CITY | VETERANS MEMORIAL FAMILY SCHOOL | 07-0680-080 PK-08 | 98.7\% | 4.1\% | 19.1\% |
| CAMDEN | WOODLYNNE BORO | WOODLYNNE BORO PUBLIC SCHOOL | 07-5900-050 PK-08 | 93.5\% | 6.0\% | 22.0\% |
| CHARTERS | DISCOVERY CS | DISCOVERY CHARTER SCHOOL | 80-6320-920 04-08 | 97.5\% | 0.0\% | 8.9\% |
| CHARTERS | FREEDOM ACADEMY CS | FREEDOM ACADEMY CHARTER SCHOOL | 80-6240-900 06-08 | 100.0\% | 0.0\% | 19.1\% |
| CHARTERS | JOHN P HOLLAND CHARTER SCHOOL | JOHN P. HOLLAND CHARTER SCHOOL | 80-6079-964 KG-08 | 93.2\% | 0.0\% | 12.6\% |
| CHARTERS | M E T S CHARTER SCHOOL | M.E.T.S. CHARTER SCHOOL | 80-6068-951 06-11 | 94.0\% | 0.0\% | 8.1\% |
| CHARTERS | PAUL ROBESON HUMANITIES CS | PAUL ROBESON CHARTER SCHOOL FOR THE HUMANITIES | 80-6025-907 04-08 | 90.7\% | 0.0\% | 15.9\% |
| CUMBERLANI | BRIDGETON CITY | WEST AVENUE SCHOOL | 11-0540-130 KG-08 | 92.2\% | 1.3\% | 6.4\% |
| ESSEX | NEWARK CITY | SOUTH SEVENTEENTH STREET SCHOOL | 13-3570-670 KG-08 | 96.6\% | 0.5\% | 24.7\% |
| HUDSON | UNION CITY | EMERSON MIDDLE SCHOOL | 17-5240-105 06-08 | 96.2\% | 12.8\% | 13.7\% |
| HUDSON | UNION CITY | UNION HILL MIDDLE SCHOOL | 17-5240-150 07-08 | 97.8\% | 10.0\% | 13.8\% |
| MERCER | TRENTON CITY | HEDGEPETH WILLIAM MIDDLE SCHOOL | 21-5210-301 06-08 | 92.4\% | 3.6\% | 25.0\% |
| MERCER | TRENTON CITY | JOYCE KILMER MIDDLE SCHOOL | 21-5210-235 06-08 | 90.9\% | 1.2\% | 19.1\% |
| MONMOUTH | ASBURY PARK CITY | ASBURY PARK MIDDLE SCHOOL | 25-0100-070 05-08 | 96.4\% | 7.5\% | 23.8\% |
| PASSAIC | PATERSON CITY | REV DR FRANK NAPIER JR SCHOOL | 31-4010-080 KG-08 | 94.4\% | 11.6\% | 16.9\% |
| PASSAIC | PATERSON CITY | SCHOOL 12 | 31-4010-160 PK-08 | 96.8\% | 12.7\% | 12.3\% |
| PASSAIC | PATERSON CITY | SCHOOL 6/ACADEMY OF PERFORMING ARTS | 31-4010-100 PK-08 | 93.3\% | 7.2\% | 8.5\% |
| SALEM | SALEM CITY | SALEM MIDDLE SCHOOL | 33-4630-090 03-08 | 91.8\% | 0.9\% | 17.8\% |

## State of New Jersey

2013-14

## GRADE SPAN PK-08

This school's academic performance significantly lags in comparison to schools across the state Additionally academic performance significantly lags in comparison to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness lags in comparison to its peers. This school's student growth performance significantly lags in comparison to schools across the state. Additionally, its student growth performance lags in comparison to its peers.

$\left.$| Performance Areas | Peer Percentile | Statewide Percentile |  |
| :--- | :---: | :---: | :---: | | Percent of |
| :---: |
| Targets Met | \right\rvert\,

Improvement Status
Priority
Rationale

## Lowest-Performing

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms 4\% of schools statewide as noted by its statewide percentile and $\mathbf{1 5 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting $\mathbf{2 5 \%}$ of its performance targets in the area of Academic Achievement.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## College and Career Readiness

This school outperforms $\mathbf{4 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{2 1 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

## Student Growth

This school outperforms $\mathbf{1 4} \%$ of schools statewide as noted by its statewide percentile and $\mathbf{3 8 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting $\mathbf{1 0 0 \%}$ percentage of its performance targets in the area of Student Growth.

Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

## State of New Jersey

## DEMOGRAPHIC INFORMATION

CAMDEN
CAMDEN CITY

GRADE SPAN PK-08

## Enrollment by Grade

This graph presents the count of students who were 'on rot"py grade in October of each school year.


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

| Total School Enrollment |  |
| :--- | :---: |
| $2011-12$ | 578 |
| $2012-13$ | 585 |
| $2013-14$ | 588 |
| Enrollment Trends by Program Participation |  |



Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | ---: | :---: |
| Students with Disability | 89 | $15 \%$ |
| Economically Disadvantaged <br> Students | 578 | $98.3 \%$ |
| Limited English Proficient <br> Students | 131 | $22.3 \%$ |

THOMAS H. DUDLEY FAMILY SCHOOL 2250 BERWICK STREET

## CAMDEN, NJ 08105-1160

## Language Diversity

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

| $\underline{\mathbf{2 0 1 3 - 1 4}}$ | $\underline{\text { Percent }}$ |
| :--- | ---: |
| English | $54.6 \%$ |
| Spanish | $45.2 \%$ |
| Abkhazian | $0.2 \%$ |

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 Gender

This graph presents the count of students by gender who were 'on roll' in


## State of New Jersey

CAMDEN
CAMDEN CITY

## GRADE SPAN PK-08

 middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide <br> Performance | Peer <br> Percentile | State <br> Percentile | Percent of Targets <br> Met |
| :--- | :--- | :--- | :--- | :---: |
| NJASK Language Arts Proficiency and above | $\mathbf{1 9 \%}$ |  | $\mathbf{1 7}$ | $\mathbf{3}$ |
| NJASK Math Proficiency and above | $\mathbf{2 9 \%}$ | $\mathbf{1 3}$ | $\mathbf{4}$ | $\mathbf{0 \%}$ |
| SUMMARY - Academic Achievement |  |  | $\mathbf{5 0 \%}$ |  |

NCLB Progress Targets - Language Arts Literacy
This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017 .

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 224 | 19.2 | 35 | NO |
| White | - | - |  | -- |
| Black | 149 | 17.6 | 35.4 | NO |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 13.2 | -- |
| Students with Disability | - | - | 28.5 | -- |
| Limited English Proficient <br> Students | 222 | 18.9 | 35.2 | NO |
| Economically <br> Disadvantaged Students | - | - | NO |  |

## YES* = Met Progress Target(Confidence Interval Applied)

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

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## State of New Jersey

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :--- |
| Schoolwide | 226 | 29.2 | 40.2 | NO |
| White | - | - |  | -- |
| Black | 150 | 22.7 | 41.9 | NO |
| Hispanic | - | - |  | - |
| American Indian | - | - |  | - |
| Asian | - | - |  | - |
| Two or More Races | 31 | 12.9 | 23.2 | YES* |
| Students with Disability | 37 | 32.4 | 39.4 | YES* |
| Limited English Proficient <br> Students | 324 | 29 | 40.3 | NO |
| Economically <br> Disadvantaged Students | 224 |  |  |  |

YES* $=$ Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


Advanced Proficient Proficient
Partially Proficient

# State of New Jersey 

NJ SCHOOL

## NJASK Results - Language Arts Literacy Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $24 \%$ | $76 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $33 \%$ | $67 \%$ |
| Hispanic | - | $21 \%$ | $79 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $22 \%$ | $78 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

## NJASK Results - Language Arts Literacy Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $17 \%$ | $83 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $14 \%$ | $86 \%$ |
| Hispanic | - | $18 \%$ | $82 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $17 \%$ | $83 \%$ |
| Economically Disadvantaged <br> Students | 0 | - |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 03

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 04

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


## State of New Jersey

NJASK Results - Language Arts Literacy Grade Level - 05
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

NJASK Results - Language Arts Literacy Grade Level - 06
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $12 \%$ | $88 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - |  |
| Students with Disability | $0 \%$ | - | - |
| Limited English Proficient Students | - | $12 \%$ | $88 \%$ |
| Economically Disadvantaged <br> Students | $0 \%$ | - | - |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 05

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

Data is suppressed to protect the confidentiality of the students.

