



# State of New Jersey

2013-14

07-4590-020

## OVERVIEW

CAMDEN  
RUNNEMEDE BORO

GRADE SPAN PK-03

ALINE BINGHAM ELEMENTARY SCHOOL  
FIRST & ORCHARD AVE  
RUNNEMEDE, NJ 08078

This school's academic performance **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 **is about average when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	7	20	50%
College and Career Readiness	65	48	100%
Student Growth	--	--	N/A

## Improvement Status

N/A

## Rationale

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 **20%** of schools statewide as noted by its statewide percentile and **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 **50%** 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 (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.

### College and Career Readiness

This school outperforms **48%** of schools statewide as noted by its statewide percentile and **65%** 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 **100%** 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.

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## DEMOGRAPHIC INFORMATION

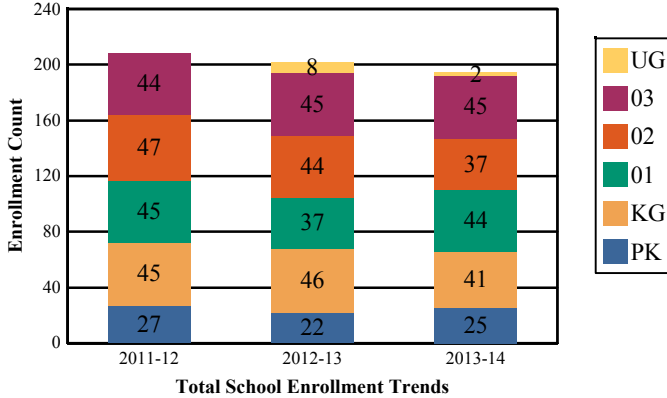
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### Enrollment by Grade

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



### Language Diversity

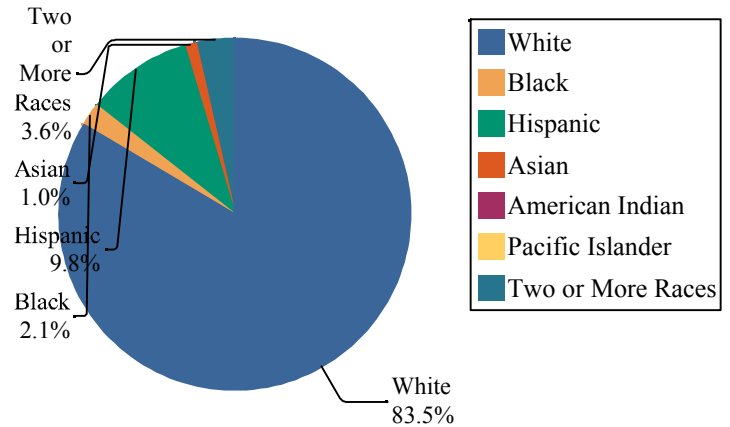
This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	94.4%
Spanish	3.6%
Korean	0.5%
Punjabi	0.5%
Bengali	0.5%
Albanian	0.5%

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

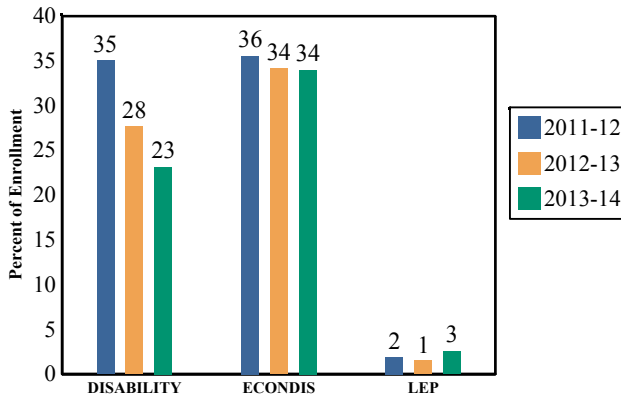
### Enrollment by Ethnic/Racial Subgroup

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



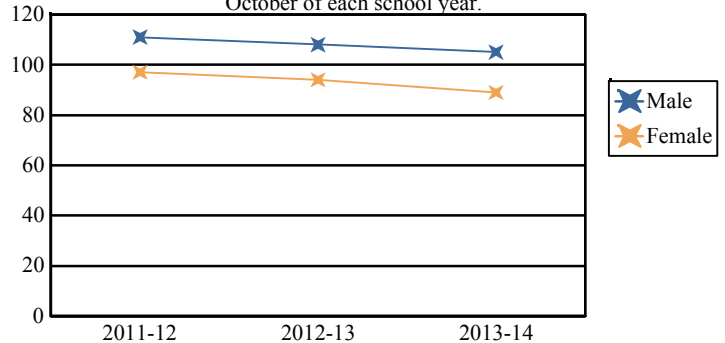
Total School Enrollment	
2011-12	208
2012-13	202
2013-14	194

### Enrollment Trends by Program Participation



### Enrollment by Gender

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



### Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	45	23%
Economically Disadvantaged Students	66	34.0%
Limited English Proficient Students	5	2.6%

	Male	Female
2011-12	111	97
2012-13	108	94
2013-14	105	89

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## ACADEMIC ACHIEVEMENT

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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 Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	55%	10	24	100%
NJASK Math Proficiency and above	65%	4	16	0%
<b>SUMMARY - Academic Achievement</b>		7	20	50%

### 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.

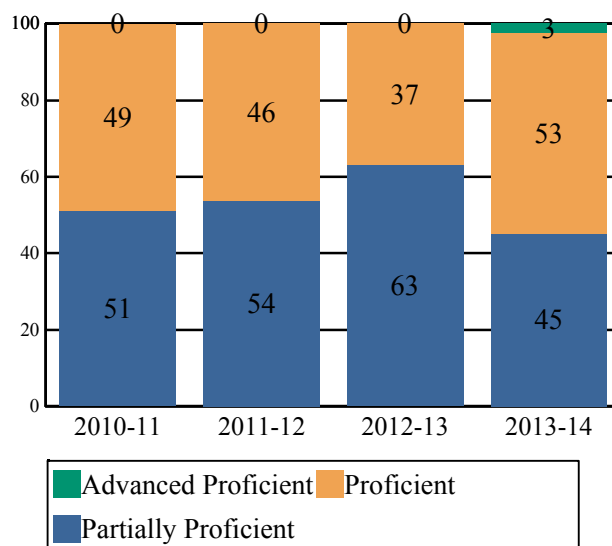
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	40	55	61.7	YES*
White	38	52.6	63.7	YES*
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	-	-		--
Limited English Proficient Students	-	-		--
Economically Disadvantaged 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.



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### 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.

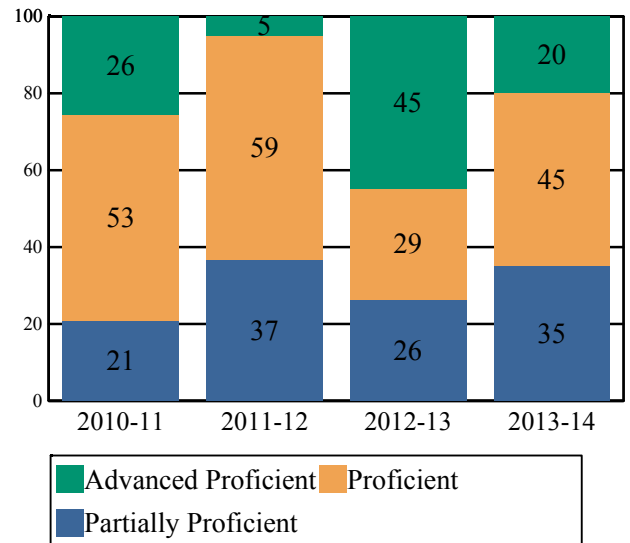
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	40	65	84.5	NO
White	38	65.8	88	NO
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	-	-		--
Limited English Proficient Students	-	-		--
Economically Disadvantaged 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.



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

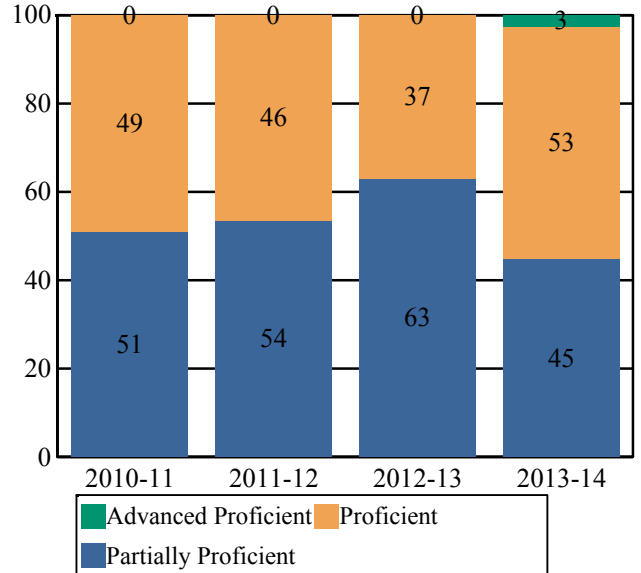
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	3%	53%	45%
White	3%	50%	47%
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 - 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.



