



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-043
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
Alexander Hamilton Academy
11 27 16TH AVENUE
PATERSON, NJ 07501

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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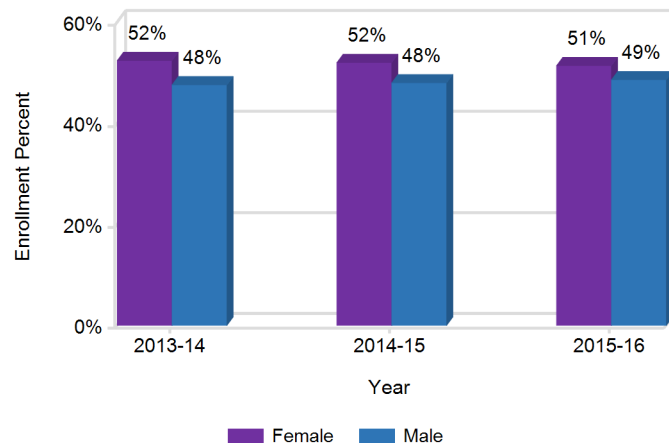
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	63	69	71
Grade 01	54	62	64
Grade 02	60	52	64
Grade 03	57	64	54
Grade 04	52	56	54
Grade 05	64	65	64
Grade 06	56	68	65
Grade 07	64	55	65
Grade 08	45	59	55
UG	10	10	12
Total	525	560	568

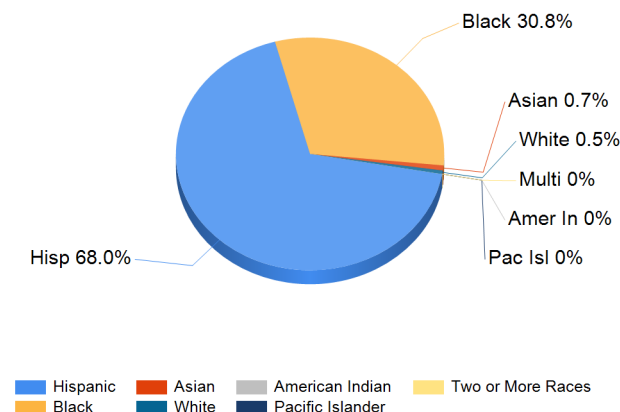
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



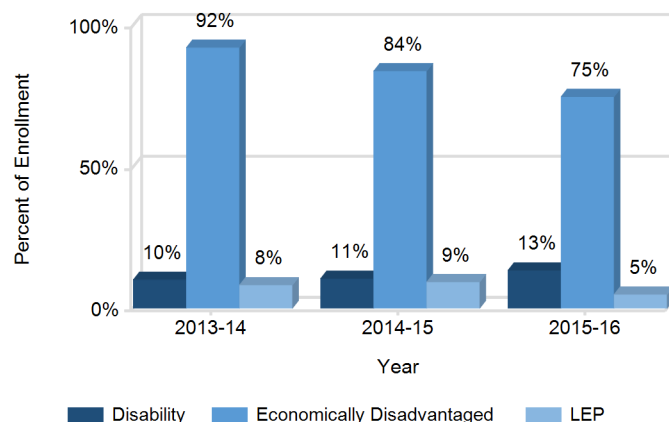
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	61.3%
Spanish	37.3%
Bengali	0.7%
Chinese	0.2%
English, Old (ca.450-1100)	0.2%
Other	0.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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Grade Span KF-08

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	61%	97	61
Mathematics Met or Exceeded Expectations	47%	86	47

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	313	61%	61	97%	✓	313	47%	47	97%	✓
White	S	S	S	S		S	S	S	S	
African American	100	60%	79	96%	✓	101	38%	67	97%	✓
Hispanic	208	63%	82	97%	✓	207	52%	79	96%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	41	7%	21	83%	X	42	5%	17	85%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	313	61%	91	97%	✓	313	47%	85	97%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	54	746	720	746	9%	20%	22%	46%	2%	48%	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	42	744	719	730	12%	21%	19%	45%	2%	48%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	54	746	720	727	9%	20%	22%	46%	2%	48%	28%
PARCC MATH											
Schoolwide	54	757	729	749	N	7%	33%	52%	7%	59%	52%
White	N	N	N	757	N	N	N	N	N	N	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	42	757	729	736	N	7%	38%	45%	10%	55%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	S	S	719	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	54	757	729	732	N	7%	33%	52%	7%	59%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	59	752	726	750	15%	7%	19%	48%	12%	59%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	48	751	725	737	19%	4%	17%	48%	13%	60%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	59	752	726	734	15%	7%	19%	48%	12%	59%	33%
PARCC MATH											
Schoolwide	59	743	727	745	10%	15%	25%	48%	2%	49%	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	48	743	727	733	13%	15%	23%	48%	2%	50%	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	59	743	727	730	10%	15%	25%	48%	2%	49%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	63	751	726	751	3%	13%	27%	57%	N	57%	53%
White	S	S	732	758	S	S	S	S	S	S	64%
African American	S	S	719	733	S	S	S	S	S	S	32%
Hispanic	47	750	726	738	4%	13%	26%	57%	N	57%	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	63	751	726	735	3%	13%	27%	57%	N	57%	33%
PARCC MATH											
Schoolwide	63	747	726	747	8%	5%	37%	49%	2%	51%	47%
White	S	S	734	753	S	S	S	S	S	S	57%
African American	S	S	719	728	S	S	S	S	S	S	24%
Hispanic	47	747	726	735	9%	6%	32%	51%	2%	53%	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	63	747	726	732	8%	5%	37%	49%	2%	51%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	63	752	729	750	8%	5%	29%	48%	11%	59%	52%
White	N	N	N	756	N	N	N	N	N	N	61%
African American	29	742	723	732	14%	3%	31%	48%	3%	52%	31%
Hispanic	34	760	729	738	3%	6%	27%	47%	18%	65%	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	63	752	729	735	8%	5%	29%	48%	11%	59%	33%
PARCC MATH											
Schoolwide	64	745	723	743	2%	16%	39%	39%	5%	44%	43%
White	N	N	N	750	N	N	N	N	N	N	53%
African American	30	735	716	724	3%	23%	43%	30%	N	30%	20%
Hispanic	34	754	723	730	N	9%	35%	47%	9%	56%	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	64	745	723	728	2%	16%	39%	39%	5%	44%	23%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	63	760	730	753	N	6%	24%	52%	18%	70%	56%
White	N	N	N	760	N	N	N	N	N	N	65%
African American	S	S	728	733	S	S	S	S	S	S	35%
Hispanic	41	762	728	739	N	N	24%	59%	17%	76%	41%
Asian	S	S	751	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	63	760	730	735	N	6%	24%	52%	18%	70%	37%
PARCC MATH											
Schoolwide	63	745	724	740	3%	10%	46%	38%	3%	41%	39%
White	N	N	N	747	N	N	N	N	N	N	47%
African American	S	S	721	724	S	S	S	S	S	S	19%
Hispanic	41	745	723	729	2%	15%	39%	42%	2%	44%	23%
Asian	S	S	740	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	63	745	724	727	3%	10%	46%	38%	3%	41%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	53	758	732	753	2%	2%	26%	64%	6%	70%	55%
White	N	N	N	759	N	N	N	N	N	N	63%
African American	25	758	727	732	N	N	28%	72%	N	72%	34%
Hispanic	28	759	731	740	4%	4%	25%	57%	11%	68%	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	53	758	732	736	2%	2%	26%	64%	6%	70%	38%
**PARCC MATH											
Schoolwide	39	731	708	726	13%	23%	41%	23%	N	23%	26%
White	N	N	N	732	N	N	N	N	N	N	32%
African American	21	730	702	712	10%	33%	38%	19%	N	19%	14%
Hispanic	18	733	710	721	17%	11%	44%	28%	N	28%	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	39	731	708	718	13%	23%	41%	23%	N	23%	18%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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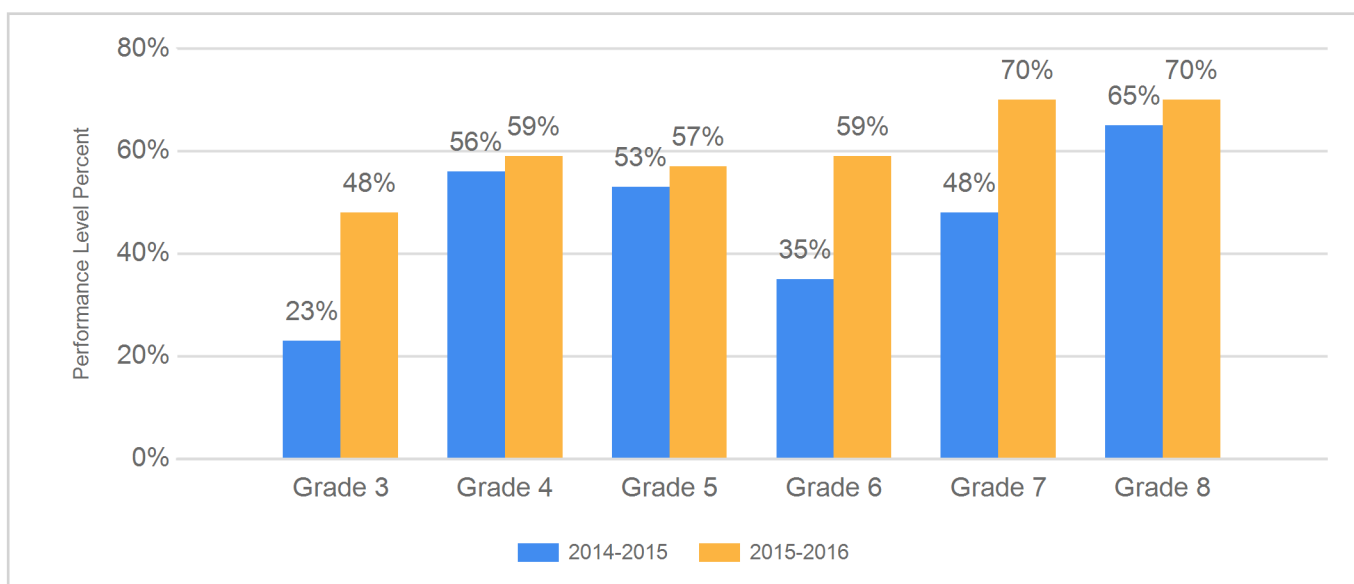
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	13	761	752	769	N	N	23%	77%	N	77%	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	S	S	747	748	S	S	S	S	S	S	20%
Hispanic	S	S	751	746	S	S	S	S	S	S	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	13	761	752	746	N	N	23%	77%	N	77%	23%

■ Did Not Yet Meet Expectations
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 ■ Exceeded Expectations



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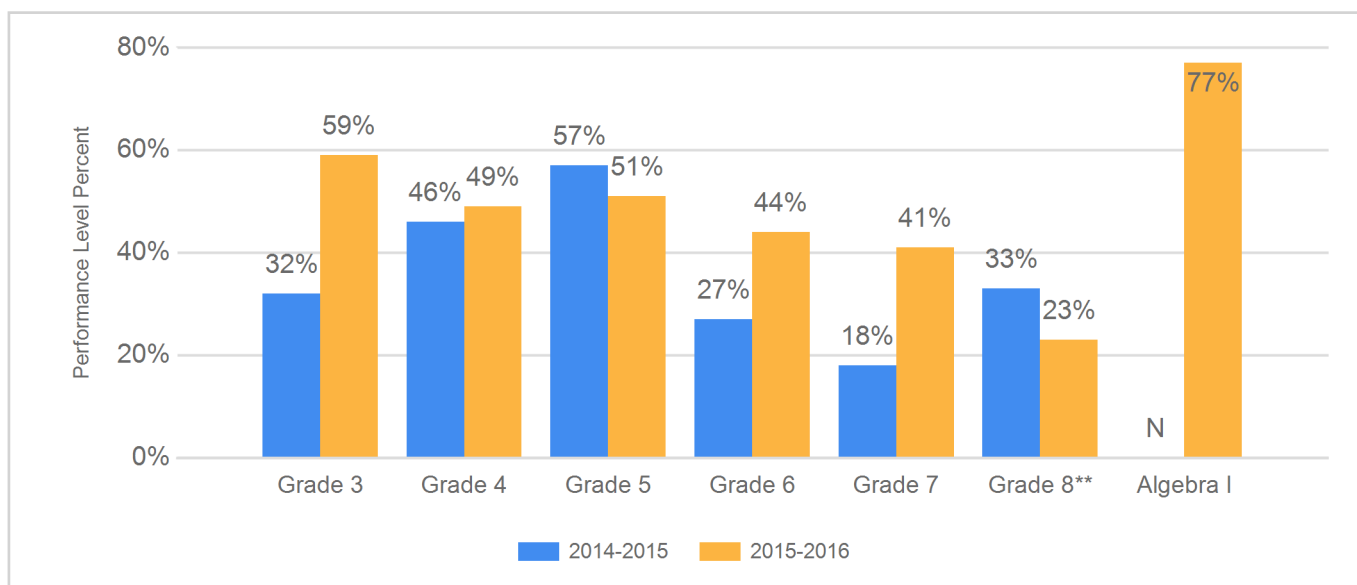
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