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 06

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


## State of New Jersey

NJ SCHOOL PERFORMANCE

## NJASK Results - Language Arts Literacy Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $24 \%$ | $76 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $27 \%$ | $73 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $03 \%$ | $77 \%$ |  |
| Economically Disadvantaged <br> Students | $0 \%$ | $24 \%$ | $76 \%$ |

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

NJASK Results - Language Arts Literacy 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $42 \%$ | $58 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $50 \%$ | $50 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $42 \%$ | $58 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |
| Datis pesed for subgroups | - | - | - |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 07

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


## NJASK Proficiency Trends - Language Arts Literacy 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.


## State of New Jersey

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :---: | :---: | :---: |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit $<$ http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

# State of New Jersey 

NJ SCHOOL

## NJASK Results - MATH Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $4 \%$ | $39 \%$ | $57 \%$ |
| White | - | - | - |
| Black | $8 \%$ | $33 \%$ | $58 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $38 \%$ | $62 \%$ |
| Limited English Proficient Students | $4 \%$ | $40 \%$ | $56 \%$ |
| Economically Disadvantaged Students | $4 \%$ | $56 \%$ |  |

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

## NJASK Results - MATH Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $6 \%$ | $22 \%$ | $71 \%$ |
| White | - | - | - |
| Black | $9 \%$ | $27 \%$ | $73 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $6 \%$ | $21 \%$ | $73 \%$ |
| Economically Disadvantaged Students |  |  |  |

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

## NJASK Proficiency Trends - Math <br> Grade Level - 03

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


NJASK Proficiency Trends - Math - Grade Level - 04

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


# State of New Jersey 

## NJASK Proficiency Trends - Math - Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $3 \%$ | $23 \%$ | $74 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | $4 \%$ | $31 \%$ | $65 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $3 \%$ | $23 \%$ | $74 \%$ |
| Economically Disadvantaged Students | - | - |  |

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

## NJASK Results - MATH Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $27 \%$ | $73 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | $0 \%$ | $25 \%$ | $75 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $27 \%$ | $73 \%$ |
| Economically Disadvantaged Students |  | - | - |

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

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


## NJASK Proficiency Trends - Math - Grade Level - 06

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


# State of New Jersey 

## NJASK Results - MATH Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $3 \%$ | $11 \%$ | $86 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | $18 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $3 \%$ | $11 \%$ | $86 \%$ |
| Economically Disadvantaged Students | 3 | - |  |

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

## NJASK Results - MATH 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $4 \%$ | $29 \%$ | $67 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | $7 \%$ | $29 \%$ | $64 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $4 \%$ | $29 \%$ | $67 \%$ |
| Economically Disadvantaged Students | 4 | - |  |

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

NJASK Proficiency Trends - Math - Grade Level - 07

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


## NJASK Proficiency Trends - Math - 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.
 PERFORMANCE

## State of New Jersey

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

## State of New Jersey

## NJASK Results - Science Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $10 \%$ | $33 \%$ | $57 \%$ |
| White | - | - | - |
| Black | $12 \%$ | $47 \%$ | $47 \%$ |
| Hispanic | - | $27 \%$ | $61 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $10 \%$ | $33 \%$ | $56 \%$ |
| Limited English Proficient <br> Students | - | - |  |
| Economically Disadvantaged <br> Students | - | - | - |
| Dat prse | - | - | - |

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

## 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $4 \%$ | $46 \%$ | $50 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | $57 \%$ | $43 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $4 \%$ | $46 \%$ | $50 \%$ |
| Economically Disadvantaged <br> Students |  | - |  |

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

## NJASK Proficiency Trends - Science - Grade Level - 04

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


## 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.


[^7]
## State of New Jersey

## COLLEGE AND CAREER READINESS

CAMDEN
CAMDEN CITY

## GRADE SPAN PK-08

THOMAS H. DUDLEY FAMILY SCHOOL 2250 BERWICK STREET CAMDEN, NJ 08105-1160

Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for $10 \%$ or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than $65 \%$ of its peer group. The third column Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School <br> Performance | Peer <br> Percentile | Statewide Percentile | Statewide <br> Target | Met Target? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Students taking Algebra (\%) | 0\% | 0 | 0 | 20\% | NO |
| Chronic Absenteeism (\%) | 20\% | 42 | 7 | 6\% | NO |
| Summary |  | 21 | 4 |  | 0\% |

## Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
| :--- | :---: |
| Students taking Algebra I | $0 \%$ |
| Algebra grade (C or better) | $0 \%$ |

## Chronic Absenteeism Trend

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


## 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.


## State of New Jersey

## STUDENT GROWTH <br> CAMDEN <br> CAMDEN CITY

## GRADE SPAN PK-08

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

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

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

| Student Growth Indicators | Schoolwide <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met Target? |
| :--- | :--- | :--- | :--- | :--- | :---: |
| Student Growth on Language Arts | 41 | 46 | 18 | 35 | YES |
| Student Growth on Math | 36 | 30 | 10 | 35 | YES |
|  | 38 | 14 |  | $100 \%$ |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

## Language Arts

Math

|  | GROWTH |  |  |
| :--- | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $38 \%$ | $31 \%$ | $14 \%$ |
| Proficient | $3 \%$ | $3 \%$ | $12 \%$ |
| Advanced <br> Proficient | $0 \%$ | $0 \%$ | $0 \%$ |


|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $40 \%$ | $25 \%$ | $9 \%$ |
| Proficient | $7 \%$ | $7 \%$ | $8 \%$ |
| Advanced <br> Proficient | $0 \%$ | $1 \%$ | $2 \%$ |

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

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

## CAMDEN

CAMDEN CITY

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level-03

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 230 | 300 |
| 75th | 194 | 221 |
| 50th | 179 | 207 |
| 25th | 170 | 188 |
| 0th | 105 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 24 | 33 |

Grade Level - 04
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50 th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 229 | 300 |
| 75th | 191 | 219 |
| 50th | 170 | 202 |
| 25th | 161 | 186 |
| 0th | 118 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 30 | 33 |

## Grade Level - 03

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 268 | 300 |
| 75th | 225 | 268 |
| 50th | 196 | 229 |
| 25th | 170 | 200 |
| 0th | 128 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 55 | 68 |

## Grade Level - 04

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 254 | 300 |
| 75th | 202 | 264 |
| 50th | 180 | 228 |
| 25th | 151 | 195 |
| 0th | 100 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 51 | 69 |

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

 CAMDEN CAMDEN CITYTHOMAS H. DUDLEY FAMILY SCHOOL 2250 BERWICK STREET CAMDEN, NJ 08105-1160

Grade Level - 05
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | N/A | 300 |
| 75th | N/A | 224 |
| 50th | N/A | 206 |
| 25th | N/A | 186 |
| 0th | N/A | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 0 | 38 |

## Grade Level - 06

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 225 | 300 |
| 75th | 190 | 230 |
| 50th | 177 | 211 |
| 25th | 167 | 192 |
| 0th | 154 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 23 | 38 |

## Grade Level - 05

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 278 | 300 |
| 75th | 200 | 262 |
| 50th | 181 | 235 |
| 25th | 163 | 206 |
| 0th | 129 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 37 | 56 |

## Grade Level - 06

## NJ ASK Math 25th \%ile vs 75th\%ile

This table presents the scale scores associated with students at the bottom ( 0 th 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 | 222 | 300 |
| 75th | 203 | 259 |
| 50th | 184 | 228 |
| 25th | 158 | 201 |
| 0th | 132 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 45 | 58 |

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

 CAMDEN CAMDEN CITYTHOMAS H. DUDLEY FAMILY SCHOOL 2250 BERWICK STREET CAMDEN, NJ 08105-1160

Grade Level - 07
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 216 | 300 |
| 75th | 194 | 234 |
| 50th | 179 | 211 |
| 25th | 163 | 188 |
| 0th | 145 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 31 | 46 |

## Grade Level - 08

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 243 | 300 |
| 75th | 222 | 238 |
| 50th | 197 | 221 |
| 25th | 190 | 204 |
| 0th | 170 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 32 | 34 |

## Grade Level - 07

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 255 | 300 |
| 75th | 188 | 250 |
| 50th | 171 | 214 |
| 25th | 160 | 184 |
| 0th | 123 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 28 | 66 |

## Grade Level - 08

## NJ ASK Math 25th \%ile vs 75th\%ile

This table presents the scale scores associated with students at the bottom ( 0 th 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 | 278 | 300 |
| 75th | 202 | 259 |
| 50th | 173 | 227 |
| 25th | 161 | 192 |
| 0th | 142 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 41 | 67 |

## SCHOOL CLIMATE <br> CAMDEN <br> CAMDEN CITY

## Length of School Day

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

|  | School |
| :---: | :---: |
| 2013-14 | 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 |
| :---: | :---: |
| $\mathbf{2 0 1 3 - 1 4}$ | $15.3 \%$ |

## 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.

| 2013-14 | School |
| :--- | :--- |
| Full Time | 5 Hrs. 25 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 |
| :---: | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 11 |
| Administrators | 294 |

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.