### 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

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#### 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

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#### NJASK Results - MATH Grade Level - 03

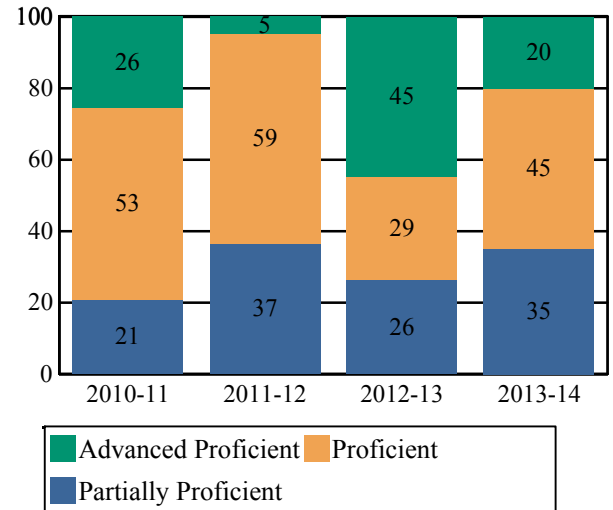
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	20%	45%	35%
White	21%	45%	34%
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 - 03

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 :

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##### 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

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##### 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

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## COLLEGE AND CAREER READINESS

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of 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.

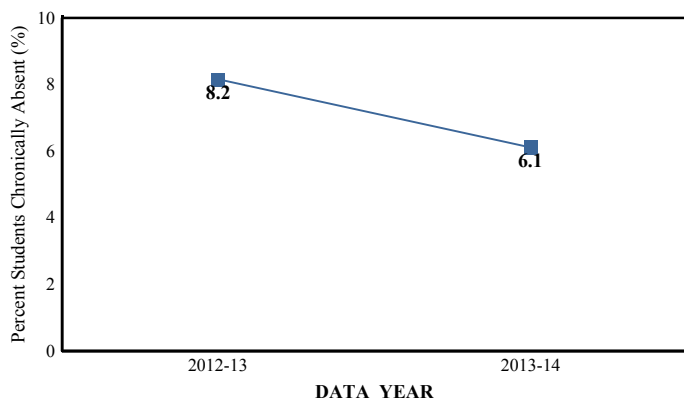
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	6%	65	48	6%	YES
Summary					100%

**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.

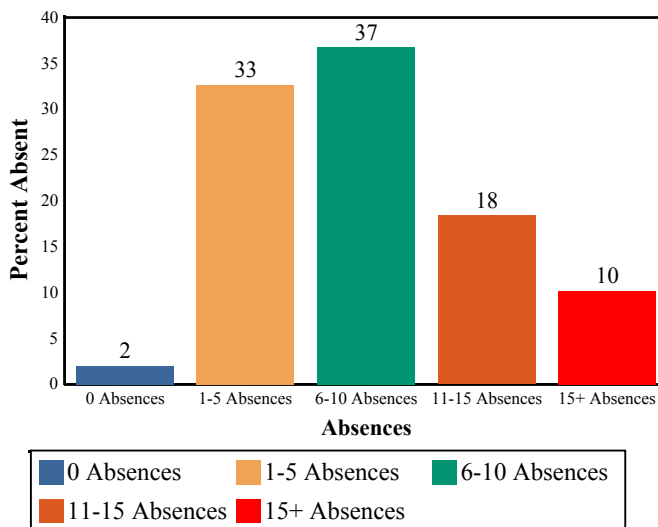
### Chronic Absenteeism Trend

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.



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## WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the 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

### Grade Level - 03

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

#### 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.

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	242	300
75th	214	221
50th	200	207
25th	188	188
0th	170	100

Percentile	School Scale Score	State Scale Score
99th	296	300
75th	242	268
50th	210	229
25th	185	200
0th	144	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	33

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	57	68

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## SCHOOL CLIMATE

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### 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
2013-14	0.0%

### 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. 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	10
Administrators	0

**SCHOOL PEER GROUP****ALINE BINGHAM ELEMENTARY SCHOOL****07-4590-020**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	EGG HARBOR TWP	H. RUSSEL SWIFT ELEMENTARY SCHOOL	01-1310-050 PK-03		31.3%	7.0%	10.6%
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #4	03-0890-060 PK-06		42.5%	9.7%	17.7%
BERGEN	LYNDHURST TWP	WASHINGTON SCHOOL	03-2860-120 PK-03		30.6%	3.7%	15.4%
BERGEN	TEANECK TWP	JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL	03-5150-150 KG-04		38.6%	7.5%	16.0%
BERGEN	TEANECK TWP	NATHANIEL HAWTHORNE ELEMENTARY SCHOOL	03-5150-110 KG-04		38.8%	6.0%	20.9%
BURLINGTON	NORTH HANOVER TWP	NORTH HANOVER TOWNSHIP UPPER ELEMENTARY SCHOOL	05-3650-036 05-06		34.6%	0.7%	25.0%
CAMDEN	CHERRY HILL TWP	JOYCE KILMER ELEMENTARY SCHOOL	07-0800-105 KG-05		35.5%	8.3%	16.8%
<b>CAMDEN</b>	<b>RUNNEMEDE BORO</b>	<b>ALINE BINGHAM ELEMENTARY SCHOOL</b>	<b>07-4590-020 PK-03</b>		<b>34.0%</b>	<b>2.6%</b>	<b>20.1%</b>
GLOUCESTER	DEPTFORD TWP	OAK VALLEY ELEMENTARY SCHOOL	15-1100-120 02-06		33.3%	0.0%	23.6%
HUDSON	JERSEY CITY	FRANK R CONWELL SCHOOL	17-2390-100 PK-05		61.0%	29.9%	11.9%
MERCER	EAST WINDSOR REGIONAL	GRACE N. ROGERS ELEMENTARY SCHOOL	21-1245-060 PK-05		43.1%	19.5%	8.3%
MERCER	LAWRENCE TWP	ELDRIDGE PARK SCHOOL	21-2580-080 KG-03		30.6%	7.8%	10.7%
MERCER	LAWRENCE TWP	SLACKWOOD ELEMENTARY SCHOOL	21-2580-100 KG-03		41.0%	13.6%	11.0%
MIDDLESEX	OLD BRIDGE TWP	CHEESEQUAKE ELEMENTARY SCHOOL	23-3845-105 KG-05		35.8%	13.0%	9.9%
MIDDLESEX	OLD BRIDGE TWP	MADISON PARK ELEMENTARY SCHOOL	23-3845-120 KG-05		43.1%	14.2%	15.0%
MIDDLESEX	PISCATAWAY TWP	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	23-4130-065 KG-03		32.8%	11.7%	6.0%
MIDDLESEX	WOODBRIIDGE TWP	MATTHEW JAGO ELEMENTARY SCHOOL	23-5850-150 KG-05		36.0%	0.2%	29.2%
MORRIS	MORRIS SCHOOL DISTRICT	SUSSEX AVENUE SCHOOL	27-3385-105 03-05		34.4%	5.2%	18.5%
OCEAN	BRICK TWP	DRUM POINT ROAD ELEMENTARY SCHOOL	29-0530-030 KG-06		30.7%	0.0%	20.0%
OCEAN	BRICK TWP	OSBORNVILLE ELEMENTARY SCHOOL	29-0530-070 KG-06		47.9%	11.8%	21.2%
OCEAN	BRICK TWP	VETERANS MEMORIAL ELEMENTARY SCHOOL	29-0530-080 KG-06		35.4%	0.0%	22.8%
OCEAN	EAGLESWOOD TWP	EAGLESWOOD ELEMENTARY SCHOOL	29-1150-020 PK-06		39.0%	3.6%	24.6%
OCEAN	JACKSON TWP	SYLVIA ROSENAUER ELEMENTARY SCHOOL	29-2360-040 PK-05		37.1%	9.5%	12.4%
OCEAN	LACEY TWP	MILL POND ELEMENTARY SCHOOL	29-2480-055 05-06		33.4%	0.0%	24.4%
OCEAN	LONG BEACH ISLAND	LONG BEACH ISLAND GRADE SCHOOL	29-2760-050 03-06		34.7%	3.2%	17.7%
OCEAN	MANCHESTER TWP	RIDGEWAY ELEMENTARY SCHOOL	29-2940-050 PK-05		31.0%	4.3%	14.5%
PASSAIC	CLIFTON CITY	SCHOOL #14	31-0900-190 KG-05		41.1%	15.7%	9.4%
PASSAIC	WAYNE TWP	RYERSON ELEMENTARY SCHOOL	31-5570-140 KG-05		39.3%	8.6%	15.6%
UNION	LINDEN CITY	NUMBER 9	39-2660-160 PK-05		36.9%	14.6%	6.5%
UNION	ROSELLE PARK BORO	ROBERT GORDON ELEMENTARY SCHOOL	39-4550-080 KG-05		44.9%	13.3%	18.6%
WARREN	HACKETTSTOWN	HATCHERY HILL ELEMENTARY SCHOOL	41-1870-070 PK-04		32.9%	5.9%	13.1%



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2013-14

07-4590-030

## OVERVIEW

CAMDEN  
RUNNEMEDE BORO

GRADE SPAN KG-03

GRADE DOWNING ELEMENTARY SCHOOL  
3RD & CENTRAL AVES  
RUNNEMEDE, NJ 08078

This school's academic performance **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 high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	44	33	50%
College and Career Readiness	65	49	100%
Student Growth	--	--	N/A

## Improvement Status

N/A

## Rationale

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 **33%** of schools statewide as noted by its statewide percentile and **44%** 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 **50%** 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 (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.

