



State of New Jersey  
2014-15

OVERVIEW

PASSAIC  
PASSAIC CITY

GRADE SPAN 09-12

31-3970-050  
PASSAIC HIGH SCHOOL # 12  
170 PAULISON AVE.  
PASSAIC, NJ 07055

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

In particular, the School Performance Reports seek to:

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

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

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

### DEMOGRAPHIC INFORMATION

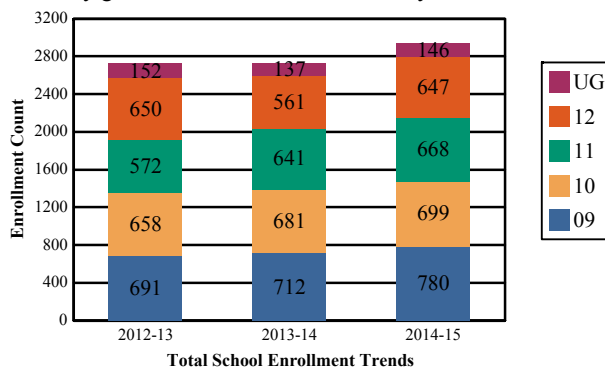
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### Enrollment by Grade

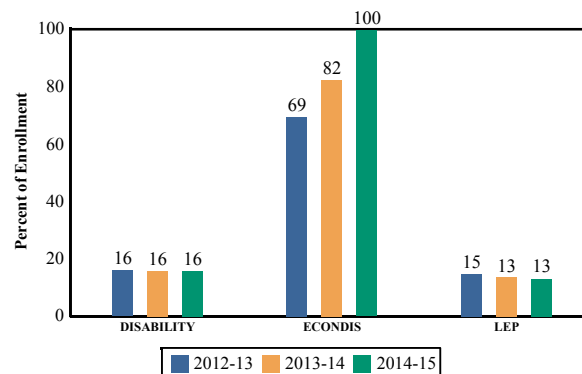
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

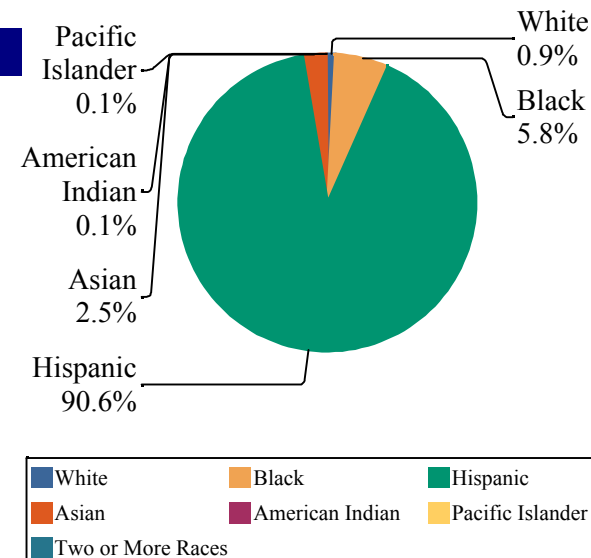
### Enrollment Trends by Program Participation

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



### Enrollment by Ethnic/Racial Subgroup

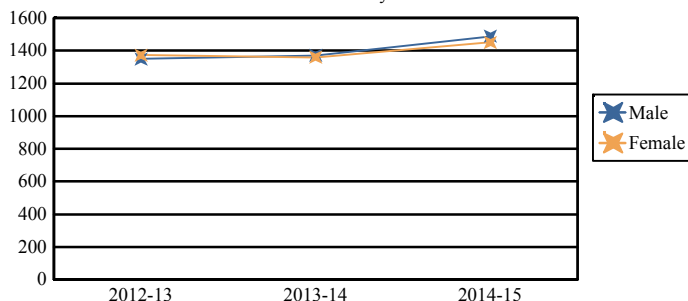
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	2,723
2013-14	2,732
2014-15	2,940

### Enrollment by Gender

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



	Male	Female
2012-13	1,350	1,373
2013-14	1,372	1,360
2014-15	1,489	1,451

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	464	16%
Economically Disadvantaged Students	2,929	99.6%
English Language Learners	386	13.1%

### Language Diversity

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

2014-15	Percent
Spanish	81.6%
English	16.1%
Gujarati	1.9%
Arabic	0.1%
Chinese	0.1%
Croatian	0.1%
Other	0.2%

**ACADEMIC ACHIEVEMENT**

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

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	12%	42	9
Math Met or Exceeded Expectation	7%		

**ESEA Waiver - English Language Arts/Literacy**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	1441	12.3%	95%	94.5%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	1087	14.7%	95%	95.9%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	1169	14.9%	95%	94.8%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

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

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	-	-	--	--	--
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES\* = Met Participation Rate (Participation Averaging applied)

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

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Proficiency Outcomes - Biology

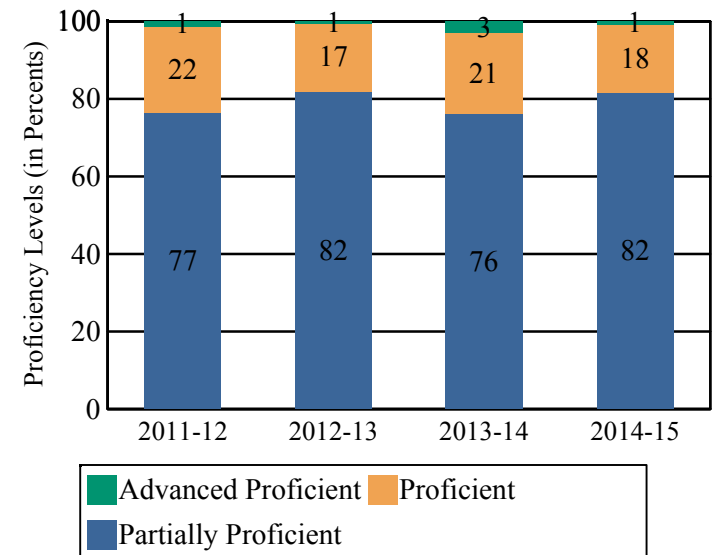
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	1%	18%	82%
White	-	-	-
African American	-	-	-
Hispanic	1%	18%	82%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	1%	18%	81%

Data is presented for subgroups when the count is high enough under ESEA Waiver 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 four years.





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PARCC Performance Level

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

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

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

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PARCC ELA Performance Distribution - Grade - 09

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	761	713	739	37%	26%	23%	13%	1%	14%	41%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	723	-	-	-	-	-	-	23%
Hispanic	563	720	725	26%	29%	28%	16%	1%	17%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	15	745	765	7%	13%	40%	40%	0%	40%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	-	-	706	-	-	-	-	-	-	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	602	720	724	26%	29%	27%	16%	1%	17%	24%

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PARCC ELA Performance Distribution - Grade - 10

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	679	702	735	51%	23%	16%	10%	1%	11%	38%
White	-	-	741	-	-	-	-	-	-	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	523	707	720	43%	26%	19%	11%	1%	12%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	-	-	763	-	-	-	-	-	-	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	566	707	718	44%	26%	18%	11%	1%	12%	23%



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PARCC ELA Performance Distribution - Grade - 11

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	638	717	741	32%	30%	20%	18%	0%	18%	42%
White	-	-	745	-	-	-	-	-	-	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	474	721	731	26%	30%	23%	21%	0%	21%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	19	742	765	11%	21%	21%	42%	5%	47%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	13	720	712	38%	15%	15%	23%	8%	31%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	521	721	730	27%	29%	22%	21%	0%	21%	30%

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP  $\geq 3$  or score IB  $\geq 4$  may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	23	13.0%	1.78	3.36

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

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PARCC ALGEBRA I - Performance Distribution

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

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

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PARCC GEOMETRY - Performance Distribution

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

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

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PARCC ALGEBRA II - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	721	-	-	-	-	-	-	24%
White	-	-	725	-	-	-	-	-	-	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

**COLLEGE AND CAREER READINESS**

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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 11th and 12th 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 below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. 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 Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	<b>60%</b>	<b>19</b>	<b>13</b>	<b>80%</b>	<b>NO</b>
Percent of Students Participating in PSAT or PLAN	<b>9%</b>	<b>4</b>	<b>3</b>	<b>60%</b>	<b>NO</b>
Percent of Students Scoring Above 1550 on SAT	<b>4%</b>	<b>55</b>	<b>11</b>	<b>40%</b>	<b>NO</b>
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	<b>10%</b>	<b>50</b>	<b>17</b>	<b>35%</b>	<b>NO</b>
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$ in English, Math, Social Studies or Science	<b>26%</b>	<b>90</b>	<b>24</b>	<b>75%</b>	<b>NO</b>
<b>Summary</b>		<b>44</b>	<b>14</b>		<b>0%</b>

**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.

2014-15 Percent of Students	School	Peer Avg.	State Avg
Participating in SAT	59.4%	76.6%	79.1%
Participating in ACT	1.2%		25.2%
Participating in PSAT or PLAN	9.2%	68.7%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

**AP/IB Participation - 'Unique' Students**

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.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	18.9%	17.6%	36.3%
One or More Test	17.9%	17.8%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	10.1%	16.0%	25.3%

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.

**COLLEGE AND CAREER READINESS**

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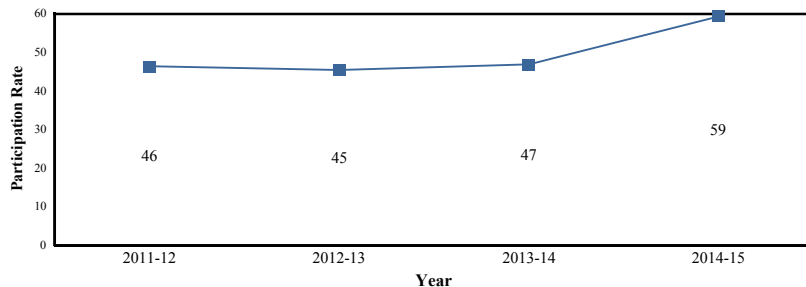
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

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



**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 achieving 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.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	4.4%	6.5%	43.8%

**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.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,140	1,162	1,508
Critical Reading	370	381	496
Mathematics	401	399	518
Writing	369	382	494

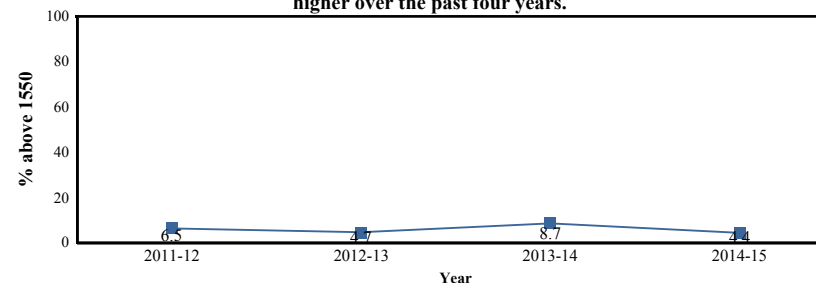
**AP /IB Test Results**

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

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$	46.2%	13.8%	72.4%
Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science	25.6%	9.8%	69.7%

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

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	430	460	420
50th Percentile	360	410	360
25th Percentile	320	340	320

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**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 Enrolled	Students Tested
AP Spanish Language	92	82
AP U.S. History	69	22
AP Statistics	51	45
AP Chemistry	29	29
AP Calculus AB	24	24
AP English Literature and Composition	23	17
AP Physics B	20	
AP Biology	12	12
AP Studio Art/Drawing Portfolio	8	2
AP Environmental Science	8	7
AP Comparative Government and Politics		40
AP Macroeconomics		24
AP English Language and Composition		23
AP Physics 1		20
AP Psychology		20
AP Studio Art/Two-Dimensional		2

### Visual and Performing Arts

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

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	5.2%	3.8%
Music	14.9%	17.8%
Visual Arts	16.5%	31.7%
<b>Total: All Visual and Performing Arts</b>	34.6%	49.9%

N/R - Data Not Reported

### Participation in Career Readiness

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	36.1%	18.3%
Structured Learning Experience	7.9%	7.0%

N/R - Data Not Reported



**GRADUATION AND POSTSECONDARY**

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This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA 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 below chart consist of five columns with measures. 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. 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 ESEA 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	78%	39	10	78%	YES
Dropout Rate	1.6%	39	19	2%	YES
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		<b>39</b>	<b>15</b>		<b>100%</b>

**Graduation Rate by Subgroup**

This table presents for all NCLB-identified subgroups the "4-year 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
<b>Schoolwide</b>	78%	78%
White	-	
African American	77%	
Hispanic	78%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	78%	
English Language Learners	75%	
Economically Disadvantaged Students	78%	

**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
<b>Schoolwide</b>	1.6%	2%
White	-	
African American	1.8%	
Hispanic	1.6%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	.6%	
English Language Learners	3.4%	
Economically Disadvantaged Students	1.6%	

**GRADUATION AND POSTSECONDARY**

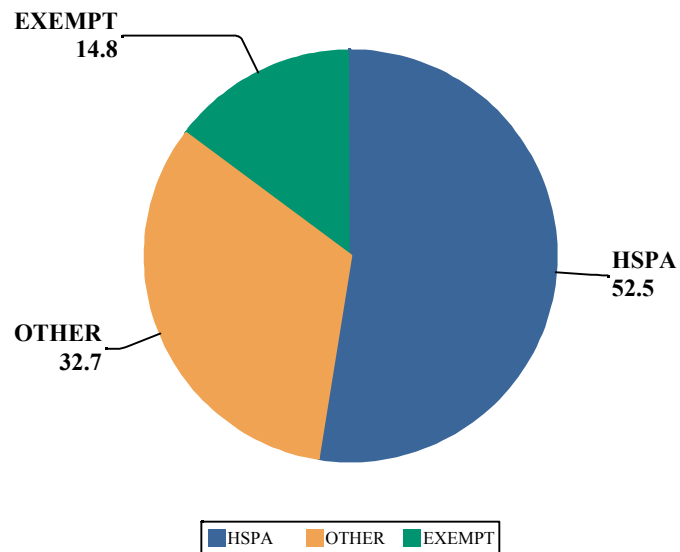
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**Graduation Pathway Rates**

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	61%	71%
2013	71%	79%
2014	76%	79%
2015	78%	

**GRADUATION AND POSTSECONDARY**

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**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.

	<b>Percent Enrolled</b>	<b>Percent in 2 Year</b>	<b>Percent in 4 Year</b>
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	60%	62.5%	37.5%
White	-	-	-
African American	54.1%	50%	50%
Hispanic	59.8%	64.6%	35.4%
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	32.4%	75%	25%
English Language Learners	52.2%	71.4%	28.6%
Economically Disadvantaged Students	61.6%	62.4%	37.6%

**WITHIN SCHOOL ACHIEVEMENT GAP**

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

**Grade Level - 09**

**PARCC English Language Arts/Literacy 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	785	850
75th	737	766
50th	712	739
25th	688	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	56

**PARCC ALG-1 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	821
75th	N/A	762
50th	N/A	735
25th	N/A	711
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

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**Grade Level - 10**

**PARCC English Language Arts/Literacy 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	788	850
75th	726	766
50th	698	733
25th	673	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	67

**Grade Level - 11**

**PARCC English Language Arts/Literacy 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	785	850
75th	739	768
50th	714	740
25th	693	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	57

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**PARCC GEO 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	793
75th	N/A	747
50th	N/A	726
25th	N/A	710
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	37

**PARCC ALG-2 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	813
75th	N/A	748
50th	N/A	718
25th	N/A	692
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	56

**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
2014-15	7 Hrs. 0 Mins.

**Student Suspension Rate**

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

	School
2014-15	14.1%

**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.

2014-15	School
Full Time	5 Hrs. 36 Mins.
Shared Time	3 Hrs. 25 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	15
Administrators	588

**SCHOOL PEER GROUP**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	PLEASANTVILLE CITY	PLEASANTVILLE HIGH SCHOOL	01-4180-050	09-12	91.6%	9%	16.5%
CAMDEN	CAMDEN CITY	CAMDEN HIGH SCHOOL	07-0680-030	09-12	88.1%	1.3%	36.8%
CAMDEN	CAMDEN CITY	CREATIVE ARTS VILLAGE ACADEMY	07-0680-245	06-12	86.2%	0.8%	12.2%
CAMDEN	CAMDEN CITY	DR. CHARLES E. BRIMM MEDICAL ARTS HIGH SCHOOL	07-0680-029	09-12	89.2%	0.5%	3.3%
CAMDEN	CAMDEN CITY	MET EAST HIGH SCHOOL	07-0680-305	09-12	83.6%	0%	14.5%
CHARTERS	ACADEMY CHARTER HIGH SCHOOL	ACADEMY CHARTER HIGH SCHOOL	80-6010-910	09-12	85.9%	0%	18.1%
CHARTERS	CAMDEN ACADEMY CHARTER HS	CAMDEN ACADEMY CHARTER HIGH SCHOOL	80-6212-903	09-12	89.1%	5.8%	10.9%
CHARTERS	LEAP ACADEMY UNIVERSITY CS	LEAP ACADEMY UNIVERSITY CHARTER SCHOOL	80-7109-931	KG-12	88.3%	4.2%	7%
CHARTERS	M E T S CHARTER SCHOOL	M.E.T.S. CHARTER SCHOOL	80-6068-951	06-12	94%	0.9%	10.5%
CHARTERS	NORTH STAR ACAD. CS OF NEWARK	NORTH STAR ACADEMY CHARTER SCHOOLS OF NEWARK	80-7320-960	KG-12	83.9%	0%	8.8%
CHARTERS	PEOPLE'S PREPARATORY CHARTER SCHOOL	PEOPLE'S PREPARATORY CHARTER SCHOOL	80-6057-938	09-12	90%	0%	14%
CUMBERLAND	BRIDGETON CITY	BRIDGETON HIGH SCHOOL	11-0540-020	09-12	86%	8%	12.4%
ESSEX	NEWARK CITY	AMERICAN HISTORY HIGH SCHOOL	13-3570-087	06-12	84.9%	0.5%	11.7%
ESSEX	NEWARK CITY	CENTRAL HIGH SCHOOL	13-3570-030	09-12	83.2%	8.6%	27.3%
ESSEX	NEWARK CITY	MALCOLM X SHABAZZ HIGH SCHOOL	13-3570-050	09-12	78.4%	0.2%	25.2%
ESSEX	NEWARK CITY	NEWARK VOCATIONAL HIGH SCHOOL	13-3570-045	09-12	83.5%	0.2%	36.5%
ESSEX	NEWARK CITY	TECHNOLOGY HIGH SCHOOL	13-3570-056	09-12	85%	0.3%	10.1%
ESSEX	NEWARK CITY	WEEQUAHIC HIGH SCHOOL	13-3570-070	09-12	85.3%	0.6%	23%
HUDSON	HARRISON TOWN	HARRISON HIGH SCHOOL	17-2060-050	09-12	86%	6.6%	13.2%
HUDSON	HOBOKEN CITY	HOBOKEN JUNIOR SENIOR HIGH SCHOOL	17-2210-005	07-12	83.1%	0.9%	11.8%
HUDSON	JERSEY CITY	HENRY SNYDER HIGH SCHOOL	17-2390-050	09-12	77.8%	0.4%	30.3%

**SCHOOL PEER GROUP**

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HUDSON	JERSEY CITY	LINCOLN HIGH SCHOOL	17-2390-070	09-12	77.4%	0.5%	23.6%
HUDSON	UNION CITY	UNION CITY HIGH SCHOOL	17-5240-055	09-12	94%	13.6%	11.7%
MERCER	TRENTON CITY	TRENTON CENTRAL HIGH SCHOOL - MAIN CAMPUS	21-5210-050	09-12	86%	0.4%	17.5%
OCEAN	LAKEWOOD TWP	LAKEWOOD HIGH SCHOOL	29-2520-050	09-12	85.8%	7.3%	13.2%
PASSAIC	PASSAIC CITY	PASSAIC HIGH SCHOOL # 12	31-3970-050	09-12	99.6%	13.1%	15.7%
PASSAIC	PATERSON CITY	INTERNATIONAL HIGH SCHOOL	31-4010-035	09-12	83.3%	2.9%	14.7%
PASSAIC	PATERSON CITY	ROSA L. PARKS SCHOOL OF FINE AND PERFORMING ARTS	31-4010-020	09-12	84.5%	2.5%	12.6%
PASSAIC	PATERSON CITY	SCHOOL OF EARTH AND SPACE SCIENCE	31-4010-005	09-12	84.8%	6.3%	17.8%
PASSAIC	PATERSON CITY	SCHOOL OF HEALTH SCIENCE	31-4010-004	09-12	90.9%	6.9%	14.1%
UNION	ELIZABETH CITY	THOMAS A. EDISON CAREER AND TECHNICAL ACADEMY	39-1320-404	09-12	84.4%	6%	20.7%



## OVERVIEW

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GRADE SPAN KG-06

THOMAS JEFFERSON SCHOOL # 1

390 VAN HOUTEN AVE.

PASSAIC, NJ 07055

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

In particular, the School Performance Reports seek to:

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

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

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

## DEMOGRAPHIC INFORMATION

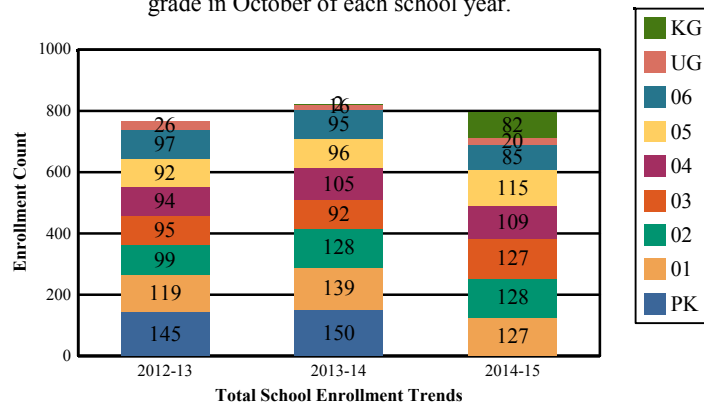
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### Enrollment by Grade

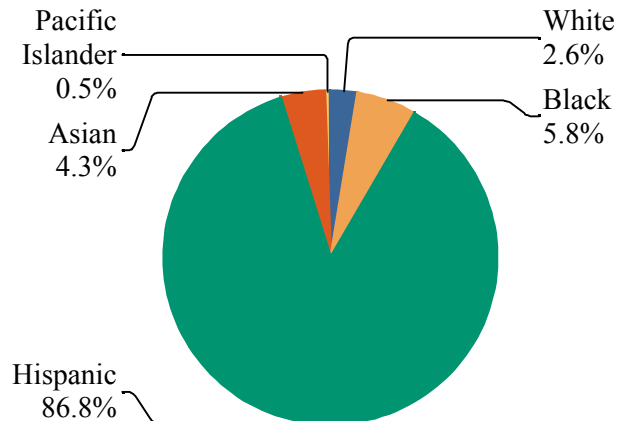
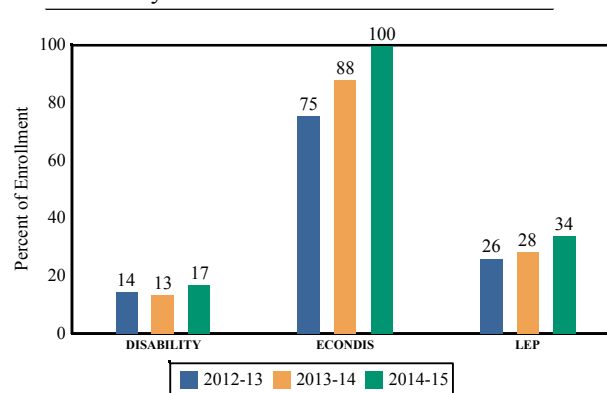
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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 Trends by Program Participation

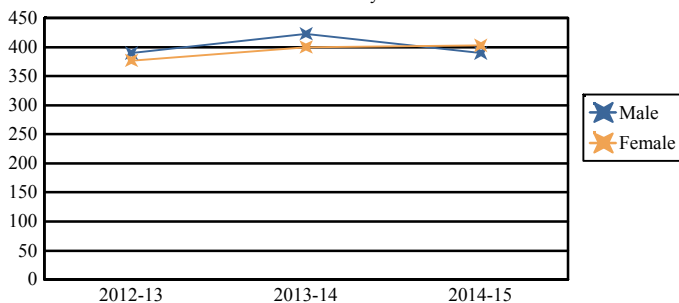
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	767
2013-14	823
2014-15	793

### Enrollment by Gender

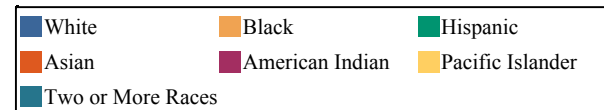
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	390	377
2013-14	423	400
2014-15	390	403

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	133	17%
Economically Disadvantaged Students	792	99.9%
English Language Learners	266	33.5%



### Language Diversity

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

2014-15	Percent
Spanish	68.6%
English	26.1%
Gujarati	2.9%
Arabic	1.0%
Polish	0.4%
Croatian	0.3%
Other	0.8%

#### ACADEMIC ACHIEVEMENT

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	26%	68	10
Math Met or Exceeded Expectation	31%		

#### ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	407	26.1%	95%	98.6%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	351	25.4%	95%	99.7%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	57	10.5%	95%	96.6%	YES
English Language Learners	109	11.9%	95%	100%	YES
Economically Disadvantaged Students	402	26.4%	95%	98.8%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	409	30.8%	95%	98.6%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	351	29.6%	95%	99.7%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	57	19.3%	95%	96.6%	YES
English Learner Students	109	20.1%	95%	100%	YES
Economically Disadvantaged Students	402	31.1%	95%	98.8%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

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



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2014-15

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PARCC Performance Level

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

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

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

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	121	718	744	29%	30%	24%	17%	0%	17%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	107	718	727	30%	29%	23%	18%	0%	18%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	118	719	724	28%	30%	25%	18%	0%	18%	24%

**ACADEMIC ACHIEVEMENT**

PASSAIC  
PASSAIC CITY

GRADE SPAN KG-06

31-3970-080  
THOMAS JEFFERSON SCHOOL # 1  
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PASSAIC, NJ 07055

**PARCC ELA Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	92	735	751	10%	25%	37%	26%	2%	28%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	80	735	737	8%	26%	39%	26%	1%	28%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	16	733	717	25%	19%	25%	25%	6%	31%	15%
Economically Disadvantaged Students	92	735	734	10%	25%	37%	26%	2%	28%	31%

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 05**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	105	738	751	12%	22%	30%	33%	2%	35%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	89	737	737	12%	21%	31%	35%	0%	35%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	24	725	717	17%	33%	25%	25%	0%	25%	15%
Economically Disadvantaged Students	104	738	734	13%	21%	31%	34%	2%	36%	31%



**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 06**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	89	732	749	11%	27%	37%	22%	2%	25%	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	75	731	736	12%	31%	35%	21%	1%	23%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	16	714	718	31%	50%	0%	19%	0%	19%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	88	733	733	10%	27%	38%	23%	2%	25%	30%