| COUNTY NAM | ME DISTRICT NAME | SCHOOL NAME | CDS GRAD <br> CODE  | FRPL | LEP | SpED |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ATLANTIC | ATLANTIC CITY | DR MARTIN LUTHER KING JR SCHOOL COMPLEX | $01-0110-140$ PK-08 | 93.2\% | 3.0\% | 13.2\% |
| ATLANTIC | ATLANTIC CITY | NEW YORK AVENUE SCHOOL | 01-0110-070 PK-08 | 94.7\% | 5.9\% | 9.6\% |
| ATLANTIC | ATLANTIC CITY | PENNSYLVANIA AVE SCHOOL | 01-0110-100 PK-08 | 96.3\% | 11.8\% | 13.1\% |
| CAMDEN | CAMDEN CITY | CHARLES SUMNER ELEMENTARY SCHOOL | 07-0680-310 PK-08 | 98.4\% | 27.4\% | 16.1\% |
| CAMDEN | CAMDEN CITY | COOPER'S POYNT FAMILY SCHOOL | 07-0680-165 PK-08 | 96.8\% | 2.3\% | 15.8\% |
| CAMDEN | CAMDEN CITY | DR. HENRY H. DAVIS ELEMENTARY SCHOOL | 07-0680-180 PK-08 | 96.1\% | 4.3\% | 16.8\% |
| CAMDEN | CAMDEN CITY | DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB SCHOOL | 07-0680-320 PK-08 | 98.2\% | 11.1\% | 11.6\% |
| CAMDEN | CAMDEN CITY | THOMAS H. DUDLEY FAMILY SCHOOL | 07-0680-190 PK-08 | 98.3\% | 22.3\% | 15.2\% |
| CAMDEN | WOODLYNNE BORO | WOODLYNNE BORO PUBLIC SCHOOL | 07-5900-050 PK-08 | 93.5\% | 6.0\% | 22.0\% |
| CHARTERS | CAMDEN'S PROMISE CS | CAMDEN'S PROMISE CHARTER SCHOOL | 80-6215-910 05-08 | 92.0\% | 5.3\% | 12.2\% |
| CHARTERS | JOHN P HOLLAND CHARTER SCHOOL | JOHN P. HOLLAND CHARTER SCHOOL | 80-6079-964 KG-08 | 93.2\% | 0.0\% | 12.6\% |
| CHARTERS | LADY LIBERTY ACADEMY CS | LADY LIBERTY ACADEMY CHARTER SCHOOL | 80-7100-936 KG-08 | 90.2\% | 0.4\% | 10.3\% |
| CHARTERS | M E T S CHARTER SCHOOL | M.E.T.S. CHARTER SCHOOL | 80-6068-951 06-11 | 94.0\% | 0.0\% | 8.1\% |
| CHARTERS | PAUL ROBESON HUMANITIES CS | PAUL ROBESON CHARTER SCHOOL FOR THE HUMANITIES | 80-6025-907 04-08 | 90.7\% | 0.0\% | 15.9\% |
| CUMBERLANI | BRIDGETON CITY | QUARTER MILE LAND SCHOOL | 11-0540-100 KG-08 | 91.7\% | 3.0\% | 7.1\% |
| CUMBERLANI | BRIDGETON CITY | WEST AVENUE SCHOOL | 11-0540-130 KG-08 | 92.2\% | 1.3\% | 6.4\% |
| ESSEX | NEWARK CITY | CLEVELAND EIGHTEENTH AVENUE SCHOOL | 13-3570-350 PK-08 | 89.9\% | 1.4\% | 18.4\% |
| HUDSON | UNION CITY | EMERSON MIDDLE SCHOOL | 17-5240-105 06-08 | 96.2\% | 12.8\% | 13.7\% |
| HUDSON | UNION CITY | UNION HILL MIDDLE SCHOOL | 17-5240-150 07-08 | 97.8\% | 10.0\% | 13.8\% |
| MERCER | TRENTON CITY | DUNN MIDDLE SCHOOL | 21-5210-100 06-08 | 92.1\% | 7.3\% | 18.3\% |
| MERCER | TRENTON CITY | HEDGEPETH WILLIAM MIDDLE SCHOOL | 21-5210-301 06-08 | 92.4\% | 3.6\% | 25.0\% |
| MERCER | TRENTON CITY | JOYCE KILMER MIDDLE SCHOOL | 21-5210-235 06-08 | 90.9\% | 1.2\% | 19.1\% |
| MONMOUTH | ASBURY PARK CITY | ASBURY PARK MIDDLE SCHOOL | 25-0100-070 05-08 | 96.4\% | 7.5\% | 23.8\% |
| OCEAN | LAKEWOOD TWP | LAKEWOOD MIDDLE SCHOOL | 29-2520-083 06-08 | 90.7\% | 3.5\% | 13.7\% |
| PASSAIC | PATERSON CITY | NEW ROBERTO CLEMENTE | 31-4010-316 06-08 | 96.0\% | 21.3\% | 17.5\% |
| PASSAIC | PATERSON CITY | REV DR FRANK NAPIER JR SCHOOL | 31-4010-080 KG-08 | 94.4\% | 11.6\% | 16.9\% |
| PASSAIC | PATERSON CITY | SCHOOL 12 | 31-4010-160 PK-08 | 96.8\% | 12.7\% | 12.3\% |
| PASSAIC | PATERSON CITY | SCHOOL 6/ACADEMY OF PERFORMING ARTS | 31-4010-100 PK-08 | 93.3\% | 7.2\% | 8.5\% |
| PASSAIC | PATERSON CITY | SCHOOL 7 | 31-4010-110 05-08 | 91.1\% | 6.1\% | 24.7\% |
| SALEM | SALEM CITY | SALEM MIDDLE SCHOOL | 33-4630-090 03-08 | 91.8\% | 0.9\% | 17.8\% |
| UNION | PLAINFIELD CITY | HUBBARD MIDDLE SCHOOL | 39-4160-060 06-08 | 94.3\% | 15.7\% | 18.6\% |

## State of New Jersey

OVERVIEW
CAMDEN
CAMDEN CITY

## GRADE SPAN PK-08

## VETERANS MEMORIAL FAMILY SCHOOL 800 NORTH 26TH STREET CAMDEN, NJ 08105

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance is about average when compared to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness lags in comparison to its peers. This school's student growth performance significantly lags in comparison to schools across the state. Additionally, its student growth performance lags in comparison to its peers.

$\left.$| Performance Areas | Peer Percentile | Statewide Percentile |  |
| :--- | :---: | :---: | :---: | | Percent of |
| :---: |
| Targets Met | \right\rvert\,

Improvement Status
Priority
Rationale

## Lowest-Performing

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms $\mathbf{8 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{4 9 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting $\mathbf{2 0 \%}$ of its performance targets in the area of Academic Achievement.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## College and Career Readiness

This school outperforms $\mathbf{3 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{2 3 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

## Student Growth

This school outperforms $\mathbf{1 1} \%$ of schools statewide as noted by its statewide percentile and $\mathbf{3 3 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting $\mathbf{1 0 0 \%}$ percentage of its performance targets in the area of Student Growth.

Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

## State of New Jersey

## 2013-14

07-0680-080

## DEMOGRAPHIC INFORMATION

CAMDEN
CAMDEN CITY
GRADE SPAN PK-08
VETERANS MEMORIAL FAMILY SCHOOL 800 NORTH 26TH STREET


This graph presents the count of students who were 'on rq4' grade in October of each school year.


Total School Enrollment Trends

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 |  |
| :--- | :---: |
| $2011-12$ | 481 |
| $2012-13$ | 502 |
| $2013-14$ | 518 |
|  | Enrollment Trends by Program Participation |



Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | ---: | :---: |
| Students with Disability | 96 | $19 \%$ |
| Economically Disadvantaged <br> Students | 511 | $98.7 \%$ |
| Limited English Proficient <br> Students | 21 | $4.1 \%$ |

Enrollment by Ethnic/Racial Subgroup
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



## Enrollment by Gender

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


|  | Male | Female |
| :---: | :---: | :---: |
| $2011-12$ | 271 | 210 |
| $2012-13$ | 272 | 230 |
| $2013-14$ | 277 | 241 |

## State of New Jersey

ACADEMIC ACHIEVEMENT
CAMDEN
CAMDEN CITY

GRADE SPAN PK-08

VETERANS MEMORIAL FAMILY SCHOOL 800 NORTH 26TH STREET

CAMDEN, NJ 08105

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide <br> Performance | Peer <br> Percentile | State <br> Percentile | Percent of Targets <br> Met |
| :--- | :--- | :--- | :--- | :--- |
| NJASK Language Arts Proficiency and above | $\mathbf{2 7 \%}$ | $\mathbf{4 2}$ | $\mathbf{7}$ | $\mathbf{0 \%}$ |
| NJASK Math Proficiency and above | $\mathbf{3 7 \%}$ | $\mathbf{5 5}$ | $\mathbf{8}$ | $\mathbf{4 0 \%}$ |
| SUMMARY - Academic Achievement |  | 49 | $\mathbf{8}$ | $\mathbf{2 0 \%}$ |

NCLB Progress Targets - Language Arts Literacy
This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 245 | 26.9 | 44.5 | NO |
| White | - | - |  | -- |
| Black | 191 | 26.2 | 44.3 | NO |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 24.9 | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient\| <br> Students | 243 | 26.7 | 43.8 | NO |
| Economically <br> Disadvantaged Students | - |  |  |  |