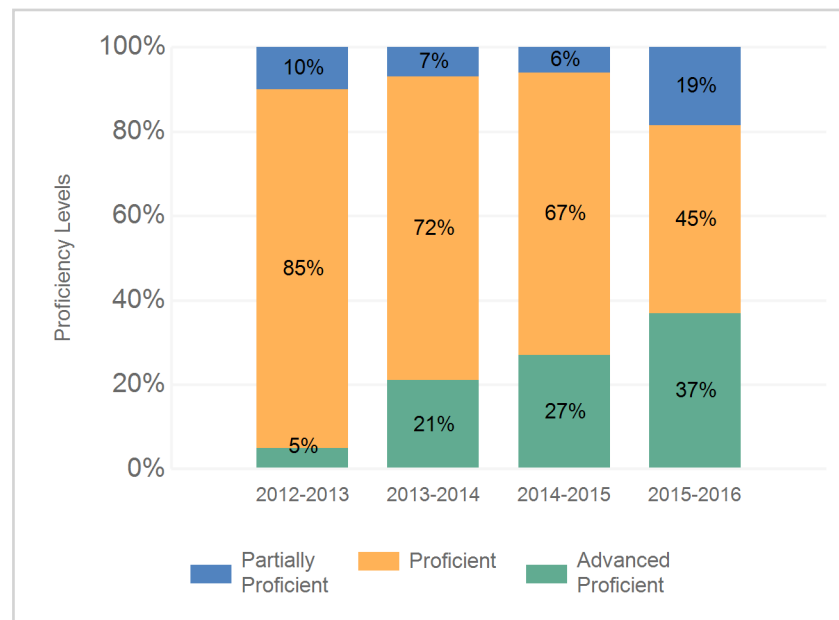
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	37%	45%	19%
White	N	N	N
African American	20%	65%	15%
Hispanic	44%	36%	20%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	27%	73%
English Language Learners	N	N	N
Economically Disadvantaged Students	37%	45%	19%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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2015-2016

Grade Span KF-08

31-4010-043

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

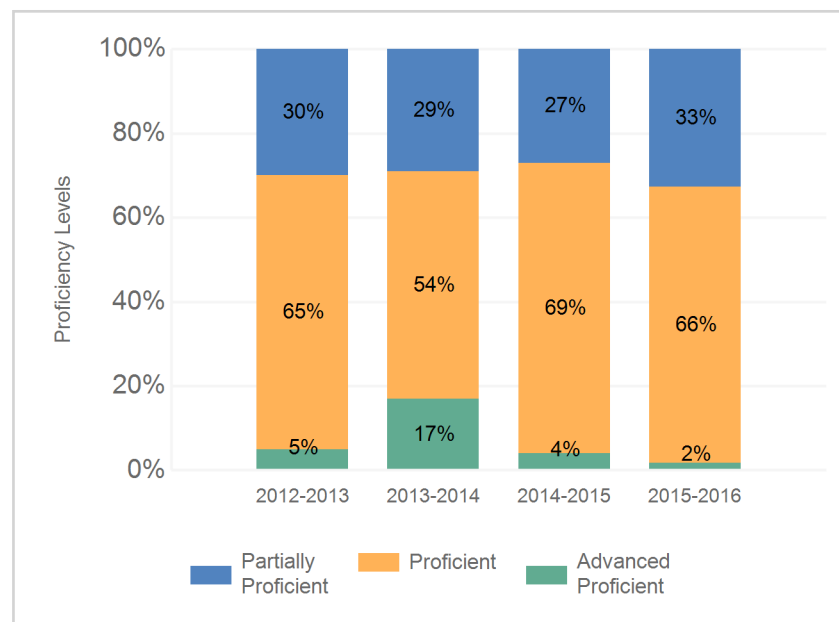
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	2%	66%	33%
White	N	N	N
African American	4%	63%	33%
Hispanic	N	68%	32%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	2%	66%	33%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-043

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-043

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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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	62	48	50
Student Growth on Math	59	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	2%	1%
Partially Met (L2)	2%	2%	8%
Approached (L3)	7%	12%	21%
Met (L4)	7%	15%	16%
Exceeded (L5)	0%	3%	1%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	0%	2%
Partially Met (L2)	2%	6%	7%
Approached (L3)	9%	10%	18%
Met (L4)	13%	12%	14%
Exceeded (L5)	1%	1%	0%



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-043

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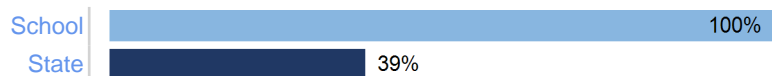
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



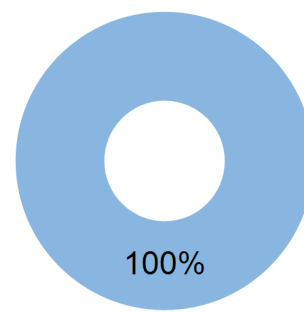
DANCE



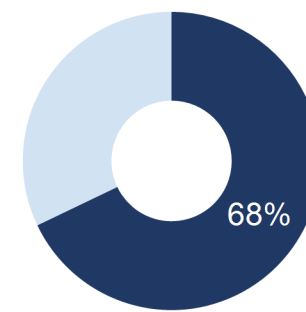
VISUAL ARTS



Any Visual and Performing Arts



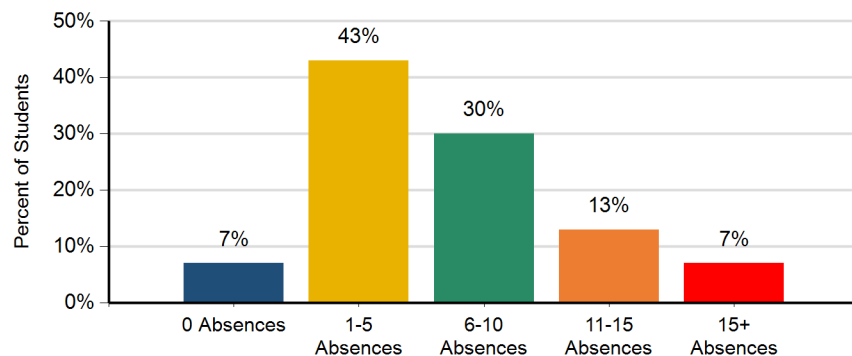
School



State

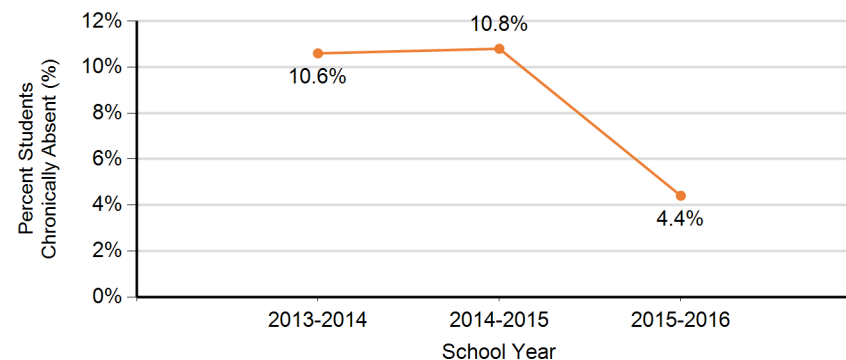
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-043
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PATERSON, NJ 07501

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	15:1
Administrator	190:1

Student Suspension Rate

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

	School
2015-16	6.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-006

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT
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PATERSON, NJ 07503

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 09-12

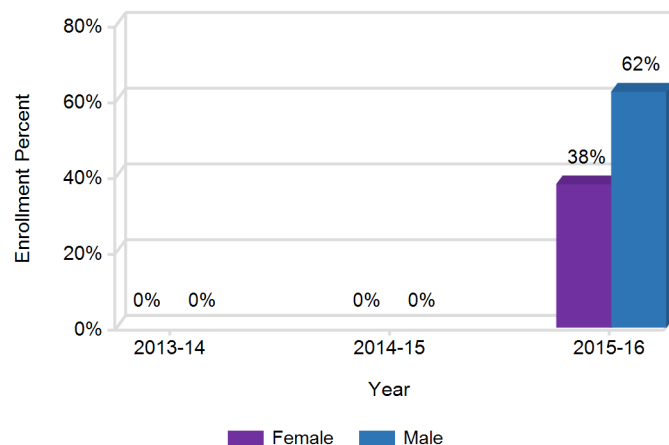
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	0	0	15
Grade 10	0	0	51
Grade 11	0	0	90
Grade 12	0	0	110
UG	0	0	4
Total	0	0	270

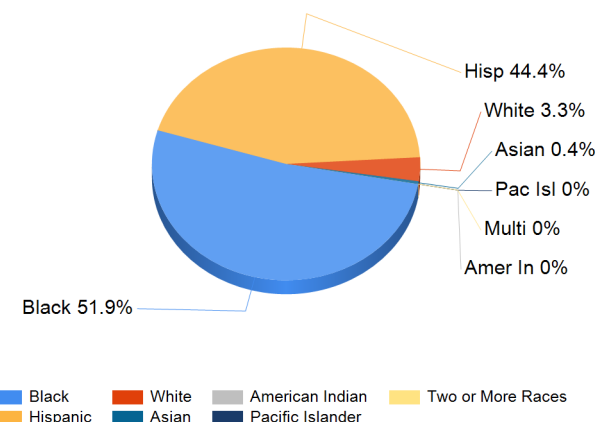
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



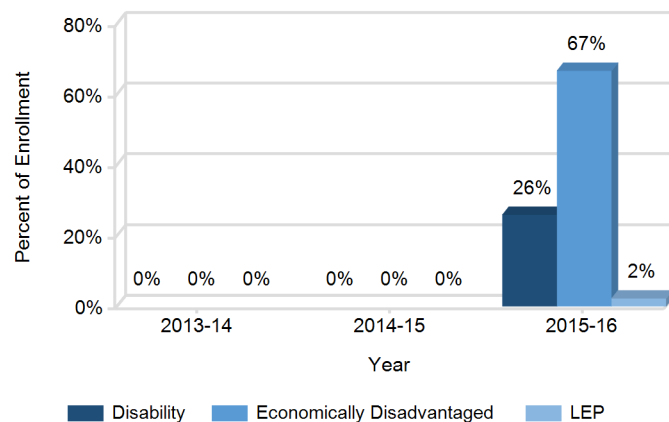
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	75.6%
Spanish	22.6%
Arabic	1.1%
Bengali	0.4%
Turkish	0.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
 2015-2016

Grade Span 09-12

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	2%	14	1
Mathematics Met or Exceeded Expectations	N	21	4

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	45	2%	1	66%	X	48	N	4	67%	X
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	45	2%	2	66%	X	48	N	6	67%	X



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-006

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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	S	S	714	746	S	S	S	S	S	S	49%
White	N	N	N	754	N	N	N	N	N	N	58%
African American	S	S	714	729	S	S	S	S	S	S	30%
Hispanic	S	S	713	730	S	S	S	S	S	S	34%
Asian	N	N	N	774	N	N	N	N	N	N	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	S	S	695	713	S	S	S	S	S	S	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	714	729	S	S	S	S	S	S	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-006

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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	S	S	704	740	S	S	S	S	S	S	44%
White	N	N	N	747	N	N	N	N	N	N	50%
African American	S	S	703	722	S	S	S	S	S	S	28%
Hispanic	S	S	704	726	S	S	S	S	S	S	33%
Asian	S	S	708	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	680	702	S	S	S	S	S	S	11%
English Language Learners	S	S	679	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	S	S	704	723	S	S	S	S	S	S	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-006

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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	S	S	720	736	S	S	S	S	S	S	40%
White	S	S	715	739	S	S	S	S	S	S	42%
African American	S	S	713	728	S	S	S	S	S	S	30%
Hispanic	S	S	723	732	S	S	S	S	S	S	37%
Asian	N	N	N	753	N	N	N	N	N	N	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	713	736	S	S	S	S	S	S	39%
Students with Disability	S	S	699	710	S	S	S	S	S	S	13%
English Language Learners	S	S	692	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	S	S	720	730	S	S	S	S	S	S	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

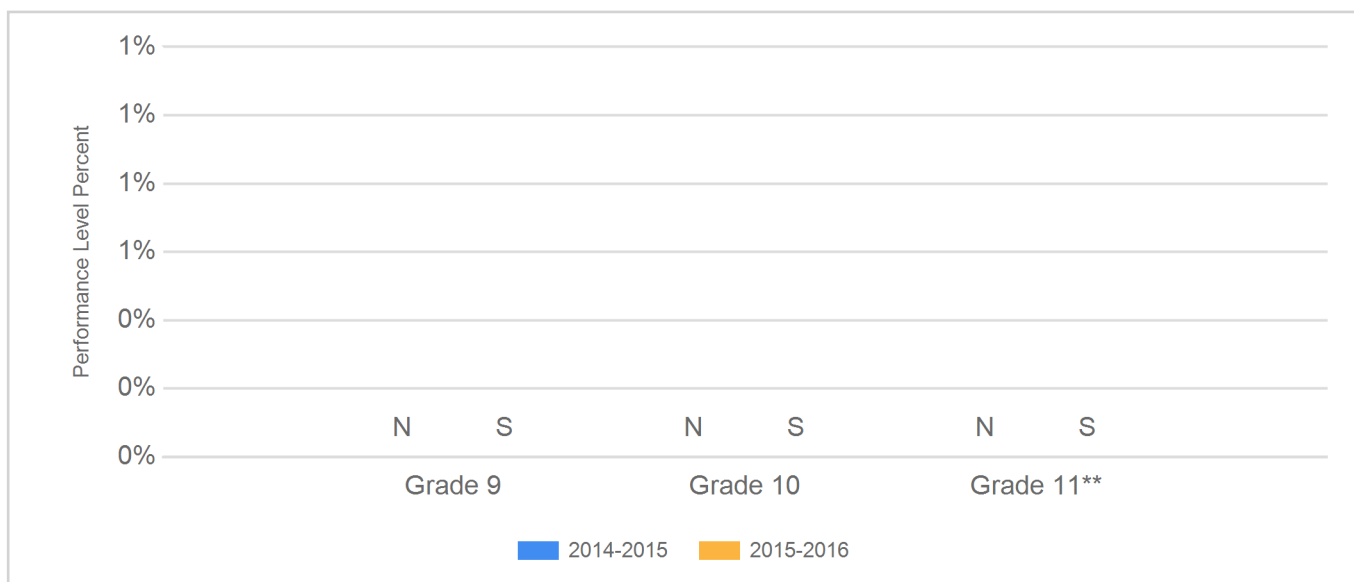
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PATERSON, NJ 07503