ACADEMIC ACHIEVEMENT

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PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	121	737	746	8%	18%	39%	34%	1%	35%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	107	738	733	7%	20%	40%	33%	1%	34%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	17	724	727	18%	35%	18%	29%	0%	29%	27%
English Language Learners	51	730	724	10%	25%	45%	20%	0%	20%	17%
Economically Disadvantaged Students	118	738	730	7%	19%	39%	35%	1%	36%	26%

ACADEMIC ACHIEVEMENT

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PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	92	739	744	10%	20%	34%	36%	1%	37%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	80	739	732	8%	21%	36%	34%	1%	35%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	13	720	724	23%	31%	31%	15%	0%	15%	21%
English Language Learners	16	736	722	13%	31%	25%	25%	6%	31%	15%
Economically Disadvantaged Students	92	739	730	10%	20%	34%	36%	1%	37%	23%

ACADEMIC ACHIEVEMENT

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PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	106	735	744	6%	33%	36%	24%	2%	25%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	89	734	733	4%	34%	39%	21%	1%	22%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	11	724	724	9%	55%	18%	18%	0%	18%	19%
English Language Learners	24	732	724	0%	42%	42%	17%	0%	17%	17%
Economically Disadvantaged Students	104	735	731	6%	33%	37%	23%	2%	25%	23%

ACADEMIC ACHIEVEMENT

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PARCC MATH - Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	90	736	743	3%	31%	40%	23%	2%	26%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	75	735	731	4%	31%	39%	25%	1%	27%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	16	726	718	6%	44%	38%	13%	0%	13%	15%
English Language Learners	18	728	718	6%	44%	33%	11%	6%	17%	14%
Economically Disadvantaged Students	88	736	729	3%	30%	41%	24%	2%	26%	23%

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

#### Proficiency Percentages

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

**ACADEMIC ACHIEVEMENT**

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**NJASK Results - Science Grade Level - 04**

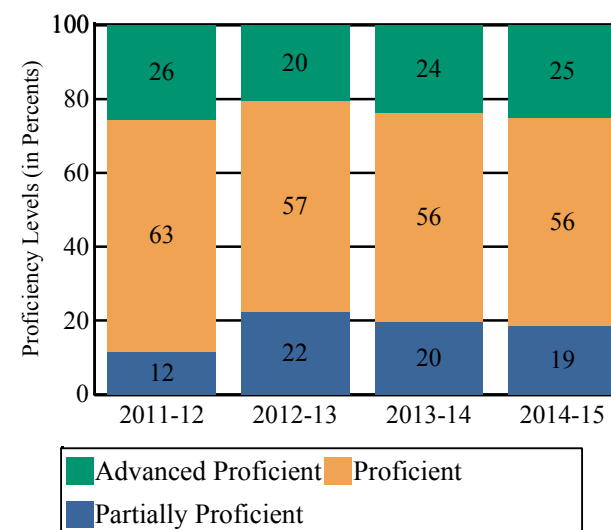
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	25%	56%	19%
White	-	-	-
African American	-	-	-
Hispanic	28%	54%	19%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	20%	47%	33%
English Language Learners	-	-	-
Economically Disadvantaged Students	25%	56%	19%

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



**COLLEGE AND CAREER READINESS**

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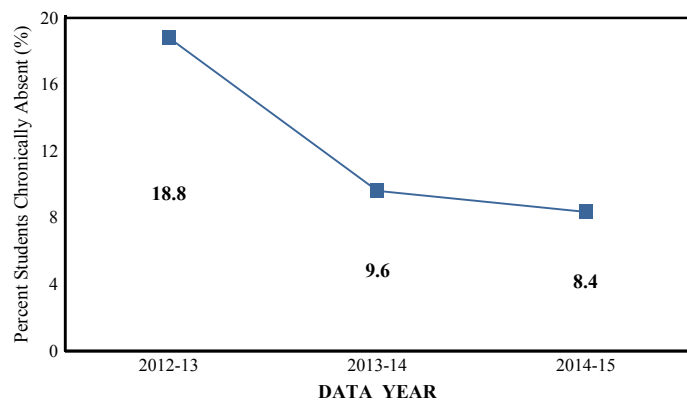
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly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

**Chronic Absenteeism Trend**

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

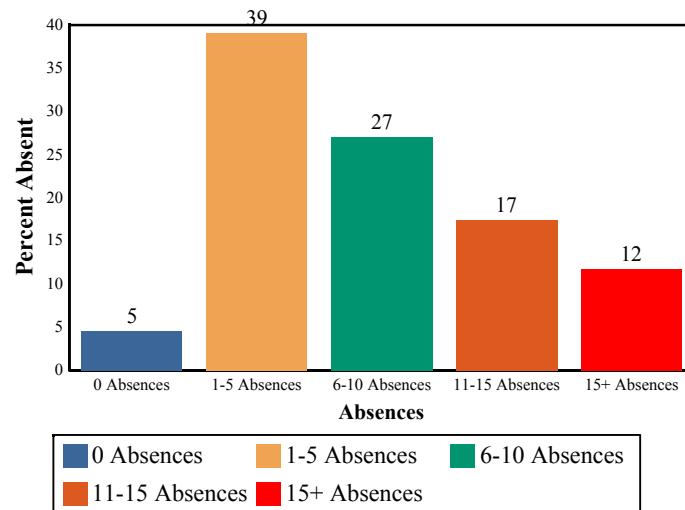


**Chronic Absenteeism for 2014-15**

**8.35%**

**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.





#### STUDENT GROWTH

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	56	87	67	35	YES
Student Growth on Math	51	70	47	35	YES
		79	57		100%

#### Student Growth

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

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	9%	2%	0%
Partially Met	7%	10%	7%
Approached	9%	13%	13%
Met	2%	6%	19%
Exceeded	0%	0%	2%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	1%	0%
Partially Met	14%	8%	6%
Approached	9%	11%	17%
Met	3%	10%	15%
Exceeded	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.

### WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN KG-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 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	791	850
75th	742	770
50th	720	743
25th	695	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	787	850
75th	757	767
50th	737	745
25th	723	722
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	796	850
75th	752	773
50th	732	750
25th	718	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

#### Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	802	850
75th	757	773
50th	737	751
25th	714	728
0th	662	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	45

#### Grade Level - 04

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	789	850
75th	757	764
50th	740	742
25th	720	721
0th	685	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	43

#### Grade Level - 05

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	749	763
50th	731	743
25th	718	723
0th	687	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	40

### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 06

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

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

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	748	770
50th	733	749
25th	718	726
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	44

#### Grade Level - 06

#### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	749	763
50th	737	742
25th	718	721
0th	677	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	42

## SCHOOL CLIMATE

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## State of New Jersey

2014-15

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31-3970-080

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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
2014-15	5 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
2014-15	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.

2014-15	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
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	13
Administrators	397

#### SCHOOL PEER GROUP

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
ATLANTIC	ATLANTIC CITY	BRIGHTON AVENUE SCHOOL	01-0110-300	KG-05	80.5%	44.9%	2.4%
ATLANTIC	PLEASANTVILLE CITY	WASHINGTON AVENUE ELEMENTARY SCHOOL	01-4180-060	KG-05	92.4%	45.4%	17.6%
CUMBERLAND	VINELAND CITY	GLORIA M SABATER ELEMENTARY SCHOOL	11-5390-075	KG-05	93%	37.2%	11.3%
ESSEX	IRVINGTON TOWNSHIP	FLORENCE AVENUE SCHOOL	13-2330-100	KG-05	94.2%	22.7%	2.8%
HUDSON	UNION CITY	COLIN POWELL ELEMENTARY SCHOOL	17-5240-300	KG-05	90.6%	32.8%	5.1%
HUDSON	UNION CITY	GEORGE WASHINGTON ELEMENTARY SCHOOL	17-5240-120	PK-06	95.8%	29.2%	6.4%
HUDSON	UNION CITY	JEFFERSON ELEMENTARY SCHOOL	17-5240-100	PK-04	96%	31.3%	15.1%
HUDSON	UNION CITY	ROBERT WATERS ELEMENTARY SCHOOL	17-5240-130	PK-06	96.2%	38%	9%
HUDSON	UNION CITY	THEODORE ROOSEVELT ELEMENTARY SCHOOL	17-5240-110	PK-06	94%	35.8%	7%
HUDSON	UNION CITY	THOMAS A EDISON ELEMENTARY SCHOOL	17-5240-070	PK-06	95.9%	36.4%	7.4%
HUDSON	UNION CITY	VETERANS' MEMORIAL ELEMENTARY SCHOOL	17-5240-118	PK-05	84.7%	35.3%	3.8%
MERCER	TRENTON CITY	MARTIN LUTHER KING JR. ELEMENTARY SCHOOL	21-5210-401	KG-05	92.3%	32.4%	9.9%
MERCER	TRENTON CITY	PARKER ELEMENTARY	21-5210-270	KG-05	93.1%	23.5%	8.6%
MERCER	TRENTON CITY	WASHINGTON ELEMENTARY SCHOOL	21-5210-300	KG-04	93.2%	15.4%	2.9%
MERCER	TRENTON CITY	WILSON ELEMENTARY SCHOOL	21-5210-310	KG-05	94.7%	44.4%	11.1%
MONMOUTH	RED BANK BORO	RED BANK PRIMARY SCHOOL	25-4360-075	PK-03	90.8%	51.8%	7.5%
OCEAN	LAKEWOOD TWP	CLIFTON AVE GRADE SCHOOL	29-2520-070	01-05	95.5%	39.8%	14.2%
OCEAN	LAKEWOOD TWP	OAK STREET ELEM SCHOOL	29-2520-084	01-05	96%	35.9%	8%
PASSAIC	PASSAIC CITY	DANIEL F. RYAN ELEMENTARY SCHOOL # 19	31-3970-200	02-06	99.6%	35.2%	16%
PASSAIC	PASSAIC CITY	ETTA GERO SCHOOL # 9	31-3970-125	03-06	99.7%	45.9%	17.3%
PASSAIC	PASSAIC CITY	MARIO DRAGO SCHOOL # 3	31-3970-090	PK-06	99.6%	27.2%	11%

**SCHOOL PEER GROUP**

PASSAIC

PASSAIC CITY

GRADE SPAN KG-06

31-3970-080  
THOMAS JEFFERSON SCHOOL # 1  
390 VAN HOUTEN AVE.  
PASSAIC, NJ 07055

PASSAIC	PASSAIC CITY	MARTIN LUTHER KING JR. SCHOOL # 6	31-3970-100	PK-06	99.8%	37%	13.2%
PASSAIC	PASSAIC CITY	SCHOOL # 5	31-3970-097	KG-06	100%	46.7%	20.4%
PASSAIC	PASSAIC CITY	THOMAS JEFFERSON SCHOOL # 1	31-3970-080	KG-06	99.9%	33.5%	16.1%
PASSAIC	PATERSON CITY	ROBERTO CLEMENTE	31-4010-315	KG-04	90.4%	26.7%	7.3%
PASSAIC	PATERSON CITY	SCHOOL 14	31-4010-180	KG-04	94.7%	17.5%	5.3%
PASSAIC	PATERSON CITY	SCHOOL 5	31-4010-090	KG-06	94.8%	22.5%	7.7%
UNION	PLAINFIELD CITY	CHARLES H. STILLMAN ELEMENTARY SCHOOL	39-4160-170	KG-05	93.7%	49%	9.2%
UNION	PLAINFIELD CITY	DEWITT D. BARLOW ELEMENTARY SCHOOL	39-4160-080	KG-05	92.9%	51.5%	9%
UNION	PLAINFIELD CITY	JEFFERSON ELEMENTARY SCHOOL	39-4160-150	KG-05	91.6%	43%	13.7%
UNION	PLAINFIELD CITY	WASHINGTON COMMUNITY SCHOOL	39-4160-180	PK-05	90.9%	47%	14.6%



# State of New Jersey

2014-15

31-3970-090

MARIO DRAGO SCHOOL # 3

155 VAN HOUTEN AVE.

PASSAIC, NJ 07055-4502

## OVERVIEW

PASSAIC

PASSAIC CITY

GRADE SPAN PK-06

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

In particular, the School Performance Reports seek to:

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

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

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



### DEMOGRAPHIC INFORMATION

PASSAIC  
PASSAIC CITY

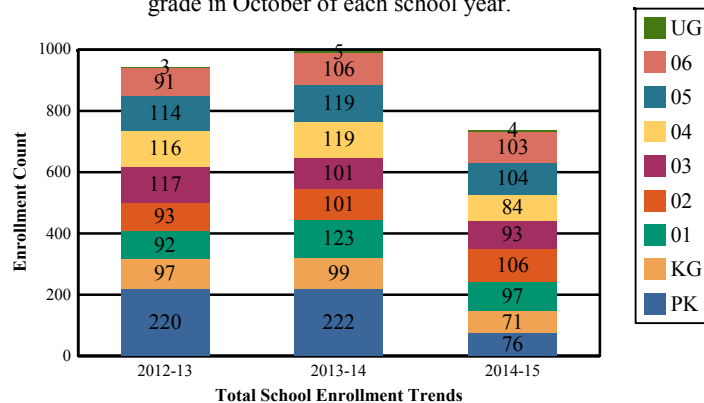
GRADE SPAN PK-06

31-3970-090

MARIO DRAGO SCHOOL # 3  
155 VAN HOUTEN AVE.  
PASSAIC, NJ 07055-4502

### Enrollment by Grade

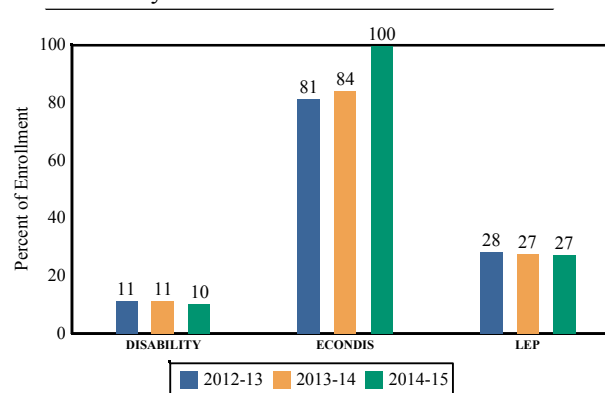
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

### Enrollment Trends by Program Participation

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

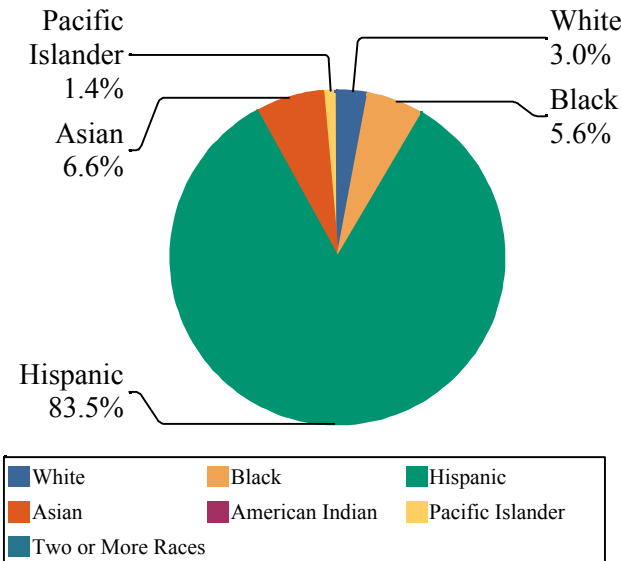


### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	76	10%
Economically Disadvantaged Students	735	99.6%
English Language Learners	201	27.2%

### Enrollment by Ethnic/Racial Subgroup

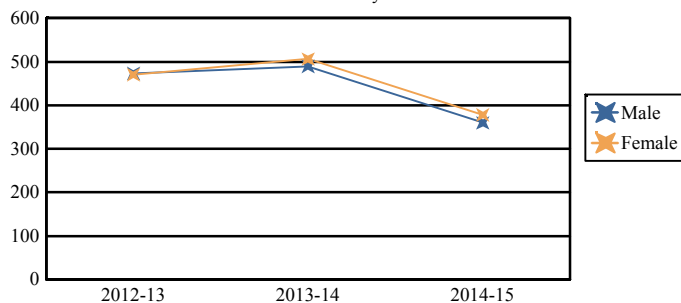
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	943
2013-14	995
2014-15	738

### Enrollment by Gender

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



	Male	Female
2012-13	473	470
2013-14	489	506
2014-15	360	378

### Language Diversity

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

2014-15	Percent
Spanish	64.3%
English	28.8%
Gujarati	4.6%
Pilipino	0.4%
Bengali	0.4%
Telugu	0.2%
Other	1.2%

### ACADEMIC ACHIEVEMENT

PASSAIC

PASSAIC CITY

GRADE SPAN PK-06

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	26%	84	11
Math Met or Exceeded Expectation	27%		

### ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	357	26.3%	95%	97.3%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	286	23.8%	95%	97.7%	YES
American Indian	-	-	--	--	--
Asian	35	48.6%	95%	100%	-
Two or More Races	-	-	--	--	--
Students with Disability	59	13.6%	95%	98.4%	YES
English Language Learners	72	15.3%	95%	100%	YES
Economically Disadvantaged Students	356	26.4%	95%	97.3%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

PASSAIC

PASSAIC CITY

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31-3970-090

MARIO DRAGO SCHOOL # 3

155 VAN HOUTEN AVE.

PASSAIC, NJ 07055-4502

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	361	26.9%	95%	97.1%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	290	24.8%	95%	97.4%	YES
American Indian	-	-	--	--	--
Asian	35	51.5%	95%	100%	-
Two or More Races	-	-	--	--	--
Students with Disability	59	13.6%	95%	96.8%	YES
English Learner Students	72	19.5%	95%	100%	YES
Economically Disadvantaged Students	360	27%	95%	97.1%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

**ACADEMIC ACHIEVEMENT**

PASSAIC  
PASSAIC CITY

GRADE SPAN PK-06

31-3970-090  
MARIO DRAGO SCHOOL # 3  
155 VAN HOUTEN AVE.  
PASSAIC, NJ 07055-4502

**PARCC ELA Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	728	744	17%	25%	33%	23%	1%	24%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	67	725	727	19%	24%	37%	19%	0%	19%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	27	714	709	33%	26%	30%	11%	0%	11%	11%
Economically Disadvantaged Students	87	728	724	17%	25%	33%	23%	1%	24%	24%

**ACADEMIC ACHIEVEMENT**

PASSAIC  
PASSAIC CITY

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31-3970-090  
MARIO DRAGO SCHOOL # 3  
155 VAN HOUTEN AVE.  
PASSAIC, NJ 07055-4502

**PARCC ELA Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	732	751	9%	25%	41%	26%	0%	26%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	71	729	737	10%	24%	44%	23%	0%	23%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	16	712	725	31%	19%	31%	19%	0%	19%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	81	732	734	9%	25%	41%	26%	0%	26%	31%

**ACADEMIC ACHIEVEMENT**

PASSAIC  
PASSAIC CITY

GRADE SPAN PK-06

31-3970-090  
MARIO DRAGO SCHOOL # 3  
155 VAN HOUTEN AVE.  
PASSAIC, NJ 07055-4502

**PARCC ELA Performance Distribution - Grade - 05**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	95	732	751	8%	37%	29%	24%	1%	25%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	82	732	737	9%	35%	30%	24%	1%	26%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	13	729	717	15%	23%	31%	31%	0%	31%	15%
Economically Disadvantaged Students	94	732	734	9%	36%	30%	24%	1%	26%	31%

**ACADEMIC ACHIEVEMENT**

PASSAIC  
PASSAIC CITY

GRADE SPAN PK-06

31-3970-090  
MARIO DRAGO SCHOOL # 3  
155 VAN HOUTEN AVE.  
PASSAIC, NJ 07055-4502

**PARCC ELA Performance Distribution - Grade - 06**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	94	732	749	18%	23%	29%	27%	3%	30%	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	66	730	736	21%	23%	29%	26%	2%	27%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	15	749	770	0%	27%	27%	33%	13%	47%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	11	719	718	36%	27%	18%	9%	9%	18%	17%
English Language Learners	23	713	711	43%	39%	4%	9%	4%	13%	11%
Economically Disadvantaged Students	94	732	733	18%	23%	29%	27%	3%	30%	30%



**ACADEMIC ACHIEVEMENT**

PASSAIC  
PASSAIC CITY

GRADE SPAN PK-06

31-3970-090  
MARIO DRAGO SCHOOL # 3  
155 VAN HOUTEN AVE.  
PASSAIC, NJ 07055-4502

**PARCC MATH - Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	88	738	746	7%	17%	43%	31%	2%	33%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	68	736	733	7%	19%	44%	26%	3%	29%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	27	731	724	7%	30%	41%	19%	4%	22%	17%
Economically Disadvantaged Students	88	738	730	7%	17%	43%	31%	2%	33%	26%

**ACADEMIC ACHIEVEMENT**

PASSAIC  
PASSAIC CITY

GRADE SPAN PK-06

31-3970-090  
MARIO DRAGO SCHOOL # 3  
155 VAN HOUTEN AVE.  
PASSAIC, NJ 07055-4502

**PARCC MATH - Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	82	734	744	2%	38%	34%	26%	0%	26%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	72	733	732	3%	38%	36%	24%	0%	24%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	16	725	724	13%	38%	31%	19%	0%	19%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	82	734	730	2%	38%	34%	26%	0%	26%	23%

ACADEMIC ACHIEVEMENT

PASSAIC  
PASSAIC CITY

GRADE SPAN PK-06

31-3970-090  
MARIO DRAGO SCHOOL # 3  
155 VAN HOUTEN AVE.  
PASSAIC, NJ 07055-4502

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	96	736	744	4%	27%	41%	27%	1%	28%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	83	736	733	5%	25%	41%	28%	1%	29%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	13	736	724	8%	23%	31%	38%	0%	38%	17%
Economically Disadvantaged Students	95	736	731	4%	26%	41%	27%	1%	28%	23%

**ACADEMIC ACHIEVEMENT**

PASSAIC  
PASSAIC CITY

GRADE SPAN PK-06

31-3970-090  
MARIO DRAGO SCHOOL # 3  
155 VAN HOUTEN AVE.  
PASSAIC, NJ 07055-4502

**PARCC MATH - Performance Distribution - Grade - 06**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	95	728	743	16%	31%	33%	19%	2%	21%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	67	727	731	15%	30%	39%	15%	1%	16%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	15	751	768	7%	13%	27%	47%	7%	53%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	11	720	718	27%	45%	9%	9%	9%	18%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	95	728	729	16%	31%	33%	19%	2%	21%	23%

ACADEMIC ACHIEVEMENT

PASSAIC  
PASSAIC CITY

GRADE SPAN PK-06

31-3970-090  
MARIO DRAGO SCHOOL # 3  
155 VAN HOUTEN AVE.  
PASSAIC, NJ 07055-4502

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

**ACADEMIC ACHIEVEMENT**

PASSAIC  
PASSAIC CITY

GRADE SPAN PK-06

31-3970-090  
MARIO DRAGO SCHOOL # 3  
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**NJASK Results - Science Grade Level - 04**

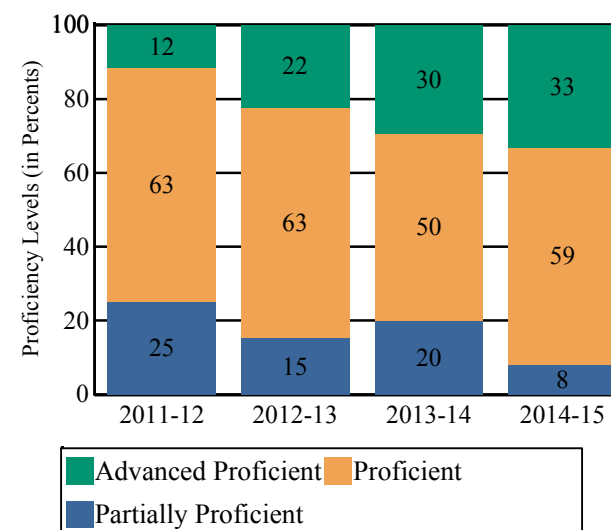
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	33%	59%	8%
White	-	-	-
African American	-	-	-
Hispanic	34%	60%	6%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	23%	46%	31%
English Language Learners	-	-	-
Economically Disadvantaged Students	34%	59%	7%

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



**COLLEGE AND CAREER READINESS**

PASSAIC  
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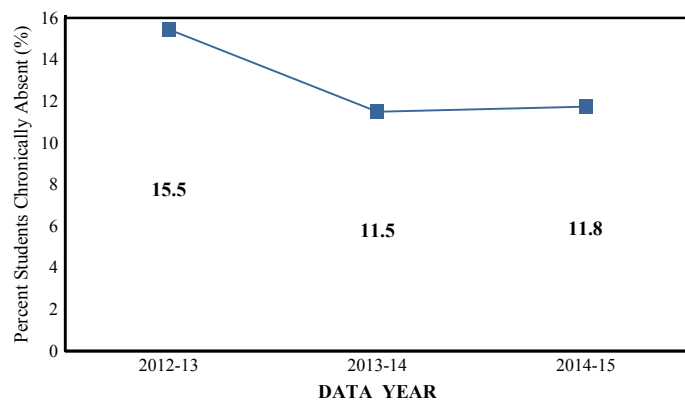
GRADE SPAN PK-06

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

**Chronic Absenteeism Trend**

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

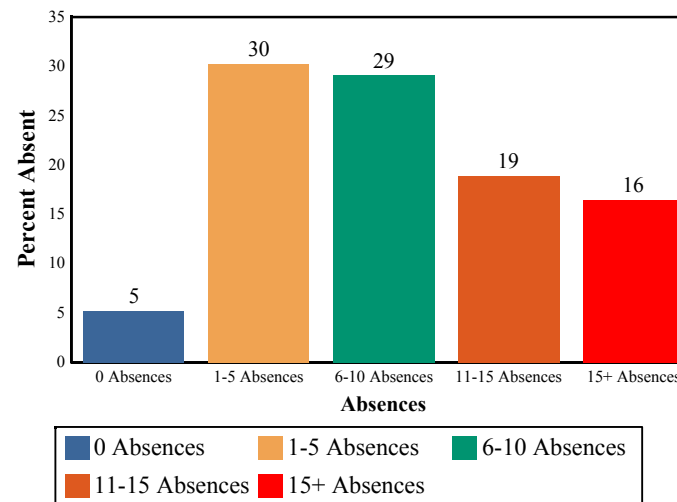


**Chronic Absenteeism for 2014-15**

**11.75%**

**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.



### STUDENT GROWTH

PASSAIC

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GRADE SPAN PK-06

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	42	37	21	35	YES
Student Growth on Math	42	54	26	35	YES
		46	24		100%

### Student Growth

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

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	9%	1%	0%
Partially Met	14%	10%	5%
Approached	12%	14%	8%
Met	6%	9%	11%
Exceeded	0%	0%	2%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	1%	0%
Partially Met	18%	10%	3%
Approached	12%	14%	10%
Met	6%	6%	12%
Exceeded	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.