## YES* = Met Progress Target(Confidence Interval Applied)

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

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## State of New Jersey

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :--- |
| Schoolwide | 243 | 37.4 | 47.6 | NO |
| White | - | - |  | -- |
| Black | 190 | 470.4 | 36.6 | YES |
| Hispanic | - | - |  | - |
| American Indian | - | - |  | - |
| Asian | - | - |  | - |
| Two or More Races | 69 | 18.8 | 28 | YES* |
| Students with Disability | - | - |  | - |
| Limited English Proficient <br> Students | - | NO |  |  |
| Economically <br> Disadvantaged Students | 241 | 37 | 47.2 | NO |

YES* $=$ Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


Advanced Proficient Proficient
Partially Proficient

# State of New Jersey 

NJ SCHOOL

## NJASK Results - Language Arts Literacy Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $39 \%$ | $61 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $27 \%$ | $73 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - |  |
| Students with Disability | $0 \%$ | $37 \%$ | $63 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |
| Dtais prented for subgoup wis | - | - |  |

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

## NJASK Results - Language Arts Literacy Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $19 \%$ | $81 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $19 \%$ | $81 \%$ |
| Economically Disadvantaged <br> Students | $0 \%$ |  |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 03

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 04

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


## State of New Jersey

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $27 \%$ | $73 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $26 \%$ | $74 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $27 \%$ | $73 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

NJASK Results - Language Arts Literacy Grade Level - 06
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $24 \%$ | $76 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $27 \%$ | $73 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $24 \%$ | $76 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

## State of New Jersey

## NJASK Results - Language Arts Literacy Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $2 \%$ | $20 \%$ | $78 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | $-\%$ | $23 \%$ | $74 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $2 \%$ | $20 \%$ | $78 \%$ |
| Economically Disadvantaged <br> Students | $2 \%$ |  |  |

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

NJASK Results - Language Arts Literacy 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $30 \%$ | $70 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $29 \%$ | $71 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - |  |
| Students with Disability | $0 \%$ | $30 \%$ | $70 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 07

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


## NJASK Proficiency Trends - Language Arts Literacy 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.


## State of New Jersey

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :---: | :---: | :---: |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

## State of New Jersey

NJ SCHOOL

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $13 \%$ | $58 \%$ | $29 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $13 \%$ | $57 \%$ | $30 \%$ |
| Economically Disadvantaged Students | - | $36 \%$ |  |

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

## NJASK Results - MATH Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $16 \%$ | $35 \%$ | $48 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | $14 \%$ | $29 \%$ | $57 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $16 \%$ | $35 \%$ | $48 \%$ |
| Economically Disadvantaged Students | - | - |  |
| Daris presta |  |  |  |

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

## NJASK Proficiency Trends - Math - Grade Level - 03

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


NJASK Proficiency Trends - Math - Grade Level - 04

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


# State of New Jersey 

NJASK Proficiency Trends - Math - Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $7 \%$ | $47 \%$ | $47 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | $7 \%$ | $44 \%$ | $48 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $7 \%$ | $47 \%$ | $47 \%$ |
| Economically Disadvantaged Students |  | - | - |
| Das is primer\|| |  |  |  |

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

## NJASK Results - MATH Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $15 \%$ | $42 \%$ | $42 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $15 \%$ | $42 \%$ | $42 \%$ |
| Economically Disadvantaged Students | $15 \%$ | - |  |

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

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


## NJASK Proficiency Trends - Math - Grade Level - 06

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


## State of New Jersey

## NJASK Results - MATH Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $4 \%$ | $22 \%$ | $74 \%$ |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | $5 \%$ | $26 \%$ | $69 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $5 \%$ | $11 \%$ | $84 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $4 \%$ | $20 \%$ | $76 \%$ |
| Economically Disadvantaged Students | - | - |  |

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

## NJASK Results - MATH 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - |  |

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

## NJASK Proficiency Trends - Math - Grade Level - 07

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


NJASK Proficiency Trends - Math - 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.

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

## State of New Jersey

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

## State of New Jersey

## NJASK Results - Science Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $19 \%$ | $52 \%$ | $29 \%$ |
| White | - | - | - |
| Black | $14 \%$ | $62 \%$ | $24 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $19 \%$ | $52 \%$ | $29 \%$ |
| Economically Disadvantaged <br> Students | - | - | - |
| Datis pesent | - | - |  |

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

## 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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $33 \%$ | $67 \%$ |
| White | $0 \%$ | $14 \%$ | $86 \%$ |
| Black | $0 \%$ | $38 \%$ | $63 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $11 \%$ | $89 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $0 \%$ | $33 \%$ | $67 \%$ |
| Economically Disadvantaged <br> Students | - | - | - |

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

## NJASK Proficiency Trends - Science - Grade Level - 04

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


## 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.


| Advanced Proficient |
| :--- | :--- |
| Partially Proficient |

## State of New Jersey

## COLLEGE AND CAREER READINESS

## CAMDEN

## CAMDEN CITY

## GRADE SPAN PK-08

VETERANS MEMORIAL FAMILY SCHOOL 800 NORTH 26TH STREET

CAMDEN, NJ 08105

Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for $10 \%$ or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than $65 \%$ of its peer group. The third column Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School <br> Performance | Peer <br> Percentile | Statewide Percentile | Statewide <br> Target | Met Target? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Students taking Algebra (\%) | 0\% | 0 | 0 | 20\% | NO |
| Chronic Absenteeism (\%) | 22\% | 45 | 5 | 6\% | NO |
| Summary |  | 23 | 3 |  | 0\% |

## Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
| :---: | :---: |
| Students taking Algebra I | $0 \%$ |
| Algebra grade (C or better) | $0 \%$ |

## Chronic Absenteeism Trend

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


## 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.


## State of New Jersey

## STUDENT GROWTH <br> CAMDEN <br> CAMDEN CITY

VETERANS MEMORIAL FAMILY SCHOOL 800 NORTH 26TH STREET

## GRADE SPAN PK-08

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

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

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

| Student Growth Indicators | Schoolwide <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met Target? |
| :--- | :--- | :--- | :--- | :--- | :---: |
| Student Growth on Language Arts | 38 | 30 | 9 | 35 | YES |
| Student Growth on Math | 37 | 36 | 13 | 35 | YES |
|  |  | 33 | 11 |  | $100 \%$ |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

## Language Arts

Math

|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $40 \%$ | $24 \%$ | $10 \%$ |
| Proficient | $6 \%$ | $7 \%$ | $14 \%$ |
| Advanced <br> Proficient | $0 \%$ | $0 \%$ | $0 \%$ |


|  | GROWTH |  |  |
| :---: | :---: | :---: | :---: |
|  | Low | Typical | High |
| Partially <br> Proficient | $41 \%$ | $17 \%$ | $9 \%$ |
| Proficient | $8 \%$ | $7 \%$ | $11 \%$ |
| Advanced <br> Proficient | $0 \%$ | $4 \%$ | $3 \%$ |

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

## State of New Jersey

## WITHIN SCHOOL ACHIEVEMENT GAP

## CAMDEN

## CAMDEN CITY

VETERANS MEMORIAL FAMILY SCHOOL 800 NORTH 26TH STREET

CAMDEN, NJ 08105

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level-03

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 218 | 300 |
| 75th | 201 | 221 |
| 50th | 185 | 207 |
| 25th | 173 | 188 |
| 0th | 131 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 28 | 33 |

Grade Level - 04
NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25 th percentile, the 50 th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 212 | 300 |
| 75th | 195 | 219 |
| 50th | 183 | 202 |
| 25th | 167 | 186 |
| 0th | 148 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 28 | 33 |

## Grade Level - 03

## NJ ASK Math 25th \%ile vs 75th \%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 281 | 300 |
| 75th | 227 | 268 |
| 50th | 207 | 229 |
| 25th | 186 | 200 |
| 0th | 134 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 41 | 68 |

## Grade Level - 04

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 288 | 300 |
| 75th | 224 | 264 |
| 50th | 200 | 228 |
| 25th | 172 | 195 |
| 0th | 129 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 52 | 69 |

## WITHIN SCHOOL ACHIEVEMENT GAP

 CAMDEN CAMDEN CITY
## State of New Jersey

## VETERANS MEMORIAL FAMILY SCHOOL

 800 NORTH 26TH STREETCAMDEN, NJ 08105

## Grade Level - 05

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 268 | 300 |
| 75th | 227 | 262 |
| 50th | 203 | 235 |
| 25th | 182 | 206 |
| 0th | 136 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 45 | 56 |

## Grade Level - 06

## NJ ASK Math 25th \%ile vs 75th\%ile

This table presents the scale scores associated with students at the bottom ( 0 th 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 | 270 | 300 |
| 75th | 224 | 259 |
| 50th | 194 | 228 |
| 25th | 168 | 201 |
| 0th | 100 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 56 | 58 |

## WITHIN SCHOOL ACHIEVEMENT GAP

 CAMDEN CAMDEN CITY
## State of New Jersey

## VETERANS MEMORIAL FAMILY SCHOOL

 800 NORTH 26TH STREETCAMDEN, NJ 08105

Grade Level - 07

## NJ ASK Language Arts 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 241 | 300 |
| 75th | 190 | 234 |
| 50th | 174 | 211 |
| 25th | 157 | 188 |
| 0th | 117 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 33 | 46 |