## College and Career Readiness

This school outperforms **49%** of schools statewide as noted by its statewide percentile and **65%** 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 **100%** 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.

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## DEMOGRAPHIC INFORMATION

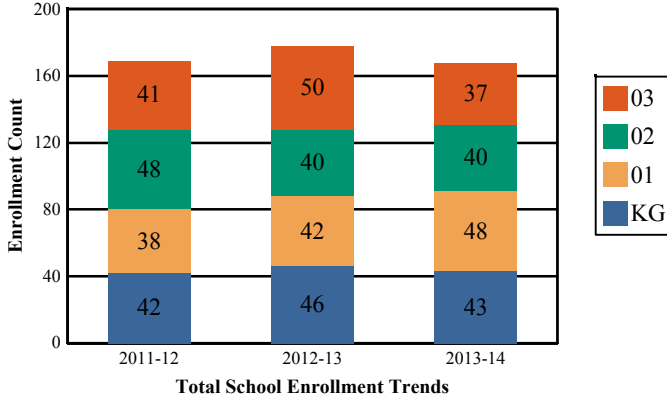
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### Enrollment by Grade

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



### Language Diversity

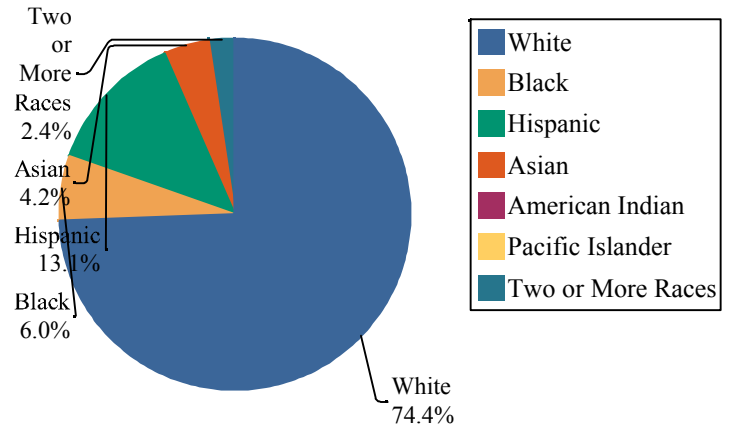
This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	92.7%
Spanish	3.7%
Vietnamese	1.2%
Punjabi	0.6%
Gujarati	0.6%
Pusho	0.6%
Other	0.6%

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

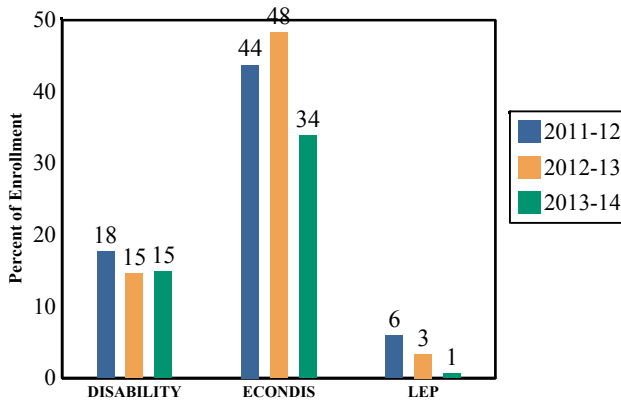
### Enrollment by Ethnic/Racial Subgroup

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



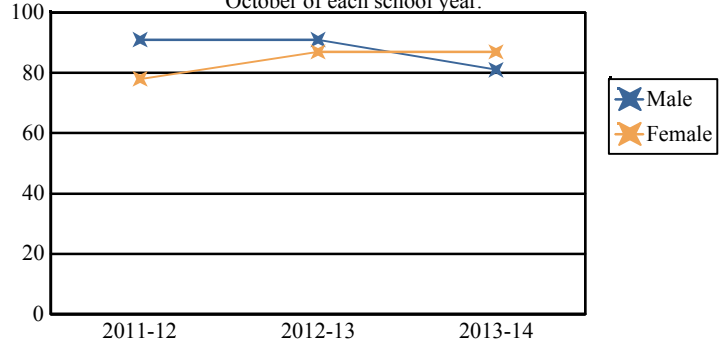
Total School Enrollment	
2011-12	169
2012-13	178
2013-14	168

### Enrollment Trends by Program Participation



### Enrollment by Gender

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



### Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	25	15%
Economically Disadvantaged Students	57	33.9%
Limited English Proficient Students	1	0.6%

	Male	Female
2011-12	91	78
2012-13	91	87
2013-14	81	87

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## ACADEMIC ACHIEVEMENT

**GRADE DOWNING ELEMENTARY SCHOOL**  
**3RD & CENTRAL AVES**  
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**GRADE SPAN KG-03**

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 Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	65%	71	40	50%
NJASK Math Proficiency and above	73%	17	26	50%
<b>SUMMARY - Academic Achievement</b>		44	33	50%

### 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.

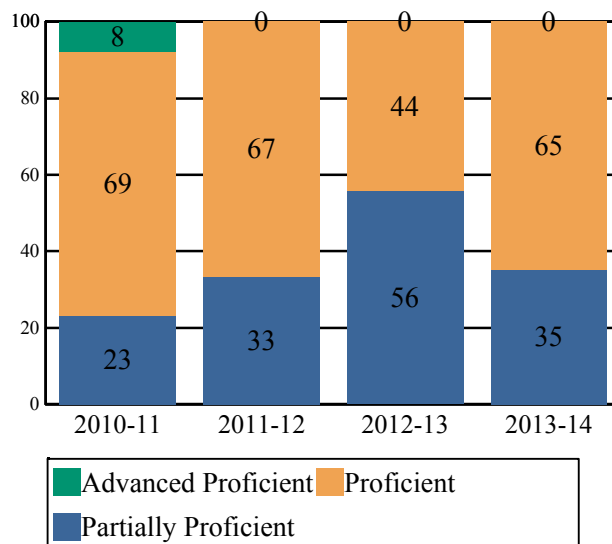
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	37	64.9	82.6	NO
White	31	67.7	68.7	YES*
Black	-	-	-	--
Hispanic	-	-	-	--
American Indian	-	-	-	--
Asian	-	-	-	--
Two or More Races	-	-	-	--
Students with Disability	-	-	-	--
Limited English Proficient Students	-	-	-	--
Economically 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.



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### 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.

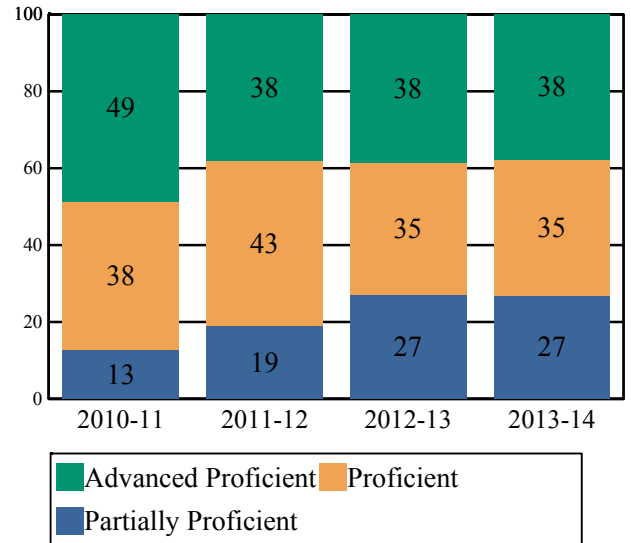
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	37	72.9	90	NO
White	31	74.2	84.5	YES*
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	-	-		--
Limited English Proficient Students	-	-		--
Economically Disadvantaged 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.



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

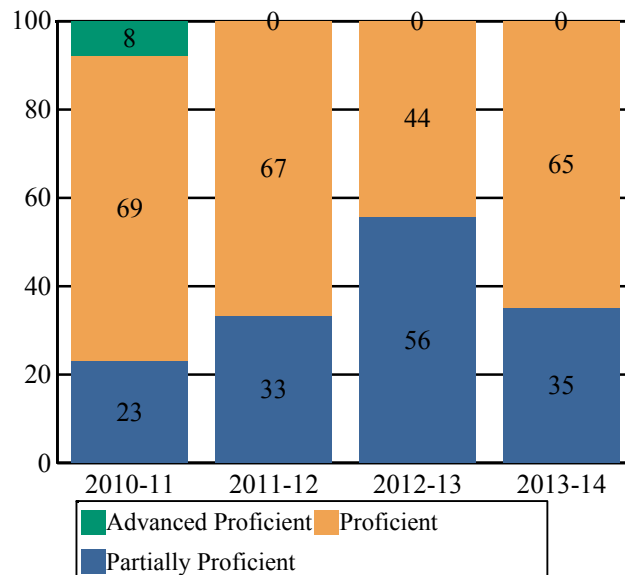
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	65%	35%
White	0%	68%	32%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	67%	33%

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.