### WITHIN SCHOOL ACHIEVEMENT GAP

PASSAIC

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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 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	789	850
75th	746	770
50th	732	743
25th	707	715
0th	662	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	792	850
75th	753	767
50th	739	745
25th	725	722
0th	683	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	45

### WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN PK-06

#### Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	774	850
75th	750	773
50th	736	750
25th	722	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	45

#### Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	794	850
75th	748	773
50th	729	751
25th	713	728
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

#### Grade Level - 04

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	781	850
75th	752	764
50th	731	742
25th	717	721
0th	692	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	43

#### Grade Level - 05

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	750	763
50th	736	743
25th	720	723
0th	685	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	40

### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 06

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

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

Percentile	School Scale Score	State Scale Score
99th	802	850
75th	754	770
50th	732	749
25th	707	726
0th	678	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	44

31-3970-090

MARIO DRAGO SCHOOL # 3

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PASSAIC, NJ 07055-4502

#### Grade Level - 06

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	789	850
75th	744	763
50th	727	742
25th	708	721
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	42

## SCHOOL CLIMATE

PASSAIC

PASSAIC CITY

## State of New Jersey

2014-15

GRADE SPAN PK-06

31-3970-090

MARIO DRAGO SCHOOL # 3

155 VAN HOUTEN AVE.

PASSAIC, NJ 07055-4502

### Length of School Day

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

	School
2014-15	6 Hrs. 40 Mins.

### Student Suspension Rate

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

	School
2014-15	3.1%

### 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.

2014-15	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
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	9
Administrators	246

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
CUMBERLAND	VINELAND CITY	GLORIA M SABATER ELEMENTARY SCHOOL	11-5390-075	KG-05	93%	37.2%	11.3%
ESSEX	IRVINGTON TOWNSHIP	FLORENCE AVENUE SCHOOL	13-2330-100	KG-05	94.2%	22.7%	2.8%
HUDSON	UNION CITY	COLIN POWELL ELEMENTARY SCHOOL	17-5240-300	KG-05	90.6%	32.8%	5.1%
HUDSON	UNION CITY	GEORGE WASHINGTON ELEMENTARY SCHOOL	17-5240-120	PK-06	95.8%	29.2%	6.4%
HUDSON	UNION CITY	JEFFERSON ELEMENTARY SCHOOL	17-5240-100	PK-04	96%	31.3%	15.1%
HUDSON	UNION CITY	ROBERT WATERS ELEMENTARY SCHOOL	17-5240-130	PK-06	96.2%	38%	9%
HUDSON	UNION CITY	THEODORE ROOSEVELT ELEMENTARY SCHOOL	17-5240-110	PK-06	94%	35.8%	7%
HUDSON	UNION CITY	THOMAS A EDISON ELEMENTARY SCHOOL	17-5240-070	PK-06	95.9%	36.4%	7.4%
MERCER	TRENTON CITY	MARTIN LUTHER KING JR. ELEMENTARY SCHOOL	21-5210-401	KG-05	92.3%	32.4%	9.9%
MERCER	TRENTON CITY	PARKER ELEMENTARY	21-5210-270	KG-05	93.1%	23.5%	8.6%
MERCER	TRENTON CITY	WASHINGTON ELEMENTARY SCHOOL	21-5210-300	KG-04	93.2%	15.4%	2.9%
MERCER	TRENTON CITY	WILSON ELEMENTARY SCHOOL	21-5210-310	KG-05	94.7%	44.4%	11.1%
MONMOUTH	RED BANK BORO	RED BANK PRIMARY SCHOOL	25-4360-075	PK-03	90.8%	51.8%	7.5%
OCEAN	LAKEWOOD TWP	CLIFTON AVE GRADE SCHOOL	29-2520-070	01-05	95.5%	39.8%	14.2%
OCEAN	LAKEWOOD TWP	ELLA G CLARKE ELEMENTARY SCHOOL	29-2520-080	01-05	98.3%	46.8%	11.9%
OCEAN	LAKEWOOD TWP	OAK STREET ELEM SCHOOL	29-2520-084	01-05	96%	35.9%	8%
PASSAIC	PASSAIC CITY	DANIEL F. RYAN ELEMENTARY SCHOOL # 19	31-3970-200	02-06	99.6%	35.2%	16%
PASSAIC	PASSAIC CITY	ETTA GERO SCHOOL # 9	31-3970-125	03-06	99.7%	45.9%	17.3%
PASSAIC	PASSAIC CITY	MARIO DRAGO SCHOOL # 3	31-3970-090	PK-06	99.6%	27.2%	11%
PASSAIC	PASSAIC CITY	MARTIN LUTHER KING JR. SCHOOL # 6	31-3970-100	PK-06	99.8%	37%	13.2%
PASSAIC	PASSAIC CITY	SCHOOL # 5	31-3970-097	KG-06	100%	46.7%	20.4%

**SCHOOL PEER GROUP**

PASSAIC  
PASSAIC CITY

GRADE SPAN PK-06

31-3970-090  
MARIO DRAGO SCHOOL # 3  
155 VAN HOUTEN AVE.  
PASSAIC, NJ 07055-4502

PASSAIC	PASSAIC CITY	THEODORE ROOSEVELT SCHOOL # 10	31-3970-130	02-06	99.9%	45.3%	10%
PASSAIC	PASSAIC CITY	THOMAS JEFFERSON SCHOOL # 1	31-3970-080	KG-06	99.9%	33.5%	16.1%
PASSAIC	PASSAIC CITY	WILLIAM B. CRUISE MEMORIAL SCHOOL # 11	31-3970-140	01-06	100%	55.2%	13.9%
PASSAIC	PATERSON CITY	SCHOOL 14	31-4010-180	KG-04	94.7%	17.5%	5.3%
PASSAIC	PATERSON CITY	SCHOOL 5	31-4010-090	KG-06	94.8%	22.5%	7.7%
UNION	PLAINFIELD CITY	CHARLES H. STILLMAN ELEMENTARY SCHOOL	39-4160-170	KG-05	93.7%	49%	9.2%
UNION	PLAINFIELD CITY	DEWITT D. BARLOW ELEMENTARY SCHOOL	39-4160-080	KG-05	92.9%	51.5%	9%
UNION	PLAINFIELD CITY	EVERGREEN ELEMENTARY SCHOOL	39-4160-140	KG-05	90.8%	56.8%	7.4%
UNION	PLAINFIELD CITY	JEFFERSON ELEMENTARY SCHOOL	39-4160-150	KG-05	91.6%	43%	13.7%
UNION	PLAINFIELD CITY	WASHINGTON COMMUNITY SCHOOL	39-4160-180	PK-05	90.9%	47%	14.6%



# State of New Jersey 2014-15

## OVERVIEW

PASSAIC  
PASSAIC CITY

GRADE SPAN 07-08

31-3970-095  
LINCOLN MIDDLE SCHOOL # 4  
291 LAFAYETTE AVE.  
PASSAIC, NJ 07055

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

In particular, the School Performance Reports seek to:

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

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

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

### DEMOGRAPHIC INFORMATION

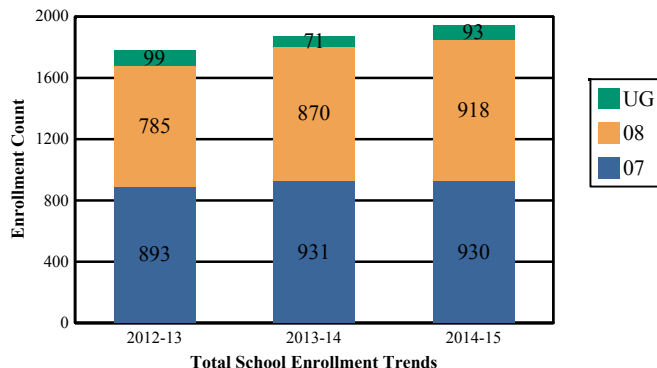
PASSAIC  
PASSAIC CITY

GRADE SPAN 07-08

31-3970-095  
LINCOLN MIDDLE SCHOOL # 4  
291 LAFAYETTE AVE.  
PASSAIC, NJ 07055

### Enrollment by Grade

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

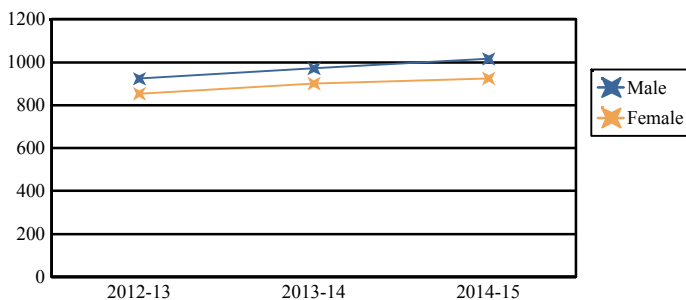


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,777
2013-14	1,872
2014-15	1,941

### Enrollment by Gender

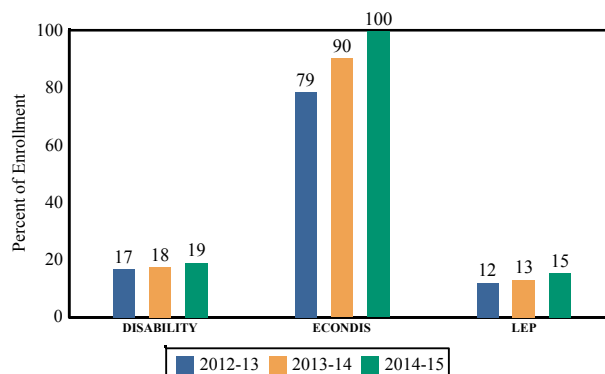
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	924	853
2013-14	971	901
2014-15	1,016	925

### Enrollment Trends by Program Participation

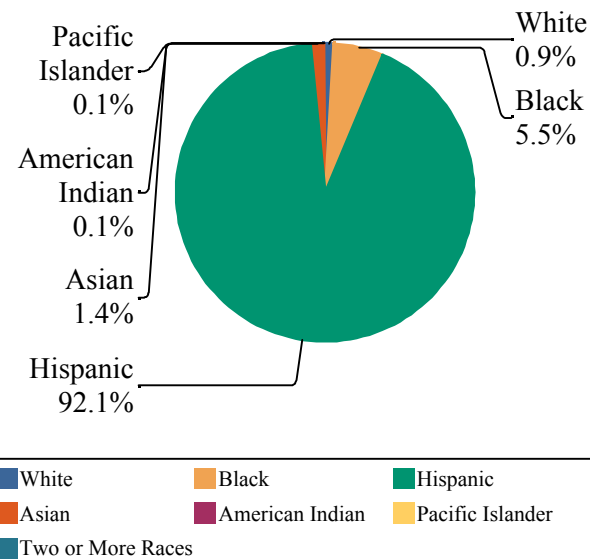
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	371	19%
Economically Disadvantaged Students	1,935	99.7%
English Language Learners	295	15.2%

### 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.



Language Diversity	
This table presents the percentage of students who primarily speak each language in their home.	
2014-15	Percent
Spanish	84.3%
English	13.8%
Gujarati	1.3%
Arabic	0.2%
Hungarian	0.2%
Pilipino	0.1%
Other	0.2%



**ACADEMIC ACHIEVEMENT**

**PASSAIC  
PASSAIC CITY**

**GRADE SPAN 07-08**

**31-3970-095  
LINCOLN MIDDLE SCHOOL # 4  
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PASSAIC, NJ 07055**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	<b>21%</b>	<b>65</b>	<b>13</b>
Math Met or Exceeded Expectation	<b>19%</b>		

**ESEA Waiver - English Language Arts/Literacy**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	1783	20.7%	95%	93.9%	<b>YES*</b>
White	-	-	--	--	--
African American	82	14.7%	95%	85.9%	<b>NO</b>
Hispanic	1631	20.3%	95%	97.2%	<b>YES</b>
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	1754	20.8%	95%	96.7%	<b>YES</b>

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

ACADEMIC ACHIEVEMENT

PASSAIC  
PASSAIC CITY

GRADE SPAN 07-08

31-3970-095  
LINCOLN MIDDLE SCHOOL # 4  
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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	1830	18.6%	95%	95.8%	YES
White	-	-	--	--	--
African American	83	10.8%	95%	86.9%	NO
Hispanic	1634	18.8%	95%	96.7%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	1758	19.2%	95%	96.2%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

**ACADEMIC ACHIEVEMENT**

PASSAIC  
PASSAIC CITY

GRADE SPAN 07-08

31-3970-095  
LINCOLN MIDDLE SCHOOL # 4  
291 LAFAYETTE AVE.  
PASSAIC, NJ 07055

**PARCC ELA Performance Distribution - Grade - 07**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	899	722	750	27%	26%	26%	18%	4%	22%	53%
White	-	-	757	-	-	-	-	-	-	61%
African American	41	718	730	32%	29%	17%	17%	5%	22%	31%
Hispanic	820	722	736	27%	27%	26%	17%	4%	20%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	21	755	777	0%	5%	33%	52%	10%	62%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	889	723	733	26%	26%	26%	18%	4%	22%	33%

ACADEMIC ACHIEVEMENT

PASSAIC  
PASSAIC CITY

GRADE SPAN 07-08

31-3970-095  
LINCOLN MIDDLE SCHOOL # 4  
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PARCC ELA Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	884	718	750	32%	24%	24%	18%	1%	20%	53%
White	-	-	757	-	-	-	-	-	-	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	811	719	735	32%	24%	24%	19%	1%	20%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	865	719	732	32%	24%	25%	18%	1%	20%	34%

ACADEMIC ACHIEVEMENT

PASSAIC  
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PARCC MATH - Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	922	726	740	16%	35%	30%	18%	1%	19%	38%
White	-	-	745	-	-	-	-	-	-	46%
African American	42	717	725	21%	43%	26%	10%	0%	10%	17%
Hispanic	823	726	730	15%	35%	31%	18%	1%	19%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	21	759	760	0%	14%	24%	43%	19%	62%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	893	726	728	15%	35%	31%	18%	1%	19%	21%

ACADEMIC ACHIEVEMENT

PASSAIC  
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PARCC MATH - Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	726	-	-	-	-	-	-	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

ACADEMIC ACHIEVEMENT

PASSAIC  
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PARCC ALGEBRA I - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	332	744	740	5%	18%	33%	42%	2%	44%	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	12	738	722	0%	25%	42%	33%	0%	33%	20%
Hispanic	314	744	725	5%	18%	34%	42%	1%	43%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	24	734	710	4%	29%	46%	21%	0%	21%	7%
Economically Disadvantaged Students	332	744	725	5%	18%	33%	42%	2%	44%	21%



### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

#### Proficiency Percentages

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

**ACADEMIC ACHIEVEMENT**

PASSAIC  
PASSAIC CITY

GRADE SPAN 07-08

31-3970-095  
LINCOLN MIDDLE SCHOOL # 4  
291 LAFAYETTE AVE.  
PASSAIC, NJ 07055

**NJASK Results - Science Grade Level - 08**

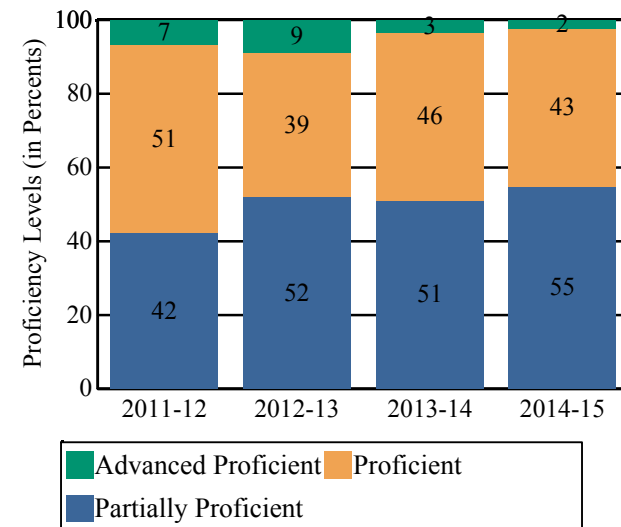
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	2%	43%	55%
White	0%	45%	55%
African American	0%	36%	64%
Hispanic	2%	43%	55%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	17%	83%
English Language Learners	0%	30%	70%
Economically Disadvantaged Students	2%	45%	53%

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

**NJASK Proficiency Trends - Science - Grade Level - 08**

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



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

### Algebra I Course Enrollment

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

Algebra I Enrollment Count	Algebra I PARCC Test Count
337	335

### Algebra I Test Taking

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

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
83.7%	43.6%

- Data Suppressed to protect the confidentiality of students

## COLLEGE AND CAREER READINESS

PASSAIC  
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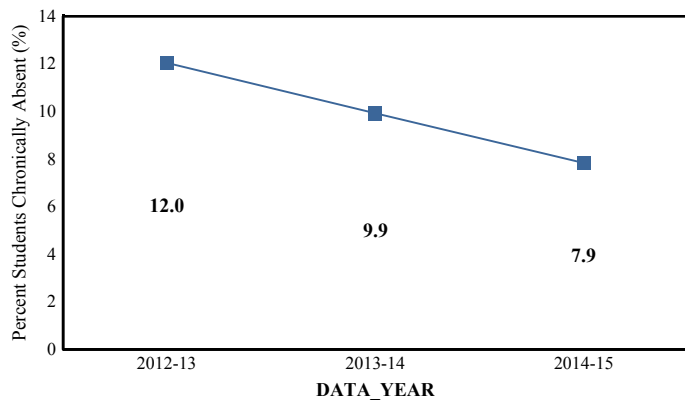
State of New Jersey  
2014-15

GRADE SPAN 07-08

31-3970-095  
LINCOLN MIDDLE SCHOOL # 4  
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### Chronic Absenteeism Trend

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

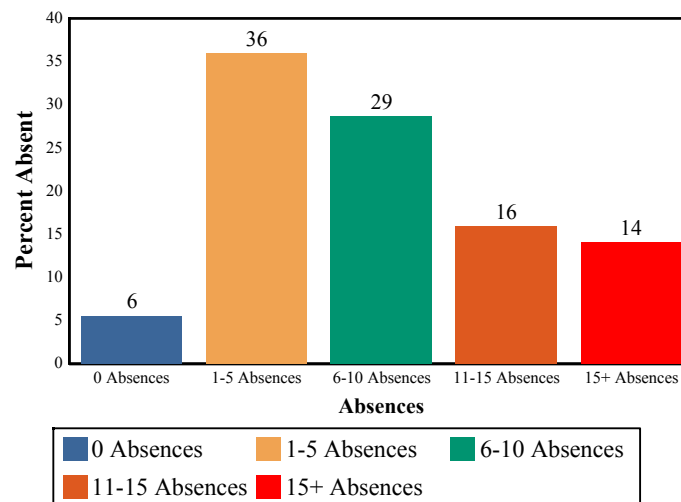


**Chronic Absenteeism for 2014-15**

**7.85%**

### Absenteeism

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



Visual and Performing Arts

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

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	50.1%	66.0%
Visual Arts	45.6%	71.1%
Total: All Visual and Performing Arts	84.6%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

PASSAIC  
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GRADE SPAN 07-08

LINCOLN MIDDLE SCHOOL # 4  
291 LAFAYETTE AVE.  
PASSAIC, NJ 07055

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	42	46	28	35	YES
Student Growth on Math	45	75	39	35	YES
		61	34		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	22%	6%	0%
Partially Met	11%	10%	4%
Approached	6%	10%	9%
Met	2%	6%	11%
Exceeded	0%	0%	2%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	18%	7%	0%
Partially Met	13%	11%	10%
Approached	5%	9%	13%
Met	2%	4%	7%
Exceeded	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.

**WITHIN SCHOOL ACHIEVEMENT GAP**

PASSAIC  
PASSAIC CITY

GRADE SPAN 07-08

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 Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 07**

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

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

Percentile	School Scale Score	State Scale Score
99th	804	850
75th	746	776
50th	722	751
25th	698	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	52

**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	785	850
75th	742	759
50th	724	740
25th	707	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	39

**WITHIN SCHOOL ACHIEVEMENT GAP**

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GRADE SPAN 07-08

31-3970-095  
LINCOLN MIDDLE SCHOOL # 4  
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**Grade Level - 08**

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

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

Percentile	School Scale Score	State Scale Score
99th	794	850
75th	743	777
50th	717	751
25th	691	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	54

**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	748
50th	N/A	726
25th	N/A	704
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	44



# **SCHOOL CLIMATE**

PASSAIC  
PASSAIC 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
<b>2014-15</b>	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
<b>2014-15</b>	19.0%

# **State of New Jersey 2014-15**

GRADE SPAN 07-08

31-3970-095  
LINCOLN MIDDLE SCHOOL # 4  
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## **Instructional Time**

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

2014-15	School
<b>Full Time</b>	5 Hrs. 58 Mins.
<b>Shared Time</b>	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
<b>2014-15</b>	0

## **Student to Staff Ratio**

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

2014-15	School
<b>Faculty</b>	12
<b>Administrators</b>	324

**SCHOOL PEER GROUP**

**PASSAIC  
PASSAIC CITY**

**GRADE SPAN 07-08**

**31-3970-095  
LINCOLN MIDDLE SCHOOL # 4  
291 LAFAYETTE AVE.  
PASSAIC, NJ 07055**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	PLEASANTVILLE CITY	PLEASANTVILLE MIDDLE SCHOOL	01-4180-055	06-08	93.7%	7.4%	16.5%
CAMDEN	CAMDEN CITY	COOPER B. HATCH FAMILY SCHOOL	07-0680-210	01-08	90.8%	4.4%	39.3%
CAMDEN	CAMDEN CITY	COOPER'S POYNT FAMILY SCHOOL	07-0680-165	PK-08	90.6%	2.8%	18.1%
CAMDEN	CAMDEN CITY	DR. HENRY H. DAVIS ELEMENTARY SCHOOL	07-0680-180	PK-08	90.6%	6.4%	19.7%
CAMDEN	CAMDEN CITY	FOREST HILL SCHOOL	07-0680-205	KG-08	94.7%	2.8%	26.2%
CAMDEN	CAMDEN CITY	HENRY B. WILSON FAMILY SCHOOL	07-0680-350	PK-08	92.8%	1%	13.2%
CAMDEN	CAMDEN CITY	RILETTA TWYNE CREAM FAMILY SCHOOL	07-0680-175	PK-08	93.8%	1.6%	14.9%
CAMDEN	CAMDEN CITY	VETERANS MEMORIAL FAMILY SCHOOL	07-0680-080	PK-08	91%	7.8%	18%
CAPE MAY	WILDWOOD CITY	WILDWOOD MIDDLE SCHOOL	09-5790-070	06-08	93%	5.1%	21.8%
CHARTERS	DISCOVERY CS	DISCOVERY CHARTER SCHOOL	80-6320-920	04-08	100%	0%	2.7%
CHARTERS	FREEDOM ACADEMY CS	FREEDOM PREP CHARTER SCHOOL	80-6240-900	01-09	99.6%	3.9%	5.4%
CHARTERS	HOPE ACADEMY CS	HOPE ACADEMY CHARTER SCHOOL	80-6740-950	KG-08	94.6%	8.4%	9.8%
CHARTERS	JOHN P HOLLAND CHARTER SCHOOL	JOHN P. HOLLAND CHARTER SCHOOL	80-6079-964	KG-08	93%	0%	10.5%
CHARTERS	PAUL ROBESON HUMANITIES CS	PAUL ROBESON CHARTER SCHOOL FOR THE HUMANITIES	80-6025-907	04-08	93.6%	0%	13.4%
ESSEX	NEWARK CITY	SOUTH SEVENTEENTH STREET SCHOOL	13-3570-670	KG-08	95.5%	1.4%	27%
HUDSON	JERSEY CITY	DR. CHARLES P. DEFUCCIO SCHOOL	17-2390-330	PK-08	92.7%	8%	17.2%
HUDSON	JERSEY CITY	EZRA L. NOLAN SCHOOL	17-2390-345	06-08	91%	3.3%	29.1%
HUDSON	JERSEY CITY	MARTIN CENTER FOR THE ARTS	17-2390-347	PK-08	90.6%	3%	23.2%
HUDSON	JERSEY CITY	WHITNEY M. YOUNG JR. SCHOOL	17-2390-170	PK-08	93.2%	4.7%	19.2%
HUDSON	UNION CITY	EMERSON MIDDLE SCHOOL	17-5240-105	06-08	94.4%	12.3%	13.7%
HUDSON	UNION CITY	UNION HILL MIDDLE SCHOOL	17-5240-150	07-08	96.2%	8%	12.9%
MERCER	TRENTON CITY	HEDGE PETH WILLIAMS MIDDLE SCHOOL	21-5210-301	06-08	91.3%	4.4%	22.2%

**SCHOOL PEER GROUP**

PASSAIC  
PASSAIC CITY

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LINCOLN MIDDLE SCHOOL # 4  
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MERCER	TRENTON CITY	JOYCE KILMER MIDDLE SCHOOL	21-5210-235	06-08	88.5%	0%	21.6%
MERCER	TRENTON CITY	LUIS MUNOZ-RIVERA MS	21-5210-240	06-08	91.1%	1%	19.6%
MIDDLESEX	NEW BRUNSWICK CITY	NEW BRUNSWICK MIDDLE SCHOOL	23-3530-055	06-08	93.4%	13.4%	15.6%
MONMOUTH	ASBURY PARK CITY	ASBURY PARK MIDDLE SCHOOL	25-0100-070	06-08	92.6%	8.9%	24.8%
OCEAN	LAKEWOOD TWP	LAKEWOOD MIDDLE SCHOOL	29-2520-083	06-08	93.9%	5.6%	14.2%
PASSAIC	PASSAIC CITY	LINCOLN MIDDLE SCHOOL # 4	31-3970-095	07-08	99.7%	15.2%	19.1%
PASSAIC	PATERSON CITY	SCHOOL 12	31-4010-160	KG-08	96.8%	13.8%	12%
PASSAIC	PATERSON CITY	SCHOOL 2	31-4010-060	KG-08	94%	16%	20.8%
PASSAIC	PATERSON CITY	SCHOOL 7	31-4010-110	05-08	91.2%	2.7%	23.4%

## OVERVIEW

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

In particular, the School Performance Reports seek to:

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

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

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

## DEMOGRAPHIC INFORMATION

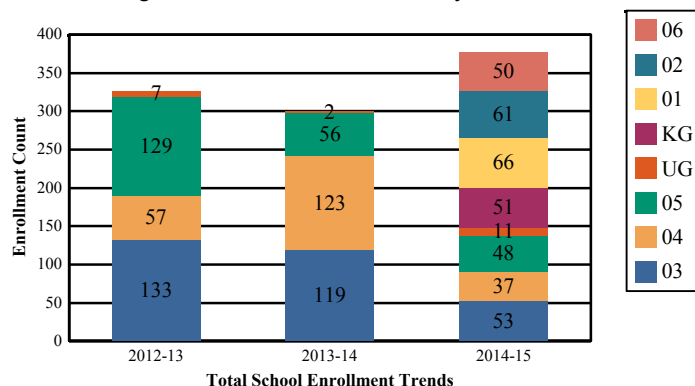
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### Enrollment by Grade