## Grade Level - 08

NJ ASK Language Arts 25th \%ile vs 75th\%ile
This table presents the scale scores associated with students at the bottom (0th percentile), the 25 th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 239 | 300 |
| 75th | 206 | 238 |
| 50th | 183 | 221 |
| 25th | 173 | 204 |
| 0th | 121 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 33 | 34 |

## Grade Level - 07

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 251 | 300 |
| 75th | 194 | 250 |
| 50th | 169 | 214 |
| 25th | 149 | 184 |
| 0th | 106 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 45 | 66 |

## Grade Level - 08

## NJ ASK Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | N/A | 300 |
| 75th | N/A | 259 |
| 50th | N/A | 227 |
| 25th | N/A | 192 |
| 0th | N/A | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 0 | 67 |

## SCHOOL CLIMATE <br> CAMDEN <br> CAMDEN CITY

## Length of School Day

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

|  | School |
| :---: | :---: |
| $\mathbf{2 0 1 3 - 1 4}$ | 6 Hrs. 35 Mins. |

## Student Suspension Rate

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

|  | School |
| :---: | :---: |
| $\mathbf{2 0 1 3 - 1 4}$ | $12.9 \%$ |

## Instructional Time

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

| 2013-14 | School |
| :--- | :--- |
| Full Time | 5 Hrs. 55 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

## Student Expulsions

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

|  | School |
| :--- | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 12 |
| Administrators | 259 |

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.

| COUNTY NA | ME DISTRICT NAME | SCHOOL NAME | $\begin{array}{ll} \text { CDS } & \text { GRAD } \\ \hline \text { CODE } & \text { ESPAN } \\ \hline \end{array}$ | FRPL | LEP | SpED |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ATLANTIC | ATLANTIC CITY | DR MARTIN LUTHER KING JR SCHOOL COMPLEX | 01-0110-140 PK-08 | 93.2\% | 3.0\% | 13.2\% |
| ATLANTIC | ATLANTIC CITY | NEW YORK AVENUE SCHOOL | 01-0110-070 PK-08 | 94.7\% | 5.9\% | 9.6\% |
| ATLANTIC | ATLANTIC CITY | PENNSYLVANIA AVE SCHOOL | 01-0110-100 PK-08 | 96.3\% | 11.8\% | 13.1\% |
| CAMDEN | CAMDEN CITY | COOPER B. HATCH FAMILY SCHOOL | 07-0680-210 01-08 | 98.0\% | 1.2\% | 37.6\% |
| CAMDEN | CAMDEN CITY | COOPER'S POYNT FAMILY SCHOOL | 07-0680-165 PK-08 | 96.8\% | 2.3\% | 15.8\% |
| CAMDEN | CAMDEN CITY | DR. HENRY H. DAVIS ELEMENTARY SCHOOL | 07-0680-180 PK-08 | 96.1\% | 4.3\% | 16.8\% |
| CAMDEN | CAMDEN CITY | DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB SCHOOL | 07-0680-320 PK-08 | 98.2\% | 11.1\% | 11.6\% |
| CAMDEN | CAMDEN CITY | EAST CAMDEN MIDDLE SCHOOL | 07-0680-045 06-08 | 97.8\% | 0.9\% | 35.2\% |
| CAMDEN | CAMDEN CITY | HENRY B. WILSON FAMILY SCHOO | -07-0680-350 PK-08 | 98.2\% | 0.6\% | 14.5\% |
| CAMDEN | CAMDEN CITY | HENRY L. BONSALL FAMILY SCHOOL | 07-0680-100 PK-08 | 96.4\% | 3.4\% | 24.4\% |
| CAMDEN | CAMDEN CITY | JOHN GREENLEAF WHITTIER FAMILY SCHOOL | 07-0680-340 PK-08 | 96.5\% | 0.4\% | 16.1\% |
| CAMDEN | CAMDEN CITY | RILETTA TWYNE CREAM FAMILY SCHOOL | 07-0680-175 PK-08 | 96.8\% | 0.0\% | 15.4\% |
| CAMDEN | CAMDEN CITY | THOMAS H. DUDLEY FAMILY SCHOOL | 07-0680-190 PK-08 | 98.3\% | 22.3\% | 15.2\% |
| CAMDEN | CAMDEN CITY | VETERANS MEMORIAL FAMILY SCHOOL | 07-0680-080 PK-08 | 98.7\% | 4.1\% | 19.1\% |
| CAMDEN | WOODLYNNE BORO | WOODLYNNE BORO PUBLIC SCHOOL | 07-5900-050 PK-08 | 93.5\% | 6.0\% | 22.0\% |
| CHARTERS | DISCOVERY CS | DISCOVERY CHARTER SCHOOL | 80-6320-920 04-08 | 97.5\% | 0.0\% | 8.9\% |
| CHARTERS | FREEDOM ACADEMY CS | FREEDOM ACADEMY CHARTER SCHOOL | 80-6240-900 06-08 | 100.0\% | 0.0\% | 19.1\% |
| CHARTERS | JOHN P HOLLAND CHARTER SCHOOL | JOHN P. HOLLAND CHARTER SCHOOL | 80-6079-964 KG-08 | 93.2\% | 0.0\% | 12.6\% |
| CHARTERS | M E T S CHARTER SCHOOL | M.E.T.S. CHARTER SCHOOL | 80-6068-951 06-11 | 94.0\% | 0.0\% | 8.1\% |
| CHARTERS | PAUL ROBESON HUMANITIES CS | PAUL ROBESON CHARTER SCHOOL FOR THE HUMANITIES | 80-6025-907 04-08 | 90.7\% | 0.0\% | 15.9\% |
| CUMBERLANI | BRIDGETON CITY | WEST AVENUE SCHOOL | 11-0540-130 KG-08 | 92.2\% | 1.3\% | 6.4\% |
| ESSEX | NEWARK CITY | SOUTH SEVENTEENTH STREET SCHOOL | 13-3570-670 KG-08 | 96.6\% | 0.5\% | 24.7\% |
| HUDSON | UNION CITY | EMERSON MIDDLE SCHOOL | 17-5240-105 06-08 | 96.2\% | 12.8\% | 13.7\% |
| HUDSON | UNION CITY | UNION HILL MIDDLE SCHOOL | 17-5240-150 07-08 | 97.8\% | 10.0\% | 13.8\% |
| MERCER | TRENTON CITY | HEDGEPETH WILLIAM MIDDLE SCHOOL | 21-5210-301 06-08 | 92.4\% | 3.6\% | 25.0\% |
| MERCER | TRENTON CITY | JOYCE KILMER MIDDLE SCHOOL | 21-5210-235 06-08 | 90.9\% | 1.2\% | 19.1\% |
| MONMOUTH | ASBURY PARK CITY | ASBURY PARK MIDDLE SCHOOL | 25-0100-070 05-08 | 96.4\% | 7.5\% | 23.8\% |
| PASSAIC | PATERSON CITY | REV DR FRANK NAPIER JR SCHOOL | 31-4010-080 KG-08 | 94.4\% | 11.6\% | 16.9\% |
| PASSAIC | PATERSON CITY | SCHOOL 12 | 31-4010-160 PK-08 | 96.8\% | 12.7\% | 12.3\% |
| PASSAIC | PATERSON CITY | SCHOOL 6/ACADEMY OF PERFORMING ARTS | 31-4010-100 PK-08 | 93.3\% | 7.2\% | 8.5\% |
| SALEM | SALEM CITY | SALEM MIDDLE SCHOOL | 33-4630-090 03-08 | 91.8\% | 0.9\% | 17.8\% |

## State of New Jersey

This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance significantly lags in comparison to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness significantly lags in comparison to its peers. This school's graduation and post-secondary performance significantly lags in comparison to schools across the state. Additionally, its graduation and post-secondary readiness significantly lags in comparison to its peers.

| Performance Areas | Peer Percentile |  | Statewide Percentile |  | Percent of <br> Targets Met |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 3 | 1 | $30 \%$ |  |  |
|  | 14 | 8 | $0 \%$ |  |  |
| College \& Career Readiness |  |  |  |  |  |
|  | 8 | 3 | $0 \%$ |  |  |

Improvement Status
Priority

Rationale

Lowest-Performing

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms $\mathbf{1 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{3 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement.Additionally, this school is meeting $\mathbf{3 0 \%}$ of its performance targets in the area of Academic Achievement.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For high schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey High School Proficiency Assessment (HSPA). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## College and Career Readiness

This school outperforms $\mathbf{8 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{1 4 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

College and Career Readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For high schools, this includes measures of participation in college readiness tests such as the SAT, ACT or PSAT and in rigorous coursework as defined by participation in AP or IB courses in English, math, social studies and science.

## Graduation and Post-Secondary

This school outperforms 3\% of schools statewide as noted by its statewide percentile and $\mathbf{8 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Graduation and Post-Secondary. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of Graduation and Post-Secondary.