### 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)

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<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <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

**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN KG-03**

**NJASK Results - MATH Grade Level - 03**

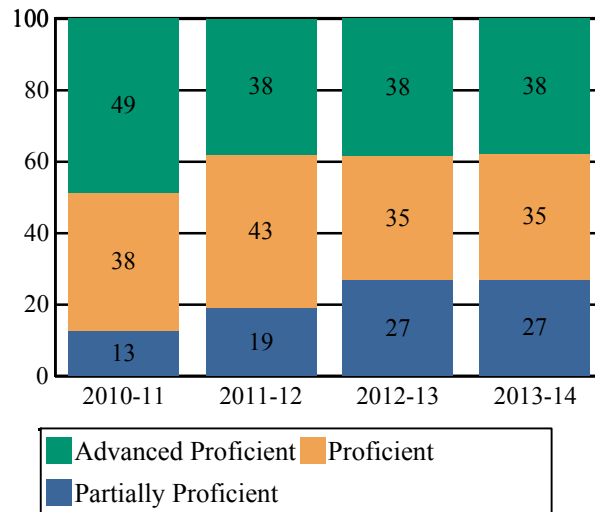
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	38%	35%	27%
White	39%	35%	26%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	25%	50%	25%

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.



**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 :

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**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

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## COLLEGE AND CAREER READINESS

GRADE DOWNING ELEMENTARY SCHOOL

CAMDEN

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GRADE SPAN KG-03

RUNNEMEDE, NJ 08078

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of 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.

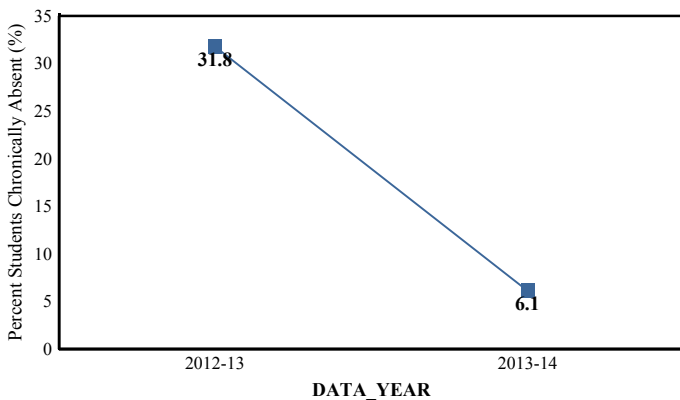
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	6%	65	49	6%	YES
Summary					100%

**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.

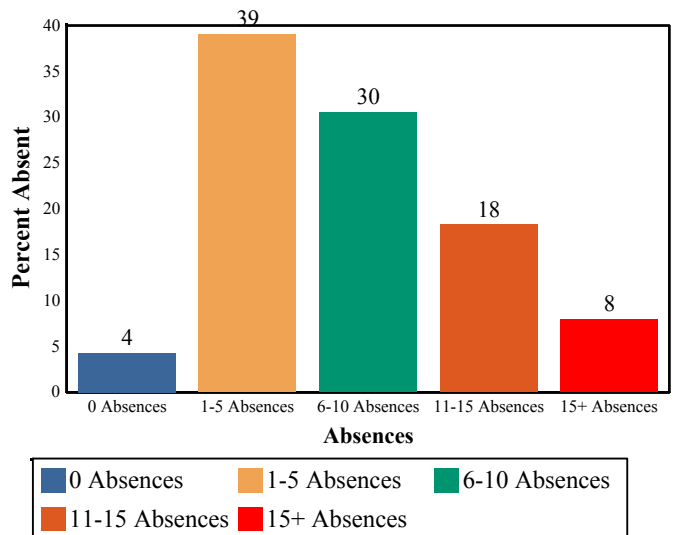
### Chronic Absenteeism Trend

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.



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**WITHIN SCHOOL ACHIEVEMENT GAP**

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the 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**

**Grade Level - 03**

**NJ ASK Language Arts 25th %ile vs 75th%ile**

**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.

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	235	300
75th	211	221
50th	204	207
25th	191	188
0th	155	100

Percentile	School Scale Score	State Scale Score
99th	296	300
75th	258	268
50th	227	229
25th	193	200
0th	100	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	20	33

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	65	68

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## SCHOOL CLIMATE

CAMDEN  
RUNNEMEDE BORO

GRADE DOWNING ELEMENTARY SCHOOL  
3RD & CENTRAL AVES  
RUNNEMEDE, NJ 08078

GRADE SPAN KG-03

### Length of School Day

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

	School
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
2013-14	0.0%

### 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. 5 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	0

**SCHOOL PEER GROUP****GRADE DOWNING ELEMENTARY SCHOOL****07-4590-030**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	ABSECON CITY	H ASHTON MARSH	01-0010-060 PK-04		42.8%	8.6%	12.1%
BERGEN	ELMWOOD PARK	GANTNER AVENUE SCHOOL	03-1345-070 KG-05		43.8%	0.8%	23.4%
BERGEN	ENGLEWOOD CITY	DR. JOHN GRIECO ELEMENTARY SCHOOL	03-1370-086 01-03		56.8%	16.6%	12.5%
BERGEN	RIDGEFIELD PARK TWP	ROOSEVELT ELEMENTARY SCHOOL	03-4380-080 KG-06		32.9%	5.3%	7.2%
BERGEN	TEANECK TWP	JAMES RUSSELL LOWELL ELEMENTARY SCHOOL	03-5150-130 KG-04		41.1%	2.2%	18.2%
BURLINGTON	DELANCO TWP	M. JOAN PEARSON ELEMENTARY SCHOOL	05-1030-030 KG-05		39.2%	1.5%	17.6%
BURLINGTON	MAPLE SHADE TWP	RALPH J. STEINHAUER ELEMENTARY SCHOOL	05-3010-100 05-06		42.3%	1.7%	20.5%
CAMDEN	CHERRY HILL TWP	CLARA BARTON ELEMENTARY SCHOOL	07-0800-069 KG-05		32.8%	5.0%	7.7%
CAMDEN	GLOUCESTER TWP	GLENDORA ELEMENTARY SCHOOL	07-1780-060 KG-05		34.6%	0.0%	16.0%
CAMDEN	MOUNT EPHRAIM BORO	MARY BRAY ELEMENTARY SCHOOL	07-3420-030 PK-04		37.7%	0.8%	17.3%
<b>CAMDEN</b>	<b>RUNNEMEDE BORO</b>	<b>GRADE DOWNING ELEMENTARY SCHOOL</b>	<b>07-4590-030 KG-03</b>		<b>33.9%</b>	<b>0.6%</b>	<b>13.1%</b>
GLOUCESTER	DEPTFORD TWP	GOOD INTENT ELEMENTARY SCHOOL	15-1100-090 02-06		44.9%	4.9%	16.7%
GLOUCESTER	FRANKLIN TWP	MAIN ROAD SCHOOL	15-1590-095 03-04		38.4%	0.9%	15.8%
GLOUCESTER	MONROE TWP	HOLLY GLEN ELEMENTARY SCHOOL	15-3280-075 PK-04		43.3%	6.1%	16.0%
HUDSON	KEARNY TOWN	ROOSEVELT	17-2410-100 PK-06		33.9%	0.0%	14.7%
MERCER	EWING TWP	WL ANTHEIL ELEMENTARY SCHOOL	21-1430-140 PK-05		39.5%	3.4%	13.8%
MIDDLESEX	CARTERET BORO	PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL	23-0750-057 PK-05		53.1%	18.5%	7.6%
MIDDLESEX	DUNELLEN BORO	JOHN P. FABER ELEMENTARY SCHOOL	23-1140-050 PK-05		42.2%	8.0%	10.5%
MIDDLESEX	SAYREVILLE BORO	WOODROW WILSON ELEMENTARY SCHOOL	23-4660-120 KG-03		40.3%	1.9%	16.1%
MIDDLESEX	WOODBIDGE TWP	PORT READING SCHOOL	23-5850-275 KG-05		32.9%	0.0%	12.1%
MIDDLESEX	WOODBIDGE TWP	WOODBINE AVENUE ELEMENTARY SCHOOL	23-5850-320 KG-05		37.0%	11.1%	1.5%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	CLIFFWOOD ELEMENTARY SCHOOL	25-3040-060 KG-03		42.7%	6.3%	14.2%
OCEAN	BARNEGAT TWP	ROBERT L. HORBELT ELEMENTARY SCHOOL	29-0185-070 KG-05		37.7%	2.1%	15.8%
OCEAN	BERKELEY TWP	H & M POTTER SCHOOL	29-0320-040 KG-04		40.3%	0.8%	19.0%
OCEAN	BRICK TWP	EMMA HAVENS YOUNG ELEMENTARY SCHOOL	29-0530-035 KG-06		41.3%	5.4%	13.5%
OCEAN	TOMS RIVER REGIONAL	EAST DOVER ELEMENTARY SCHOOL	29-5190-070 KG-05		35.7%	0.0%	14.9%
PASSAIC	CLIFTON CITY	SCHOOL #5	31-0900-120 KG-05		40.3%	0.3%	18.7%
SOMERSET	FRANKLIN TWP	HILLCREST SCHOOL	35-1610-100 PK-04		49.1%	15.2%	7.9%
SOMERSET	FRANKLIN TWP	MACAFEE ROAD SCHOOL	35-1610-115 PK-04		38.3%	0.2%	17.8%
SOMERSET	MANVILLE BORO	ROOSEVELT SCHOOL	35-3000-080 04-05		46.1%	2.3%	23.3%
UNION	RAHWAY CITY	ROOSEVELT ELEMENTARY SCHOOL	39-4290-120 PK-06		54.6%	10.6%	20.3%