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

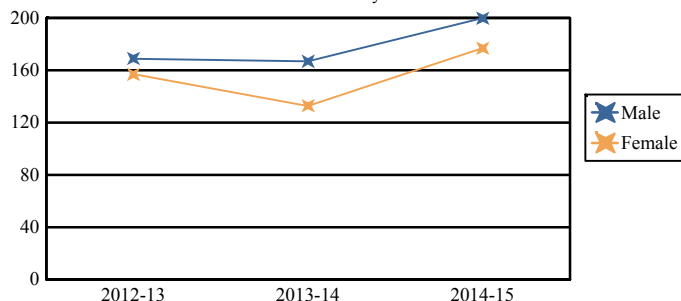


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	326
2013-14	300
2014-15	377

### Enrollment by Gender

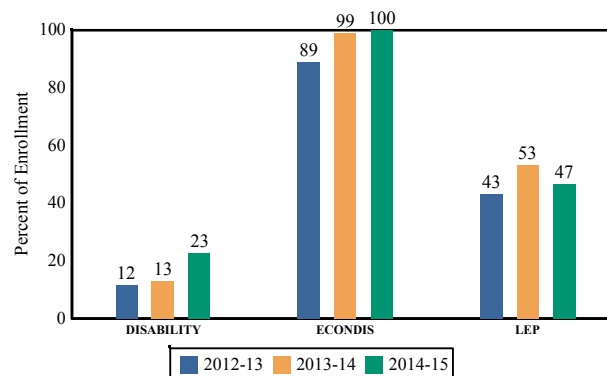
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	169	157
2013-14	167	133
2014-15	200	177

### Enrollment Trends by Program Participation

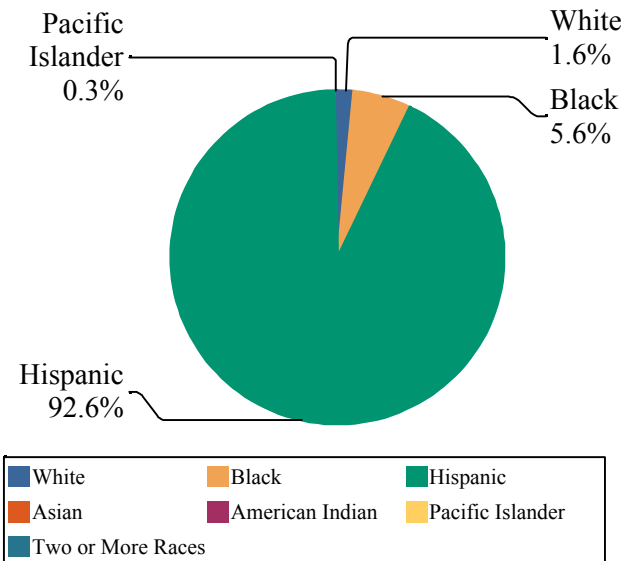
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	86	23%
Economically Disadvantaged Students	377	100.0%
English Language Learners	176	46.7%

### 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.



### Language Diversity

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

2014-15	Percent
Spanish	81.1%
English	18.9%

### ACADEMIC ACHIEVEMENT

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	16%	30	4
Math Met or Exceeded Expectation	21%		

### ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	186	16.1%	95%	99%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	172	16.3%	95%	99.4%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	185	16.2%	95%	99%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

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

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**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	189	21.2%	95%	99.5%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	173	21.9%	95%	99.4%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	60	15%	95%	100%	YES
Economically Disadvantaged Students	187	21.4%	95%	99.5%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

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PARCC Performance Level

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

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

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



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**PARCC ELA Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	744	-	-	-	-	-	-	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

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**PARCC ELA Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	36	721	751	31%	22%	31%	17%	0%	17%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	33	723	737	27%	21%	33%	18%	0%	18%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	36	721	734	31%	22%	31%	17%	0%	17%	31%

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**PARCC ELA Performance Distribution - Grade - 05**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	50	719	751	32%	28%	20%	20%	0%	20%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	45	718	737	31%	31%	20%	18%	0%	18%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	49	719	734	31%	29%	20%	20%	0%	20%	31%

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 06**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	55	724	749	29%	16%	33%	22%	0%	22%	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	50	724	736	30%	16%	30%	24%	0%	24%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	22	715	711	36%	18%	32%	14%	0%	14%	11%
Economically Disadvantaged Students	55	724	733	29%	16%	33%	22%	0%	22%	30%

**ACADEMIC ACHIEVEMENT**

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**PARCC MATH - Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	46	724	746	4%	59%	26%	11%	0%	11%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	45	724	733	4%	58%	27%	11%	0%	11%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	46	724	730	4%	59%	26%	11%	0%	11%	26%

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**PARCC MATH - Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	36	729	744	8%	36%	33%	22%	0%	22%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	33	730	732	9%	33%	33%	24%	0%	24%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	36	729	730	8%	36%	33%	22%	0%	22%	23%

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**PARCC MATH - Performance Distribution - Grade - 05**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	50	737	744	6%	36%	26%	28%	4%	32%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	45	737	733	7%	33%	27%	29%	4%	33%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	15	716	724	20%	53%	13%	13%	0%	13%	19%
English Language Learners	12	726	724	8%	58%	17%	8%	8%	17%	17%
Economically Disadvantaged Students	49	737	731	6%	37%	24%	29%	4%	33%	23%

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PARCC MATH - Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	57	722	743	23%	32%	26%	18%	2%	19%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	50	722	731	26%	28%	26%	18%	2%	20%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	22	716	718	41%	23%	9%	27%	0%	27%	14%
Economically Disadvantaged Students	56	722	729	23%	30%	27%	18%	2%	20%	23%



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2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

## ACADEMIC ACHIEVEMENT

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### NJASK Results - Science Grade Level - 04

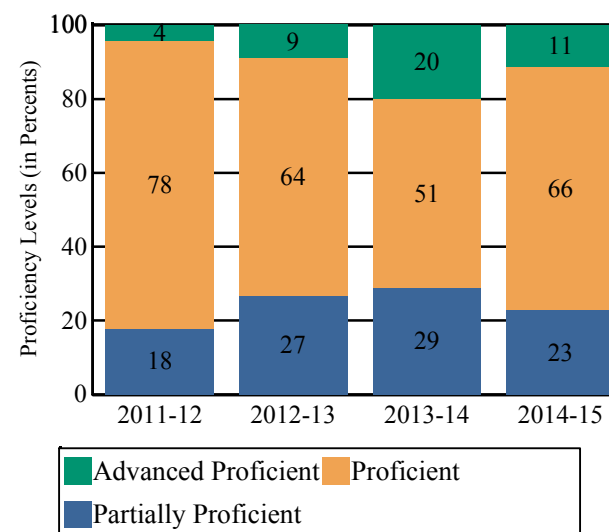
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	11%	66%	23%
White	-	-	-
African American	-	-	-
Hispanic	12%	63%	24%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	0%	55%	45%
Economically Disadvantaged Students	11%	66%	23%

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



**COLLEGE AND CAREER READINESS**

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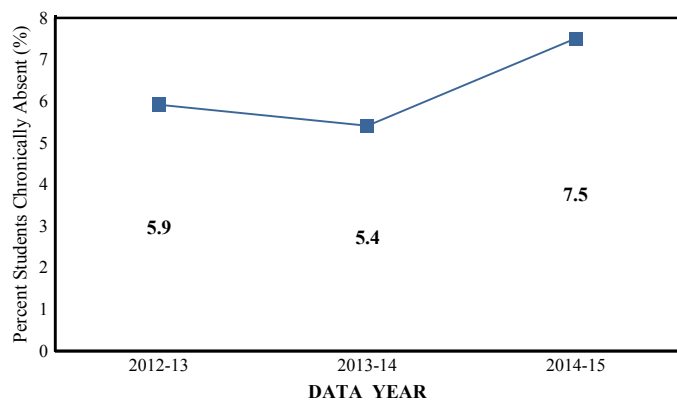
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly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

**Chronic Absenteeism Trend**

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

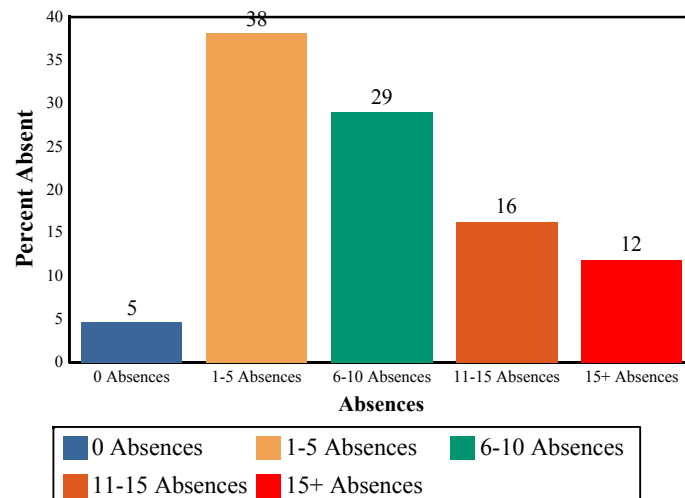


**Chronic Absenteeism for 2014-15**

**7.51%**

**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.



### STUDENT GROWTH

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GRADE SPAN KG-06

31-3970-097

SCHOOL # 5

168 MONROE ST.

PASSAIC, NJ 07055

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	46	47	32	35	YES
Student Growth on Math	56	84	63	35	YES
		66	48		100%

### Student Growth

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

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	23%	4%	0%
Partially Met	9%	8%	4%
Approached	7%	8%	15%
Met	2%	7%	12%
Exceeded	0%	0%	0%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	12%	1%	0%
Partially Met	12%	12%	8%
Approached	4%	12%	14%
Met	5%	6%	12%
Exceeded	0%	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.

### WITHIN SCHOOL ACHIEVEMENT GAP

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

#### Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	770
50th	N/A	743
25th	N/A	715
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	0	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	765	850
75th	741	767
50th	722	745
25th	714	722
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	45

### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	784	850
75th	743	773
50th	723	750
25th	695	728
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	45

#### Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	737	773
50th	714	751
25th	697	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	45

#### Grade Level - 04

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	777	850
75th	741	764
50th	730	742
25th	712	721
0th	690	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	43

#### Grade Level - 05

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	804	850
75th	755	763
50th	735	743
25th	713	723
0th	693	650

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

### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 06

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

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

Percentile	School Scale Score	State Scale Score
99th	783	850
75th	749	770
50th	728	749
25th	698	726
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	44

#### Grade Level - 06

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	784	850
75th	745	763
50th	724	742
25th	700	721
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	42

## SCHOOL CLIMATE

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PASSAIC CITY

## State of New Jersey

2014-15

GRADE SPAN KG-06

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168 MONROE ST.  
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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
2014-15	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
2014-15	3.2%

### 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.

2014-15	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
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	11
Administrators	189



### SCHOOL PEER GROUP

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
ATLANTIC	PLEASANTVILLE CITY	WASHINGTON AVENUE ELEMENTARY SCHOOL	01-4180-060	KG-05	92.4%	45.4%	17.6%
CUMBERLAND	VINELAND CITY	GLORIA M SABATER ELEMENTARY SCHOOL	11-5390-075	KG-05	93%	37.2%	11.3%
ESSEX	IRVINGTON TOWNSHIP	FLORENCE AVENUE SCHOOL	13-2330-100	KG-05	94.2%	22.7%	2.8%
HUDSON	UNION CITY	COLIN POWELL ELEMENTARY SCHOOL	17-5240-300	KG-05	90.6%	32.8%	5.1%
HUDSON	UNION CITY	GEORGE WASHINGTON ELEMENTARY SCHOOL	17-5240-120	PK-06	95.8%	29.2%	6.4%
HUDSON	UNION CITY	JEFFERSON ELEMENTARY SCHOOL	17-5240-100	PK-04	96%	31.3%	15.1%
HUDSON	UNION CITY	ROBERT WATERS ELEMENTARY SCHOOL	17-5240-130	PK-06	96.2%	38%	9%
HUDSON	UNION CITY	THEODORE ROOSEVELT ELEMENTARY SCHOOL	17-5240-110	PK-06	94%	35.8%	7%
HUDSON	UNION CITY	THOMAS A EDISON ELEMENTARY SCHOOL	17-5240-070	PK-06	95.9%	36.4%	7.4%
MERCER	TRENTON CITY	MARTIN LUTHER KING JR. ELEMENTARY SCHOOL	21-5210-401	KG-05	92.3%	32.4%	9.9%
MERCER	TRENTON CITY	PARKER ELEMENTARY	21-5210-270	KG-05	93.1%	23.5%	8.6%
MERCER	TRENTON CITY	WASHINGTON ELEMENTARY SCHOOL	21-5210-300	KG-04	93.2%	15.4%	2.9%
MERCER	TRENTON CITY	WILSON ELEMENTARY SCHOOL	21-5210-310	KG-05	94.7%	44.4%	11.1%
MONMOUTH	RED BANK BORO	RED BANK PRIMARY SCHOOL	25-4360-075	PK-03	90.8%	51.8%	7.5%
OCEAN	LAKEWOOD TWP	CLIFTON AVE GRADE SCHOOL	29-2520-070	01-05	95.5%	39.8%	14.2%
OCEAN	LAKEWOOD TWP	ELLA G CLARKE ELEMENTARY SCHOOL	29-2520-080	01-05	98.3%	46.8%	11.9%
OCEAN	LAKEWOOD TWP	OAK STREET ELEM SCHOOL	29-2520-084	01-05	96%	35.9%	8%
PASSAIC	PASSAIC CITY	DANIEL F. RYAN ELEMENTARY SCHOOL # 19	31-3970-200	02-06	99.6%	35.2%	16%
PASSAIC	PASSAIC CITY	ETTA GERO SCHOOL # 9	31-3970-125	03-06	99.7%	45.9%	17.3%
PASSAIC	PASSAIC CITY	MARIO DRAGO SCHOOL # 3	31-3970-090	PK-06	99.6%	27.2%	11%

**SCHOOL PEER GROUP**

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PASSAIC	PASSAIC CITY	MARTIN LUTHER KING JR. SCHOOL # 6	31-3970-100	PK-06	99.8%	37%	13.2%
PASSAIC	PASSAIC CITY	SCHOOL # 5	31-3970-097	KG-06	100%	46.7%	20.4%
PASSAIC	PASSAIC CITY	THEODORE ROOSEVELT SCHOOL # 10	31-3970-130	02-06	99.9%	45.3%	10%
PASSAIC	PASSAIC CITY	THOMAS JEFFERSON SCHOOL # 1	31-3970-080	KG-06	99.9%	33.5%	16.1%
PASSAIC	PATERSON CITY	SCHOOL 14	31-4010-180	KG-04	94.7%	17.5%	5.3%
PASSAIC	PATERSON CITY	SCHOOL 5	31-4010-090	KG-06	94.8%	22.5%	7.7%
UNION	PLAINFIELD CITY	CHARLES H. STILLMAN ELEMENTARY SCHOOL	39-4160-170	KG-05	93.7%	49%	9.2%
UNION	PLAINFIELD CITY	DEWITT D. BARLOW ELEMENTARY SCHOOL	39-4160-080	KG-05	92.9%	51.5%	9%
UNION	PLAINFIELD CITY	EVERGREEN ELEMENTARY SCHOOL	39-4160-140	KG-05	90.8%	56.8%	7.4%
UNION	PLAINFIELD CITY	JEFFERSON ELEMENTARY SCHOOL	39-4160-150	KG-05	91.6%	43%	13.7%
UNION	PLAINFIELD CITY	WASHINGTON COMMUNITY SCHOOL	39-4160-180	PK-05	90.9%	47%	14.6%



# State of New Jersey

2014-15

31-3970-100

MARTIN LUTHER KING JR. SCHOOL # 6

85 HAMILTON AVE.

PASSAIC, NJ 07055-5215

## OVERVIEW

PASSAIC

PASSAIC CITY

GRADE SPAN PK-06

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

In particular, the School Performance Reports seek to:

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

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

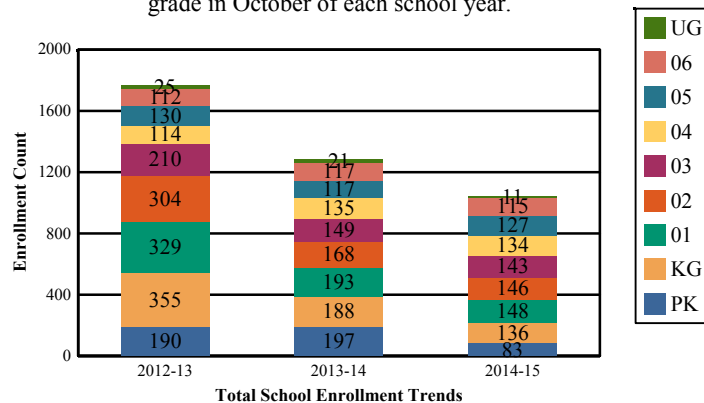
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

## DEMOGRAPHIC INFORMATION

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### Enrollment by Grade

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

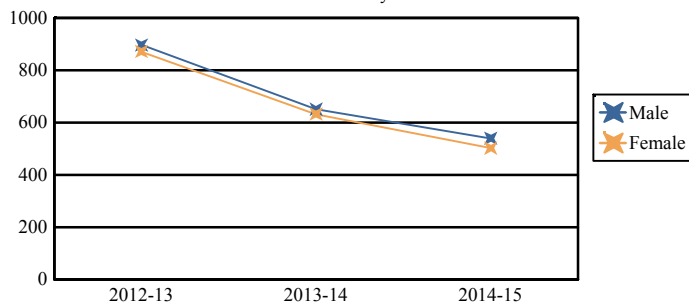


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,769
2013-14	1,285
2014-15	1,043

### Enrollment by Gender

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

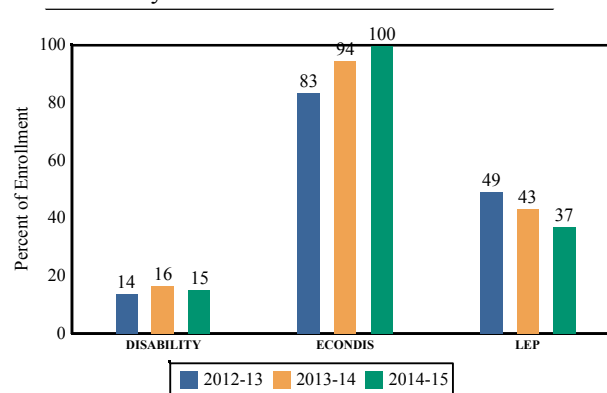


	Male	Female
2012-13	897	872
2013-14	652	633
2014-15	540	503

GRADE SPAN PK-06

### Enrollment Trends by Program Participation

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

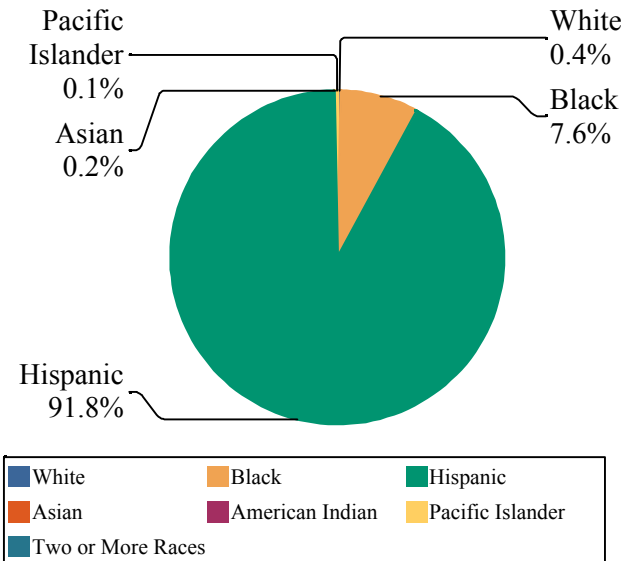


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	157	15%
Economically Disadvantaged Students	1,041	99.8%
English Language Learners	386	37.0%

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### 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.



### Language Diversity

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

2014-15	Percent
Spanish	83.0%
English	16.8%
Gujarati	0.1%
Ukrainian	0.1%

### ACADEMIC ACHIEVEMENT

PASSAIC

PASSAIC CITY

GRADE SPAN PK-06

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	17%	33	4
Math Met or Exceeded Expectation	17%		

### ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	516	17.3%	95%	98.5%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	478	18%	95%	98.8%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	157	12.1%	95%	98.1%	YES
Economically Disadvantaged Students	511	17%	95%	98.5%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	520	17.3%	95%	98.4%	YES
White	-	-	--	--	--
African American	32	12.5%	95%	94.6%	-
Hispanic	481	17.8%	95%	98.6%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	158	15.2%	95%	98.2%	YES
Economically Disadvantaged Students	514	17.5%	95%	98.5%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

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PARCC Performance Level

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

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

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

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	744	-	-	-	-	-	-	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%



**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	133	718	751	26%	34%	26%	14%	1%	14%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	126	719	737	25%	33%	27%	14%	1%	15%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	132	718	734	26%	34%	27%	13%	1%	14%	31%

ACADEMIC ACHIEVEMENT

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PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	125	724	751	22%	32%	24%	22%	0%	22%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	120	724	737	23%	33%	23%	22%	0%	22%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	15	744	717	7%	33%	7%	53%	0%	53%	15%
Economically Disadvantaged Students	124	724	734	23%	31%	24%	22%	0%	22%	31%

**ACADEMIC ACHIEVEMENT**

PASSAIC  
PASSAIC CITY

GRADE SPAN PK-06

31-3970-100  
MARTIN LUTHER KING JR. SCHOOL # 6  
85 HAMILTON AVE.  
PASSAIC, NJ 07055-5215

**PARCC ELA Performance Distribution - Grade - 06**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	115	730	749	14%	24%	34%	26%	2%	28%	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	106	730	736	15%	22%	34%	27%	2%	29%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	20	705	718	30%	40%	15%	5%	10%	15%	17%
English Language Learners	26	723	711	27%	19%	23%	31%	0%	31%	11%
Economically Disadvantaged Students	114	730	733	14%	25%	33%	26%	2%	28%	30%

ACADEMIC ACHIEVEMENT

PASSAIC  
PASSAIC CITY

GRADE SPAN PK-06

31-3970-100  
MARTIN LUTHER KING JR. SCHOOL # 6  
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PASSAIC, NJ 07055-5215

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	143	725	746	11%	41%	34%	14%	1%	15%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	126	726	733	11%	39%	33%	16%	1%	17%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	79	722	724	14%	42%	32%	13%	0%	13%	17%
Economically Disadvantaged Students	141	725	730	11%	40%	34%	14%	1%	15%	26%

ACADEMIC ACHIEVEMENT

PASSAIC  
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GRADE SPAN PK-06

31-3970-100  
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PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	136	723	744	15%	37%	38%	10%	0%	10%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	128	724	732	13%	38%	38%	11%	0%	11%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	134	723	730	15%	37%	37%	10%	0%	10%	23%

ACADEMIC ACHIEVEMENT

PASSAIC  
PASSAIC CITY

GRADE SPAN PK-06

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PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	126	728	744	12%	37%	31%	19%	1%	20%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	121	728	733	12%	37%	31%	19%	1%	20%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	15	740	724	7%	33%	20%	40%	0%	40%	17%
Economically Disadvantaged Students	125	728	731	12%	37%	31%	19%	1%	20%	23%

ACADEMIC ACHIEVEMENT

PASSAIC  
PASSAIC CITY

GRADE SPAN PK-06

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PARCC MATH - Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	115	730	743	10%	30%	33%	23%	3%	26%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	106	729	731	10%	31%	33%	23%	3%	25%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	20	709	718	30%	30%	30%	0%	10%	10%	15%
English Language Learners	26	726	718	8%	46%	19%	27%	0%	27%	14%
Economically Disadvantaged Students	114	730	729	11%	30%	33%	24%	3%	26%	23%

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

#### Proficiency Percentages

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



**ACADEMIC ACHIEVEMENT**

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GRADE SPAN PK-06

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**NJASK Results - Science Grade Level - 04**

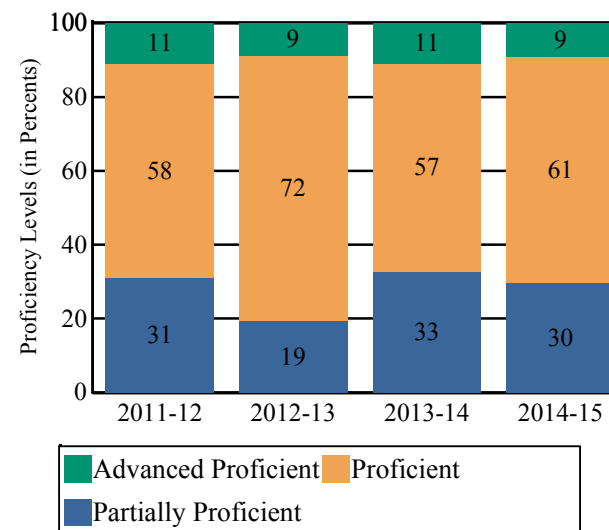
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	9%	61%	30%
White	-	-	-
African American	-	-	-
Hispanic	10%	63%	28%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	13%	47%	40%
English Language Learners	0%	41%	59%
Economically Disadvantaged Students	9%	61%	29%

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



**COLLEGE AND CAREER READINESS**

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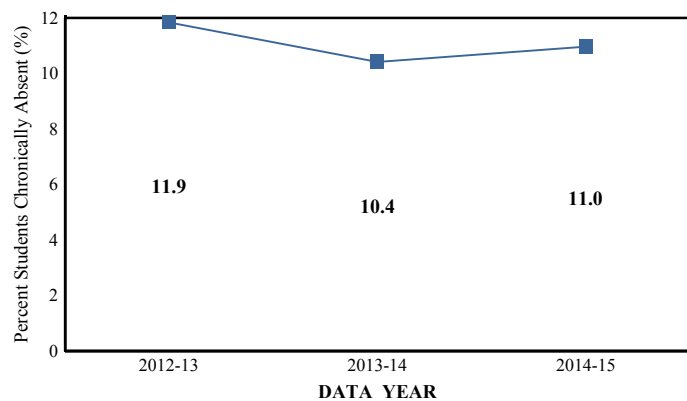
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly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

**Chronic Absenteeism Trend**

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

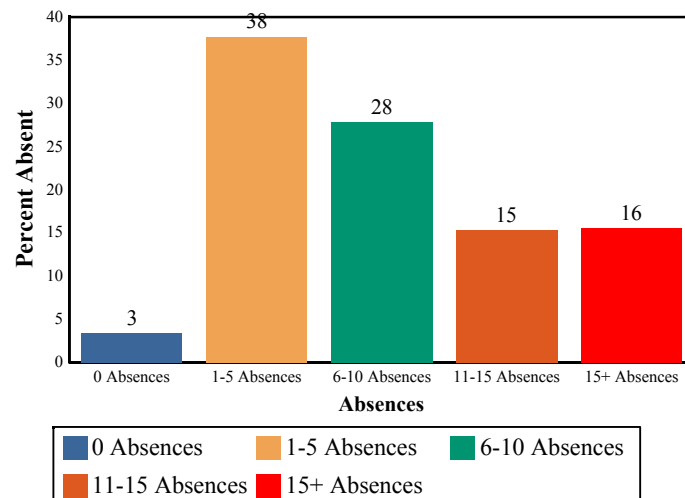


**Chronic Absenteeism for 2014-15**

**10.97%**

**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.



### STUDENT GROWTH

PASSAIC

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GRADE SPAN PK-06

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	41	27	18	35	YES
Student Growth on Math	40	37	20	35	YES
		32	19		100%

### Student Growth

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

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	18%	4%	0%
Partially Met	13%	14%	4%
Approached	9%	10%	9%
Met	3%	5%	13%
Exceeded	0%	0%	0%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	9%	3%	0%
Partially Met	20%	11%	5%
Approached	11%	14%	9%
Met	3%	7%	7%
Exceeded	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.