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-006

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	710	727	S	S	S	S	S	S	41%
White	S	S	715	734	S	S	S	S	S	S	51%
African American	S	S	708	717	S	S	S	S	S	S	20%
Hispanic	S	S	710	720	S	S	S	S	S	S	25%
Asian	S	S	726	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	697	708	S	S	S	S	S	S	10%
English Language Learners	S	S	708	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	710	719	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-006

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	708	730	S	S	S	S	S	S	27%
White	S	S	722	736	S	S	S	S	S	S	34%
African American	S	S	704	717	S	S	S	S	S	S	9%
Hispanic	S	S	708	720	S	S	S	S	S	S	13%
Asian	N	N	N	750	N	N	N	N	N	N	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	697	730	S	S	S	S	S	S	29%
Students with Disability	S	S	695	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	708	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-006

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	691	722	S	S	S	S	S	S	27%
White	S	S	695	728	S	S	S	S	S	S	31%
African American	S	S	685	700	S	S	S	S	S	S	8%
Hispanic	S	S	692	707	S	S	S	S	S	S	12%
Asian	N	N	N	754	N	N	N	N	N	N	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	676	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	691	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

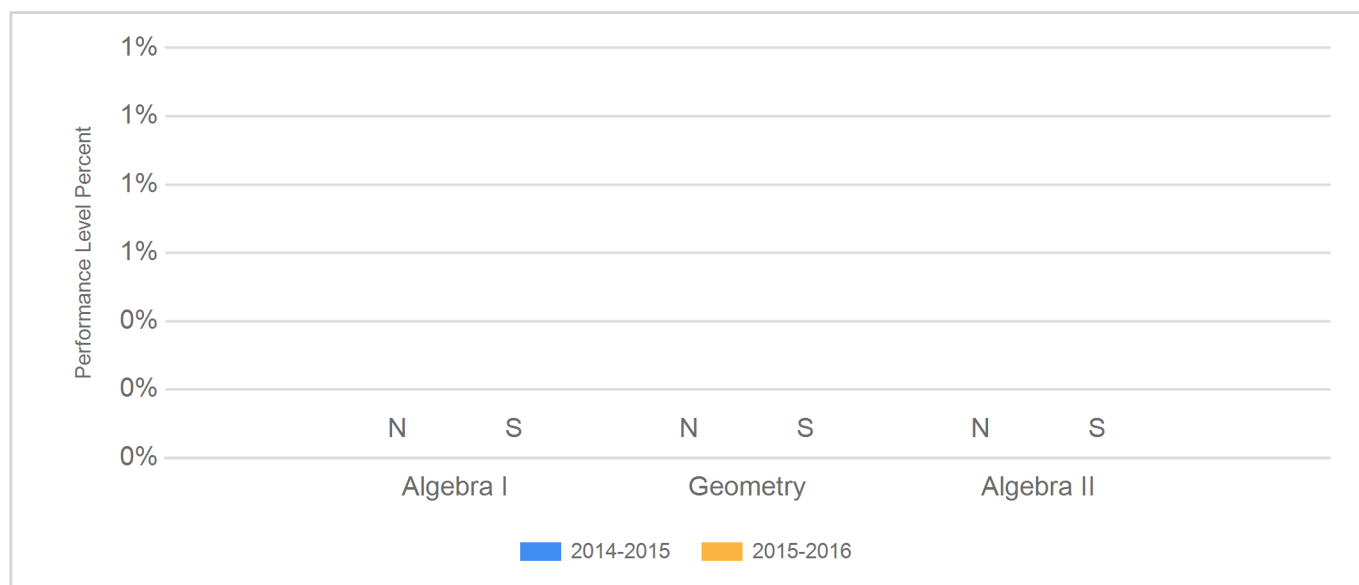
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-006

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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

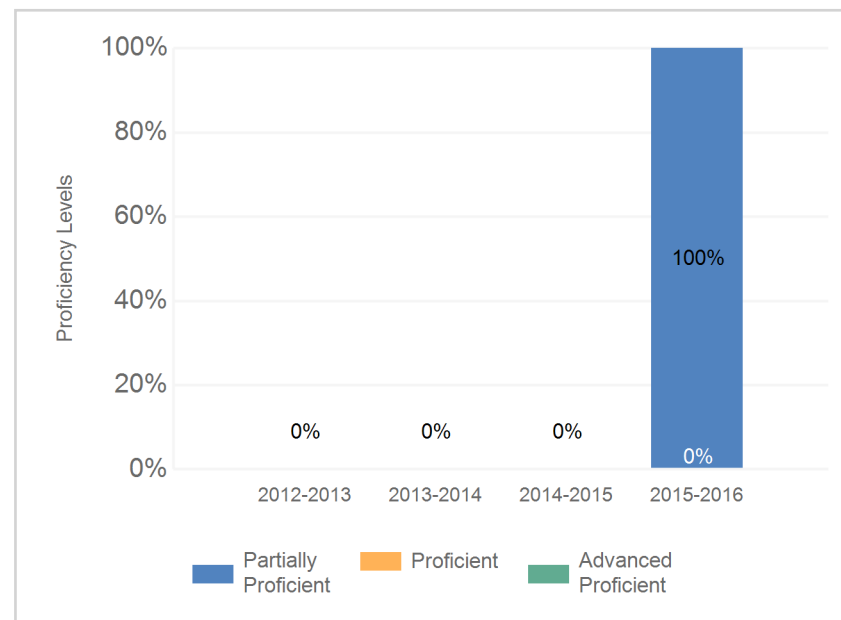
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	N	N	100%
White	S	S	S
African American	N	N	100%
Hispanic	N	N	100%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	N	100%
English Language Learners	S	S	S
Economically Disadvantaged Students	N	N	100%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-006

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT
ALTERNATIVE HIGH SCHOOL YES ACADEMY
90 DELAWARE AVENUE
PATERSON, NJ 07503

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.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	N	95.5%
Percent of Students Participating in SAT	N	58.0%
Percent of Students Participating in ACT	N	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	N	950
SAT	-	-
Reading and Writing	N	537
Math	N	538
ACT	-	-
Reading	N	23
English	N	22
Math	N	23
Science	N	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	N	N	71%
Math	N	N	53%
ACT	-	-	-
Reading	N	N	58%
English	N	N	74%
Math	N	N	61%
Science	N	N	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

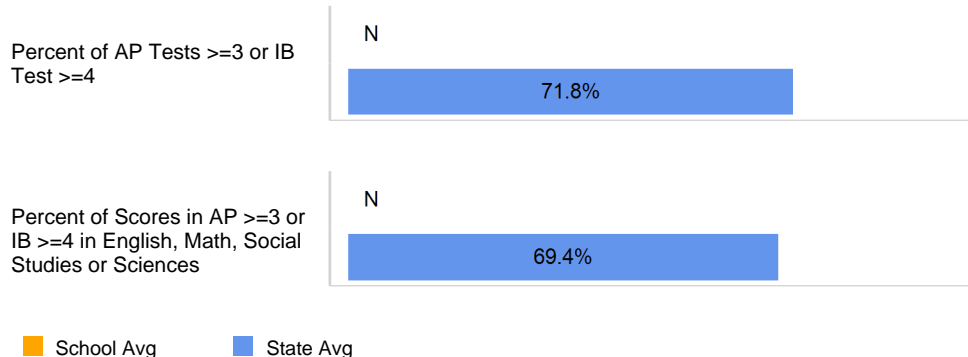
2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	N	N	N
Math	N	N	N
ACT	-	-	-
Reading	N	N	N
English	N	N	N
Math	N	N	N
Science	N	N	N

State of New Jersey
2015-2016

Grade Span 09-12

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
N	N	N

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

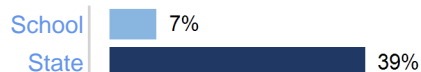
2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	N	39.1%
One of More Test	N	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	N	26.6%
Participating in Dual Enrollment	N	15.4%



Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



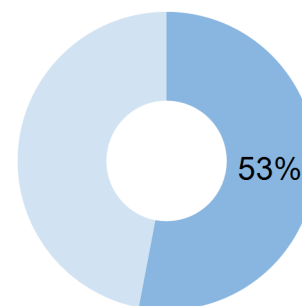
DANCE



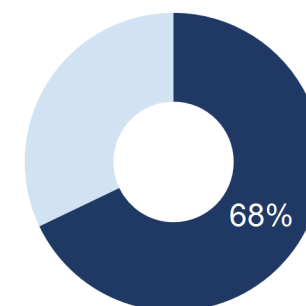
VISUAL ARTS



Any Visual and Performing Arts



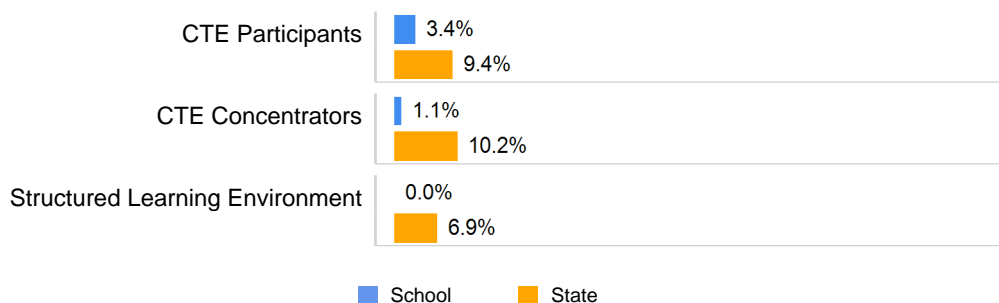
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.





State of New Jersey
2015-2016

Grade Span 09-12

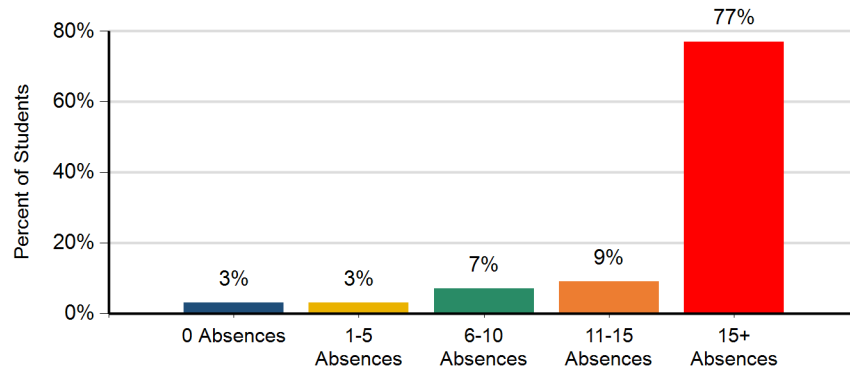
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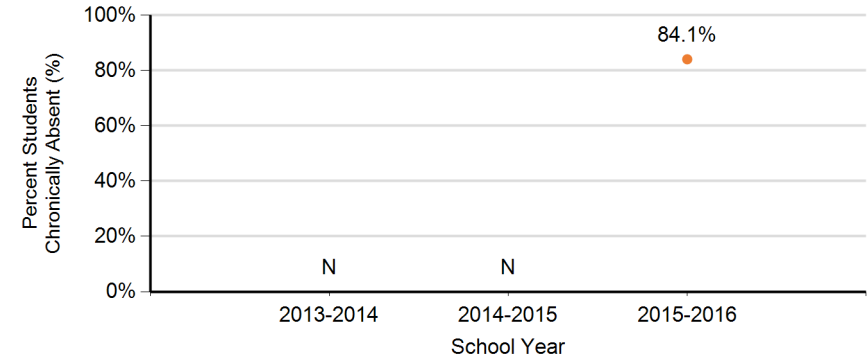
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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



Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	40.6%	1	81%
White	S	S	
African American	44.3%	2	
Hispanic	39.7%	1	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	32.2%	2	
English Language Learners	S	S	
Economically Disadvantaged Students	42.7%	2	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	33.7%	1.2%
White	S	0.6%
African American	25.5%	2.6%
Hispanic	43.7%	2.2%
American Indian	N	3.4%
Asian	S	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	30.3%	1.7%
English Language Learners	0.4%	0.1%
Economically Disadvantaged Students	29.5%	1.7%

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	34%	42%
2014	40%	46%
2015	47%	46%
2016	41%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	40.4%	82.5%	17.5%
White	S	S	S
African American	42.3%	86.4%	13.6%
Hispanic	39.5%	82.4%	17.6%
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	43.5%	83.3%	16.7%

State of New Jersey
2015-2016

Grade Span 09-12

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
2015-16	N

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	N
Shared Time	N

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.