Graduation and Postsecondary measures the rate at which students who begin high school four years earlier graduate within four years. Also included is a measure of the rate at which students in a particular school drop out of school.

## State of New Jersey

## Enrollment by Grade

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


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

| Total School Enrollment |  |
| :--- | :---: |
| $2011-12$ | 959 |
| $2012-13$ | $\mathbf{9 2 0}$ |
| $2013-14$ | $\mathbf{9 0 8}$ |

Enrollment Trends by Program Participation


Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | :---: | :---: |
| Students with Disability | 259 | $29 \%$ |
| Economically Disadvantaged <br> Students | 804 | $88.6 \%$ |
| Limited English Proficient <br> Students | 171 | $18.8 \%$ |

## Language Diversity

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

| $\underline{\mathbf{2 0 1 3 - 1 4}}$ | $\underline{\text { Percent }}$ |
| :--- | :---: |
| English | $50.3 \%$ |
| Spanish | $48.1 \%$ |
| Haitian Creole | $0.5 \%$ |
| Vietnamese | $0.5 \%$ |
| Arabic | $0.2 \%$ |
| Creoles and pidgins, Frenc | $0.2 \%$ |
| Other | $0.2 \%$ |

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 Gender

This graph presents the count of students by gender who were 'on roll' in


## State of New Jersey

## CAMDEN CITY

Academic Achievement measures the content knowledge students have in Language Arts Literacy and Math. In high schools, this includes the outcomes of the New Jersey High School Proficiency Assessment (HSPA). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both Language Arts Literacy and Math across multiple administrations of the assessment. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with HSPA scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide <br> Performance | Peer <br> Percentile | State <br> Percentile | Percent of Targets Met |
| :--- | :--- | :--- | :--- | :---: |
| HSPA Language Arts Proficiency and above | $\mathbf{4 5 \%}$ | $\mathbf{3}$ | $\mathbf{1}$ | $\mathbf{4 0 \%}$ |
| HSPA Math Proficiency and above | $\mathbf{2 5 \%}$ | $\mathbf{3}$ | $\mathbf{1}$ | $\mathbf{2 0 \%}$ |
| SUMMARY - Academic Achievement |  | $\mathbf{3}$ | $\mathbf{1}$ | $\mathbf{3 0 \%}$ |
|  |  |  |  |  |

## NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 136 | 44.8 | 54.4 | NO |
| White | - | - |  | -- |
| Black | 57 | 52.6 | 60.9 | YES* |
| Hispanic | - | - |  | - |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 33.7 | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | - | 46.2 | 51.8 | YES* |
| Economically <br> Disadvantaged Students | 117 | - | - | - |

YES* = Met Progress Target (Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## State of New Jersey

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 134 | 25.3 | 36.7 | NO |
| White | - | - |  | -- |
| Black | 56 | 21.4 | 38.6 | NO |
| Hispanic | 75 | 28 | 34.9 | YES* $^{*}$ |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 24.9 | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | 115 | 22.6 | 37.9 | NO |
| Economically Disadvantaged <br> Students | YES* Met Progress Targ(Confider\|| |  |  |  |

YES* = Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Outcomes - Biology

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

| Subgroups | Advanced | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - |  |
| Economically Disdvantaged Students | - | - | - |

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

## Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


## Proficiency Trends - Biology

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

Data is suppressed to protect the confidentiality of the students.

## State of New Jersey

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550 , the percentage of 11 th and 12 th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The first column - Schoolwide Performance - represents the outcomes for these particular inidcators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in SAT participation has a higher SAT Participation than $65 \%$ of its peer group. The third column Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | Schoolwide Performance | Peer <br> Percentile | Statewide Percentile | Statewide <br> Target | Met Target? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Percent of Students Participating in SAT or ACT | 38\% | 10 | 5 | 80\% | NO |
| Percent of Students Participating in PSAT or PLAN | 12\% | 3 | 4 | 60\% | NO |
| Percent of Students Scoring Above 1550 on SAT | 0\% | 0 | 0 | 40\% | NO |
| Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science | 5\% | 19 | 12 | 35\% | NO |
| Percent of AP Tests $>=3$ or IB Test $>=4$ in English, Math, Social Studies or Science | 11\% | 36 | 18 | 75\% | NO |
| Summary |  | 14 | 8 |  | 0\% |
| College Readiness Test Participation |  | AP/IB Participation - 'Unique' Students |  |  |  |

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

| 2013-14 Percent of Students | School | Peer Avg. | State Avg |
| :--- | ---: | :---: | ---: |
| Participating in SAT | $36.4 \%$ | $72.0 \%$ | $76.2 \%$ |
| Participating in ACT | $6.8 \%$ |  |  |
| Participating in PSAT or PLAN | $11.6 \%$ | $69.2 \%$ | $75.0 \%$ |

## Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.


The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e, each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

| 2013-14 Percent of Students <br> Taking | School | Peer <br> Avg. | State <br> Avg. |
| :--- | ---: | :---: | :---: |
| One or More Course | $8.3 \%$ | $21.8 \%$ | $34.2 \%$ |
| One or More Test | $6.6 \%$ | $19.2 \%$ | $28.4 \%$ |
| At least one AP or IB Test in English, <br> Math, Social Studies or Science | $5.1 \%$ | $15.7 \%$ | $18.9 \%$ |

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

## AP /IB Test Results

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

| 2013-14 | School | Peer <br> Avg. | State <br> Avg. |
| :---: | :---: | :---: | :---: |
| Percent of AP Tests $>=3$ or IB Test $>=4$ | $26.1 \%$ | $17.9 \%$ | $74.1 \%$ |
| Percent of Scores in AP $>=3$ or IB $>=4$ in <br> English, Math, Social Studies or Science | $11.1 \%$ | $12.2 \%$ | $72.4 \%$ |

## State of New Jersey

## Scholastic Assessment Test (SAT) Results

## AP/IB Courses Offered

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieveing a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

| 2013-14 | School | Peer Avg. | State Avg |
| :--- | ---: | ---: | ---: |
| Percent of Students Scoring <br> Above 1550 on SAT | $0.0 \%$ | $7.4 \%$ | $44.6 \%$ |

SAT Benchmark Trends
This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.


## Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

| 2013-14 | School | Peer Avg. | State Avg. |
| :--- | :---: | :---: | :---: |
| Composite SAT Score | 1,018 | 1,189 | 1,514 |
| Critical Reading | 336 | 390 | 496 |
| Mathematics | 353 | 409 | 521 |
| Writing | 329 | 390 | 497 |

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25 th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

| 2013-14 | Critical Reading | Mathematics | Writing |
| :---: | :---: | :---: | :---: |
| 75th Percentile | 390 | 400 | 380 |
| 50th Percentile | 330 | 355 | 330 |
| 25th Percentile | 290 | 308 | 278 |

State of New Jersey

## 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 | $8.7 \%$ | $2.1 \%$ |
| Drama/Theater | $7.9 \%$ | $3.9 \%$ |
| Music | $51.7 \%$ | $17.5 \%$ |
| Visual Arts | $69.2 \%$ | $31.1 \%$ |
| Total: All Visual and Performing Arts | $99.1 \%$ | $49.3 \%$ |

N/R - Data Not Reported

## Career in Technical Education Programs

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

| Percent of Students Enrolled | School | State |
| :--- | :---: | :---: |
| Participating in CTE | $57.3 \%$ | $19.2 \%$ |

N/R - Data Not Reported

## State of New Jersey

## CAMDEN

CAMDEN CITY
This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the NCLB Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer percentile is 65 in Graduation Rate has a higher Graduation Rate than $65 \%$ of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's NCLB Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

| Graduation \& Post Secondary <br> Indicators | Schoolwide <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Targets | Met Target |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Overall Graduation Rate | $60 \%$ | 10 |  |  |  |
| Dropout Rate | $7.5 \%$ | 6 | $\mathbf{7 8 \%}$ | NO |  |
| SUMMARY - Graduation \& Post-Secondary | $\mathbf{6}$ | 2 | $\mathbf{2 \%}$ | NO |  |

## Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

|  | School | State Target |
| :--- | ---: | :---: |
| Schoolwide | $60 \%$ | $78 \%$ |
| White | - |  |
| Black | $58 \%$ |  |
| Hispanic | $61 \%$ |  |
| American Indian | - |  |
| Asian | - |  |
| Native Hawaiian | - |  |
| Two or More Races |  |  |
| Students with Disability | $47 \%$ |  |
| Limited English Proficient Students | $65 \%$ |  |
| Economically Disadvantaged Students | $60 \%$ |  |

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

|  | School | State Target |
| :--- | ---: | :---: |
| Schoolwide | $7.5 \%$ | $2 \%$ |
| White | - |  |
| Black | $0 \%$ |  |
| Hispanic | $6.9 \%$ |  |
| American Indian | - |  |
| Asian | - |  |
| Native Hawaiian | - |  |
| Two or More Races | - |  |
| Students with Disability | $5.8 \%$ |  |
| Limited English Proficient Students | - |  |
| Economically Disadvantaged Students | $0 \%$ |  |