### WITHIN SCHOOL ACHIEVEMENT GAP

PASSAIC

PASSAIC 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 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	770
50th	N/A	743
25th	N/A	715
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	0	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	778	850
75th	739	767
50th	722	745
25th	710	722
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	45

### WITHIN SCHOOL ACHIEVEMENT GAP

PASSAIC

PASSAIC CITY

#### Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	785	850
75th	734	773
50th	721	750
25th	699	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

#### Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	788	850
75th	744	773
50th	722	751
25th	702	728
0th	678	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	45

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#### Grade Level - 04

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	768	850
75th	739	764
50th	723	742
25th	707	721
0th	664	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	43

#### Grade Level - 05

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	783	850
75th	746	763
50th	726	743
25th	708	723
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	40

### WITHIN SCHOOL ACHIEVEMENT GAP

PASSAIC

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#### Grade Level - 06

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

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

Percentile	School Scale Score	State Scale Score
99th	781	850
75th	752	770
50th	730	749
25th	712	726
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	44

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#### Grade Level - 06

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	785	850
75th	749	763
50th	729	742
25th	708	721
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	42

## SCHOOL CLIMATE

PASSAIC

PASSAIC CITY

## State of New Jersey

2014-15

GRADE SPAN PK-06

31-3970-100

MARTIN LUTHER KING JR. SCHOOL # 6

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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
2014-15	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
2014-15	6.7%

### Instructional Time

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

2014-15	School
Full Time	5 Hrs. 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
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	348

### SCHOOL PEER GROUP

PASSAIC

PASSAIC CITY

GRADE SPAN PK-06

31-3970-100

MARTIN LUTHER KING JR. SCHOOL # 6

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
CUMBERLAND	VINELAND CITY	GLORIA M SABATER ELEMENTARY SCHOOL	11-5390-075	KG-05	93%	37.2%	11.3%
ESSEX	IRVINGTON TOWNSHIP	FLORENCE AVENUE SCHOOL	13-2330-100	KG-05	94.2%	22.7%	2.8%
HUDSON	UNION CITY	COLIN POWELL ELEMENTARY SCHOOL	17-5240-300	KG-05	90.6%	32.8%	5.1%
HUDSON	UNION CITY	GEORGE WASHINGTON ELEMENTARY SCHOOL	17-5240-120	PK-06	95.8%	29.2%	6.4%
HUDSON	UNION CITY	JEFFERSON ELEMENTARY SCHOOL	17-5240-100	PK-04	96%	31.3%	15.1%
HUDSON	UNION CITY	ROBERT WATERS ELEMENTARY SCHOOL	17-5240-130	PK-06	96.2%	38%	9%
HUDSON	UNION CITY	THEODORE ROOSEVELT ELEMENTARY SCHOOL	17-5240-110	PK-06	94%	35.8%	7%
HUDSON	UNION CITY	THOMAS A EDISON ELEMENTARY SCHOOL	17-5240-070	PK-06	95.9%	36.4%	7.4%
MERCER	TRENTON CITY	MARTIN LUTHER KING JR. ELEMENTARY SCHOOL	21-5210-401	KG-05	92.3%	32.4%	9.9%
MERCER	TRENTON CITY	ROBBINS ELEMENTARY SCHOOL	21-5210-280	KG-04	95.2%	51.2%	3.9%
MERCER	TRENTON CITY	WASHINGTON ELEMENTARY SCHOOL	21-5210-300	KG-04	93.2%	15.4%	2.9%
MERCER	TRENTON CITY	WILSON ELEMENTARY SCHOOL	21-5210-310	KG-05	94.7%	44.4%	11.1%
MONMOUTH	RED BANK BORO	RED BANK PRIMARY SCHOOL	25-4360-075	PK-03	90.8%	51.8%	7.5%
OCEAN	LAKEWOOD TWP	CLIFTON AVE GRADE SCHOOL	29-2520-070	01-05	95.5%	39.8%	14.2%
OCEAN	LAKEWOOD TWP	ELLA G CLARKE ELEMENTARY SCHOOL	29-2520-080	01-05	98.3%	46.8%	11.9%
OCEAN	LAKEWOOD TWP	OAK STREET ELEM SCHOOL	29-2520-084	01-05	96%	35.9%	8%
PASSAIC	PASSAIC CITY	DANIEL F. RYAN ELEMENTARY SCHOOL # 19	31-3970-200	02-06	99.6%	35.2%	16%
PASSAIC	PASSAIC CITY	ETTA GERO SCHOOL # 9	31-3970-125	03-06	99.7%	45.9%	17.3%
PASSAIC	PASSAIC CITY	MARIO DRAGO SCHOOL # 3	31-3970-090	PK-06	99.6%	27.2%	11%
PASSAIC	PASSAIC CITY	MARTIN LUTHER KING JR. SCHOOL # 6	31-3970-100	PK-06	99.8%	37%	13.2%
PASSAIC	PASSAIC CITY	SCHOOL # 5	31-3970-097	KG-06	100%	46.7%	20.4%



**SCHOOL PEER GROUP**

PASSAIC

PASSAIC CITY

GRADE SPAN PK-06

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PASSAIC, NJ 07055-5215

PASSAIC	PASSAIC CITY	THEODORE ROOSEVELT SCHOOL # 10	31-3970-130	02-06	99.9%	45.3%	10%
PASSAIC	PASSAIC CITY	THOMAS JEFFERSON SCHOOL # 1	31-3970-080	KG-06	99.9%	33.5%	16.1%
PASSAIC	PASSAIC CITY	WILLIAM B. CRUISE MEMORIAL SCHOOL # 11	31-3970-140	01-06	100%	55.2%	13.9%
PASSAIC	PATERSON CITY	SCHOOL 14	31-4010-180	KG-04	94.7%	17.5%	5.3%
PASSAIC	PATERSON CITY	SCHOOL 5	31-4010-090	KG-06	94.8%	22.5%	7.7%
UNION	PLAINFIELD CITY	CHARLES H. STILLMAN ELEMENTARY SCHOOL	39-4160-170	KG-05	93.7%	49%	9.2%
UNION	PLAINFIELD CITY	DEWITT D. BARLOW ELEMENTARY SCHOOL	39-4160-080	KG-05	92.9%	51.5%	9%
UNION	PLAINFIELD CITY	EVERGREEN ELEMENTARY SCHOOL	39-4160-140	KG-05	90.8%	56.8%	7.4%
UNION	PLAINFIELD CITY	JEFFERSON ELEMENTARY SCHOOL	39-4160-150	KG-05	91.6%	43%	13.7%
UNION	PLAINFIELD CITY	WASHINGTON COMMUNITY SCHOOL	39-4160-180	PK-05	90.9%	47%	14.6%

### DEMOGRAPHIC INFORMATION

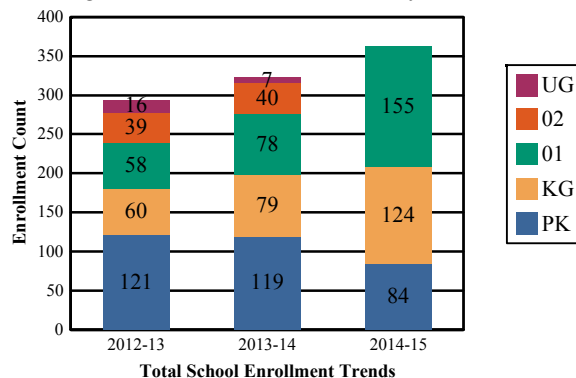
PASSAIC  
PASSAIC CITY

GRADE SPAN PK-01

31-3970-110  
ULYSSES S. GRANT SCHOOL # 7  
155 SUMMER ST.  
PASSAIC, NJ 07055

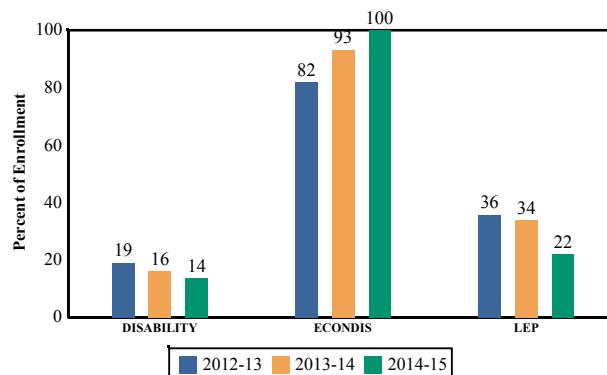
### Enrollment by Grade

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



### Enrollment Trends by Program Participation

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

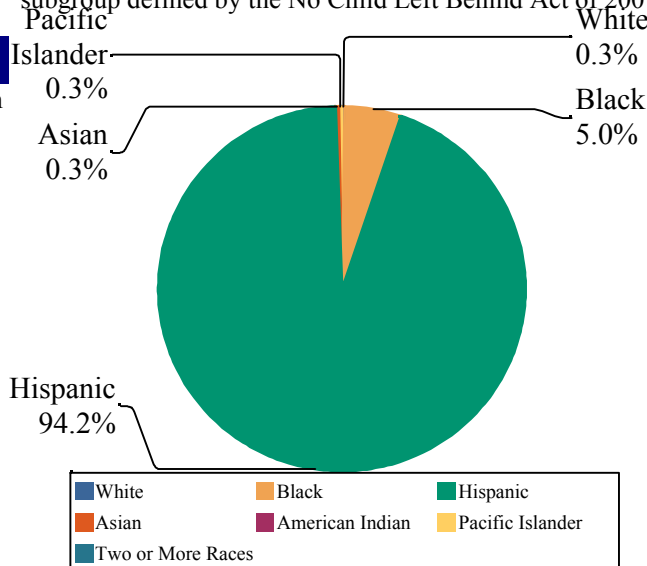


### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	49	14%
Economically Disadvantaged Students	363	100.0%
English Language Learners	80	22.0%

### 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.



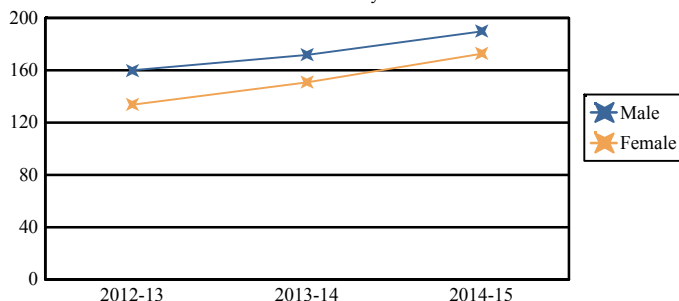
### Language Diversity

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

2014-15	Percent
Spanish	74.9%
English	24.9%
Arabic	0.3%

### Enrollment by Gender

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



	Male	Female
2012-13	160	134
2013-14	172	151
2014-15	190	173

## SCHOOL CLIMATE

PASSAIC  
PASSAIC CITY

## State of New Jersey 2014-15

GRADE SPAN PK-01

31-3970-110

ULYSSES S. GRANT SCHOOL # 7  
155 SUMMER ST.  
PASSAIC, NJ 07055

### Length of School Day

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

	School
2014-15	6 Hrs. 40 Mins.

### Student Suspension Rate

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

	School
2014-15	2.2%

### 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.

2014-15	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
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	363

### DEMOGRAPHIC INFORMATION

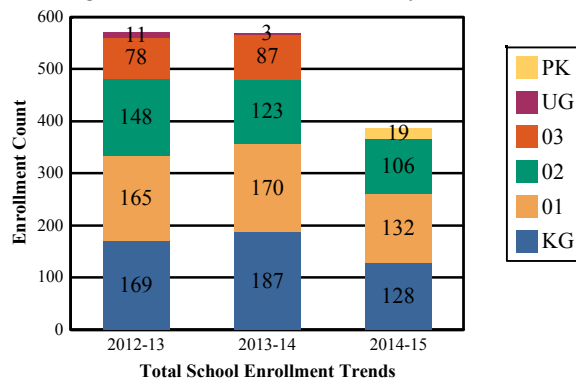
PASSAIC  
PASSAIC CITY

GRADE SPAN PK-02

31-3970-120  
CASIMIR PULASKI SCHOOL # 8  
100 FOURTH ST.  
PASSAIC, NJ 07055-7604

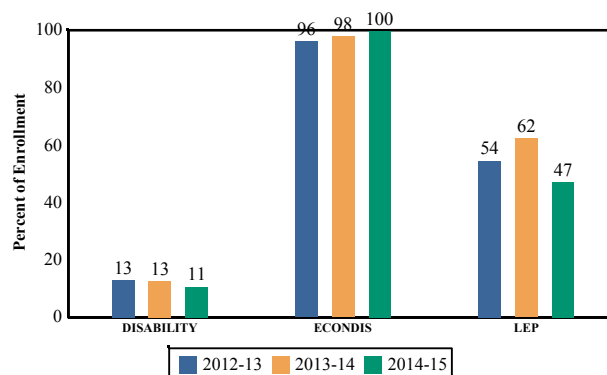
### Enrollment by Grade

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



### Enrollment Trends by Program Participation

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

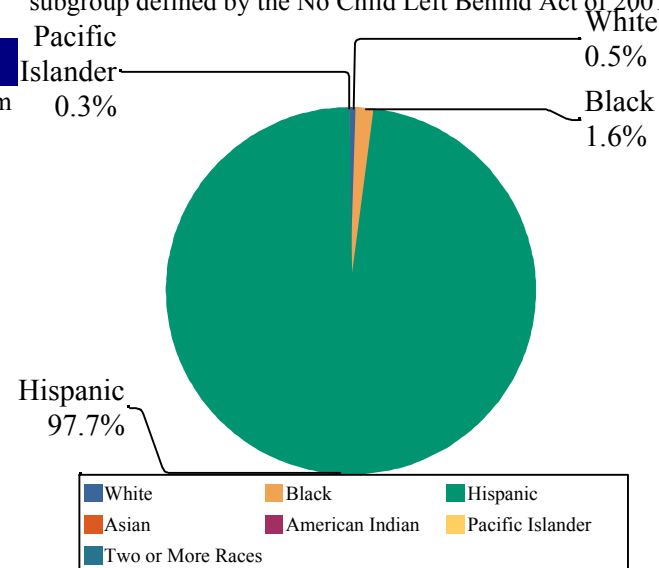


### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	41	11%
Economically Disadvantaged Students	384	99.7%
English Language Learners	181	47.0%

### 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.



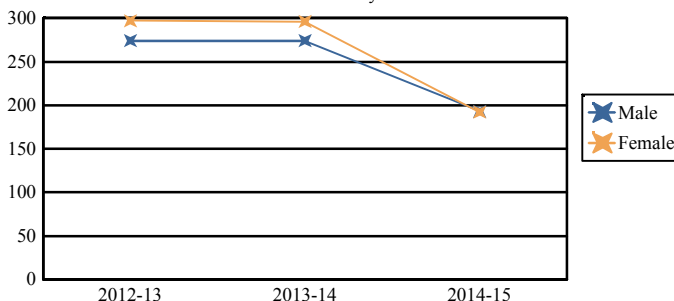
### Language Diversity

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

2014-15	Percent
Spanish	85.6%
English	14.0%
Polish	0.5%

### Enrollment by Gender

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



	Male	Female
2012-13	274	297
2013-14	274	296
2014-15	193	192

## SCHOOL CLIMATE

PASSAIC  
PASSAIC CITY

## State of New Jersey 2014-15

GRADE SPAN PK-02

31-3970-120  
CASIMIR PULASKI SCHOOL # 8  
100 FOURTH ST.  
PASSAIC, NJ 07055-7604

### Length of School Day

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

	School
2014-15	6 Hrs. 40 Mins.

### Student Suspension Rate

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

	School
2014-15	1.6%

### Instructional Time

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

2014-15	School
Full Time	5 Hrs. 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
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	10
Administrators	193



# State of New Jersey

2014-15

## OVERVIEW

PASSAIC

PASSAIC CITY

GRADE SPAN 03-06

31-3970-125

ETTA GERO SCHOOL # 9

140 FIRST ST.

PASSAIC, NJ 07055-6518

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

In particular, the School Performance Reports seek to:

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

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

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

## DEMOGRAPHIC INFORMATION

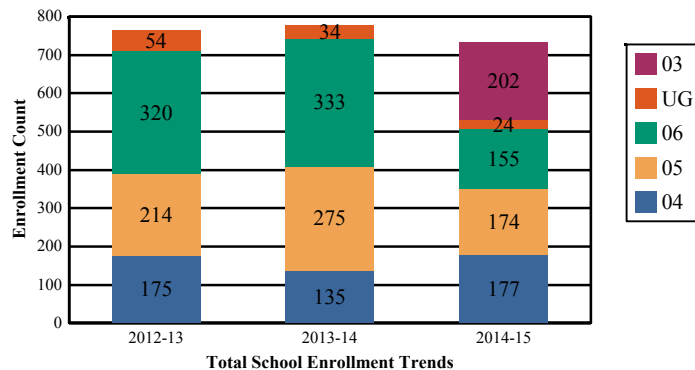
PASSAIC  
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ETTA GERO SCHOOL # 9  
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### Enrollment by Grade

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

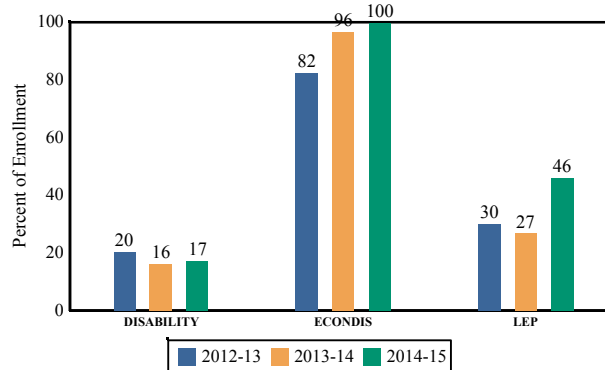


Total School Enrollment Trends

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.

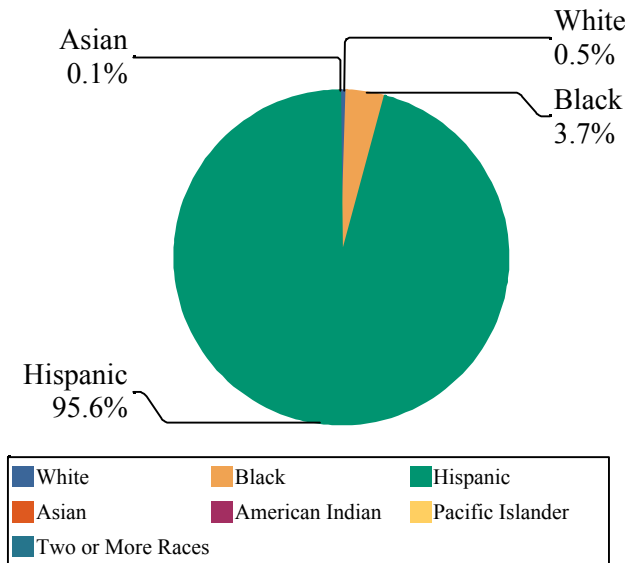
### Enrollment Trends by Program Participation

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



### Enrollment by Ethnic/Racial Subgroup

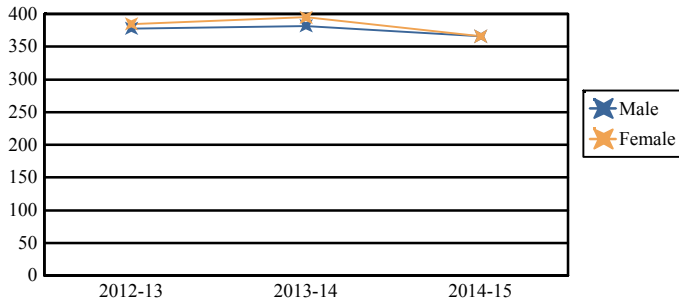
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	763
2013-14	777
2014-15	732

### Enrollment by Gender

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



	Male	Female
2012-13	378	385
2013-14	382	395
2014-15	366	366

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	127	17%
Economically Disadvantaged Students	730	99.7%
English Language Learners	336	45.9%

### Language Diversity

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

2014-15	Percent
Spanish	90.7%
English	9.0%
Chinese	0.1%
Polish	0.1%

### ACADEMIC ACHIEVEMENT

PASSAIC

PASSAIC CITY

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31-3970-125

ETTA GERO SCHOOL # 9

140 FIRST ST.

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	21%	52	7
Math Met or Exceeded Expectation	27%		

### ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	706	20.8%	95%	98.5%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	671	20.4%	95%	98.7%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	132	20.5%	95%	100%	YES
English Language Learners	245	10.2%	95%	98.8%	YES
Economically Disadvantaged Students	702	20.8%	95%	98.7%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

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



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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	709	26.6%	95%	98.9%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	672	26.7%	95%	98.9%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	132	23.5%	95%	100%	YES
English Learner Students	244	14.7%	95%	98.4%	YES
Economically Disadvantaged Students	703	26.7%	95%	98.9%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

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PARCC Performance Level

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

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

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

**ACADEMIC ACHIEVEMENT**

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ETTA GERO SCHOOL # 9  
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PASSAIC, NJ 07055-6518

**PARCC ELA Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	196	710	744	39%	31%	17%	13%	0%	13%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	184	708	727	41%	32%	15%	13%	0%	13%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	26	684	718	65%	15%	4%	15%	0%	15%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	195	709	724	39%	31%	17%	13%	0%	13%	24%

ACADEMIC ACHIEVEMENT

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ETTA GERO SCHOOL # 9  
140 FIRST ST.  
PASSAIC, NJ 07055-6518

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	175	724	751	22%	24%	34%	18%	2%	20%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	168	723	737	22%	25%	35%	16%	2%	18%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	36	696	725	50%	22%	11%	14%	3%	17%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	174	724	734	21%	24%	34%	18%	2%	20%	31%

ACADEMIC ACHIEVEMENT

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ETTA GERO SCHOOL # 9  
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PASSAIC, NJ 07055-6518

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	174	733	751	13%	25%	38%	22%	2%	25%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	167	733	737	11%	26%	38%	23%	2%	25%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	34	716	723	29%	26%	26%	15%	3%	18%	21%
English Language Learners	29	735	717	14%	21%	41%	21%	3%	24%	15%
Economically Disadvantaged Students	174	733	734	13%	25%	38%	22%	2%	25%	31%

ACADEMIC ACHIEVEMENT

PASSAIC  
PASSAIC CITY

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31-3970-125  
ETTA GERO SCHOOL # 9  
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PASSAIC, NJ 07055-6518

PARCC ELA Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	161	727	749	19%	22%	32%	22%	6%	27%	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	152	726	736	18%	23%	32%	21%	5%	26%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	36	702	718	33%	25%	11%	8%	22%	31%	17%
English Language Learners	65	720	711	23%	29%	29%	15%	3%	18%	11%
Economically Disadvantaged Students	159	727	733	18%	23%	32%	21%	6%	27%	30%

ACADEMIC ACHIEVEMENT

PASSAIC  
PASSAIC CITY

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ETTA GERO SCHOOL # 9  
140 FIRST ST.  
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PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	196	728	746	12%	34%	37%	16%	1%	17%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	184	727	733	12%	34%	37%	17%	0%	17%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	26	714	727	31%	27%	23%	19%	0%	19%	27%
English Language Learners	107	724	724	16%	35%	37%	12%	0%	12%	17%
Economically Disadvantaged Students	195	728	730	12%	34%	37%	16%	1%	17%	26%

ACADEMIC ACHIEVEMENT

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PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	177	729	744	12%	28%	34%	24%	2%	25%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	168	730	732	11%	29%	35%	24%	2%	26%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	36	712	724	25%	33%	22%	11%	8%	19%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	174	730	730	11%	29%	34%	24%	2%	26%	23%



ACADEMIC ACHIEVEMENT

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GRADE SPAN 03-06

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ETTA GERO SCHOOL # 9  
140 FIRST ST.  
PASSAIC, NJ 07055-6518

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	175	734	744	9%	27%	33%	30%	2%	31%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	168	735	733	8%	26%	33%	31%	2%	33%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	34	719	724	18%	29%	32%	15%	6%	21%	19%
English Language Learners	29	733	724	10%	28%	38%	24%	0%	24%	17%
Economically Disadvantaged Students	175	734	731	9%	27%	33%	30%	2%	31%	23%

ACADEMIC ACHIEVEMENT

PASSAIC  
PASSAIC CITY

GRADE SPAN 03-06

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ETTA GERO SCHOOL # 9  
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PARCC MATH - Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	161	735	743	5%	30%	30%	30%	4%	35%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	152	735	731	5%	30%	32%	30%	3%	34%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	36	716	718	11%	39%	17%	17%	17%	33%	15%
English Language Learners	65	730	718	11%	32%	34%	20%	3%	23%	14%
Economically Disadvantaged Students	159	735	729	5%	30%	30%	30%	4%	35%	23%

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

#### Proficiency Percentages

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

**ACADEMIC ACHIEVEMENT**

PASSAIC  
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**NJASK Results - Science Grade Level - 04**

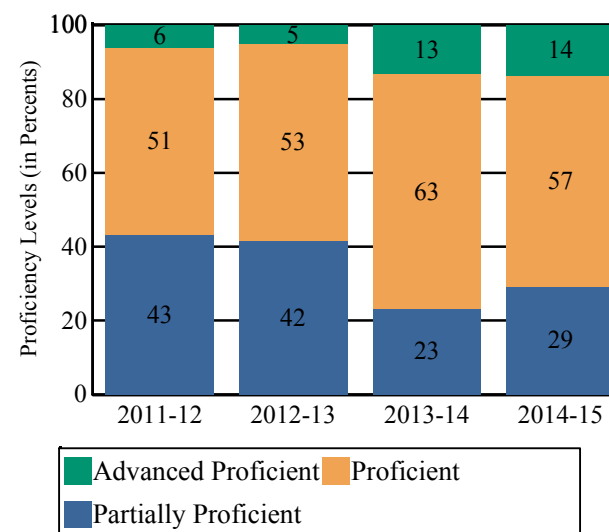
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	14%	57%	29%
White	-	-	-
African American	-	-	-
Hispanic	13%	57%	29%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	6%	34%	59%
English Language Learners	0%	37%	63%
Economically Disadvantaged Students	14%	57%	29%

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



**COLLEGE AND CAREER READINESS**

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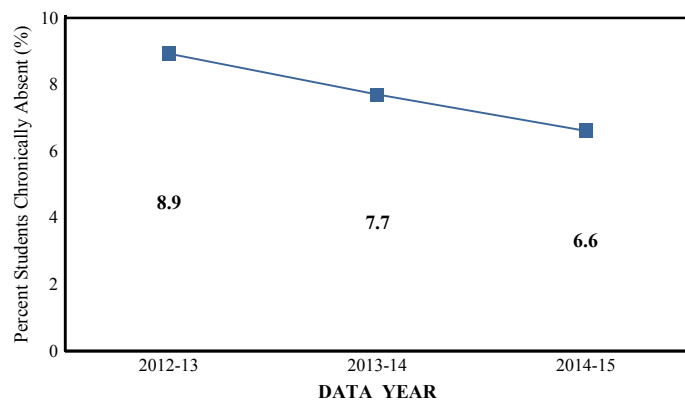
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly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

**Chronic Absenteeism Trend**

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

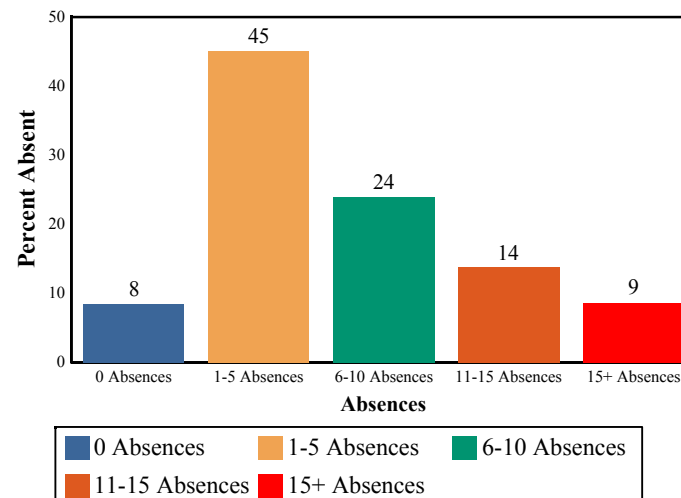


**Chronic Absenteeism for 2014-15**

**6.61%**

**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.



### STUDENT GROWTH

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ETTA GERO SCHOOL # 9

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	51	67	49	35	YES
Student Growth on Math	58	94	68	35	YES
		81	59		100%

### Student Growth

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

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	12%	4%	0%
Partially Met	12%	10%	3%
Approached	7%	14%	13%
Met	1%	6%	13%
Exceeded	0%	0%	1%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	1%	0%
Partially Met	13%	8%	8%
Approached	7%	12%	15%
Met	3%	8%	17%
Exceeded	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.