2015-16	School
Faculty	N
Administrator	N

Student Suspension Rate

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

	School
2015-16	N

Student Expulsions

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

	School
2015-16	N

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	N



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-130
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-130
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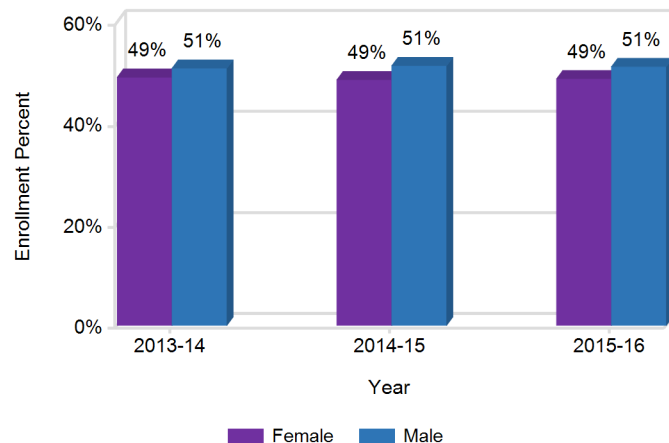
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	118	111	102
Grade 01	164	132	111
Grade 02	161	148	117
Grade 03	151	166	146
Grade 04	137	147	150
Grade 05	143	129	139
Grade 06	133	138	131
Grade 07	141	131	138
Grade 08	137	142	120
UG	0	0	2
Total	1285	1244	1156

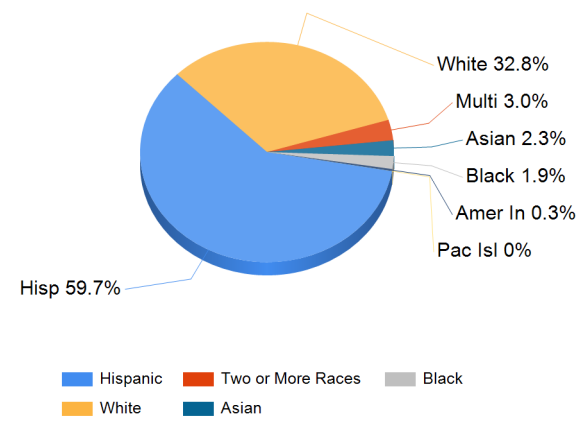
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



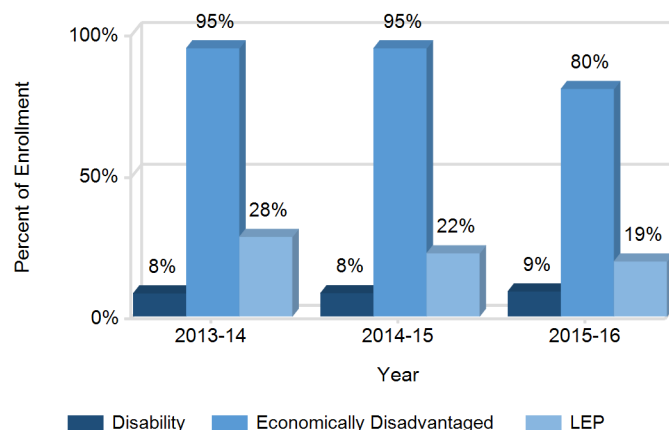
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	32.3%
English	31.9%
Arabic	30.8%
Turkish	2.9%
Bengali	0.9%
Other	1.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-130

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PATERSON, NJ 07503

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	42%	86	27
Mathematics Met or Exceeded Expectations	29%	74	18

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	754	42%	27	100%	✓	759	29%	18	99%	✓
White	209	43%	16	100%	✓	213	31%	12	99%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	488	42%	45	100%	✓	488	29%	35	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	89	3%	13	99%	✓	90	1%	8	98%	✓
English Learner Students	62	11%	64	100%	✓	64	9%	45	98%	✓
Economically Disadvantaged Students	752	42%	62	100%	✓	757	29%	47	99%	✓



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-130

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PATERSON, NJ 07503

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	144	728	720	746	22%	22%	27%	27%	2%	29%	48%
White	25	718	729	756	24%	32%	32%	12%	N	12%	58%
African American	S	S	S	727	S	S	S	S	S	S	30%
Hispanic	102	732	719	730	22%	18%	28%	30%	3%	33%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	144	728	720	727	22%	22%	27%	27%	2%	29%	28%
PARCC MATH											
Schoolwide	145	731	729	749	14%	26%	31%	26%	3%	29%	52%
White	26	724	735	757	15%	35%	39%	8%	4%	12%	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	102	734	729	736	15%	23%	27%	32%	4%	36%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	27	714	719	724	33%	41%	11%	11%	4%	15%	20%
Economically Disadvantaged Students	145	731	729	732	14%	26%	31%	26%	3%	29%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-130

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

CHARLES J RILEY SCHOOL 9

6 TIMOTHY STREET

PATERSON, NJ 07503

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	145	734	726	750	10%	22%	41%	26%	1%	27%	54%
White	28	730	731	759	11%	21%	43%	25%	N	25%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	105	734	725	737	11%	22%	42%	25%	1%	26%	37%
Asian	S	S	748	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	145	734	726	734	10%	22%	41%	26%	1%	27%	33%
PARCC MATH											
Schoolwide	149	731	727	745	9%	34%	31%	26%	N	26%	47%
White	31	728	728	752	19%	26%	26%	29%	N	29%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	105	731	727	733	7%	39%	31%	24%	N	24%	30%
Asian	S	S	745	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	149	731	727	730	9%	34%	31%	26%	N	26%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-130

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	739	726	751	9%	21%	36%	34%	1%	34%	53%
White	35	731	732	758	14%	26%	37%	23%	N	23%	64%
African American	S	S	719	733	S	S	S	S	S	S	32%
Hispanic	89	742	726	738	7%	18%	36%	38%	1%	39%	37%
Asian	S	S	736	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	744	759	S	S	S	S	S	S	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	137	739	726	735	9%	21%	36%	34%	1%	34%	33%
PARCC MATH											
Schoolwide	139	733	726	747	9%	33%	30%	27%	2%	29%	47%
White	37	733	734	753	11%	35%	27%	22%	5%	27%	57%
African American	S	S	719	728	S	S	S	S	S	S	24%
Hispanic	89	734	726	735	5%	35%	32%	28%	1%	29%	31%
Asian	S	S	740	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	746	754	S	S	S	S	S	S	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	139	733	726	732	9%	33%	30%	27%	2%	29%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-130

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

CHARLES J RILEY SCHOOL 9

6 TIMOTHY STREET

PATERSON, NJ 07503

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	738	729	750	16%	10%	29%	44%	2%	46%	52%
White	40	741	743	756	10%	8%	33%	50%	N	50%	61%
African American	S	S	723	732	S	S	S	S	S	S	31%
Hispanic	75	736	729	738	19%	12%	27%	41%	1%	43%	37%
Asian	S	S	742	772	S	S	S	S	S	S	79%
American Indian	S	S	S	750	S	S	S	S	S	S	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	S	S	691	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	121	738	729	735	16%	10%	29%	44%	2%	46%	33%
PARCC MATH											
Schoolwide	129	731	723	743	16%	19%	40%	26%	N	26%	43%
White	43	731	735	750	16%	14%	40%	30%	N	30%	53%
African American	S	S	716	724	S	S	S	S	S	S	20%
Hispanic	80	730	723	730	16%	21%	39%	24%	N	24%	26%
Asian	S	S	745	768	S	S	S	S	S	S	76%
American Indian	S	S	S	745	S	S	S	S	S	S	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	702	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	129	731	723	728	16%	19%	40%	26%	N	26%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-130

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

CHARLES J RILEY SCHOOL 9

6 TIMOTHY STREET

PATERSON, NJ 07503

PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	131	745	730	753	12%	8%	32%	42%	6%	48%	56%
White	45	742	737	760	22%	2%	22%	47%	7%	53%	65%
African American	S	S	728	733	S	S	S	S	S	S	35%
Hispanic	79	746	728	739	6%	11%	37%	41%	5%	46%	41%
Asian	S	S	751	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	738	759	S	S	S	S	S	S	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	131	745	730	735	12%	8%	32%	42%	6%	48%	37%
PARCC MATH											
Schoolwide	136	736	724	740	8%	21%	41%	29%	1%	29%	39%
White	49	735	731	747	16%	12%	35%	37%	N	37%	47%
African American	S	S	721	724	S	S	S	S	S	S	19%
Hispanic	79	737	723	729	3%	24%	48%	24%	1%	25%	23%
Asian	S	S	740	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	732	744	S	S	S	S	S	S	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	136	736	724	727	8%	21%	41%	29%	1%	29%	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-130

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

CHARLES J RILEY SCHOOL 9

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PATERSON, NJ 07503

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	759	732	753	5%	8%	18%	57%	12%	69%	55%
White	42	760	748	759	7%	7%	19%	45%	21%	67%	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	71	757	731	740	4%	10%	16%	63%	7%	70%	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	S	S	729	753	S	S	S	S	S	S	52%
Two or More Races	S	S	737	756	S	S	S	S	S	S	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	S	S	686	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	119	759	732	736	5%	8%	18%	57%	12%	69%	38%
**PARCC MATH											
Schoolwide	88	722	708	726	19%	27%	38%	16%	N	16%	26%
White	27	718	714	732	30%	22%	37%	11%	N	11%	32%
African American	S	S	702	712	S	S	S	S	S	S	14%
Hispanic	57	725	710	721	14%	32%	35%	19%	N	19%	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	699	726	S	S	S	S	S	S	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	S	S	697	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	88	722	708	718	19%	27%	38%	16%	N	16%	18%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-130

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

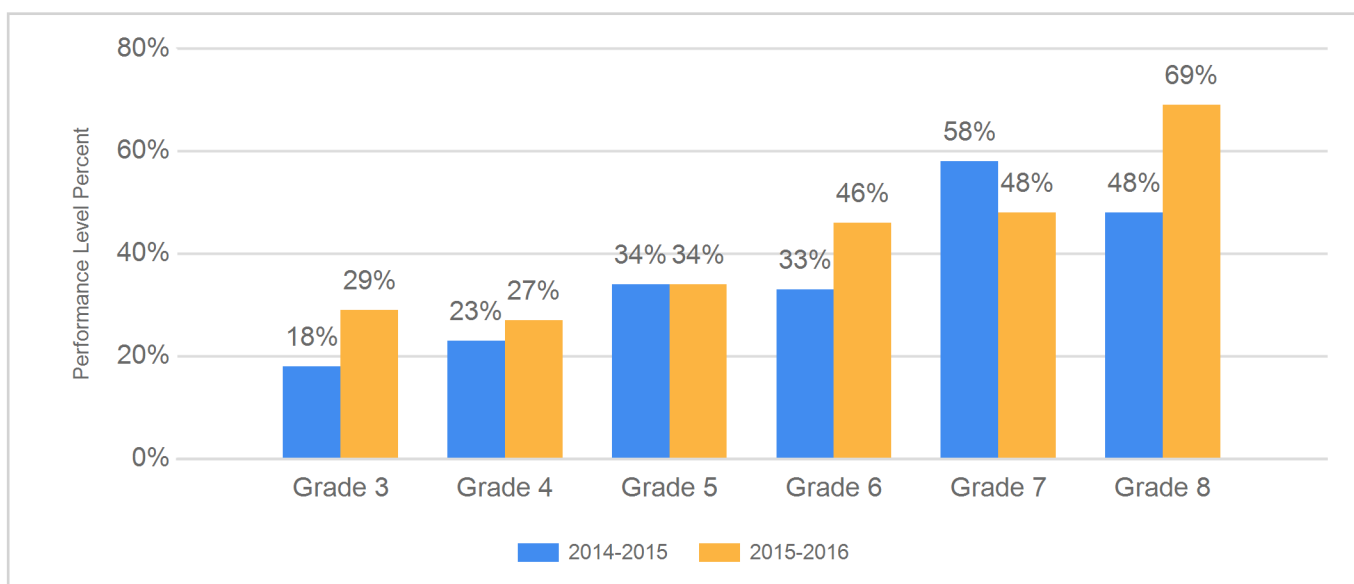
CHARLES J RILEY SCHOOL 9

6 TIMOTHY STREET

PATERSON, NJ 07503

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-08

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PATERSON PUBLIC SCHOOL DISTRICT

CHARLES J RILEY SCHOOL 9

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PATERSON, NJ 07503

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	33	761	752	769	N	N	30%	67%	3%	70%	41%
White	16	766	761	772	N	N	25%	69%	6%	75%	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	15	755	751	746	N	N	40%	60%	N	60%	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	S	S	777	769	S	S	S	S	S	S	38%
Two or More Races	S	S	757	776	S	S	S	S	S	S	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	33	761	752	746	N	N	30%	67%	3%	70%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-130

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PATERSON PUBLIC SCHOOL DISTRICT