# State of New Jersey

2013-14

07-4590-040

## OVERVIEW

CAMDEN

RUNNEMEDE BORO

GRADE SPAN PK-08

MARY E. VOLZ ELEMENTARY SCHOOL

509 WEST THIRD AVENUE

RUNNEMEDE, NJ 08078

This school's academic performance **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 **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 student growth performance **lags in comparison** to schools across the state. Additionally, its student growth performance **is about average when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	18	30	0%
College and Career Readiness	59	46	50%
Student Growth	40	32	50%

### Improvement Status

N/A

### Rationale

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 **30%** of schools statewide as noted by its statewide percentile and **18%** 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 **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 **46%** of schools statewide as noted by its statewide percentile and **59%** 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 **50%** 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 **32%** of schools statewide as noted by its statewide percentile and **40%** 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 **50%** 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.

### DEMOGRAPHIC INFORMATION

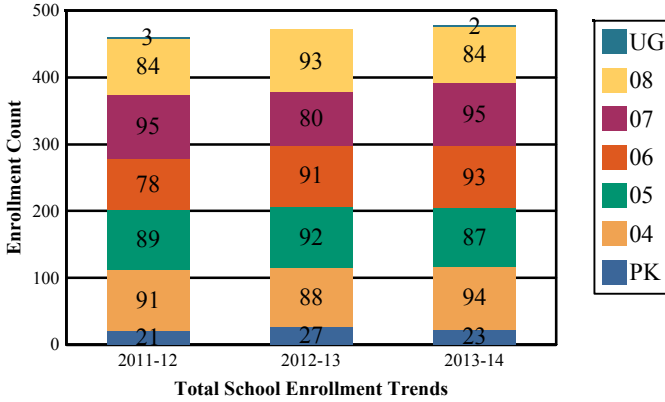
CAMDEN

RUNNEMEDE BORO

GRADE SPAN PK-08

#### Enrollment by Grade

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



#### Language Diversity

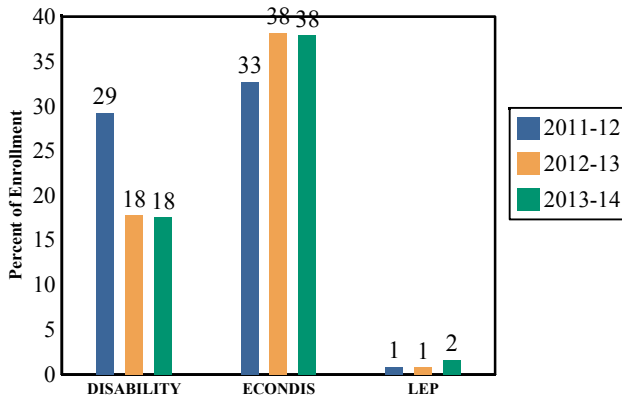
This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	93.0%
Spanish	3.9%
Sino-Tibetan languages	0.8%
Punjabi	0.6%
Arabic	0.4%
Vietnamese	0.4%
Other	0.8%

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.

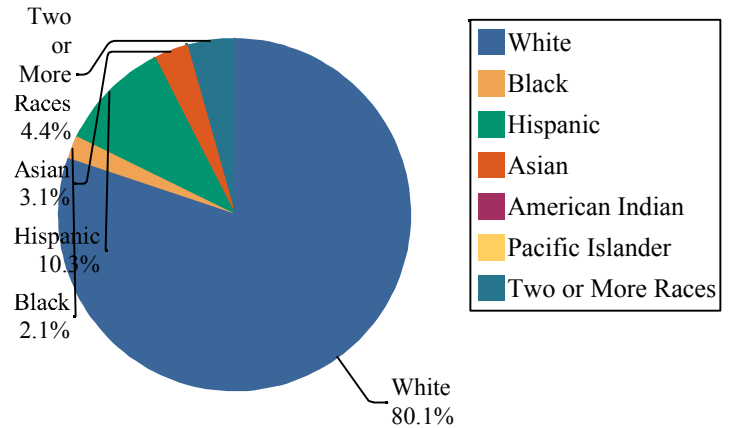
Total School Enrollment	
2011-12	461
2012-13	471
2013-14	478

#### Enrollment Trends by Program Participation



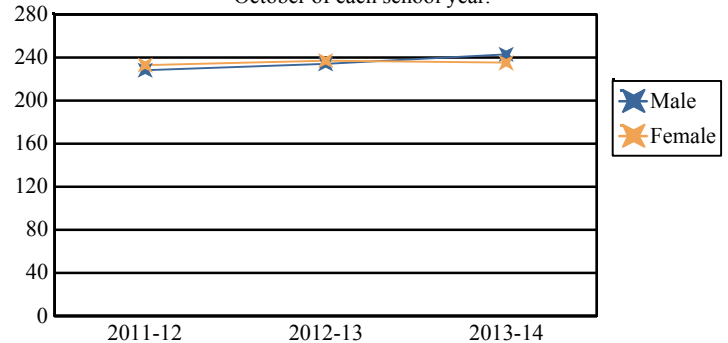
#### Enrollment by Ethnic/Racial Subgroup

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



#### Enrollment by Gender

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



#### Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	84	18%
Economically Disadvantaged Students	181	37.9%
Limited English Proficient Students	8	1.7%

	Male	Female
2011-12	228	233
2012-13	234	237
2013-14	243	235

**ACADEMIC ACHIEVEMENT**

CAMDEN

RUNNEMEDE BORO

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 Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	60%	23	33	0%
NJASK Math Proficiency and above	63%	13	27	0%
<b>SUMMARY - Academic Achievement</b>		<b>18</b>	<b>30</b>	<b>0%</b>

**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.

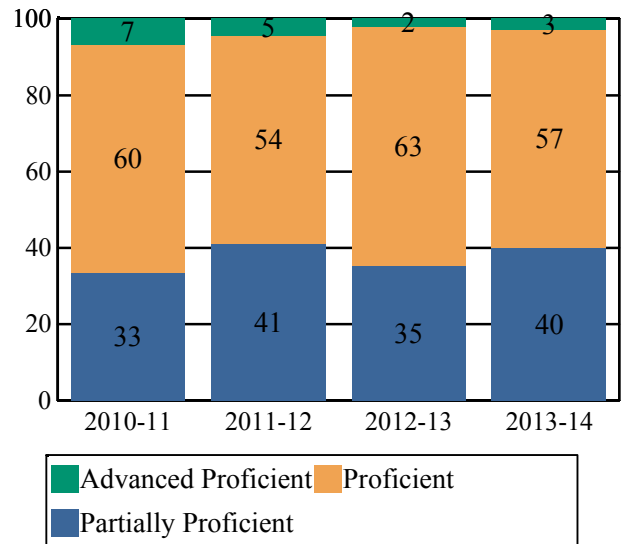
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	408	60	74.9	NO
White	324	62.7	76.8	NO
Black	-	-	-	--
Hispanic	44	43.1	68	NO
American Indian	-	-	-	--
Asian	-	-	-	--
Two or More Races	-	-	-	--
Students with Disability	66	36.4	52.3	NO
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	140	48.5	67.2	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 - 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**

CAMDEN

RUNNEMEDE BORO

GRADE SPAN PK-08

**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.

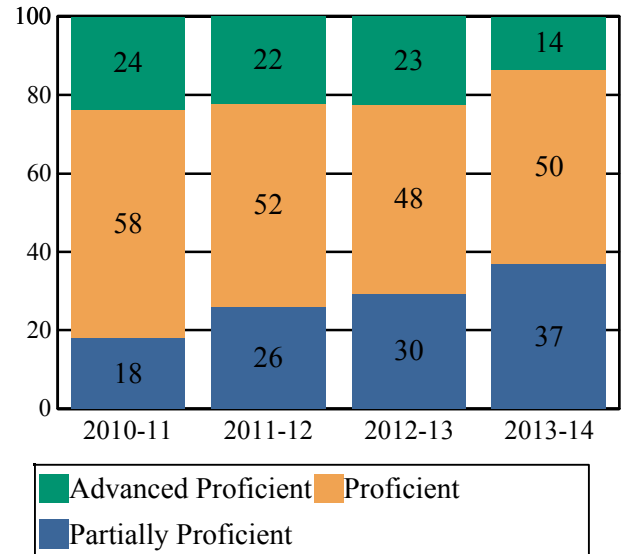
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	407	63.1	86.4	NO
White	323	66.9	87.5	NO
Black	-	-		--
Hispanic	44	47.7	80.8	NO
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	66	40.9	69	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	140	55.7	81.1	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.