### WITHIN SCHOOL ACHIEVEMENT GAP

PASSAIC

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

#### Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	779	850
75th	731	770
50th	711	743
25th	688	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	788	850
75th	742	767
50th	727	745
25th	713	722
0th	653	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	45

### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	744	773
50th	727	750
25th	702	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	45

#### Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	807	850
75th	749	773
50th	732	751
25th	713	728
0th	679	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	45

#### Grade Level - 04

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	782	850
75th	748	764
50th	728	742
25th	712	721
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	43

#### Grade Level - 05

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	753	763
50th	731	743
25th	715	723
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	40



### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 06

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

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

Percentile	School Scale Score	State Scale Score
99th	787	850
75th	746	770
50th	728	749
25th	707	726
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	44

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#### Grade Level - 06

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	781	850
75th	755	763
50th	733	742
25th	718	721
0th	658	650

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

## SCHOOL CLIMATE

PASSAIC

PASSAIC CITY

## State of New Jersey

2014-15

GRADE SPAN 03-06

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ETTA GERO SCHOOL # 9

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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
2014-15	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
2014-15	0.4%

### 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.

2014-15	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
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	15
Administrators	366

### SCHOOL PEER GROUP

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140 FIRST ST.

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
CUMBERLAND	VINELAND CITY	GLORIA M SABATER ELEMENTARY SCHOOL	11-5390-075	KG-05	93%	37.2%	11.3%
ESSEX	IRVINGTON TOWNSHIP	FLORENCE AVENUE SCHOOL	13-2330-100	KG-05	94.2%	22.7%	2.8%
HUDSON	UNION CITY	COLIN POWELL ELEMENTARY SCHOOL	17-5240-300	KG-05	90.6%	32.8%	5.1%
HUDSON	UNION CITY	GEORGE WASHINGTON ELEMENTARY SCHOOL	17-5240-120	PK-06	95.8%	29.2%	6.4%
HUDSON	UNION CITY	JEFFERSON ELEMENTARY SCHOOL	17-5240-100	PK-04	96%	31.3%	15.1%
HUDSON	UNION CITY	ROBERT WATERS ELEMENTARY SCHOOL	17-5240-130	PK-06	96.2%	38%	9%
HUDSON	UNION CITY	THEODORE ROOSEVELT ELEMENTARY SCHOOL	17-5240-110	PK-06	94%	35.8%	7%
HUDSON	UNION CITY	THOMAS A EDISON ELEMENTARY SCHOOL	17-5240-070	PK-06	95.9%	36.4%	7.4%
MERCER	TRENTON CITY	MARTIN LUTHER KING JR. ELEMENTARY SCHOOL	21-5210-401	KG-05	92.3%	32.4%	9.9%
MERCER	TRENTON CITY	ROBBINS ELEMENTARY SCHOOL	21-5210-280	KG-04	95.2%	51.2%	3.9%
MERCER	TRENTON CITY	WASHINGTON ELEMENTARY SCHOOL	21-5210-300	KG-04	93.2%	15.4%	2.9%
MERCER	TRENTON CITY	WILSON ELEMENTARY SCHOOL	21-5210-310	KG-05	94.7%	44.4%	11.1%
MONMOUTH	RED BANK BORO	RED BANK PRIMARY SCHOOL	25-4360-075	PK-03	90.8%	51.8%	7.5%
OCEAN	LAKEWOOD TWP	CLIFTON AVE GRADE SCHOOL	29-2520-070	01-05	95.5%	39.8%	14.2%
OCEAN	LAKEWOOD TWP	ELLA G CLARKE ELEMENTARY SCHOOL	29-2520-080	01-05	98.3%	46.8%	11.9%
OCEAN	LAKEWOOD TWP	OAK STREET ELEM SCHOOL	29-2520-084	01-05	96%	35.9%	8%
PASSAIC	PASSAIC CITY	DANIEL F. RYAN ELEMENTARY SCHOOL # 19	31-3970-200	02-06	99.6%	35.2%	16%
PASSAIC	PASSAIC CITY	ETTA GERO SCHOOL # 9	31-3970-125	03-06	99.7%	45.9%	17.3%
PASSAIC	PASSAIC CITY	MARIO DRAGO SCHOOL # 3	31-3970-090	PK-06	99.6%	27.2%	11%
PASSAIC	PASSAIC CITY	MARTIN LUTHER KING JR. SCHOOL # 6	31-3970-100	PK-06	99.8%	37%	13.2%
PASSAIC	PASSAIC CITY	SCHOOL # 5	31-3970-097	KG-06	100%	46.7%	20.4%

**SCHOOL PEER GROUP**

PASSAIC

PASSAIC CITY

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ETTA GERO SCHOOL # 9  
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PASSAIC	PASSAIC CITY	THEODORE ROOSEVELT SCHOOL # 10	31-3970-130	02-06	99.9%	45.3%	10%
PASSAIC	PASSAIC CITY	THOMAS JEFFERSON SCHOOL # 1	31-3970-080	KG-06	99.9%	33.5%	16.1%
PASSAIC	PASSAIC CITY	WILLIAM B. CRUISE MEMORIAL SCHOOL # 11	31-3970-140	01-06	100%	55.2%	13.9%
PASSAIC	PATERSON CITY	SCHOOL 14	31-4010-180	KG-04	94.7%	17.5%	5.3%
PASSAIC	PATERSON CITY	SCHOOL 5	31-4010-090	KG-06	94.8%	22.5%	7.7%
UNION	PLAINFIELD CITY	CHARLES H. STILLMAN ELEMENTARY SCHOOL	39-4160-170	KG-05	93.7%	49%	9.2%
UNION	PLAINFIELD CITY	DEWITT D. BARLOW ELEMENTARY SCHOOL	39-4160-080	KG-05	92.9%	51.5%	9%
UNION	PLAINFIELD CITY	EVERGREEN ELEMENTARY SCHOOL	39-4160-140	KG-05	90.8%	56.8%	7.4%
UNION	PLAINFIELD CITY	JEFFERSON ELEMENTARY SCHOOL	39-4160-150	KG-05	91.6%	43%	13.7%
UNION	PLAINFIELD CITY	WASHINGTON COMMUNITY SCHOOL	39-4160-180	PK-05	90.9%	47%	14.6%



# State of New Jersey

2014-15

31-3970-130

THEODORE ROOSEVELT SCHOOL # 10

151 HARRISON ST.

PASSAIC, NJ 07055

## OVERVIEW

PASSAIC

PASSAIC CITY

GRADE SPAN 02-06

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

In particular, the School Performance Reports seek to:

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

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

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

## DEMOGRAPHIC INFORMATION

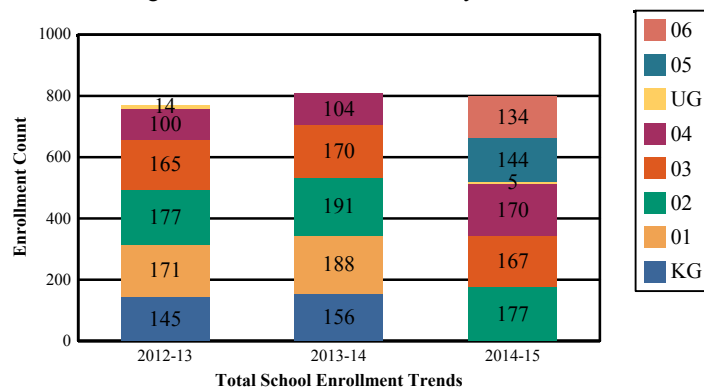
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GRADE SPAN 02-06

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THEODORE ROOSEVELT SCHOOL # 10  
151 HARRISON ST.  
PASSAIC, NJ 07055

### Enrollment by Grade

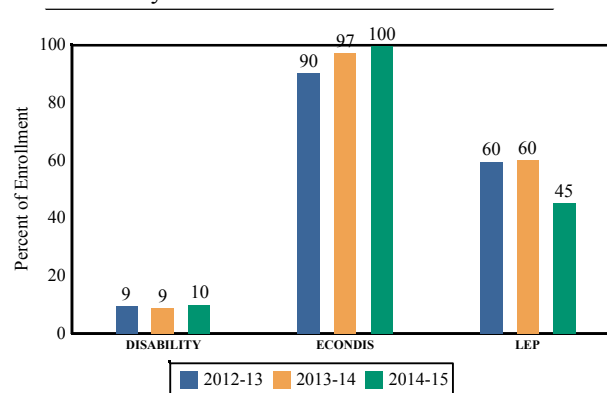
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

### Enrollment Trends by Program Participation

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

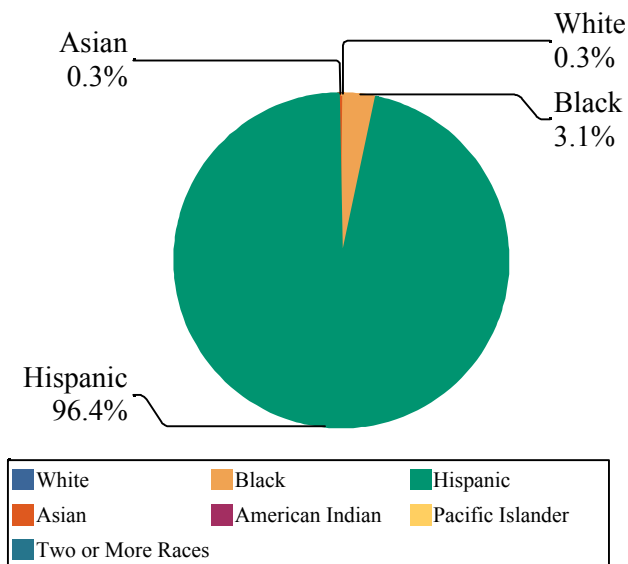


### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	80	10%
Economically Disadvantaged Students	796	99.9%
English Language Learners	361	45.3%

### 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.

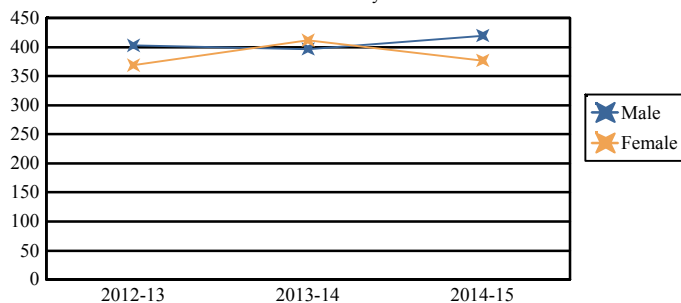


### Total School Enrollment

2012-13	772
2013-14	809
2014-15	797

### Enrollment by Gender

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



	Male	Female
2012-13	403	369
2013-14	397	412
2014-15	420	377

### Language Diversity

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

2014-15	Percent
Spanish	87.7%
English	12.2%
Arabic	0.1%

#### ACADEMIC ACHIEVEMENT

PASSAIC

PASSAIC CITY

GRADE SPAN 02-06

THEODORE ROOSEVELT SCHOOL # 10

151 HARRISON ST.

PASSAIC, NJ 07055

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	15%	20	3
Math Met or Exceeded Expectation	29%		

#### ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	594	14.8%	95%	98.2%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	573	14.3%	95%	98.8%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	592	14.9%	95%	98.5%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

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

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	598	29.1%	95%	98.6%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	573	29.1%	95%	98.5%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	73	13.7%	95%	97.3%	YES
English Learner Students	162	18.5%	95%	98.3%	YES
Economically Disadvantaged Students	592	29.2%	95%	98.5%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

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



PARCC Performance Level

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

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

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

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**PARCC ELA Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	166	714	744	33%	28%	27%	12%	1%	13%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	160	713	727	34%	28%	27%	11%	1%	12%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	165	714	724	33%	28%	26%	12%	1%	13%	24%

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**PARCC ELA Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	163	723	751	24%	33%	26%	14%	3%	17%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	161	722	737	24%	34%	25%	14%	2%	17%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	37	705	717	49%	30%	8%	14%	0%	14%	15%
Economically Disadvantaged Students	163	723	734	24%	33%	26%	14%	3%	17%	31%

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PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	136	721	751	18%	43%	28%	11%	0%	11%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	130	721	737	19%	42%	27%	12%	0%	12%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	18	714	723	28%	44%	17%	11%	0%	11%	21%
English Language Learners	27	713	717	41%	26%	22%	11%	0%	11%	15%
Economically Disadvantaged Students	135	721	734	18%	43%	28%	11%	0%	11%	31%

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PARCC ELA Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	129	727	749	12%	33%	36%	18%	1%	19%	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	122	726	736	12%	34%	37%	16%	1%	17%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	129	727	733	12%	33%	36%	18%	1%	19%	30%

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PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	167	730	746	14%	27%	29%	30%	0%	30%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	160	731	733	13%	27%	30%	30%	0%	30%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	28	721	727	21%	36%	25%	18%	0%	18%	27%
English Language Learners	73	724	724	18%	33%	30%	19%	0%	19%	17%
Economically Disadvantaged Students	165	731	730	14%	27%	29%	30%	0%	30%	26%

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PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	165	737	744	6%	30%	32%	29%	3%	32%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	162	737	732	6%	30%	33%	28%	3%	31%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	37	727	722	16%	38%	24%	22%	0%	22%	15%
Economically Disadvantaged Students	164	737	730	5%	30%	32%	29%	3%	32%	23%

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PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	137	734	744	7%	26%	40%	26%	1%	27%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	130	736	733	5%	25%	42%	28%	1%	28%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	18	726	724	6%	44%	33%	17%	0%	17%	19%
English Language Learners	27	728	724	11%	33%	33%	22%	0%	22%	17%
Economically Disadvantaged Students	135	735	731	6%	26%	41%	27%	1%	27%	23%



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PARCC MATH - Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	129	731	743	11%	34%	29%	26%	0%	26%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	121	730	731	9%	36%	29%	26%	0%	26%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	128	731	729	10%	34%	29%	27%	0%	27%	23%

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

#### Proficiency Percentages

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

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**NJASK Results - Science Grade Level - 04**

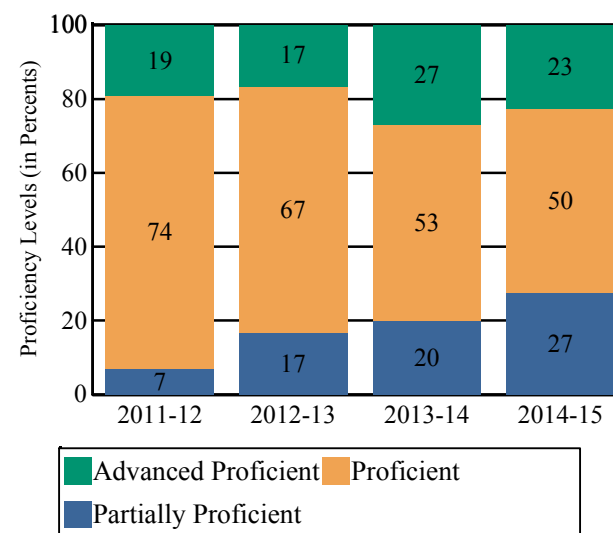
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	23%	50%	27%
White	-	-	-
African American	-	-	-
Hispanic	22%	50%	28%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	11%	39%	50%
English Language Learners	0%	30%	70%
Economically Disadvantaged Students	23%	50%	28%

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



**COLLEGE AND CAREER READINESS**

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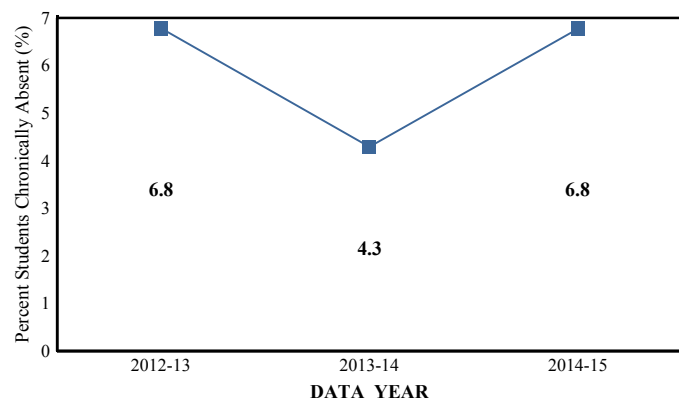
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly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

**Chronic Absenteeism Trend**

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

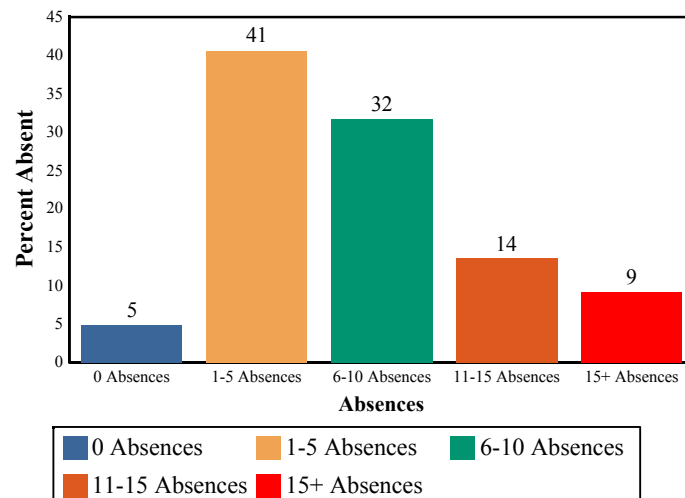


**Chronic Absenteeism for 2014-15**

**6.78%**

**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.



### STUDENT GROWTH

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	38	14	11	35	YES
Student Growth on Math	41	50	23	35	YES
		32	17		100%

### Student Growth

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

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	16%	2%	0%
Partially Met	20%	12%	4%
Approached	9%	12%	9%
Met	1%	7%	7%
Exceeded	0%	0%	1%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	1%	0%
Partially Met	17%	9%	4%
Approached	11%	13%	10%
Met	7%	12%	9%
Exceeded	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.

### WITHIN SCHOOL ACHIEVEMENT GAP

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

### Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	799	850
75th	737	770
50th	716	743
25th	692	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	55

### Grade Level - 03

#### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	782	850
75th	750	767
50th	734	745
25th	708	722
0th	653	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	45

### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	742	773
50th	718	750
25th	701	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45

#### Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	785	850
75th	738	773
50th	717	751
25th	704	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

#### Grade Level - 04

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	751	764
50th	735	742
25th	714	721
0th	682	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	43

#### Grade Level - 05

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	785	850
75th	750	763
50th	736	743
25th	717	723
0th	659	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	40

### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 06

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

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

Percentile	School Scale Score	State Scale Score
99th	782	850
75th	742	770
50th	728	749
25th	711	726
0th	664	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	44

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#### Grade Level - 06

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	783	850
75th	751	763
50th	730	742
25th	712	721
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	42



## SCHOOL CLIMATE

PASSAIC

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2014-15

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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
2014-15	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
2014-15	8.3%

### Instructional Time

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

2014-15	School
Full Time	5 Hrs. 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
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	15
Administrators	266

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
CUMBERLAND	VINELAND CITY	GLORIA M SABATER ELEMENTARY SCHOOL	11-5390-075	KG-05	93%	37.2%	11.3%
ESSEX	IRVINGTON TOWNSHIP	FLORENCE AVENUE SCHOOL	13-2330-100	KG-05	94.2%	22.7%	2.8%
HUDSON	UNION CITY	COLIN POWELL ELEMENTARY SCHOOL	17-5240-300	KG-05	90.6%	32.8%	5.1%
HUDSON	UNION CITY	GEORGE WASHINGTON ELEMENTARY SCHOOL	17-5240-120	PK-06	95.8%	29.2%	6.4%
HUDSON	UNION CITY	JEFFERSON ELEMENTARY SCHOOL	17-5240-100	PK-04	96%	31.3%	15.1%
HUDSON	UNION CITY	ROBERT WATERS ELEMENTARY SCHOOL	17-5240-130	PK-06	96.2%	38%	9%
HUDSON	UNION CITY	THEODORE ROOSEVELT ELEMENTARY SCHOOL	17-5240-110	PK-06	94%	35.8%	7%
HUDSON	UNION CITY	THOMAS A EDISON ELEMENTARY SCHOOL	17-5240-070	PK-06	95.9%	36.4%	7.4%
MERCER	TRENTON CITY	MARTIN LUTHER KING JR. ELEMENTARY SCHOOL	21-5210-401	KG-05	92.3%	32.4%	9.9%
MERCER	TRENTON CITY	ROBBINS ELEMENTARY SCHOOL	21-5210-280	KG-04	95.2%	51.2%	3.9%
MERCER	TRENTON CITY	WASHINGTON ELEMENTARY SCHOOL	21-5210-300	KG-04	93.2%	15.4%	2.9%
MERCER	TRENTON CITY	WILSON ELEMENTARY SCHOOL	21-5210-310	KG-05	94.7%	44.4%	11.1%
MONMOUTH	RED BANK BORO	RED BANK PRIMARY SCHOOL	25-4360-075	PK-03	90.8%	51.8%	7.5%
OCEAN	LAKEWOOD TWP	CLIFTON AVE GRADE SCHOOL	29-2520-070	01-05	95.5%	39.8%	14.2%
OCEAN	LAKEWOOD TWP	ELLA G CLARKE ELEMENTARY SCHOOL	29-2520-080	01-05	98.3%	46.8%	11.9%
OCEAN	LAKEWOOD TWP	OAK STREET ELEM SCHOOL	29-2520-084	01-05	96%	35.9%	8%
PASSAIC	PASSAIC CITY	DANIEL F. RYAN ELEMENTARY SCHOOL # 19	31-3970-200	02-06	99.6%	35.2%	16%
PASSAIC	PASSAIC CITY	ETTA GERO SCHOOL # 9	31-3970-125	03-06	99.7%	45.9%	17.3%
PASSAIC	PASSAIC CITY	MARIO DRAGO SCHOOL # 3	31-3970-090	PK-06	99.6%	27.2%	11%
PASSAIC	PASSAIC CITY	MARTIN LUTHER KING JR. SCHOOL # 6	31-3970-100	PK-06	99.8%	37%	13.2%
PASSAIC	PASSAIC CITY	SCHOOL # 5	31-3970-097	KG-06	100%	46.7%	20.4%

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**SCHOOL PEER GROUP**

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PASSAIC	PASSAIC CITY	THEODORE ROOSEVELT SCHOOL # 10	31-3970-130	02-06	99.9%	45.3%	10%
PASSAIC	PASSAIC CITY	THOMAS JEFFERSON SCHOOL # 1	31-3970-080	KG-06	99.9%	33.5%	16.1%
PASSAIC	PASSAIC CITY	WILLIAM B. CRUISE MEMORIAL SCHOOL # 11	31-3970-140	01-06	100%	55.2%	13.9%
PASSAIC	PATERSON CITY	SCHOOL 14	31-4010-180	KG-04	94.7%	17.5%	5.3%
PASSAIC	PATERSON CITY	SCHOOL 5	31-4010-090	KG-06	94.8%	22.5%	7.7%
UNION	PLAINFIELD CITY	CHARLES H. STILLMAN ELEMENTARY SCHOOL	39-4160-170	KG-05	93.7%	49%	9.2%
UNION	PLAINFIELD CITY	DEWITT D. BARLOW ELEMENTARY SCHOOL	39-4160-080	KG-05	92.9%	51.5%	9%
UNION	PLAINFIELD CITY	EVERGREEN ELEMENTARY SCHOOL	39-4160-140	KG-05	90.8%	56.8%	7.4%
UNION	PLAINFIELD CITY	JEFFERSON ELEMENTARY SCHOOL	39-4160-150	KG-05	91.6%	43%	13.7%
UNION	PLAINFIELD CITY	WASHINGTON COMMUNITY SCHOOL	39-4160-180	PK-05	90.9%	47%	14.6%



# State of New Jersey

2014-15

31-3970-140

WILLIAM B. CRUISE MEMORIAL SCHOOL # 11

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## OVERVIEW

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GRADE SPAN 01-06

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

In particular, the School Performance Reports seek to:

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

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

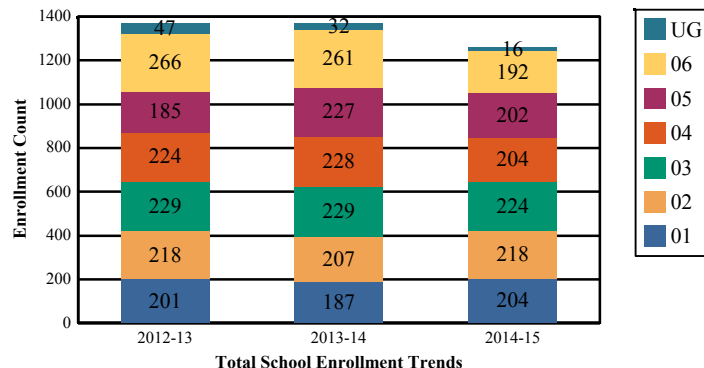
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