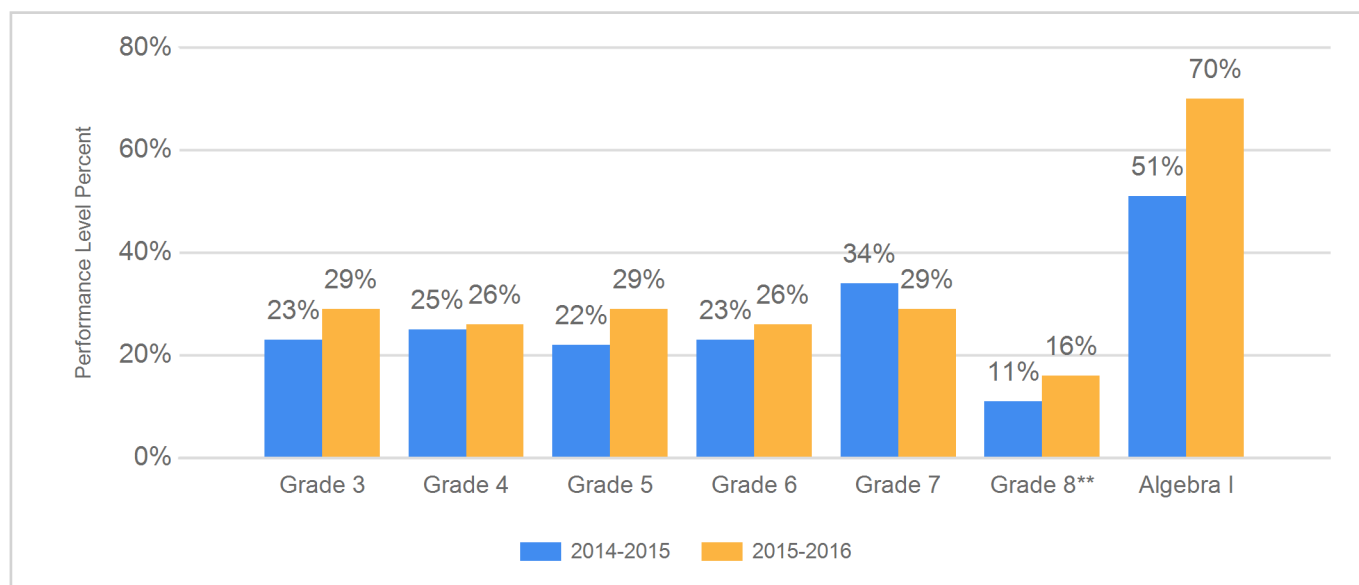
CHARLES J RILEY SCHOOL 9

6 TIMOTHY STREET

PATERSON, NJ 07503

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-130

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

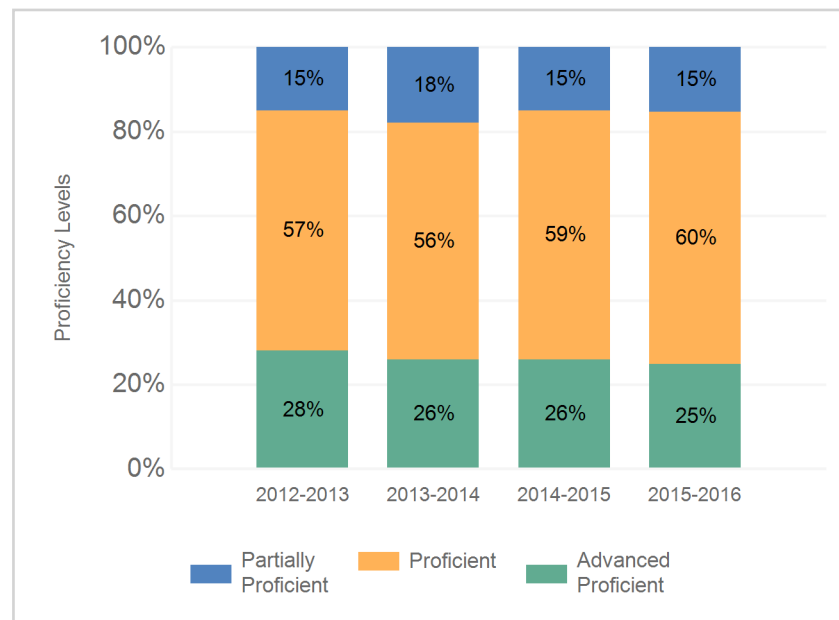
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	25%	60%	15%
White	29%	53%	18%
African American	N	N	N
Hispanic	22%	64%	14%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	9%	46%	46%
English Language Learners	6%	19%	75%
Economically Disadvantaged Students	25%	60%	15%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-130

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PATERSON PUBLIC SCHOOL DISTRICT

CHARLES J RILEY SCHOOL 9

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PATERSON, NJ 07503

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

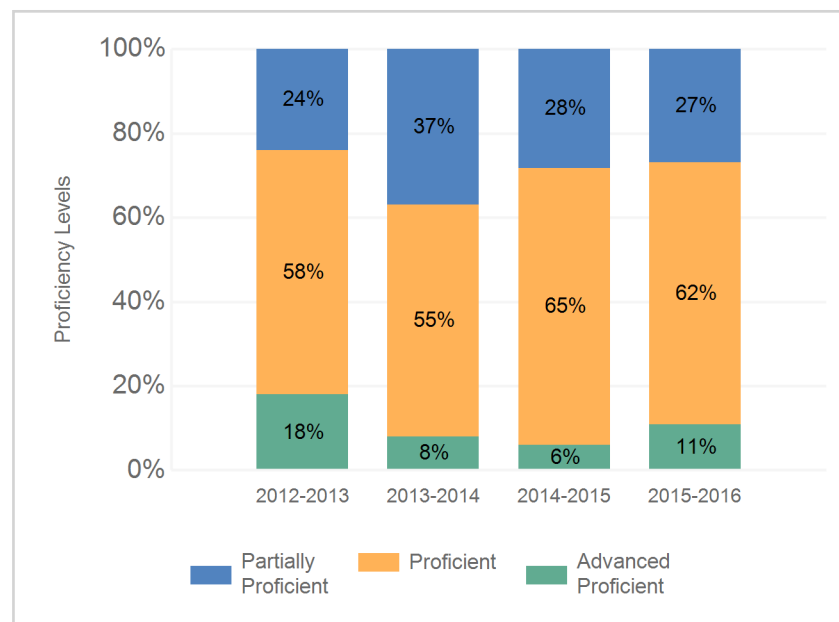
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	11%	62%	27%
White	9%	60%	31%
African American	S	S	S
Hispanic	13%	61%	26%
American Indian	S	S	S
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	27%	73%
English Language Learners	S	S	S
Economically Disadvantaged Students	11%	62%	27%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-130

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PATERSON PUBLIC SCHOOL DISTRICT

CHARLES J RILEY SCHOOL 9

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PATERSON, NJ 07503

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-130

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PATERSON PUBLIC SCHOOL DISTRICT

CHARLES J RILEY SCHOOL 9

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PATERSON, NJ 07503

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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	59	48	50
Student Growth on Math	53	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	3%	4%
Partially Met (L2)	6%	9%	9%
Approached (L3)	6%	9%	16%
Met (L4)	8%	11%	11%
Exceeded (L5)	1%	1%	2%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	4%	3%
Partially Met (L2)	11%	8%	13%
Approached (L3)	8%	14%	14%
Met (L4)	8%	10%	6%
Exceeded (L5)	0%	0%	0%



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-130

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PATERSON PUBLIC SCHOOL DISTRICT

CHARLES J RILEY SCHOOL 9

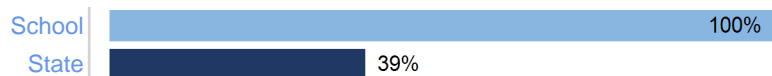
6 TIMOTHY STREET

PATERSON, NJ 07503

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



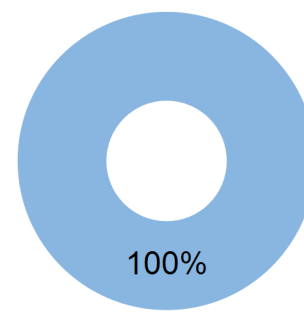
DANCE



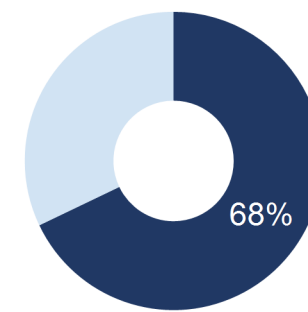
VISUAL ARTS



Any Visual and Performing Arts



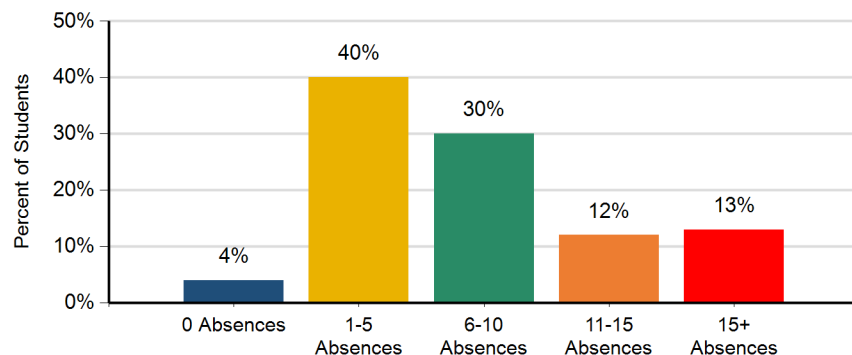
School



State

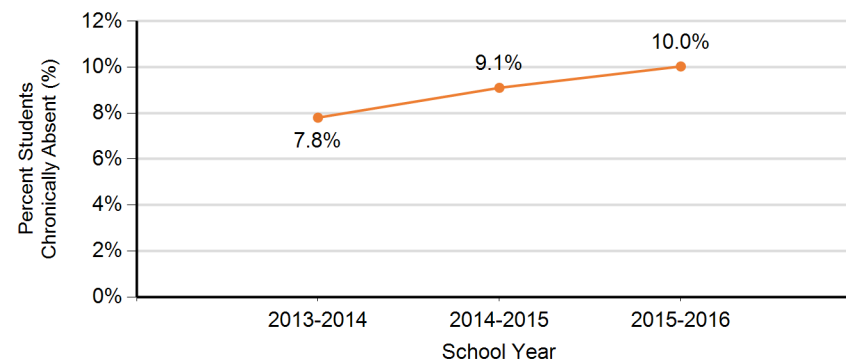
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-130

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

CHARLES J RILEY SCHOOL 9

6 TIMOTHY STREET

PATERSON, NJ 07503

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	12:1
Administrator	289:1

Student Suspension Rate

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

	School
2015-16	3.4%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

31-4010-045
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
DALE AVENUE
21 Dale Ave
PATERSON, NJ 07501

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

31-4010-045
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
DALE AVENUE
21 Dale Ave
PATERSON, NJ 07501

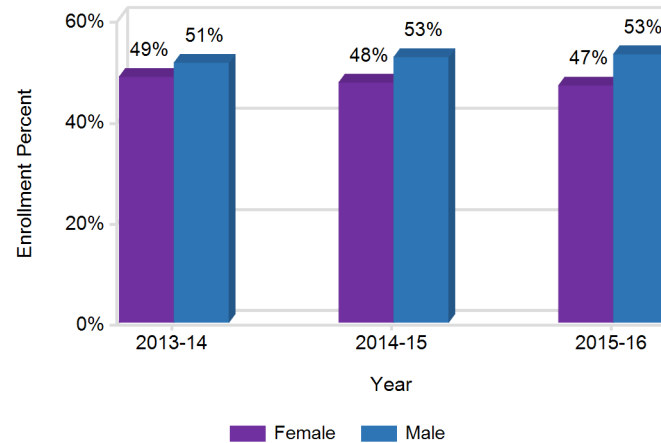
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	62	53	58
Grade KG	268	224	229
Grade 01	20	47	38
Grade 02	0	19	32
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	14	32	65
Total	364	375	422

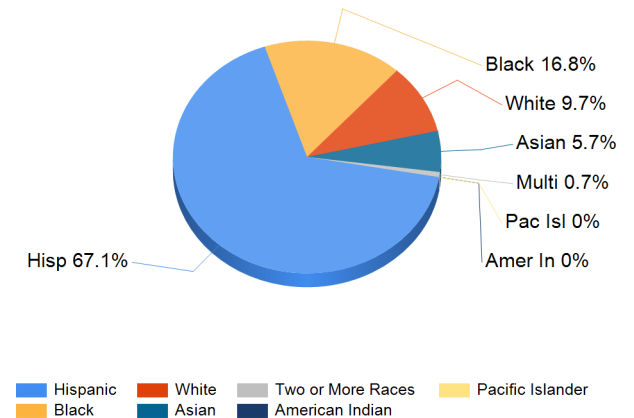
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



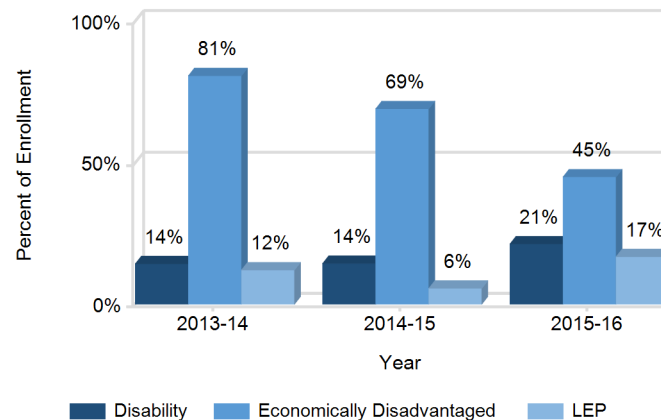
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	46.9%
Spanish	41.9%
Arabic	5.9%
Bengali	3.6%
Turkish	0.5%
Other	1.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

31-4010-045
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
DALE AVENUE
21 Dale Ave
PATERSON, NJ 07501

Length of School Day

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	School
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	14:1
Administrator	211:1

Student Suspension Rate

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

	School
2015-16	2.6%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span 06-08

31-4010-301
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
DON BOSCO ACADEMY
764 11TH AVENUE
PATERSON, NJ 07514

2015-2016 School Performance Reports

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If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 06-08

31-4010-301
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
DON BOSCO ACADEMY
764 11TH AVENUE
PATERSON, NJ 07514