**ACADEMIC ACHIEVEMENT**

MARY E. VOLZ ELEMENTARY SCHOOL

CAMDEN

509 WEST THIRD AVENUE

RUNNEMEDE BORO

GRADE SPAN PK-08

RUNNEMEDE, NJ 08078

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

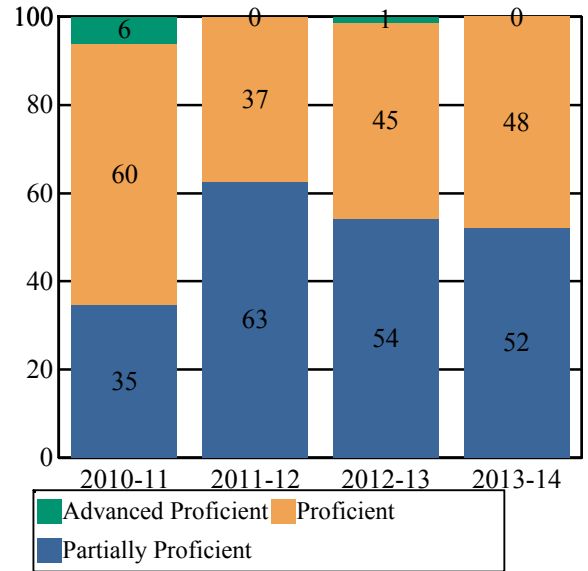
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	48%	52%
White	0%	52%	48%
Black	-	-	-
Hispanic	0%	25%	75%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	31%	69%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	35%	65%

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

**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**

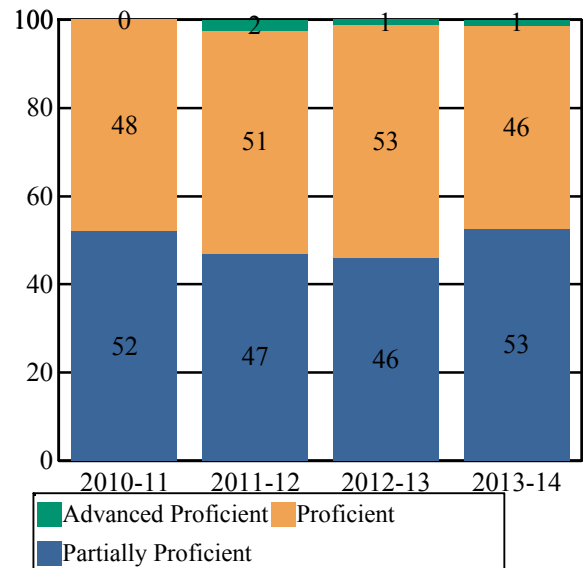
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	1%	46%	53%
White	2%	48%	51%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	40%	60%

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.



**ACADEMIC ACHIEVEMENT**

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RUNNEMEDE BORO

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

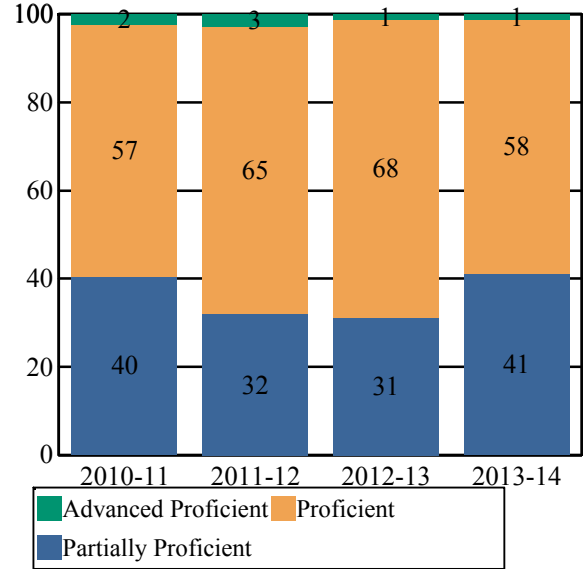
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	1%	58%	41%
White	2%	58%	41%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	57%	43%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	52%	48%

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.



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

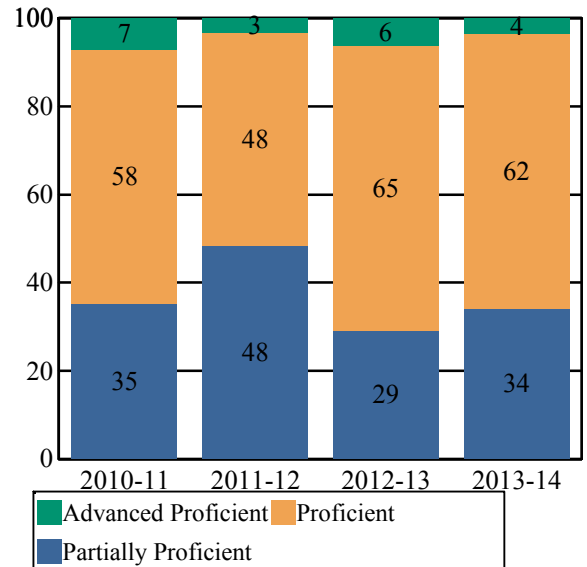
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	4%	62%	34%
White	5%	67%	29%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	29%	71%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	41%	59%

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.



# State of New Jersey

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## ACADEMIC ACHIEVEMENT

MARY E. VOLZ ELEMENTARY SCHOOL

CAMDEN

509 WEST THIRD AVENUE

RUNNEMEDE BORO

GRADE SPAN PK-08

RUNNEMEDE, NJ 08078

### NJASK Results - Language Arts Literacy Grade Level - 08

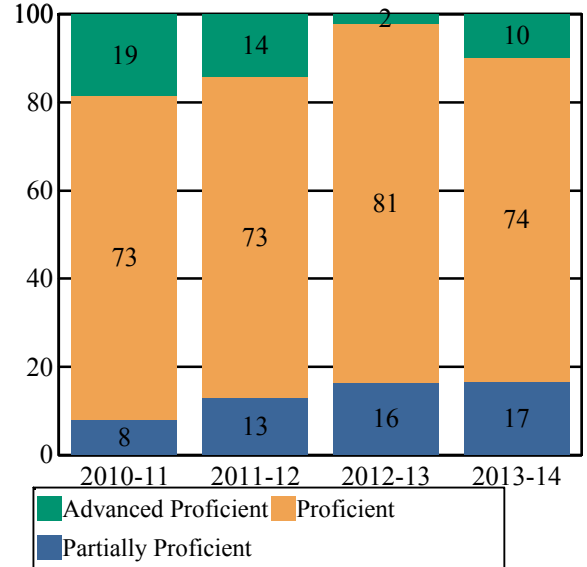
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	10%	74%	17%
White	8%	75%	16%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	46%	54%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	13%	74%	13%

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/>

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

**ACADEMIC ACHIEVEMENT**

CAMDEN

RUNNEMEDE BORO

GRADE SPAN PK-08

**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 Proficient	Proficient	Partially Proficient
Schoolwide	21%	41%	38%
White	27%	42%	31%
Black	-	-	-
Hispanic	0%	33%	67%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	6%	50%	44%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	15%	35%	50%

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

**NJASK Results - MATH Grade Level - 05**

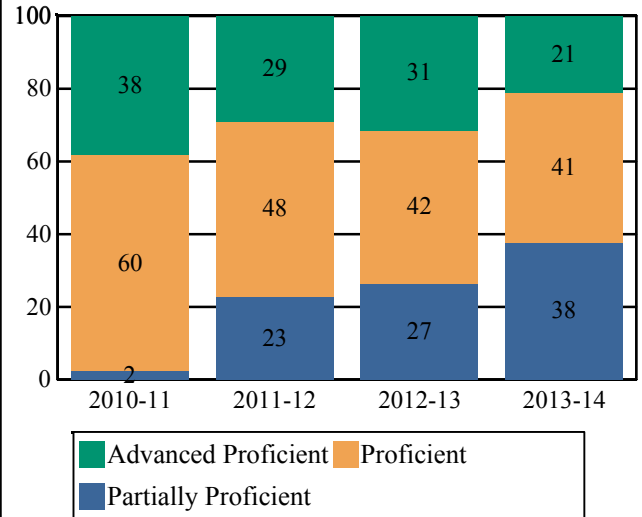
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	17%	55%	28%
White	19%	54%	27%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	17%	53%	30%

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

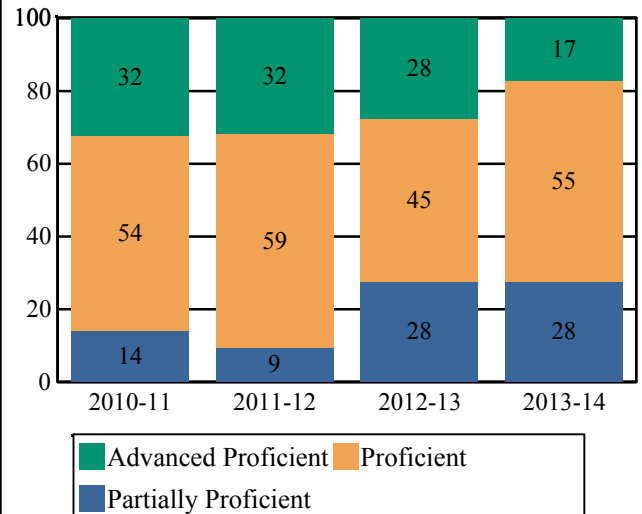
**NJASK Proficiency Trends - Math - Grade Level - 04**