## DEMOGRAPHIC INFORMATION

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### Enrollment by Grade

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

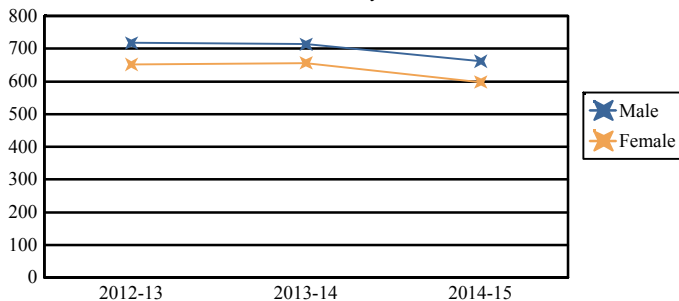


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,370
2013-14	1,371
2014-15	1,260

### Enrollment by Gender

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



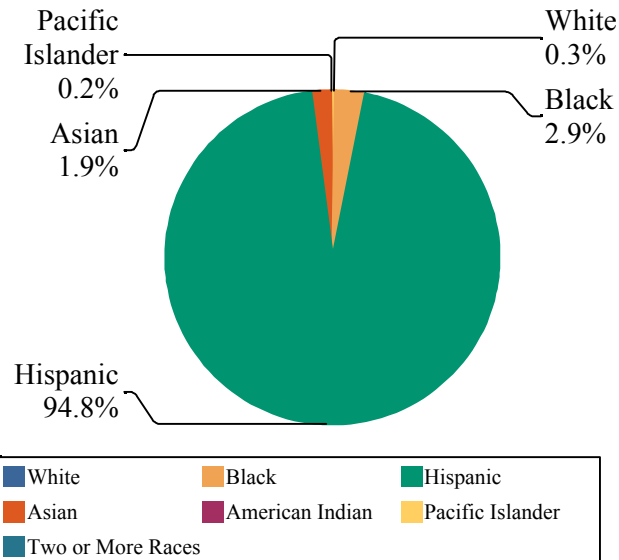
	Male	Female
2012-13	718	652
2013-14	714	657
2014-15	662	598

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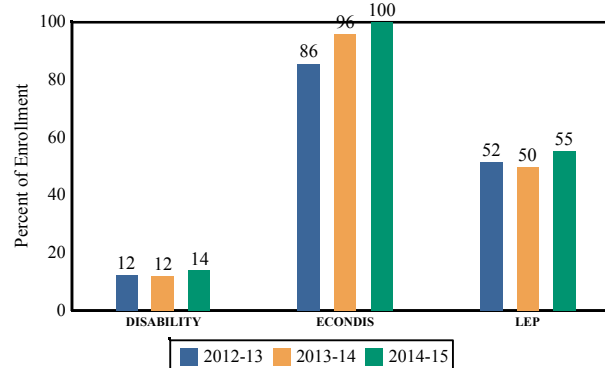
### Enrollment by Ethnic/Racial Subgroup

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



### Enrollment Trends by Program Participation

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



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	175	14%
Economically Disadvantaged Students	1,260	100.0%
English Language Learners	695	55.2%

### Language Diversity

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

2014-15	Percent
Spanish	89.2%
English	9.0%
Gujarati	1.2%
Chinese	0.3%
Hindi	0.2%
Tagalog	0.2%
Other	0.1%

### ACADEMIC ACHIEVEMENT

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	18%	36	5
Math Met or Exceeded Expectation	19%		

### ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	782	17.7%	95%	98.8%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	733	16.5%	95%	99.2%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	86	10.4%	95%	96.7%	YES
English Language Learners	289	11.4%	95%	99.7%	YES
Economically Disadvantaged Students	765	17.8%	95%	98.7%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

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

**ACADEMIC ACHIEVEMENT**

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**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	787	18.7%	95%	98%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	738	17.6%	95%	98.5%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	289	13.2%	95%	99.7%	YES
Economically Disadvantaged Students	770	18.9%	95%	98.8%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

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



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PARCC Performance Level

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

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

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



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**PARCC ELA Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	210	709	744	45%	23%	16%	14%	1%	15%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	196	708	727	45%	24%	16%	14%	1%	14%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	21	693	718	62%	14%	14%	10%	0%	10%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	205	709	724	45%	23%	17%	14%	1%	15%	24%

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	193	720	751	27%	26%	28%	18%	1%	19%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	186	719	737	27%	27%	28%	17%	1%	17%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	61	703	717	54%	21%	11%	11%	2%	13%	15%
Economically Disadvantaged Students	191	720	734	27%	26%	29%	17%	1%	18%	31%

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 05**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	200	720	751	29%	31%	22%	18%	1%	19%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	187	720	737	29%	31%	22%	17%	1%	18%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	24	694	723	67%	13%	8%	8%	4%	13%	21%
English Language Learners	52	712	717	46%	21%	12%	21%	0%	21%	15%
Economically Disadvantaged Students	196	720	734	29%	30%	22%	18%	1%	19%	31%

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 06**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	179	720	749	27%	30%	25%	17%	1%	18%	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	164	719	736	26%	31%	26%	16%	1%	17%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	18	699	718	50%	22%	11%	11%	6%	17%	17%
English Language Learners	45	715	711	33%	33%	18%	16%	0%	16%	11%
Economically Disadvantaged Students	173	720	733	25%	30%	25%	18%	1%	19%	30%

**ACADEMIC ACHIEVEMENT**

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**PARCC MATH - Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	211	728	746	14%	35%	33%	17%	2%	19%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	197	727	733	13%	35%	35%	17%	1%	18%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	131	724	724	15%	37%	34%	11%	2%	13%	17%
Economically Disadvantaged Students	206	729	730	14%	34%	33%	17%	2%	19%	26%

**ACADEMIC ACHIEVEMENT**

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**PARCC MATH - Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	194	728	744	15%	32%	31%	21%	1%	22%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	187	727	732	16%	33%	31%	20%	0%	20%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	23	717	724	26%	43%	17%	9%	4%	13%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	192	728	730	16%	32%	31%	21%	0%	21%	23%

ACADEMIC ACHIEVEMENT

PASSAIC  
PASSAIC CITY

GRADE SPAN 01-06

31-3970-140  
WILLIAM B. CRUISE MEMORIAL SCHOOL # 11  
390 GREGORY AVE.  
PASSAIC, NJ 07055

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	201	721	744	22%	32%	30%	15%	0%	16%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	188	720	733	22%	32%	30%	15%	0%	15%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	52	716	724	31%	31%	19%	19%	0%	19%	17%
Economically Disadvantaged Students	197	721	731	22%	31%	30%	16%	1%	16%	23%

**ACADEMIC ACHIEVEMENT**

PASSAIC  
PASSAIC CITY

GRADE SPAN 01-06

31-3970-140  
WILLIAM B. CRUISE MEMORIAL SCHOOL # 11  
390 GREGORY AVE.  
PASSAIC, NJ 07055

**PARCC MATH - Performance Distribution - Grade - 06**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	181	726	743	12%	36%	34%	17%	2%	18%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	166	725	731	12%	37%	34%	15%	2%	17%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	18	713	718	17%	50%	22%	0%	11%	11%	15%
English Language Learners	45	722	718	18%	29%	40%	13%	0%	13%	14%
Economically Disadvantaged Students	175	726	729	12%	35%	34%	17%	2%	18%	23%



### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

#### Proficiency Percentages

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

**ACADEMIC ACHIEVEMENT**

PASSAIC  
PASSAIC CITY

GRADE SPAN 01-06

31-3970-140  
WILLIAM B. CRUISE MEMORIAL SCHOOL # 11  
390 GREGORY AVE.  
PASSAIC, NJ 07055

**NJASK Results - Science Grade Level - 04**

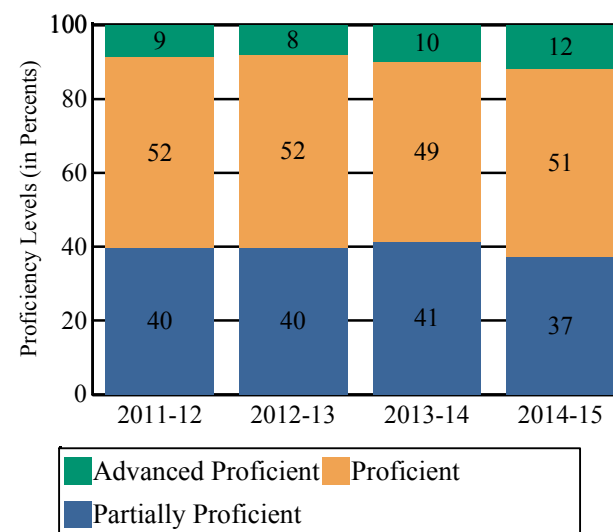
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	12%	51%	37%
White	-	-	-
African American	-	-	-
Hispanic	11%	50%	39%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	7%	33%	59%
English Language Learners	0%	29%	71%
Economically Disadvantaged Students	12%	52%	37%

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



**COLLEGE AND CAREER READINESS**

PASSAIC  
PASSAIC CITY

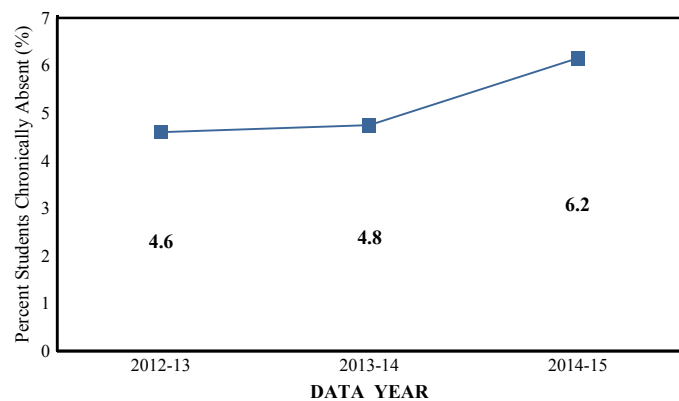
GRADE SPAN 01-06

31-3970-140  
WILLIAM B. CRUISE MEMORIAL SCHOOL # 11  
390 GREGORY AVE.  
PASSAIC, NJ 07055

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

**Chronic Absenteeism Trend**

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

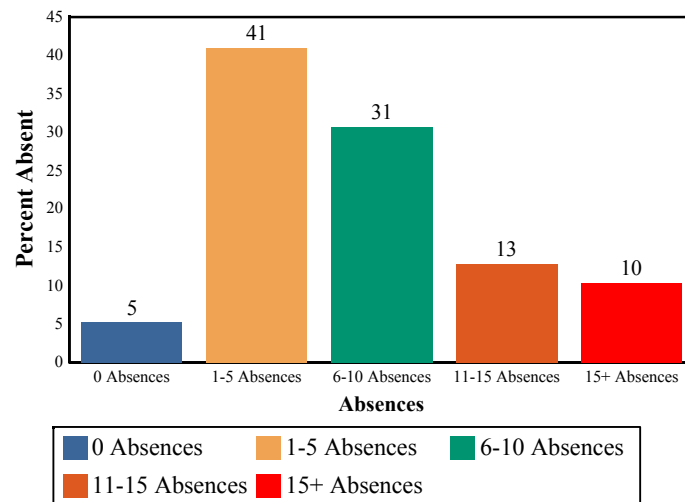


**Chronic Absenteeism for 2014-15**

**6.16%**

**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.



### STUDENT GROWTH

PASSAIC

PASSAIC CITY

GRADE SPAN 01-06

WILLIAM B. CRUISE MEMORIAL SCHOOL # 11

390 GREGORY AVE.

PASSAIC, NJ 07055

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	40	24	15	35	YES
Student Growth on Math	44	64	30	35	YES
		44	23		100%

### Student Growth

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

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	19%	6%	0%
Partially Met	13%	11%	5%
Approached	8%	10%	8%
Met	3%	6%	8%
Exceeded	0%	0%	1%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	12%	3%	0%
Partially Met	17%	11%	6%
Approached	8%	14%	11%
Met	3%	4%	11%
Exceeded	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.

### WITHIN SCHOOL ACHIEVEMENT GAP

PASSAIC

GRADE SPAN 01-06

PASSAIC 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 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	735	770
50th	704	743
25th	680	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	802	850
75th	743	767
50th	725	745
25th	707	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	45

### WITHIN SCHOOL ACHIEVEMENT GAP

PASSAIC

PASSAIC CITY

#### Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	741	773
50th	721	750
25th	698	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	45

#### Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	780	850
75th	741	773
50th	718	751
25th	698	728
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	45

31-3970-140  
WILLIAM B. CRUISE MEMORIAL SCHOOL # 11  
390 GREGORY AVE.  
PASSAIC, NJ 07055

GRADE SPAN 01-06

#### Grade Level - 04

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	745	764
50th	725	742
25th	710	721
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	43

#### Grade Level - 05

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	787	850
75th	741	763
50th	719	743
25th	700	723
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	40

### WITHIN SCHOOL ACHIEVEMENT GAP

PASSAIC

PASSAIC CITY

#### Grade Level - 06

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

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

Percentile	School Scale Score	State Scale Score
99th	782	850
75th	740	770
50th	719	749
25th	697	726
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	44

31-3970-140

WILLIAM B. CRUISE MEMORIAL SCHOOL # 11

390 GREGORY AVE.

PASSAIC, NJ 07055

#### Grade Level - 06

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	778	850
75th	741	763
50th	725	742
25th	709	721
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	42

## SCHOOL CLIMATE

PASSAIC

PASSAIC CITY

## State of New Jersey

2014-15

GRADE SPAN 01-06

31-3970-140

WILLIAM B. CRUISE MEMORIAL SCHOOL # 11

390 GREGORY AVE.

PASSAIC, NJ 07055

### Length of School Day

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

	School
2014-15	6 Hrs. 40 Mins.

### Student Suspension Rate

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

	School
2014-15	7.7%

### Instructional Time

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

2014-15	School
Full Time	5 Hrs. 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
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	14
Administrators	315



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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
CUMBERLAND	VINELAND CITY	GLORIA M SABATER ELEMENTARY SCHOOL	11-5390-075	KG-05	93%	37.2%	11.3%
ESSEX	IRVINGTON TOWNSHIP	FLORENCE AVENUE SCHOOL	13-2330-100	KG-05	94.2%	22.7%	2.8%
HUDSON	UNION CITY	COLIN POWELL ELEMENTARY SCHOOL	17-5240-300	KG-05	90.6%	32.8%	5.1%
HUDSON	UNION CITY	GEORGE WASHINGTON ELEMENTARY SCHOOL	17-5240-120	PK-06	95.8%	29.2%	6.4%
HUDSON	UNION CITY	JEFFERSON ELEMENTARY SCHOOL	17-5240-100	PK-04	96%	31.3%	15.1%
HUDSON	UNION CITY	ROBERT WATERS ELEMENTARY SCHOOL	17-5240-130	PK-06	96.2%	38%	9%
HUDSON	UNION CITY	THEODORE ROOSEVELT ELEMENTARY SCHOOL	17-5240-110	PK-06	94%	35.8%	7%
HUDSON	UNION CITY	THOMAS A EDISON ELEMENTARY SCHOOL	17-5240-070	PK-06	95.9%	36.4%	7.4%
MERCER	TRENTON CITY	MARTIN LUTHER KING JR. ELEMENTARY SCHOOL	21-5210-401	KG-05	92.3%	32.4%	9.9%
MERCER	TRENTON CITY	ROBBINS ELEMENTARY SCHOOL	21-5210-280	KG-04	95.2%	51.2%	3.9%
MERCER	TRENTON CITY	WASHINGTON ELEMENTARY SCHOOL	21-5210-300	KG-04	93.2%	15.4%	2.9%
MERCER	TRENTON CITY	WILSON ELEMENTARY SCHOOL	21-5210-310	KG-05	94.7%	44.4%	11.1%
MONMOUTH	RED BANK BORO	RED BANK PRIMARY SCHOOL	25-4360-075	PK-03	90.8%	51.8%	7.5%
OCEAN	LAKEWOOD TWP	CLIFTON AVE GRADE SCHOOL	29-2520-070	01-05	95.5%	39.8%	14.2%
OCEAN	LAKEWOOD TWP	ELLA G CLARKE ELEMENTARY SCHOOL	29-2520-080	01-05	98.3%	46.8%	11.9%
OCEAN	LAKEWOOD TWP	OAK STREET ELEM SCHOOL	29-2520-084	01-05	96%	35.9%	8%
PASSAIC	PASSAIC CITY	DANIEL F. RYAN ELEMENTARY SCHOOL # 19	31-3970-200	02-06	99.6%	35.2%	16%
PASSAIC	PASSAIC CITY	ETTA GERO SCHOOL # 9	31-3970-125	03-06	99.7%	45.9%	17.3%
PASSAIC	PASSAIC CITY	MARIO DRAGO SCHOOL # 3	31-3970-090	PK-06	99.6%	27.2%	11%
PASSAIC	PASSAIC CITY	MARTIN LUTHER KING JR. SCHOOL # 6	31-3970-100	PK-06	99.8%	37%	13.2%
PASSAIC	PASSAIC CITY	SCHOOL # 5	31-3970-097	KG-06	100%	46.7%	20.4%

**SCHOOL PEER GROUP**

PASSAIC

PASSAIC CITY

GRADE SPAN 01-06

31-3970-140  
WILLIAM B. CRUISE MEMORIAL SCHOOL # 11  
390 GREGORY AVE.  
PASSAIC, NJ 07055

PASSAIC	PASSAIC CITY	THEODORE ROOSEVELT SCHOOL # 10	31-3970-130	02-06	99.9%	45.3%	10%
PASSAIC	PASSAIC CITY	THOMAS JEFFERSON SCHOOL # 1	31-3970-080	KG-06	99.9%	33.5%	16.1%
PASSAIC	PASSAIC CITY	WILLIAM B. CRUISE MEMORIAL SCHOOL # 11	31-3970-140	01-06	100%	55.2%	13.9%
PASSAIC	PATERSON CITY	SCHOOL 14	31-4010-180	KG-04	94.7%	17.5%	5.3%
PASSAIC	PATERSON CITY	SCHOOL 5	31-4010-090	KG-06	94.8%	22.5%	7.7%
UNION	PLAINFIELD CITY	CHARLES H. STILLMAN ELEMENTARY SCHOOL	39-4160-170	KG-05	93.7%	49%	9.2%
UNION	PLAINFIELD CITY	DEWITT D. BARLOW ELEMENTARY SCHOOL	39-4160-080	KG-05	92.9%	51.5%	9%
UNION	PLAINFIELD CITY	EVERGREEN ELEMENTARY SCHOOL	39-4160-140	KG-05	90.8%	56.8%	7.4%
UNION	PLAINFIELD CITY	JEFFERSON ELEMENTARY SCHOOL	39-4160-150	KG-05	91.6%	43%	13.7%
UNION	PLAINFIELD CITY	WASHINGTON COMMUNITY SCHOOL	39-4160-180	PK-05	90.9%	47%	14.6%

### DEMOGRAPHIC INFORMATION

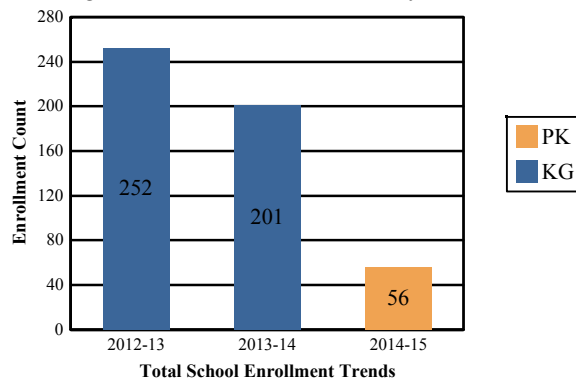
PASSAIC  
PASSAIC CITY

GRADE SPAN PK

31-3970-170  
VINCENT CAPUANA SCHOOL # 15  
374 BROADWAY  
PASSAIC, NJ 07055

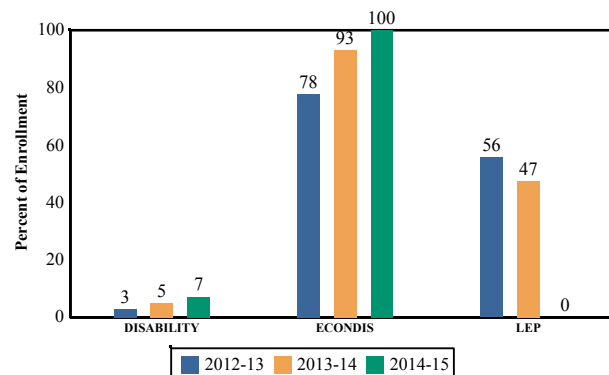
### Enrollment by Grade

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



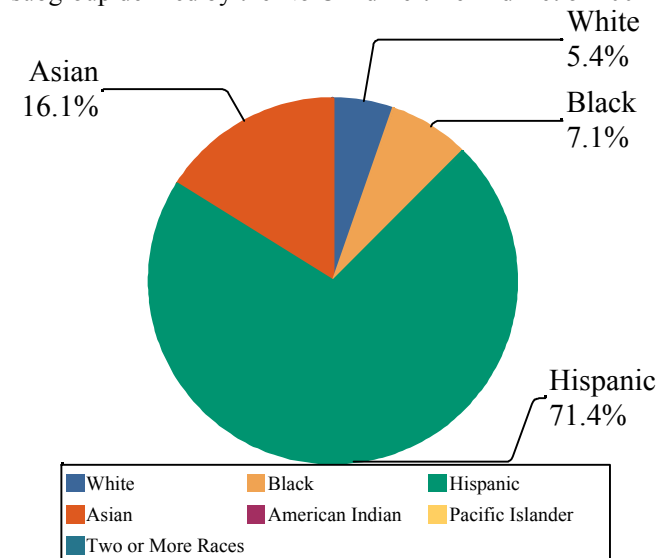
### Enrollment Trends by Program Participation

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



### Enrollment by Ethnic/Racial Subgroup

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



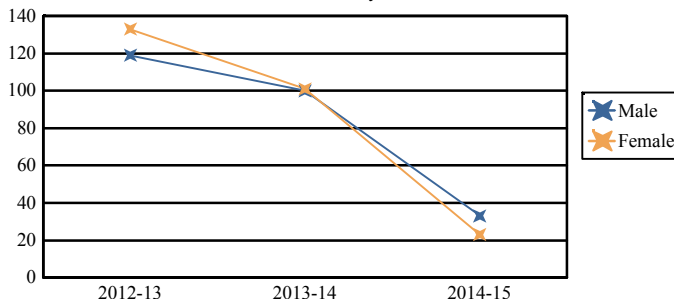
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

### Total School Enrollment

2012-13	252
2013-14	201
2014-15	56

### 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

2014-15	Count of Students	% of Enrollment
Students with Disability	4	7%
Economically Disadvantaged Students	56	100.0%
English Language Learners	0	0.0%

### Language Diversity

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

2014-15	Percent
Spanish	61.1%
English	32.0%
Gujarati	2.4%
Polish	1.2%
Arabic	0.8%
Albanian	0.8%
Other	1.6%

	Male	Female
2012-13	119	133
2013-14	100	101
2014-15	33	23

## SCHOOL CLIMATE

PASSAIC  
PASSAIC CITY

## State of New Jersey 2014-15

GRADE SPAN PK

31-3970-170

VINCENT CAPUANA SCHOOL # 15  
374 BROADWAY  
PASSAIC, NJ 07055

### Length of School Day

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

	School
2014-15	6 Hrs. 40 Mins.

### Student Suspension Rate

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

	School
2014-15	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.

2014-15	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
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	2
Administrators	28

## DEMOGRAPHIC INFORMATION

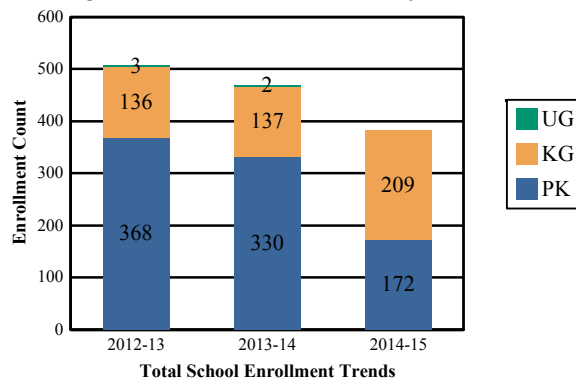
PASSAIC  
PASSAIC CITY

GRADE SPAN PK-KG

31-3970-180  
SCHOOL # 16  
657 MAIN AV. 4TH FLOOR  
PASSAIC, NJ 07055

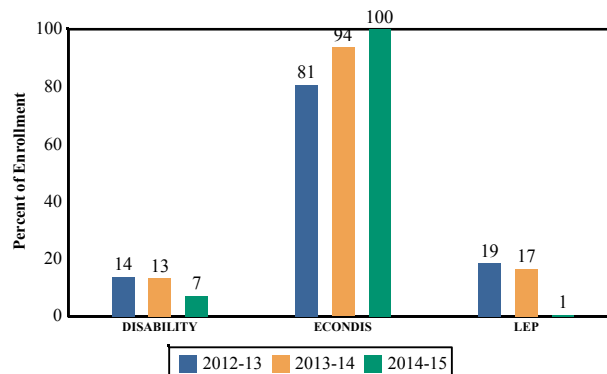
### Enrollment by Grade

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



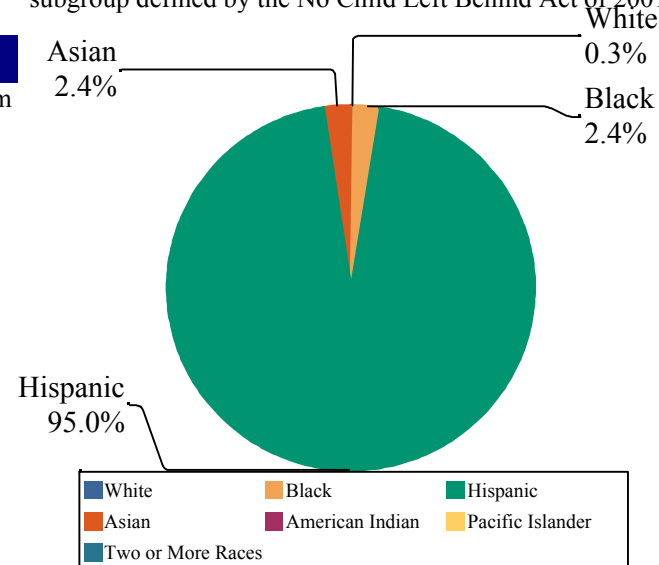
### Enrollment Trends by Program Participation

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



### Enrollment by Ethnic/Racial Subgroup

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



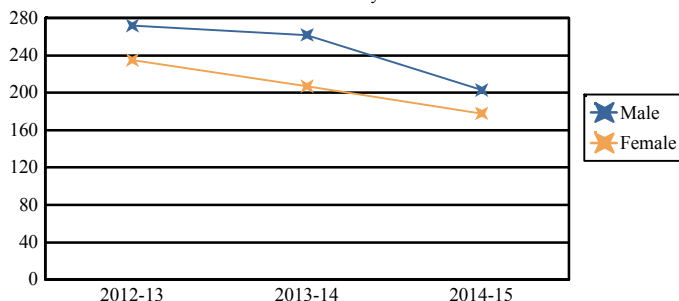
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

### Total School Enrollment

2012-13	507
2013-14	469
2014-15	381

### 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

2014-15	Count of Students	% of Enrollment
Students with Disability	27	7%
Economically Disadvantaged Students	381	100.0%
English Language Learners	2	0.5%

### Language Diversity

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

2014-15	Percent
Spanish	84.7%
English	14.3%
Gujarati	0.7%
Mandingo	0.2%
Tagalog	0.2%

	Male	Female
2012-13	272	235
2013-14	262	207
2014-15	203	178

## SCHOOL CLIMATE

PASSAIC  
PASSAIC CITY

## State of New Jersey 2014-15

GRADE SPAN PK-KG

31-3970-180  
SCHOOL # 16  
657 MAIN AV. 4TH FLOOR  
PASSAIC, NJ 07055

### Length of School Day

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

	School
2014-15	6 Hrs. 40 Mins.