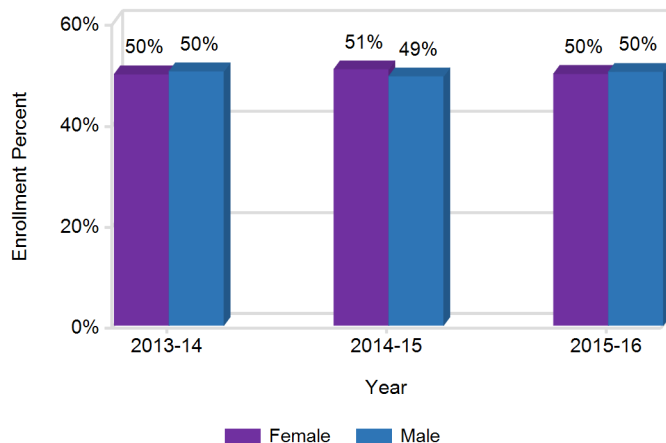
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	128	81	87
Grade 07	227	200	186
Grade 08	338	295	304
UG	28	16	33
Total	721	592	610

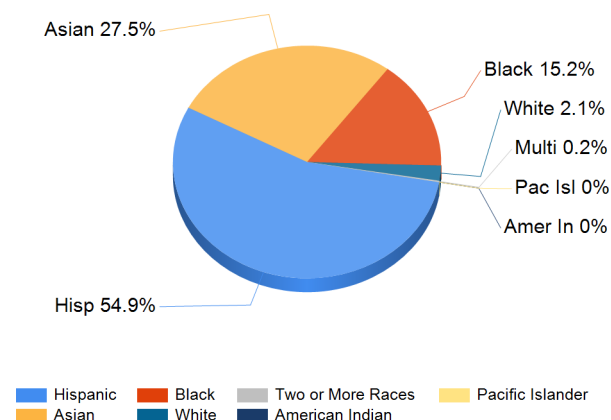
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



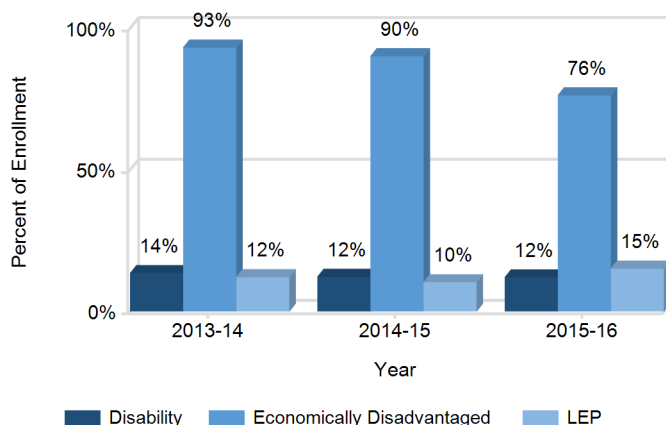
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	49.7%
Spanish	25.4%
Bengali	23.8%
English, Old (ca.450-1100)	0.3%
Urdu	0.3%
Other	0.5%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 06-08

31-4010-301

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	29%	63	13
Mathematics Met or Exceeded Expectations	15%	40	7

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	580	29%	13	98%	✓	595	15%	7	99%	✓
White	S	S	S	S		S	S	S	S	
African American	88	18%	18	98%	✓	89	5%	12	98%	✓
Hispanic	321	26%	18	98%	✓	324	10%	6	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	149	40%	10	96%	✓	159	32%	7	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	70	3%	11	97%	✓	70	3%	12	97%	✓
English Learner Students	60	N	33	99%	✓	64	9%	46	100%	✓
Economically Disadvantaged Students	580	29%	31	96%	✓	595	15%	14	99%	✓



State of New Jersey
2015-2016

Grade Span 06-08

31-4010-301

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	729	750	S	S	S	S	S	S	52%
White	S	S	743	756	S	S	S	S	S	S	61%
African American	S	S	723	732	S	S	S	S	S	S	31%
Hispanic	S	S	729	738	S	S	S	S	S	S	37%
Asian	23	722	742	772	26%	26%	35%	13%	N	13%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	751	755	S	S	S	S	S	S	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	S	S	691	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	729	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	88	724	723	743	16%	35%	31%	18%	N	18%	43%
White	S	S	735	750	S	S	S	S	S	S	53%
African American	S	S	716	724	S	S	S	S	S	S	20%
Hispanic	S	S	723	730	S	S	S	S	S	S	26%
Asian	25	737	745	768	8%	20%	36%	36%	N	36%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	748	748	S	S	S	S	S	S	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	702	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	88	724	723	728	16%	35%	31%	18%	N	18%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 06-08

31-4010-301

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	730	730	753	20%	21%	31%	23%	6%	29%	56%
White	S	S	737	760	S	S	S	S	S	S	65%
African American	25	718	728	733	24%	36%	20%	16%	4%	20%	35%
Hispanic	118	728	728	739	20%	24%	31%	21%	4%	25%	41%
Asian	47	743	751	781	13%	9%	38%	30%	11%	40%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	738	759	S	S	S	S	S	S	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	193	730	730	735	20%	21%	31%	23%	6%	29%	37%
PARCC MATH											
Schoolwide	202	719	724	740	22%	35%	30%	13%	N	13%	39%
White	S	S	731	747	S	S	S	S	S	S	47%
African American	S	S	721	724	S	S	S	S	S	S	19%
Hispanic	S	S	723	729	S	S	S	S	S	S	23%
Asian	52	736	740	763	6%	25%	37%	33%	N	33%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	732	744	S	S	S	S	S	S	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	202	719	724	727	22%	35%	30%	13%	N	13%	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 06-08

31-4010-301

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	304	732	732	753	21%	16%	29%	32%	2%	35%	55%
White	S	S	748	759	S	S	S	S	S	S	63%
African American	51	725	727	732	26%	16%	37%	22%	N	22%	34%
Hispanic	159	729	731	740	21%	17%	30%	31%	1%	31%	43%
Asian	79	741	745	780	17%	13%	23%	41%	8%	48%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	737	756	S	S	S	S	S	S	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	S	S	686	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	304	732	732	736	21%	16%	29%	32%	2%	35%	38%
**PARCC MATH											
Schoolwide	S	S	708	726	S	S	S	S	S	S	26%
White	S	S	714	732	S	S	S	S	S	S	32%
African American	S	S	702	712	S	S	S	S	S	S	14%
Hispanic	S	S	710	721	S	S	S	S	S	S	20%
Asian	56	710	713	745	45%	21%	18%	16%	N	16%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	699	726	S	S	S	S	S	S	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	43	706	697	704	49%	21%	19%	12%	N	12%	9%
Economically Disadvantaged Students	S	S	708	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



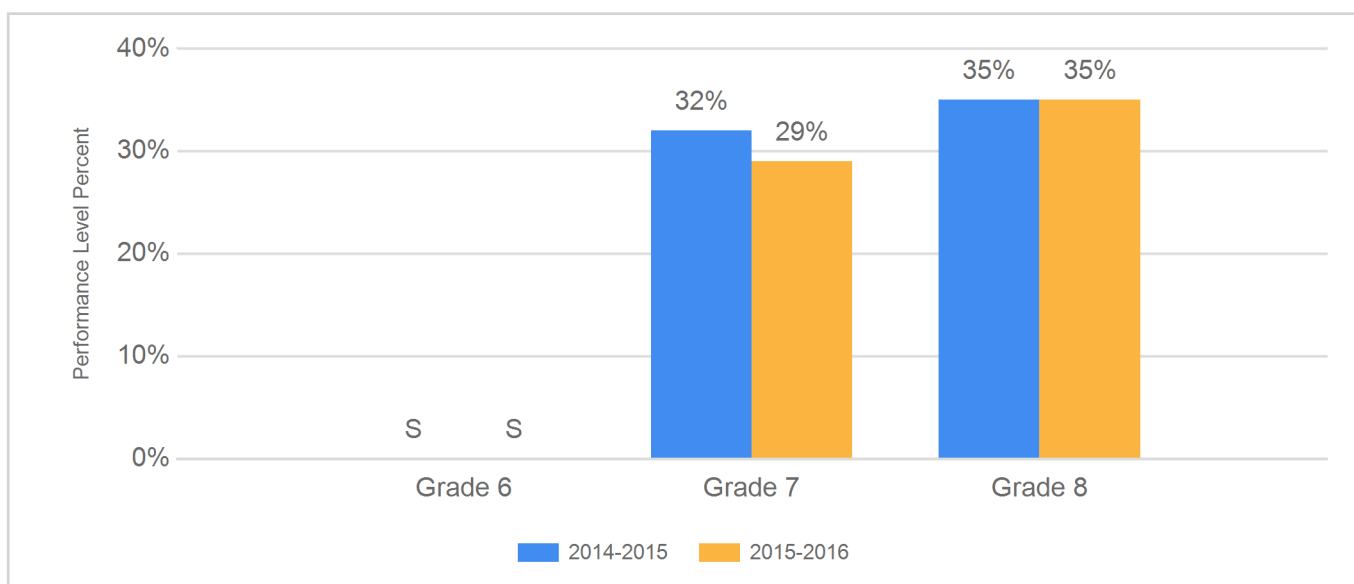
State of New Jersey
2015-2016

Grade Span 06-08

31-4010-301
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 06-08

31-4010-301

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	78	742	752	769	5%	18%	35%	40%	3%	42%	41%
White	S	S	761	772	S	S	S	S	S	S	51%
African American	S	S	747	748	S	S	S	S	S	S	20%
Hispanic	35	742	751	746	N	23%	37%	40%	N	40%	25%
Asian	30	750	757	789	3%	17%	27%	47%	7%	53%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	78	742	752	746	5%	18%	35%	40%	3%	42%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 06-08

31-4010-301

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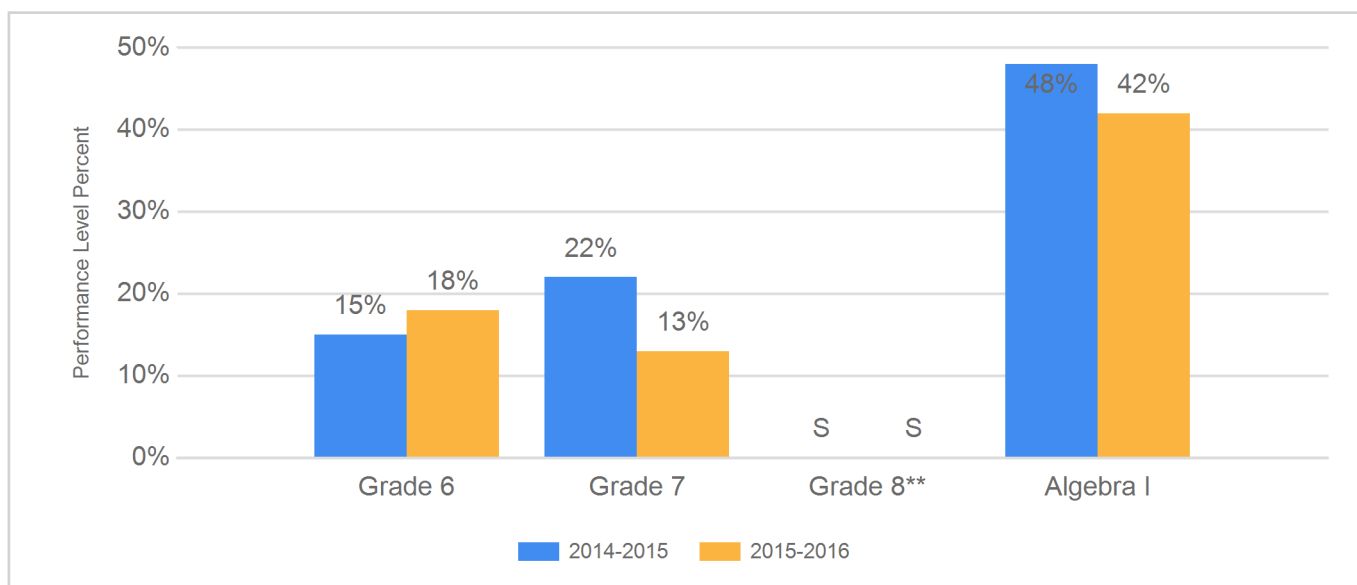
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span 06-08

31-4010-301

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

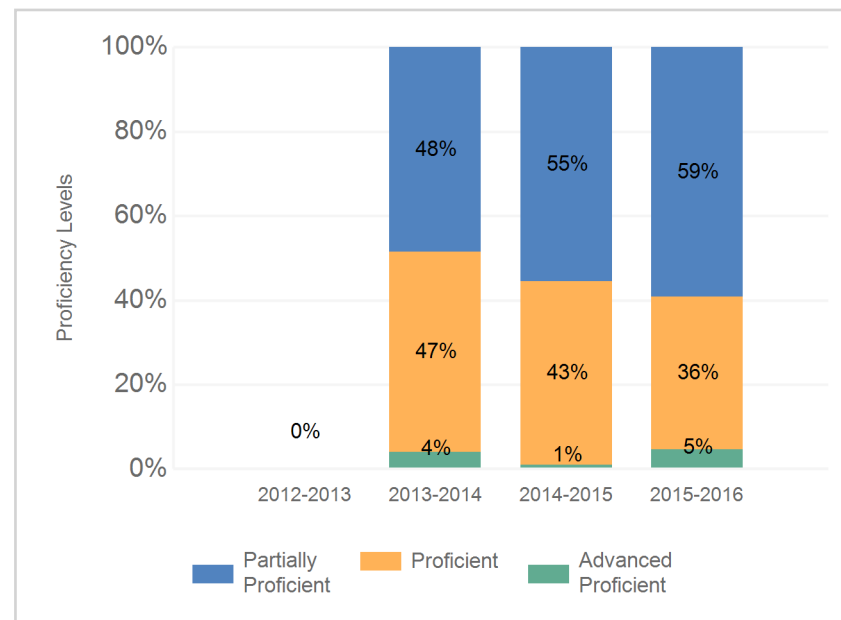
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	5%	36%	59%
White	S	S	S
African American	2%	24%	75%
Hispanic	4%	36%	60%
American Indian	N	N	N
Asian	7%	42%	52%
Two or More Races	N	N	N
Students with Disability	N	11%	89%
English Language Learners	N	11%	89%
Economically Disadvantaged Students	5%	36%	59%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 06-08