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



**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.



**ACADEMIC ACHIEVEMENT**  
CAMDEN  
RUNNEMEDE BORO

GRADE SPAN PK-08

**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 Proficient	Proficient	Partially Proficient
Schoolwide	5%	58%	38%
White	6%	58%	36%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	43%	57%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	10%	52%	38%

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

**NJASK Results - MATH Grade Level - 07**

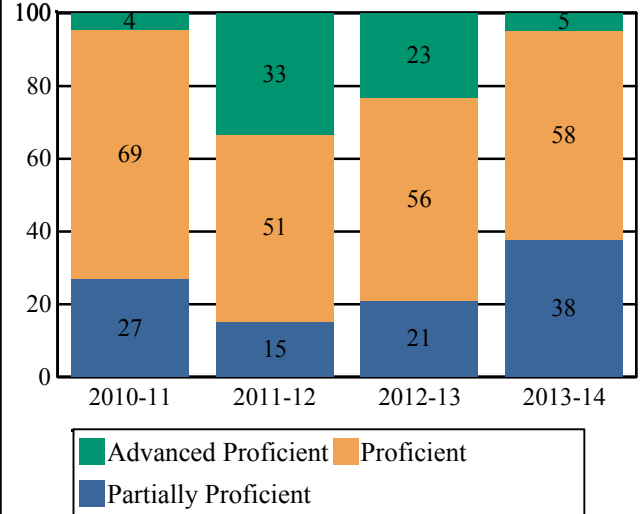
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	12%	45%	43%
White	13%	50%	37%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	7%	21%	71%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	6%	34%	59%

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

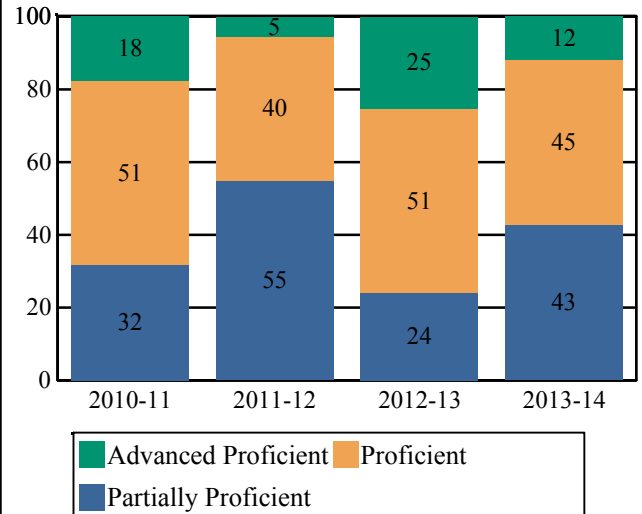
**NJASK Proficiency Trends - Math - Grade Level - 06**

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.



**ACADEMIC ACHIEVEMENT**

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RUNNEMEDE BORO

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**NJASK Results - MATH Grade Level - 08**

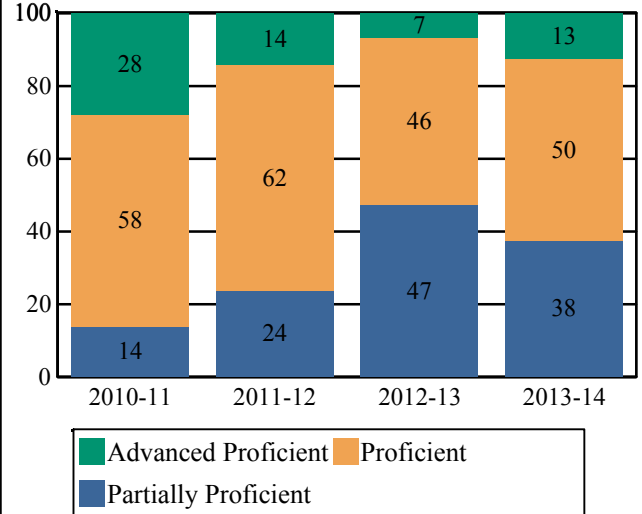
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	13%	50%	38%
White	11%	54%	34%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	8%	15%	77%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	13%	48%	39%

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.



**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/>

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/>

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 ACHIEVEMENT

CAMDEN

RUNNEMEDE BORO

GRADE SPAN PK-08

#### NJASK Results - Science Grade Level - 04

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

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	33%	47%	20%
White	38%	48%	14%
Black	-	-	-
Hispanic	17%	25%	58%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	13%	75%	13%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	21%	44%	35%

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

#### NJASK Results - Science Grade Level - 08

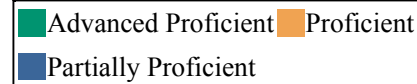
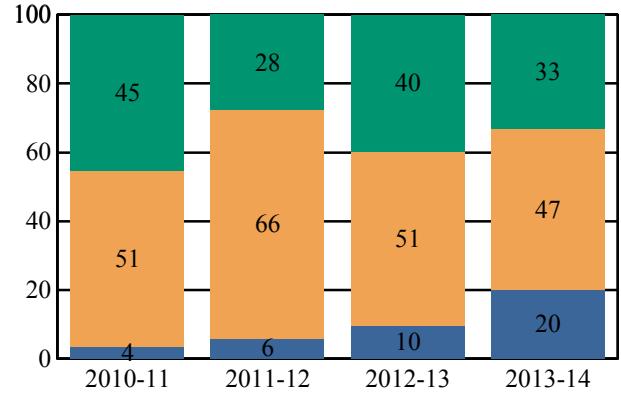
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	18%	72%	10%
White	16%	74%	10%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	8%	62%	31%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	30%	65%	4%

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

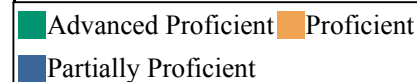
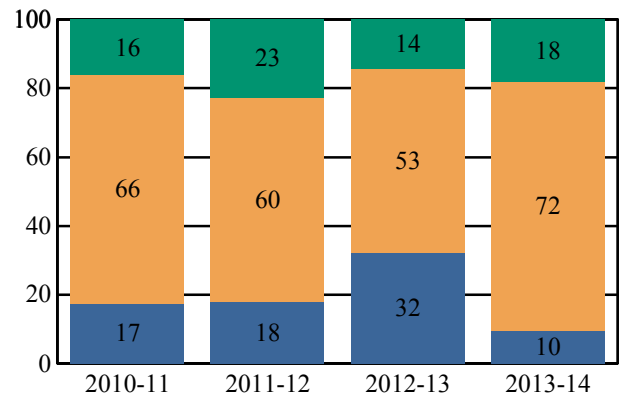
#### NJASK Proficiency Trends - Science - Grade Level - 04

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**  
**RUNNEMEDE BORO**

**MARY E. VOLZ ELEMENTARY SCHOOL**  
**509 WEST THIRD AVENUE**  
**RUNNEMEDE, NJ 08078**

**GRADE SPAN PK-08**

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of 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 Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	29%	59	49	20%	YES
Chronic Absenteeism (%)	8%	58	43	6%	NO
Summary		59	46		50%

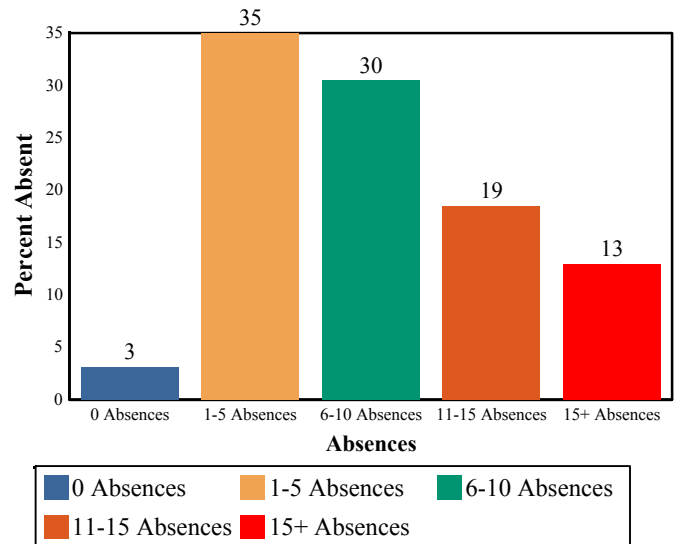
### Algebra I

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	29%
Algebra grade (C or better)	100%

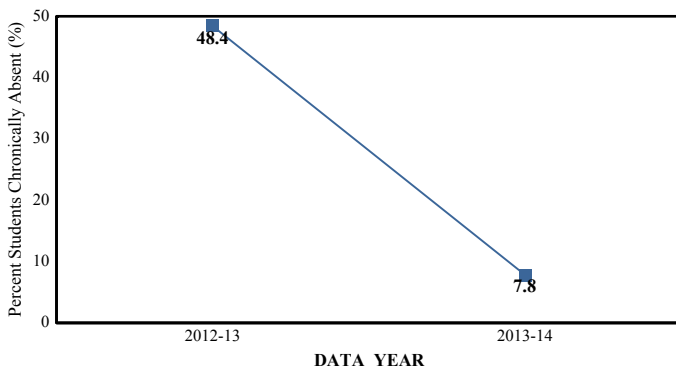
### Absenteeism

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.