## Graduation Pathway Rates

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


## Extended Year Graduation Rate

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

| Class of | 4-year Rate | 5-year Rate |
| :--- | :---: | :---: |
| 2012 | $46 \%$ | $57 \%$ |
| 2013 | $50 \%$ | $63 \%$ |
| 2014 | $60 \%$ |  |

## Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95\% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

|  | Percent <br> Enrolled | Percent in <br> 2 Year | Percent in <br> 4 Year |
| :--- | :---: | :---: | :---: |
| Schoolwide | $48 \%$ | $72.9 \%$ | $21.4 \%$ |
| White | - | - | - |
| Black | $53.4 \%$ | $74.2 \%$ | $19.4 \%$ |
| Hispanic | $43.5 \%$ | $75.7 \%$ | $21.6 \%$ |
| Asian | - | - | - |
| American Indian | - | - | - |
| Native Hawaiian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $34.3 \%$ | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | $51.9 \%$ | $74.5 \%$ | - |

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## High School

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

| Percentile | School Scaled Score | State Scaled Score |
| :---: | :---: | :---: |
| 99th | 242 | 287 |
| 75th | 211 | 250 |
| 50th | 189 | 240 |
| 25th | 162 | 224 |
| 0th | 100 | 100 |


|  | Scaled Score Gap <br> - School | Scaled Score Gap <br> - State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 49 | 26 |

## High School

## HSPA Math 25th \%ile vs 75th\%ile

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

| Percentile | School Scaled Score | State Scaled Score |
| :---: | :---: | :---: |
| 99th | 238 | 300 |
| 75th | 195 | 253 |
| 50th | 176 | 232 |
| 25th | 163 | 208 |
| 0th | 141 | 132 |


|  | Scaled Score Gap <br> - School | Scaled Score Gap <br> - State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 32 | 45 |

## 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 |
| :---: | :---: |
| 2013-14 | 6 Hrs. 40 Mins. |

## Student Suspension Rate

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

|  | School |
| :---: | :---: |
| $\mathbf{2 0 1 3 - 1 4}$ | $23.2 \%$ |

## Instructional Time

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

| 2013-14 | School |
| :--- | :---: |
| Full Time | 6 Hrs. 0 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 |
| :---: | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 13 |
| Administrators | 227 |

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.


GRADE SPAN PK-07
This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance significantly lags in comparison to its peers. This school's college and career readiness significantly lags in comparison to schools across the state. Additionally, its college and career readiness significantly lags in comparison to its peers. This school's student growth performance significantly lags in comparison to schools across the state. Additionally, its student growth performance lags in comparison to its peers.

$\left.$| Performance Areas | Peer Percentile | Statewide Percentile |  |
| :--- | :---: | :---: | :---: | | Percent of |
| :---: |
| Targets Met | \right\rvert\,

Improvement Status
Priority
Rationale

## Lowest-Performing

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.
Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

## Academic Achievement

This school outperforms $\mathbf{1 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{1 3 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of Academic Achievement.

## College and Career Readiness

This school outperforms $\mathbf{1 \%}$ of schools statewide as noted by its statewide percentile and $\mathbf{3 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting $\mathbf{0 \%}$ of its performance targets in the area of College and Career Readiness.

Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

## Student Growth

This school outperforms $\mathbf{1 4} \%$ of schools statewide as noted by its statewide percentile and $\mathbf{3 2 \%}$ of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting $\mathbf{5 0 \%}$ percentage of its performance targets in the area of Student Growth.

College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

## State of New Jersey

## Enrollment by Grade

This graph presents the count of students who were 'on roll' by


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 |  |
| :---: | :---: |
| $2011-12$ | 564 |
| $2012-13$ | 538 |
| $2013-14$ | 567 |

## Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2013-2014 | Count of <br> Students | \% of <br> Enrollment |
| :--- | ---: | :---: |
| Students with Disability | 87 | $15 \%$ |
| Economically Disadvantaged <br> Students | 542 | $95.6 \%$ |
| Limited English Proficient | 17 | $3.0 \%$ |
| Students |  |  |

## Language Diversity

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

| $\underline{\mathbf{2 0 1 3 - 1 4}}$ | $\underline{\text { Percent }}$ |
| :--- | :---: |
| English | $85.8 \%$ |
| Spanish | $13.6 \%$ |
| Arabic | $0.2 \%$ |
| Dutch, Middle (ca.1050-1: | $0.2 \%$ |
| Pushto | $0.2 \%$ |

## 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 Gender

This graph presents the count of students by gender who were 'on roll' in


## State of New Jersey

2013-14

## ACADEMIC ACHIIEVEMENT

CAMDEN

## CAMDEN CITY

## GRADE SPAN PK-07

CAMDEN, NJ 08104
Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than $65 \%$ of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than $30 \%$ of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide <br> Performance | Peer <br> Percentile | State <br> Percentile | Percent of Targets <br> Met |
| :--- | :--- | :--- | :--- | :---: |
| NJASK Language Arts Proficiency and above | $\mathbf{1 8 \%}$ | 13 | 1 | $\mathbf{0 \%}$ |
| NJASK Math Proficiency and above | $\mathbf{2 8 \%}$ | 13 | 1 | $0 \%$ |
| SUMMARY - Academic Achievement |  | 13 | 1 | $\mathbf{0 \%}$ |

## NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017 .

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 290 | 18.3 | 42.9 | NO |
| White | - | - |  | -- |
| Black | 89 | 21.3 | 45.6 | NO |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 30.5 | -- |
| Students with Disability | - | - |  | -- |
| Limited English Proficient <br> Students | 282 | 18.8 | 42.3 | NO |
| Economically <br> Disadvantaged Students | - |  |  |  |

YES* = Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

## Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.


## ACADEMIC ACHIEVEMENT

## NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and $100 \%$ proficiency by 2017.

| Subgroups | Total Valid <br> Scores | Pass <br> Rate | Target | Met <br> Target? |
| :--- | :---: | :--- | :--- | :--- |
| Schoolwide | 289 | 28 | 51.9 | NO |
| White | - | - |  | -- |
| Black | 190 | 27.4 | 51.5 | NO |
| Hispanic | - | - |  | -- |
| American Indian | - | - |  | -- |
| Asian | - | - |  | -- |
| Two or More Races | - | - | 33.4 | -- |
| Students with Disability | - | - | 56.8 | NO |
| Limited English <br> Proficient Students | 281 | 27.7 | 51.3 | NO |
| Economically <br> Disadvantaged Students | -- |  |  |  |

YES* = Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.


## NJASK Results - Language Arts Literacy Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $24 \%$ | $76 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $19 \%$ | $81 \%$ |
| Hispanic | - | $33 \%$ | $67 \%$ |
| American Indian | - | - | - |
| Asian | $0 \%$ | $14 \%$ | $86 \%$ |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $24 \%$ | $76 \%$ |
| Limited English Proficient Students | - | - |  |
| Economically Disadvantaged <br> Students | - | - |  |
| Data is pron |  | - |  |

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

## NJASK Results - Language Arts Literacy Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $21 \%$ | $79 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $22 \%$ | $78 \%$ |
| Hispanic | - | $21 \%$ | $79 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $0 \%$ | $23 \%$ | $77 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - |  |
| Economically Disadvantaged <br> Students | $0 \%$ | - |  |
| Datis prenter\|| |  |  |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 03

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 04

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


## NJASK Results - Language Arts Literacy Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $20 \%$ | $80 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $18 \%$ | $82 \%$ |
| Hispanic | - | $26 \%$ | $74 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | $21 \%$ | $79 \%$ |
| Economically Disadvantaged <br> Students | - | - | - |
| Dara is prented for subgroupsw |  | - |  |

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

## NJASK Results - Language Arts Literacy Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $14 \%$ | $86 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $13 \%$ | $88 \%$ |
| Hispanic | - | $17 \%$ | $83 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $14 \%$ | $86 \%$ |
| Economically Disadvantaged <br> Students | 0 | - |  |

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

## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 05

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


## NJASK Proficiency Trends - Language Arts Literacy Grade Level - 06

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


## State of New Jersey

## ACADEMIC ACHIIEVEMIENT

## NJASK Results - Language Arts Literacy Grade Level - 07

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | - | - | - |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |
| Dat is prened for subgroups | - | - | - |

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

NJASK Proficiency Trends - Language Arts Literacy Grade Level - 07

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

Data is suppressed to protect the confidentiality of the students.