### Student Suspension Rate

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

	School
2014-15	1.6%

### Instructional Time

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

2014-15	School
Full Time	5 Hrs. 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
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	8
Administrators	191

### DEMOGRAPHIC INFORMATION

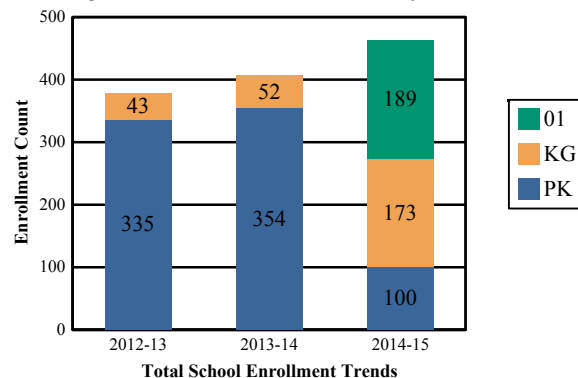
PASSAIC  
PASSAIC CITY

GRADE SPAN PK-01

31-3970-185  
SCHOOL # 17  
95-99 DAYTON AVE.  
PASSAIC, NJ 07055

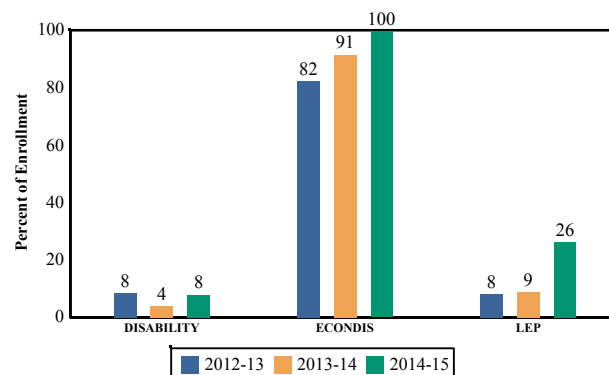
### Enrollment by Grade

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



### Enrollment Trends by Program Participation

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

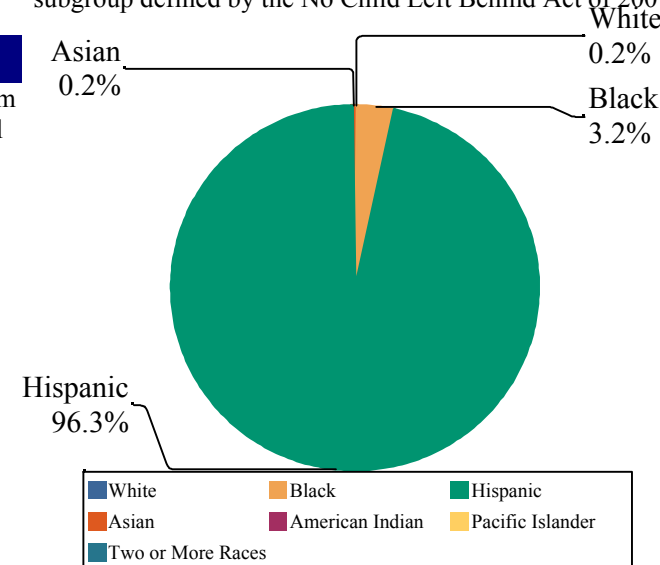


### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	36	8%
Economically Disadvantaged Students	460	99.6%
English Language Learners	121	26.2%

### 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



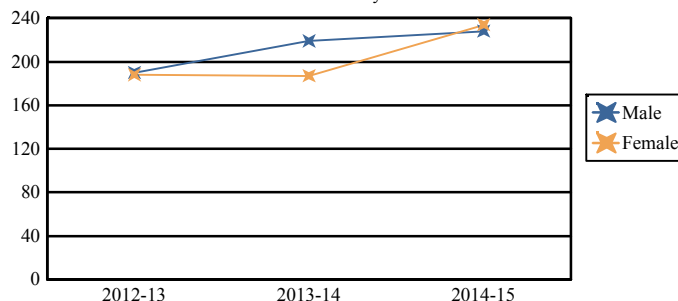
### Language Diversity

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

2014-15	Percent
Spanish	81.5%
English	18.6%

### Enrollment by Gender

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



	Male	Female
2012-13	190	188
2013-14	219	187
2014-15	228	234

## SCHOOL CLIMATE

PASSAIC  
PASSAIC CITY

## State of New Jersey 2014-15

GRADE SPAN PK-01

31-3970-185  
SCHOOL # 17  
95-99 DAYTON AVE.  
PASSAIC, NJ 07055

### Length of School Day

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

	School
2014-15	Hrs. Mins.

### Student Suspension Rate

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

	School
2014-15	

### Instructional Time

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

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

### Student Expulsions

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

	School
2014-15	

### Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	231





# State of New Jersey

2014-15

31-3970-200

DANIEL F. RYAN ELEMENTARY SCHOOL # 19

320 HIGHLAND AVE.

PASSAIC, NJ 07055

## OVERVIEW

PASSAIC

PASSAIC CITY

GRADE SPAN 02-06

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

In particular, the School Performance Reports seek to:

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

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

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

## DEMOGRAPHIC INFORMATION

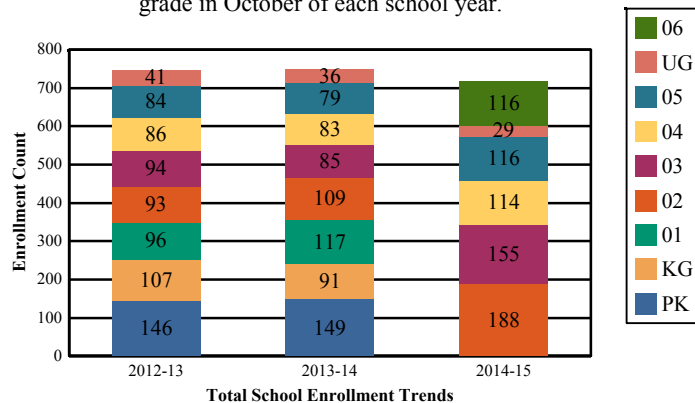
PASSAIC  
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GRADE SPAN 02-06

31-3970-200  
DANIEL F. RYAN ELEMENTARY SCHOOL # 19  
320 HIGHLAND AVE.  
PASSAIC, NJ 07055

### Enrollment by Grade

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

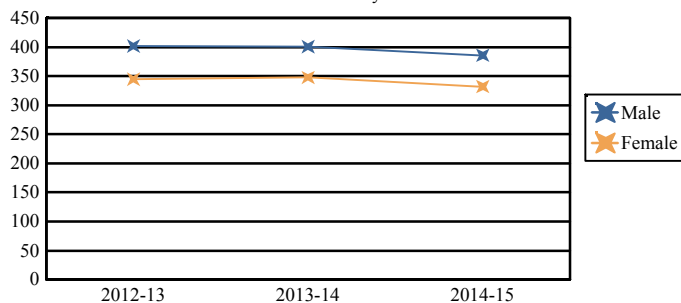


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	747
2013-14	749
2014-15	718

### Enrollment by Gender

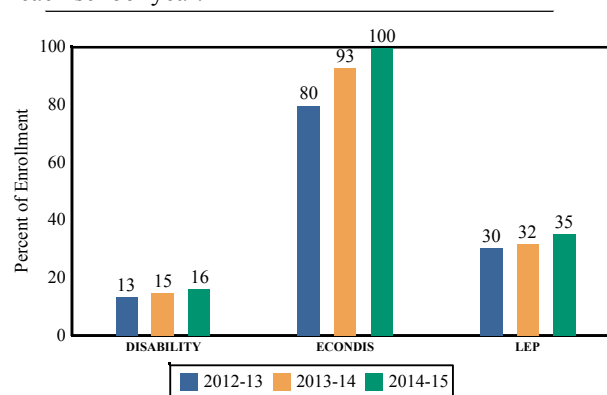
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	402	345
2013-14	401	348
2014-15	386	332

### Enrollment Trends by Program Participation

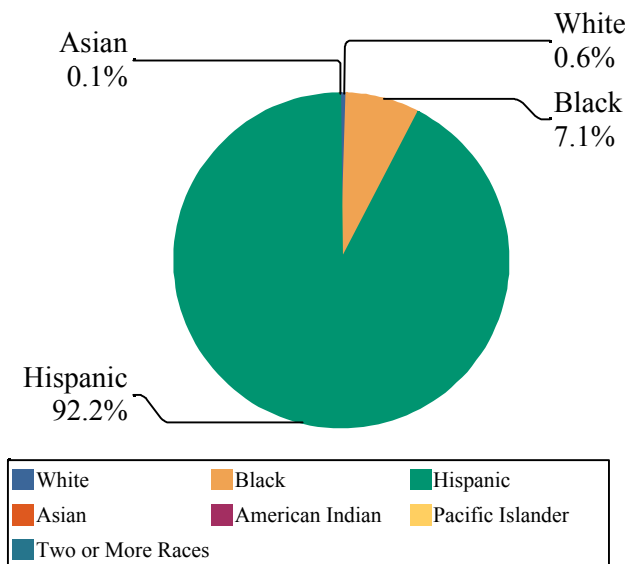
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	116	16%
Economically Disadvantaged Students	715	99.6%
English Language Learners	253	35.2%

### 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.



### Language Diversity

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

2014-15	Percent
Spanish	81.0%
English	18.7%
Gujarati	0.1%
Portuguese	0.1%

### ACADEMIC ACHIEVEMENT

PASSAIC

PASSAIC CITY

GRADE SPAN 02-06

DANIEL F. RYAN ELEMENTARY SCHOOL # 19

320 HIGHLAND AVE.

PASSAIC, NJ 07055

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	26%	68	10
Math Met or Exceeded Expectation	27%		

### ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	505	26%	95%	98.7%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	471	25.5%	95%	98.8%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	83	24.1%	95%	95.4%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	501	26%	95%	98.6%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

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

**ACADEMIC ACHIEVEMENT**

PASSAIC

PASSAIC CITY

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DANIEL F. RYAN ELEMENTARY SCHOOL # 19

320 HIGHLAND AVE.

PASSAIC, NJ 07055

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	509	26.6%	95%	98.5%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	473	26.2%	95%	98.6%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	83	28.9%	95%	95.4%	YES
English Learner Students	102	14.7%	95%	99.1%	YES
Economically Disadvantaged Students	503	26.7%	95%	98.7%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

PARCC Performance Level

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

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

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

**ACADEMIC ACHIEVEMENT**

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PASSAIC CITY

GRADE SPAN 02-06

31-3970-200  
DANIEL F. RYAN ELEMENTARY SCHOOL # 19  
320 HIGHLAND AVE.  
PASSAIC, NJ 07055

**PARCC ELA Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	148	719	744	30%	29%	19%	21%	1%	22%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	138	719	727	30%	29%	19%	20%	1%	22%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	26	705	718	27%	35%	12%	23%	4%	27%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	147	719	724	29%	29%	19%	21%	1%	22%	24%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 02-06

31-3970-200  
DANIEL F. RYAN ELEMENTARY SCHOOL # 19  
320 HIGHLAND AVE.  
PASSAIC, NJ 07055

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	117	728	751	18%	26%	25%	28%	3%	31%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	108	727	737	19%	28%	24%	28%	2%	30%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	17	702	725	29%	29%	6%	29%	6%	35%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	117	728	734	18%	26%	25%	28%	3%	31%	31%

**ACADEMIC ACHIEVEMENT**

PASSAIC  
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GRADE SPAN 02-06

31-3970-200  
DANIEL F. RYAN ELEMENTARY SCHOOL # 19  
320 HIGHLAND AVE.  
PASSAIC, NJ 07055

**PARCC ELA Performance Distribution - Grade - 05**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	122	729	751	17%	23%	35%	23%	2%	25%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	115	728	737	18%	23%	34%	23%	2%	24%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	24	706	723	33%	29%	21%	13%	4%	17%	21%
English Language Learners	15	727	717	47%	7%	20%	20%	7%	27%	15%
Economically Disadvantaged Students	121	729	734	17%	22%	36%	23%	2%	25%	31%



**ACADEMIC ACHIEVEMENT**

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31-3970-200  
DANIEL F. RYAN ELEMENTARY SCHOOL # 19  
320 HIGHLAND AVE.  
PASSAIC, NJ 07055

**PARCC ELA Performance Distribution - Grade - 06**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	118	727	749	19%	27%	26%	24%	3%	27%	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	110	728	736	19%	25%	28%	24%	4%	27%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	16	696	718	56%	25%	0%	13%	6%	19%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	116	727	733	20%	27%	27%	23%	3%	27%	30%

**ACADEMIC ACHIEVEMENT**

PASSAIC  
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GRADE SPAN 02-06

31-3970-200  
DANIEL F. RYAN ELEMENTARY SCHOOL # 19  
320 HIGHLAND AVE.  
PASSAIC, NJ 07055

**PARCC MATH - Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	149	730	746	11%	28%	35%	22%	3%	26%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	138	731	733	11%	29%	35%	22%	4%	25%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	26	722	727	15%	38%	12%	19%	15%	35%	27%
English Language Learners	55	723	724	16%	40%	33%	11%	0%	11%	17%
Economically Disadvantaged Students	147	731	730	11%	28%	35%	22%	3%	26%	26%

**ACADEMIC ACHIEVEMENT**

PASSAIC  
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GRADE SPAN 02-06

31-3970-200  
DANIEL F. RYAN ELEMENTARY SCHOOL # 19  
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PASSAIC, NJ 07055

**PARCC MATH - Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	119	730	744	13%	26%	34%	24%	3%	27%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	110	729	732	14%	25%	35%	24%	2%	25%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	17	717	724	12%	24%	24%	29%	12%	41%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	119	730	730	13%	26%	34%	24%	3%	27%	23%

ACADEMIC ACHIEVEMENT

PASSAIC  
PASSAIC CITY

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31-3970-200  
DANIEL F. RYAN ELEMENTARY SCHOOL # 19  
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PASSAIC, NJ 07055

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	122	736	744	6%	23%	43%	27%	2%	29%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	115	735	733	6%	22%	43%	27%	2%	29%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	24	731	724	0%	33%	42%	21%	4%	25%	19%
English Language Learners	15	740	724	7%	20%	27%	40%	7%	47%	17%
Economically Disadvantaged Students	121	736	731	6%	22%	43%	27%	2%	29%	23%

ACADEMIC ACHIEVEMENT

PASSAIC  
PASSAIC CITY

GRADE SPAN 02-06

31-3970-200  
DANIEL F. RYAN ELEMENTARY SCHOOL # 19  
320 HIGHLAND AVE.  
PASSAIC, NJ 07055

PARCC MATH - Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	119	730	743	12%	33%	30%	24%	1%	25%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	110	730	731	11%	32%	32%	25%	1%	25%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	16	703	718	25%	50%	13%	13%	0%	13%	15%
English Language Learners	19	721	718	11%	47%	32%	11%	0%	11%	14%
Economically Disadvantaged Students	116	730	729	11%	33%	31%	24%	1%	25%	23%

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

#### Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

PASSAIC  
PASSAIC CITY

GRADE SPAN 02-06

31-3970-200  
DANIEL F. RYAN ELEMENTARY SCHOOL # 19  
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NJASK Results - Science Grade Level - 04

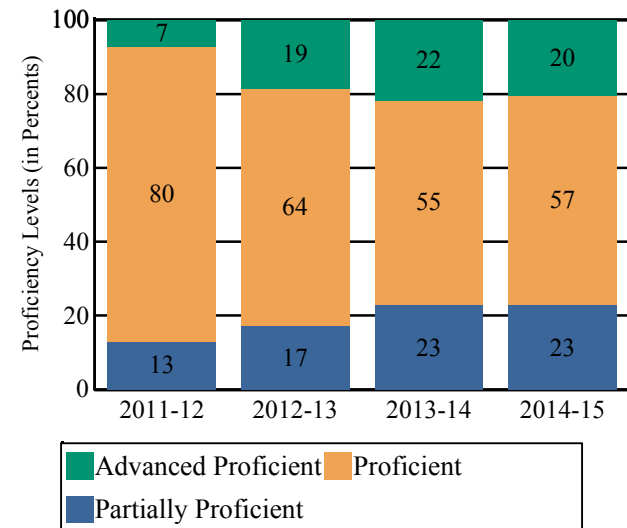
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	20%	57%	23%
White	-	-	-
African American	-	-	-
Hispanic	20%	57%	23%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	46%	54%
English Language Learners	0%	42%	58%
Economically Disadvantaged Students	21%	57%	22%

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



**COLLEGE AND CAREER READINESS**

PASSAIC  
PASSAIC CITY

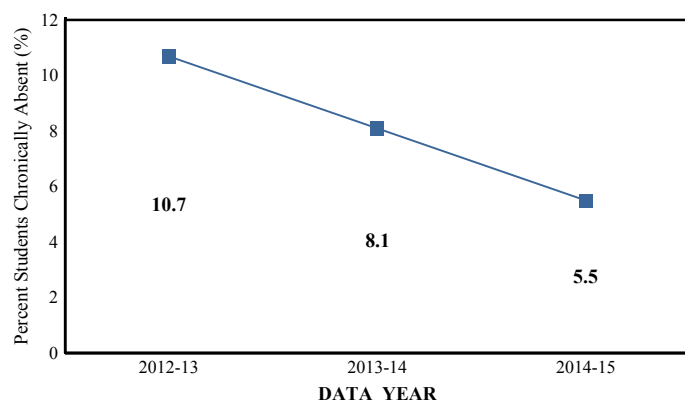
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly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

**Chronic Absenteeism Trend**

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

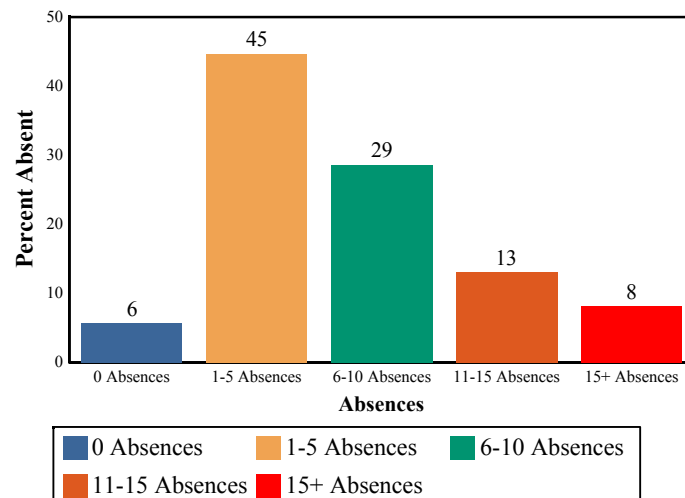


**Chronic Absenteeism for 2014-15**

**5.49%**

**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.





### STUDENT GROWTH

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DANIEL F. RYAN ELEMENTARY SCHOOL # 19

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GRADE SPAN 02-06

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	42	30	21	35	YES
Student Growth on Math	38	27	15	35	YES
		29	18		100%

### Student Growth

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

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	15%	4%	0%
Partially Met	15%	8%	3%
Approached	8%	13%	9%
Met	5%	6%	13%
Exceeded	0%	1%	1%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	9%	1%	0%
Partially Met	15%	11%	3%
Approached	17%	11%	8%
Met	5%	8%	12%
Exceeded	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.

### WITHIN SCHOOL ACHIEVEMENT GAP

PASSAIC

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GRADE SPAN 02-06

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 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	804	850
75th	740	770
50th	715	743
25th	694	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	792	850
75th	747	767
50th	730	745
25th	714	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	45

#### WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN 02-06

DANIEL F. RYAN ELEMENTARY SCHOOL # 19

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#### Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	750	773
50th	728	750
25th	704	728
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	45

#### Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	777	850
75th	749	773
50th	733	751
25th	706	728
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	45

#### Grade Level - 04

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	785	850
75th	747	764
50th	730	742
25th	709	721
0th	664	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	43

#### Grade Level - 05

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	781	850
75th	751	763
50th	734	743
25th	720	723
0th	690	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	40

### WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN 02-06

#### Grade Level - 06

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

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

Percentile	School Scale Score	State Scale Score
99th	794	850
75th	752	770
50th	727	749
25th	706	726
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	44

#### Grade Level - 06

##### PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	749	763
50th	728	742
25th	711	721
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	42

## SCHOOL CLIMATE

PASSAIC

PASSAIC CITY

## State of New Jersey

2014-15

GRADE SPAN 02-06

31-3970-200

DANIEL F. RYAN ELEMENTARY SCHOOL # 19

320 HIGHLAND AVE.

PASSAIC, NJ 07055

### Length of School Day

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

	School
2014-15	6 Hrs. 40 Mins.

### Student Suspension Rate

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

	School
2014-15	0.1%

### 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.

2014-15	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
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	359

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ATLANTIC CITY	BRIGHTON AVENUE SCHOOL	01-0110-300	KG-05	80.5%	44.9%	2.4%
ATLANTIC	PLEASANTVILLE CITY	WASHINGTON AVENUE ELEMENTARY SCHOOL	01-4180-060	KG-05	92.4%	45.4%	17.6%
CUMBERLAND	VINELAND CITY	GLORIA M SABATER ELEMENTARY SCHOOL	11-5390-075	KG-05	93%	37.2%	11.3%
ESSEX	IRVINGTON TOWNSHIP	FLORENCE AVENUE SCHOOL	13-2330-100	KG-05	94.2%	22.7%	2.8%
HUDSON	UNION CITY	COLIN POWELL ELEMENTARY SCHOOL	17-5240-300	KG-05	90.6%	32.8%	5.1%
HUDSON	UNION CITY	GEORGE WASHINGTON ELEMENTARY SCHOOL	17-5240-120	PK-06	95.8%	29.2%	6.4%
HUDSON	UNION CITY	JEFFERSON ELEMENTARY SCHOOL	17-5240-100	PK-04	96%	31.3%	15.1%
HUDSON	UNION CITY	ROBERT WATERS ELEMENTARY SCHOOL	17-5240-130	PK-06	96.2%	38%	9%
HUDSON	UNION CITY	THEODORE ROOSEVELT ELEMENTARY SCHOOL	17-5240-110	PK-06	94%	35.8%	7%
HUDSON	UNION CITY	THOMAS A EDISON ELEMENTARY SCHOOL	17-5240-070	PK-06	95.9%	36.4%	7.4%
MERCER	TRENTON CITY	MARTIN LUTHER KING JR. ELEMENTARY SCHOOL	21-5210-401	KG-05	92.3%	32.4%	9.9%
MERCER	TRENTON CITY	PARKER ELEMENTARY	21-5210-270	KG-05	93.1%	23.5%	8.6%
MERCER	TRENTON CITY	WASHINGTON ELEMENTARY SCHOOL	21-5210-300	KG-04	93.2%	15.4%	2.9%
MERCER	TRENTON CITY	WILSON ELEMENTARY SCHOOL	21-5210-310	KG-05	94.7%	44.4%	11.1%
MONMOUTH	RED BANK BORO	RED BANK PRIMARY SCHOOL	25-4360-075	PK-03	90.8%	51.8%	7.5%
OCEAN	LAKEWOOD TWP	CLIFTON AVE GRADE SCHOOL	29-2520-070	01-05	95.5%	39.8%	14.2%
OCEAN	LAKEWOOD TWP	OAK STREET ELEM SCHOOL	29-2520-084	01-05	96%	35.9%	8%
PASSAIC	PASSAIC CITY	DANIEL F. RYAN ELEMENTARY SCHOOL # 19	31-3970-200	02-06	99.6%	35.2%	16%
PASSAIC	PASSAIC CITY	ETTA GERO SCHOOL # 9	31-3970-125	03-06	99.7%	45.9%	17.3%
PASSAIC	PASSAIC CITY	MARIO DRAGO SCHOOL # 3	31-3970-090	PK-06	99.6%	27.2%	11%
PASSAIC	PASSAIC CITY	MARTIN LUTHER KING JR. SCHOOL #3	31-3970-100	PK-06	99.8%	37%	13.2%

**SCHOOL PEER GROUP**

PASSAIC

PASSAIC CITY

GRADE SPAN 02-06

31-3970-200  
DANIEL F. RYAN ELEMENTARY SCHOOL # 19  
320 HIGHLAND AVE.  
PASSAIC, NJ 07055

PASSAIC	PASSAIC CITY	SCHOOL # 5	31-3970-097	KG-06	100%	46.7%	20.4%
PASSAIC	PASSAIC CITY	THOMAS JEFFERSON SCHOOL # 1	31-3970-080	KG-06	99.9%	33.5%	16.1%
PASSAIC	PATERSON CITY	ROBERTO CLEMENTE	31-4010-315	KG-04	90.4%	26.7%	7.3%
PASSAIC	PATERSON CITY	SCHOOL 14	31-4010-180	KG-04	94.7%	17.5%	5.3%
PASSAIC	PATERSON CITY	SCHOOL 5	31-4010-090	KG-06	94.8%	22.5%	7.7%
UNION	PLAINFIELD CITY	CHARLES H. STILLMAN ELEMENTARY SCHOOL	39-4160-170	KG-05	93.7%	49%	9.2%
UNION	PLAINFIELD CITY	DEWITT D. BARLOW ELEMENTARY SCHOOL	39-4160-080	KG-05	92.9%	51.5%	9%
UNION	PLAINFIELD CITY	EVERGREEN ELEMENTARY SCHOOL	39-4160-140	KG-05	90.8%	56.8%	7.4%
UNION	PLAINFIELD CITY	JEFFERSON ELEMENTARY SCHOOL	39-4160-150	KG-05	91.6%	43%	13.7%
UNION	PLAINFIELD CITY	WASHINGTON COMMUNITY SCHOOL	39-4160-180	PK-05	90.9%	47%	14.6%