31-4010-301

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 06-08

31-4010-301

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DON BOSCO ACADEMY

764 11TH AVENUE

PATERSON, NJ 07514

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	46	48	50
Student Growth on Math	30	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	9%	7%	7%
Partially Met (L2)	6%	7%	8%
Approached (L3)	8%	10%	12%
Met (L4)	6%	10%	6%
Exceeded (L5)	2%	1%	2%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	10%	3%	3%
Partially Met (L2)	17%	15%	10%
Approached (L3)	7%	8%	12%
Met (L4)	8%	5%	0%
Exceeded (L5)	0%	0%	0%



State of New Jersey
2015-2016

Grade Span 06-08

31-4010-301

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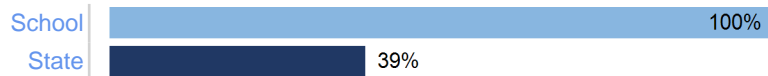
764 11TH AVENUE

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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



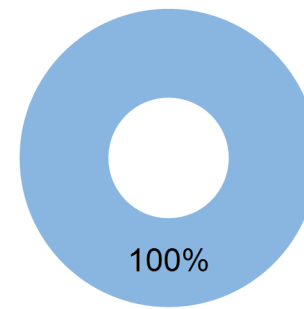
DANCE



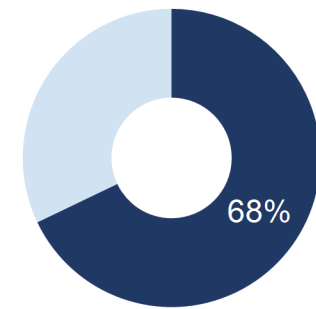
VISUAL ARTS



Any Visual and Performing Arts



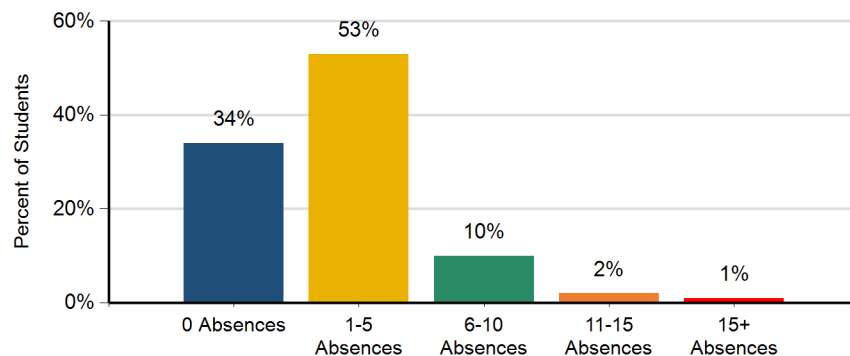
School



State

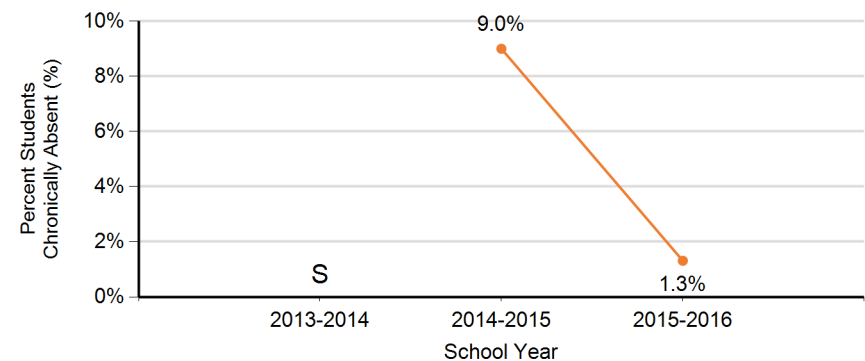
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 06-08

31-4010-301
PASSAIC
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DON BOSCO ACADEMY
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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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	14:1
Administrator	204:1

Student Suspension Rate

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

	School
2015-16	14.4%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-312
PASSAIC
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DR. MARTIN LUTHER KING JR EDUCATIONAL COMPLEX
851 E 28TH STREET
PATERSON, NJ 07513

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-312

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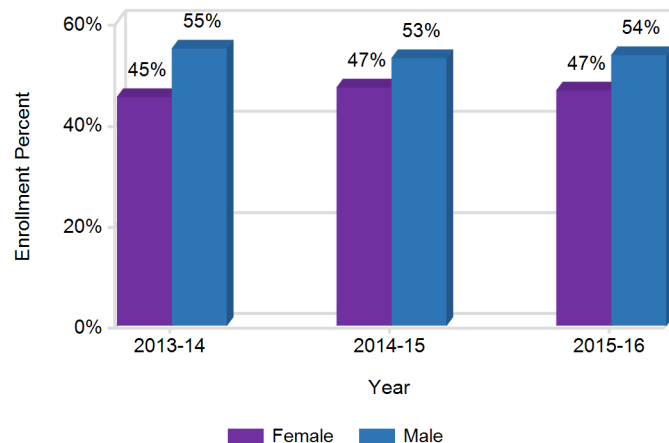
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	213	189	221
Grade 01	78	84	75
Grade 02	94	63	78
Grade 03	68	88	77
Grade 04	54	58	84
Grade 05	62	52	65
Grade 06	75	59	48
Grade 07	67	64	58
Grade 08	76	66	73
UG	83	65	81
Total	870	788	860

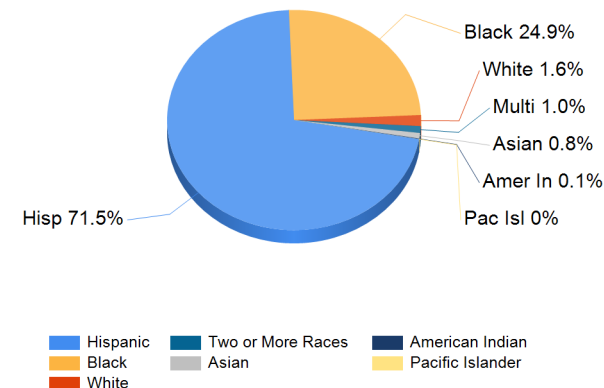
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



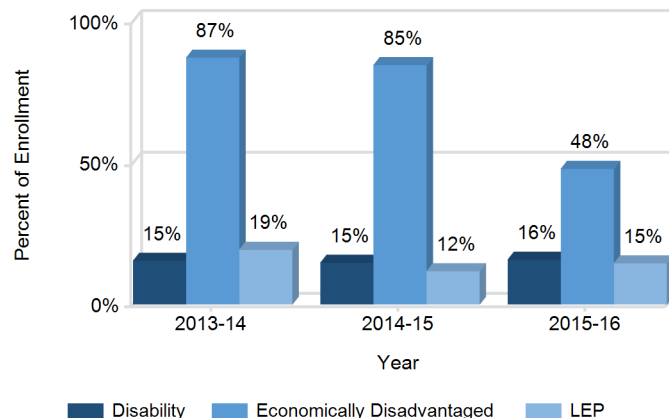
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	55.6%
Spanish	41.9%
Arabic	0.7%
Bengali	0.6%
English, Old (ca.450-1100)	0.5%
Other	0.7%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KF-08

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	17%	40	5
Mathematics Met or Exceeded Expectations	16%	43	8

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	375	17%	5	100%	✓	375	16%	8	100%	✓
White	S	S	S	S		S	S	S	S	
African American	99	13%	13	100%	✓	99	10%	19	100%	✓
Hispanic	263	18%	9	99%	✓	263	18%	15	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	67	2%	7	99%	✓	67	3%	11	99%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	375	17%	10	100%	✓	375	16%	15	100%	✓



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-312

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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	74	725	720	746	27%	16%	31%	24%	1%	26%	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	63	725	719	730	25%	16%	33%	25%	N	25%	31%
Asian	S	S	743	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	74	725	720	727	27%	16%	31%	24%	1%	26%	28%
PARCC MATH											
Schoolwide	77	726	729	749	18%	33%	25%	21%	4%	25%	52%
White	N	N	N	757	N	N	N	N	N	N	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	66	724	729	736	18%	35%	24%	20%	3%	23%	35%
Asian	S	S	747	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	S	S	719	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	77	726	729	732	18%	33%	25%	21%	4%	25%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-312

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	86	719	726	750	24%	33%	28%	14%	1%	15%	54%
White	S	S	731	759	S	S	S	S	S	S	64%
African American	12	724	720	733	17%	42%	25%	17%	N	17%	33%
Hispanic	70	718	725	737	26%	30%	30%	13%	1%	14%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	86	719	726	734	24%	33%	28%	14%	1%	15%	33%
PARCC MATH											
Schoolwide	87	718	727	745	25%	37%	25%	13%	N	13%	47%
White	S	S	728	752	S	S	S	S	S	S	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	71	721	727	733	23%	38%	25%	14%	N	14%	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	87	718	727	730	25%	37%	25%	13%	N	13%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-312

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	64	716	726	751	25%	39%	25%	11%	N	11%	53%
White	S	S	732	758	S	S	S	S	S	S	64%
African American	S	S	719	733	S	S	S	S	S	S	32%
Hispanic	48	717	726	738	23%	38%	27%	13%	N	13%	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	744	759	S	S	S	S	S	S	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	64	716	726	735	25%	39%	25%	11%	N	11%	33%
PARCC MATH											
Schoolwide	66	721	726	747	17%	41%	30%	12%	N	12%	47%
White	S	S	734	753	S	S	S	S	S	S	57%
African American	S	S	S	728	S	S	S	S	S	S	24%
Hispanic	50	723	726	735	16%	38%	32%	14%	N	14%	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	746	754	S	S	S	S	S	S	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	66	721	726	732	17%	41%	30%	12%	N	12%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-312

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	62	719	729	750	31%	23%	31%	16%	N	16%	52%
White	S	S	743	756	S	S	S	S	S	S	61%
African American	S	S	723	732	S	S	S	S	S	S	31%
Hispanic	33	723	729	738	21%	21%	36%	21%	N	21%	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	62	719	729	735	31%	23%	31%	16%	N	16%	33%
PARCC MATH											
Schoolwide	62	718	723	743	29%	29%	23%	19%	N	19%	43%
White	S	S	735	750	S	S	S	S	S	S	53%
African American	S	S	716	724	S	S	S	S	S	S	20%
Hispanic	33	726	723	730	18%	30%	18%	33%	N	33%	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	62	718	723	728	29%	29%	23%	19%	N	19%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-312

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	73	725	730	753	16%	30%	37%	16%	N	16%	56%
White	S	S	737	760	S	S	S	S	S	S	65%
African American	29	720	728	733	21%	31%	38%	10%	N	10%	35%
Hispanic	41	729	728	739	12%	32%	34%	22%	N	22%	41%
Asian	S	S	751	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	738	759	S	S	S	S	S	S	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	72	725	730	735	17%	29%	38%	17%	N	17%	37%
PARCC MATH											
Schoolwide	S	S	724	740	S	S	S	S	S	S	39%
White	S	S	731	747	S	S	S	S	S	S	47%
African American	S	S	721	724	S	S	S	S	S	S	19%
Hispanic	41	727	723	729	5%	46%	34%	15%	N	15%	23%
Asian	S	S	740	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	732	744	S	S	S	S	S	S	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	724	727	S	S	S	S	S	S	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-312

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	85	715	732	753	38%	17%	28%	17%	1%	18%	55%
White	S	S	748	759	S	S	S	S	S	S	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	47	713	731	740	40%	11%	32%	15%	2%	17%	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	S	S	686	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	85	715	732	736	38%	17%	28%	17%	1%	18%	38%
**PARCC MATH											
Schoolwide	S	S	708	726	S	S	S	S	S	S	26%
White	S	S	714	732	S	S	S	S	S	S	32%
African American	S	S	702	712	S	S	S	S	S	S	14%
Hispanic	S	S	710	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	S	S	697	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	708	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-312