### Chronic Absenteeism Trend

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



**STUDENT GROWTH**  
CAMDEN  
RUNNEMEDE BORO 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 Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	51	75	61	35	YES
Student Growth on Math	25	4	2	35	NO
		40	32		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 Proficient	21%	13%	6%
Proficient	10%	21%	26%
Advanced Proficient	0%	1%	2%

**Math**

	GROWTH		
	Low	Typical	High
Partially Proficient	26%	9%	2%
Proficient	30%	12%	7%
Advanced Proficient	5%	4%	4%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

MARY E. VOLZ ELEMENTARY SCHOOL  
509 WEST THIRD AVENUE  
RUNNEMEDE, NJ 08078

CAMDEN

RUNNEMEDE BORO

GRADE SPAN PK-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the 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**

**Grade Level - 04**

**NJ ASK Language Arts 25th %ile vs 75th%ile**

**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.

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	227	300
75th	208	219
50th	195	202
25th	180	186
0th	139	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	240	264
50th	206	228
25th	184	195
0th	129	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	33

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	56	69

**Grade Level - 05**

**Grade Level - 05**

**NJ ASK Language Arts 25th %ile vs 75th%ile**

**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.

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	246	300
75th	209	224
50th	195	206
25th	184	186
0th	123	100

Percentile	School Scale Score	State Scale Score
99th	297	300
75th	239	262
50th	216	235
25th	193	206
0th	146	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	25	38

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	56

**WITHIN SCHOOL ACHIEVEMENT GAP**

CAMDEN

RUNNEMEDE BORO

GRADE SPAN PK-08

MARY E. VOLZ ELEMENTARY SCHOOL

509 WEST THIRD AVENUE

RUNNEMEDE, NJ 08078

**Grade Level - 06**

**Grade Level - 06**

**NJ ASK Language Arts 25th %ile vs 75th%ile**

**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.

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	253	300
75th	218	230
50th	206	211
25th	192	192
0th	145	100

Percentile	School Scale Score	State Scale Score
99th	265	300
75th	224	259
50th	203	228
25th	184	201
0th	144	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	38

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	58

**Grade Level - 07**

**Grade Level - 07**

**NJ ASK Language Arts 25th %ile vs 75th%ile**

**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.

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	267	300
75th	224	234
50th	203	211
25th	184	188
0th	149	100

Percentile	School Scale Score	State Scale Score
99th	275	300
75th	227	250
50th	201	214
25th	178	184
0th	136	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	46

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	66



# State of New Jersey

2013-14

07-4590-040

## WITHIN SCHOOL ACHIEVEMENT GAP

MARY E. VOLZ ELEMENTARY SCHOOL  
509 WEST THIRD AVENUE  
RUNNEMEDE, NJ 08078

CAMDEN

GRADE SPAN PK-08

RUNNEMEDE BORO

### Grade Level - 08

### Grade Level - 08

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

#### 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.

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	264	300
75th	233	238
50th	222	221
25th	209	204
0th	176	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	238	259
50th	208	227
25th	181	192
0th	129	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	24	34

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	57	67



# State of New Jersey

2013-14

07-4590-040

MARY E. VOLZ ELEMENTARY SCHOOL  
509 WEST THIRD AVENUE  
RUNNEMEDE, NJ 08078

## SCHOOL CLIMATE

CAMDEN

RUNNEMEDE BORO

GRADE SPAN PK-08

### Length of School Day

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

	School
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
2013-14	6.5%

### 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. 50 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	80

**SCHOOL PEER GROUP****MARY E. VOLZ ELEMENTARY SCHOOL****07-4590-040**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	EGG HARBOR TWP	ALDER AVENUE MIDDLE SCHOOL	01-1310-038	06-08	47.2%	1.7%	11.3%
ATLANTIC	EGG HARBOR TWP	FERNWOOD AVENUE MIDDLE SCHOOL	01-1310-039	06-08	46.5%	2.1%	9.3%
BERGEN	BERGENFIELD BORO	ROY W. BROWN MIDDLE SCHOOL	03-0300-075	06-08	44.6%	2.4%	15.2%
BERGEN	ELMWOOD PARK	MEMORIAL MIDDLE SCHOOL	03-1345-060	06-08	47.4%	4.0%	17.8%
BURLINGTON	FLORENCE TWP	FLORENCE RIVERFRONT SCHOOL	05-1520-055	04-08	31.9%	0.4%	13.4%
CAMDEN	CHERRY HILL TWP	JOHN A. CARUSI MIDDLE SCHOOL	07-0800-067	06-08	32.6%	1.0%	20.5%
CAMDEN	GLOUCESTER TWP	ANN A. MULLEN MIDDLE SCHOOL	07-1780-100	06-08	34.8%	0.0%	12.0%
CAMDEN	GLOUCESTER TWP	GLEN LANDING MIDDLE SCHOOL	07-1780-055	06-08	30.7%	0.0%	16.4%
CAMDEN	MAGNOLIA BORO	MAGNOLIA	07-2890-050	PK-08	39.7%	1.0%	14.9%
CAMDEN	RUNNEMEDE BORO	MARY E. VOLZ ELEMENTARY SCHOOL	07-4590-040	PK-08	37.9%	1.7%	17.1%
CAPE MAY	OCEAN CITY	OCEAN CITY INTERMEDIATE SCHOOL	09-3780-060	04-08	31.3%	0.0%	14.8%
CHARTERS	LEARNING COMMUNITY CS	LEARNING COMMUNITY CHARTER SCHOOL	80-7115-960	PK-08	35.3%	0.0%	8.7%
CUMBERLANI	DEERFIELD TWP	DEERFIELD TOWNSHIP SCHOOL DISTRICT	11-1020-040	PK-08	54.1%	3.5%	11.8%
CUMBERLANI	STOW CREEK TWP	STOW CREEK TOWNSHIP	11-5070-050	KG-08	37.3%	0.0%	7.6%
CUMBERLANI	UPPER DEERFIELD TWP	WOODRUFF MIDDLE SCHOOL	11-5300-070	06-08	54.5%	4.5%	18.3%
ESSEX	BLOOMFIELD TWP	BLOOMFIELD MIDDLE SCHOOL	13-0410-030	07-08	42.0%	3.4%	19.1%
ESSEX	WEST ORANGE TOWN	ROOSEVELT MIDDLE SCHOOL	13-5680-090	07-08	39.4%	2.3%	19.0%
GLOUCESTER	MONROE TWP	WILLIAMSTOWN MIDDLE SCHOOL	15-3280-110	05-08	32.2%	0.1%	17.0%
HUDSON	BAYONNE CITY	NICHOLAS ORESKO #14	17-0220-140	PK-08	48.3%	0.7%	0.2%
HUDSON	JERSEY CITY	JAMES F. MURRAY SCHOOL	17-2390-350	PK-08	67.7%	5.6%	8.6%
HUDSON	KEARNY TOWN	FRANKLIN ELEMENTARY SCHOOL	17-2410-070	PK-08	61.2%	5.0%	10.9%
HUDSON	NORTH BERGEN TWP	LINCOLN ELEMENTARY SCHOOL	17-3610-090	PK-08	62.8%	5.6%	12.5%
MIDDLESEX	NORTH BRUNSWICK TWP	LINWOOD MIDDLE SCHOOL	23-3620-065	06-08	41.2%	2.1%	12.6%
MONMOUTH	NEPTUNE CITY	WOODROW WILSON	25-3500-060	PK-08	47.2%	3.3%	18.0%
MONMOUTH	UNION BEACH	MEMORIAL SCHOOL	25-5230-050	PK-08	32.4%	0.2%	12.9%
OCEAN	BARNEGAT TWP	RUSSELL O. BRACKMAN MIDDLE SCHOOL	29-0185-050	06-08	33.6%	0.8%	16.3%
OCEAN	BRICK TWP	LAKE RIVIERA MIDDLE SCHOOL	29-0530-043	06-08	40.8%	2.5%	20.7%
OCEAN	MANCHESTER TWP	MANCHESTER TOWNSHIP MIDDLE SCHOOL	29-2940-045	06-08	30.9%	0.3%	17.1%
SALEM	ELSINBORO TWP	ELSINBORO TOWNSHIP SCHOOL	33-1350-050	KG-08	33.6%	0.0%	15.3%
SALEM	WOODSTOWN-PILES GROVE REG	WOODSTOWN MIDDLE SCHOOL	33-5910-070	06-08	32.7%	0.7%	18.2%
UNION	UNION TWP	BURNET MIDDLE SCHOOL	39-5290-060	06-08	39.5%	1.5%	13.6%