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/ $>$
Proficiency Percentages

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :--- | :---: | :---: |
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8read.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/ $>$
Proficiency Percentages

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

## NJASK Results - MATH Grade Level - 03

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $20 \%$ | $22 \%$ | $58 \%$ |
| White | - | - | - |
| Black | $22 \%$ | $16 \%$ | $63 \%$ |
| Hispanic | $20 \%$ | $20 \%$ | $60 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | $7 \%$ | $7 \%$ | $86 \%$ |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $20 \%$ | $22 \%$ | $57 \%$ |
| Economically Disadvantaged <br> Students |  | - | - |
| Dat $p e s t$ |  |  |  |

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

## NJASK Results - MATH Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $8 \%$ | $35 \%$ | $58 \%$ |
| White | - | - | - |
| Black | $7 \%$ | $39 \%$ | $54 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $8 \% \%$ | $63 \%$ |  |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | $34 \%$ | $58 \%$ |  |
| Datis pest | - | - |  |

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

## NJASK Proficiency Trends - Math - Grade Level - 03

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


## NJASK Proficiency Trends - Math - Grade Level - 04

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


## State of New Jersey

## CAMDEN CITY <br> GRADE SPAN PK-07

## NJASK Results - MATH Grade Level - 05

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $3 \%$ | $18 \%$ | $79 \%$ |
| White | - | - | - |
| Black | $4 \%$ | $16 \%$ | $82 \%$ |
| Hispanic | - | $22 \%$ | $74 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $3 \%$ | $18 \%$ | $79 \%$ |
| Economically Disadvantaged <br> Students |  |  |  |

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

## NJASK Results - MATH Grade Level - 06

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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $16 \%$ | $84 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $13 \%$ | $88 \%$ |
| Hispanic | - | $22 \%$ | $78 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | $0 \%$ | $16 \%$ | $84 \%$ |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged <br> Students | - | - | - |
| Dat prsin |  | - | - |

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

## NJASK Proficiency Trends - Math - Grade Level - 05

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


## NJASK Proficiency Trends - Math - Grade Level - 06

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


## State of New Jersey

## CAMDEN CITY <br> GRADE SPAN PK-07

NJASK Results - MATH Grade Level - 07
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 <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $0 \%$ | $19 \%$ | $81 \%$ |
| White | - | - | - |
| Black | $0 \%$ | $26 \%$ | $74 \%$ |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | $0 \%$ | $18 \%$ | $83 \%$ |
| Economically Disadvantaged <br> Students | - | - |  |
| Dat prom |  | - |  |

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

## NJASK Proficiency Trends - Math - Grade Level - 07

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


2013-14
Advanced Proficient Proficient
Partially Proficient

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep4math.html For more information, visit $\leq$ http://nces.ed.gov/nationsreportcard/>
Proficiency Percentages

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

## 2013 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 2013 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/1314/naep/naep8math.html For more information, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/)
Proficiency Percentages

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
| :--- | :--- | :---: | :---: | :---: | :---: |
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

## NJASK Proficiency Trends - Science - Grade Level - 04

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

| Subgroups | Advanced <br> Proficient | Proficient | Partially <br> Proficient |
| :--- | :---: | :---: | :---: |
| Schoolwide | $12 \%$ | $45 \%$ | $42 \%$ |
| White | - | - | - |
| Black | $5 \%$ | $41 \%$ | $46 \%$ |
| Hispanic | - | $63 \%$ | $32 \%$ |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient <br> Students | $11 \%$ | $45 \%$ | $44 \%$ |
| Economically Disadvantaged <br> Students |  |  |  |



Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for $10 \%$ or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than $65 \%$ of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness <br> Indicators | School <br> Performance | Peer Rank <br> (Percentile) | Statewide Rank <br> (Percentile) | Statewide <br> Target | Met Target? |
| :--- | :--- | :--- | :--- | :--- | :---: |
| Chronic Absenteeism (\%) | $\mathbf{2 8 \%}$ | $\mathbf{3}$ |  | $\mathbf{1}$ | $\mathbf{6 \%}$ |
|  |  |  |  |  |  |
| Summary |  |  |  |  |  |

Chronic Absenteeism - Number of students in the most recent school year that missed 10\% or more of the instructional days in the school year divided by the total number of students enrolled.

## Chronic Absentecism Trend

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


## Absentecism

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.


## State of New Jersey

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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

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

| Student Growth Indicators | Schoolwide <br> Performance | Peer <br> Percentile | Statewide <br> Percentile | Statewide <br> Target | Met Target? |
| :--- | :--- | :--- | :--- | :--- | :---: |
| Student Growth on Language Arts | 43 | 57 | 25 | 35 | YES |
| Student Growth on Math | 25 | 7 | 2 | 35 | NO |
|  | 32 | 14 |  | $50 \%$ |  |

## Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

| Language Arts |  |  |  | Math |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | GROWTH |  |  |  | GROWTH |  |  |
|  | Low | Typical | High |  | Low | Typical | High |
| Partially Proficient | 38\% | 26\% | 18\% | Partially Proficient | 49\% | 16\% | 7\% |
| Proficient | 4\% | 5\% | 8\% | Proficient | 10\% | 7\% | 6\% |
| Advanced Proficient | 0\% | 0\% | 0\% | Advanced Proficient | 1\% | 2\% | 2\% |

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

## State of New Jersey

WITHIN SCHOOL ACHIEVEMENT GAP
CAMDEN
CAMDEN CITY

GRADE SPAN PK-07

## YORKSHIP ELEMENTARY SCHOOL <br> 1251 COLLINGS ROAD <br> CAMDEN, NJ 08104

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 25 th and 75 th percentile in the school, the so-called 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 larger than the state's.

## Grade Level - 03

NJ ASK Language Arts 25th \%ile vs 75th \%ile
This table presents the scale scores associated with students at the bottom ( 0 th percentile), the 25th percentile, the 50th percentile, the 75 th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 231 | 300 |
| 75th | 194 | 221 |
| 50th | 181 | 207 |
| 25th | 162 | 188 |
| 0th | 137 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap- <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 32 | 33 |

## Grade Level - 04

NJ ASK 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 | 231 | 300 |
| 75th | 192 | 219 |
| 50th | 183 | 202 |
| 25th | 170 | 186 |
| 0th | 118 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 22 | 33 |

## Grade Level - 03

## NJ ASK 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 | 281 | 300 |
| 75th | 218 | 268 |
| 50th | 182 | 229 |
| 25th | 150 | 200 |
| 0th | 100 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 68 | 68 |

## Grade Level - 04

## NJ ASK 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 | 274 | 300 |
| 75th | 213 | 264 |
| 50th | 190 | 228 |
| 25th | 169 | 195 |
| 0th | 107 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 44 | 69 |

WITHIN SCHOOL ACHIEVEMENT GAP

YORKSHIP ELEMENTARY SCHOOL 1251 COLLINGS ROAD CAMDEN, NJ 08104

## Grade Level - 05

NJ ASK 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 | 224 | 300 |
| 75th | 195 | 224 |
| 50th | 178 | 206 |
| 25th | 163 | 186 |
| 0th | 127 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 32 | 38 |

## Grade Level - 06

NJ ASK 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 | 231 | 300 |
| 75th | 192 | 230 |
| 50th | 176 | 211 |
| 25th | 169 | 192 |
| 0th | 147 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 23 | 38 |

## Grade Level - 05

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 255 | 300 |
| 75th | 194 | 262 |
| 50th | 174 | 235 |
| 25th | 160 | 206 |
| 0th | 114 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 34 | 56 |

## Grade Level - 06

## NJ ASK Math 25th \%ile vs 75th \%ile

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

| Percentile | School Scale Score | State Scale Score |
| :---: | :---: | :---: |
| 99th | 228 | 300 |
| 75th | 181 | 259 |
| 50th | 166 | 228 |
| 25th | 154 | 201 |
| 0th | 132 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 27 | 58 |

## Grade Level - 07

NJ ASK 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 | N/A | 300 |
| 75th | N/A | 234 |
| 50th | N/A | 211 |
| 25th | N/A | 188 |
| 0th | N/A | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap - <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 0 | 46 |

## Grade Level - 07

## NJ ASK 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 | 234 | 300 |
| 75th | 187 | 250 |
| 50th | 169 | 214 |
| 25th | 151 | 184 |
| 0th | 129 | 100 |


|  | Scale Score Gap - <br> School | Scale Score Gap <br> State |
| :---: | :---: | :---: |
| 25th vs 75th Gap | 36 | 66 |

## 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 |
| :---: | :---: |
| $\mathbf{2 0 1 3 - 1 4}$ | 6 Hrs. 30 Mins. |

## Student Suspension Rate

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

|  | School |
| :---: | :---: |
| 2013-14 | $12.9 \%$ |

## Instructional Time

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

| 2013-14 | School |
| :--- | :---: |
| Full Time | 5 Hrs. 35 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

## Student Expulsions

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

|  | School |
| :---: | :---: |
| 2013-14 | 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.

| 2013-14 | School |
| :---: | :---: |
| Faculty | 13 |
| Administrators | 284 |

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.



[^0]:    Advanced Proficient Proficient
    Partially Proficient

[^1]:    N/R - Data Not Reported

[^2]:    Advanced Proficient Proficient
    Partially Proficient

[^3]:    Advanced Proficient Proficient
    Partially Proficient

[^4]:    $\square$ Advanced Proficient Proficient
    Partially Proficient

[^5]:    Advanced Proficient Proficient
    Partially Proficient

[^6]:    $\square$ Advanced Proficient Proficient
    Partially Proficient

[^7]:    Advanced Proficient Proficient