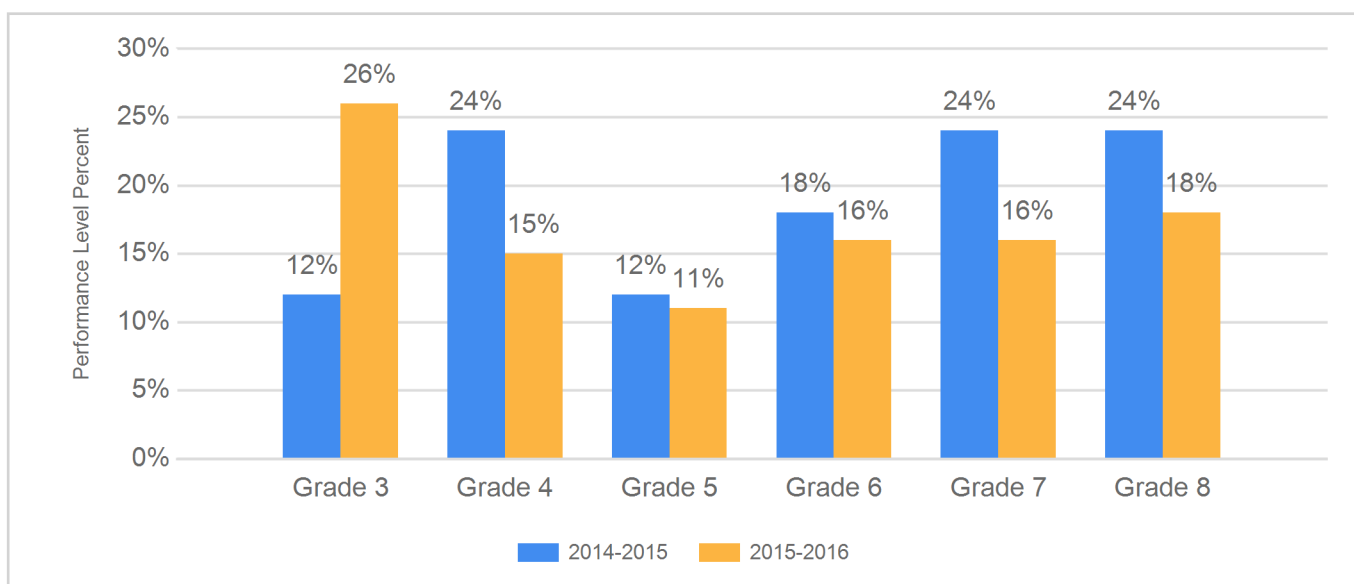
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-312

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	23	745	752	769	N	17%	39%	44%	N	44%	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	S	S	747	748	S	S	S	S	S	S	20%
Hispanic	S	S	751	746	S	S	S	S	S	S	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	S	S	757	723	S	S	S	S	S	S	9%
Economically Disadvantaged Students	23	745	752	746	N	17%	39%	44%	N	44%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-312

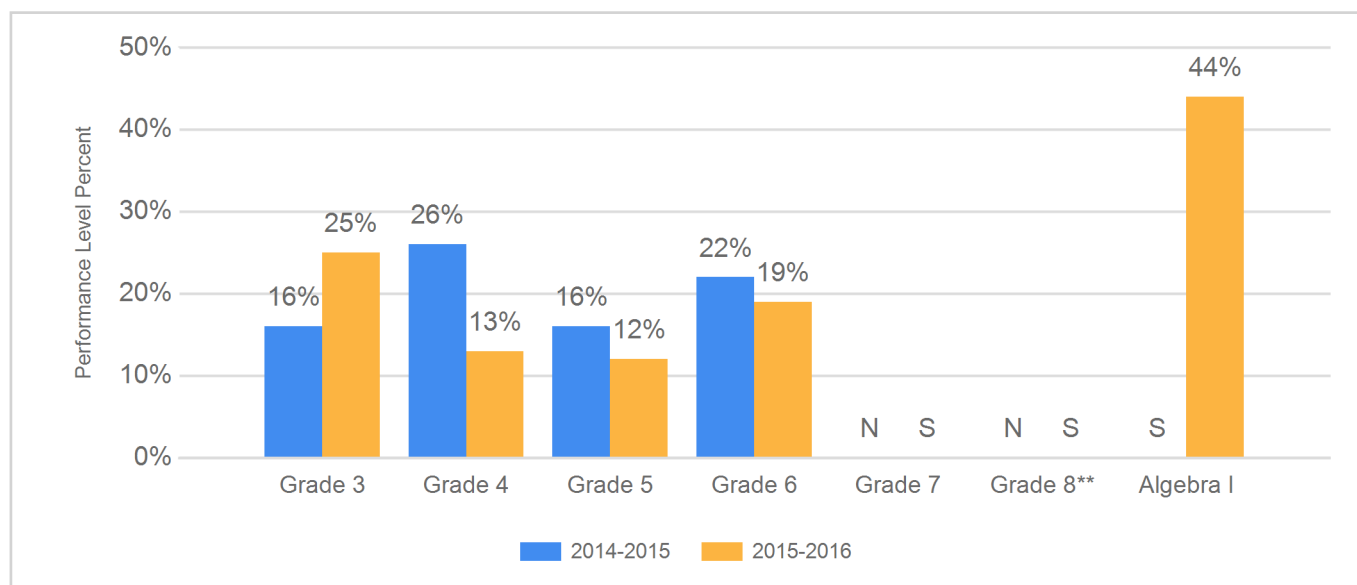
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-312

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

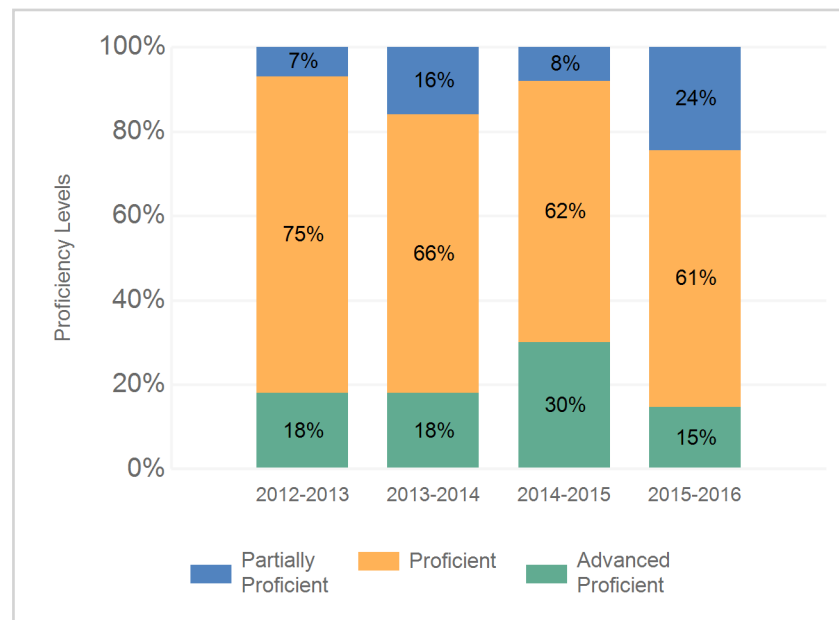
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	15%	61%	24%
White	S	S	S
African American	8%	67%	25%
Hispanic	16%	59%	25%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	73%	27%
Economically Disadvantaged Students	15%	61%	24%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-312

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

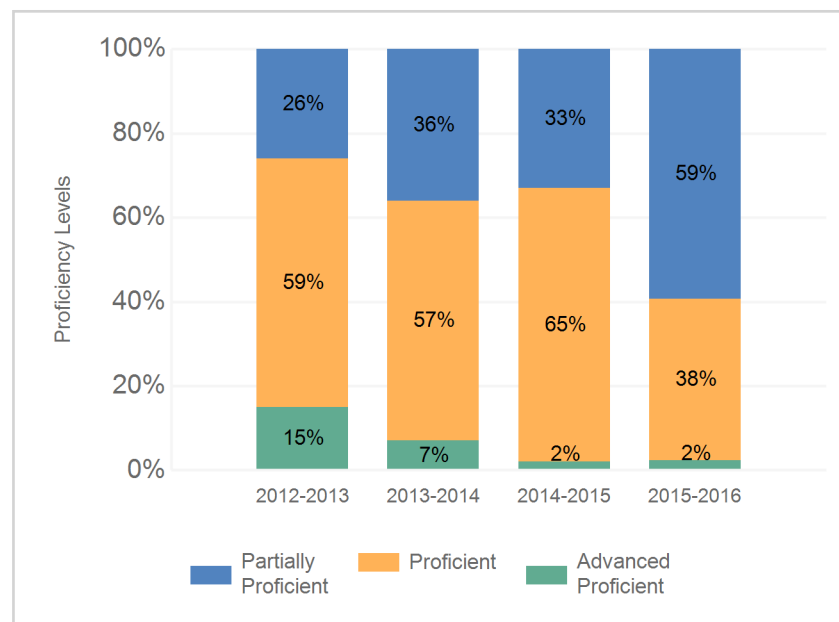
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	2%	38%	59%
White	S	S	S
African American	3%	50%	47%
Hispanic	2%	29%	69%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	8%	92%
English Language Learners	S	S	S
Economically Disadvantaged Students	2%	38%	59%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-312

PASSAIC

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-312

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT
DR. MARTIN LUTHER KING JR EDUCATIONAL COMPLEX
851 E 28TH STREET
PATERSON, NJ 07513

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	30	48	50
Student Growth on Math	22	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	14%	4%	4%
Partially Met (L2)	16%	9%	3%
Approached (L3)	19%	8%	4%
Met (L4)	11%	5%	2%
Exceeded (L5)	0%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	2%	2%
Partially Met (L2)	21%	7%	5%
Approached (L3)	28%	7%	3%
Met (L4)	12%	5%	1%
Exceeded (L5)	0%	0%	0%



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-312

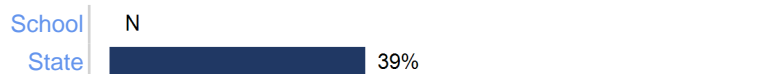
PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT
DR. MARTIN LUTHER KING JR EDUCATIONAL COMPLEX
851 E 28TH STREET
PATERSON, NJ 07513

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



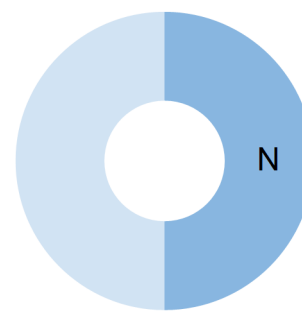
DANCE



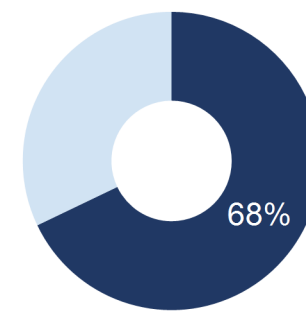
VISUAL ARTS



Any Visual and Performing Arts



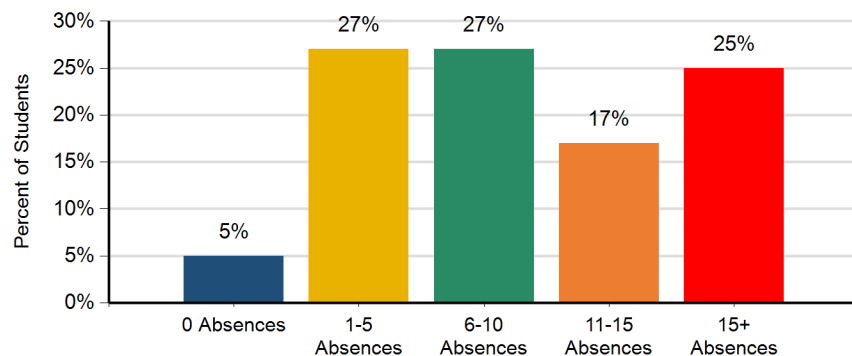
School



State

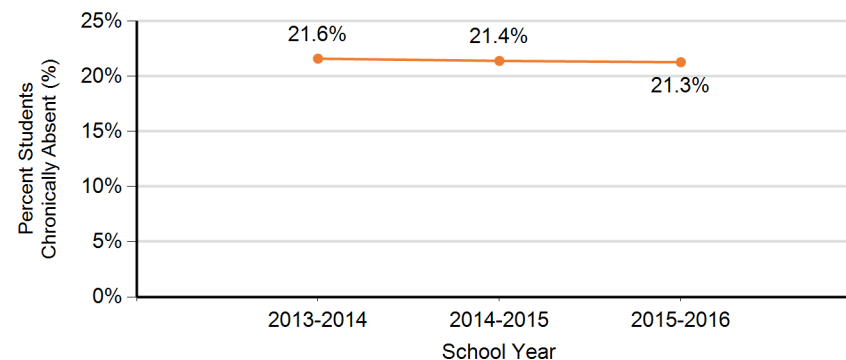
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-312

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT
DR. MARTIN LUTHER KING JR EDUCATIONAL COMPLEX
851 E 28TH STREET
PATERSON, NJ 07513

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	12:1
Administrator	144:1

Student Suspension Rate

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

	School
2015-16	4.1%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-047
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
EDWARD W KILPATRICK
295-315 ELLISON STREET
PATERSON, NJ 07501

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-047
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PATERSON PUBLIC SCHOOL DISTRICT
EDWARD W KILPATRICK
295-315 ELLISON STREET
PATERSON, NJ 07501

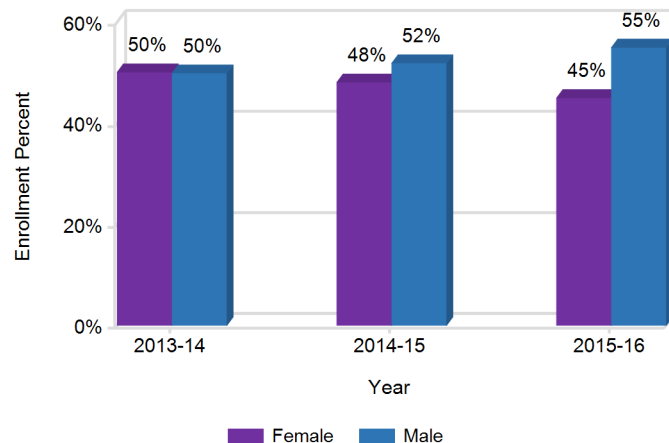
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	1	33	73
Grade KG	74	70	119
Grade 01	62	68	71
Grade 02	60	64	74
Grade 03	74	66	58
Grade 04	66	62	0
UG	31	32	54
Total	425	395	449

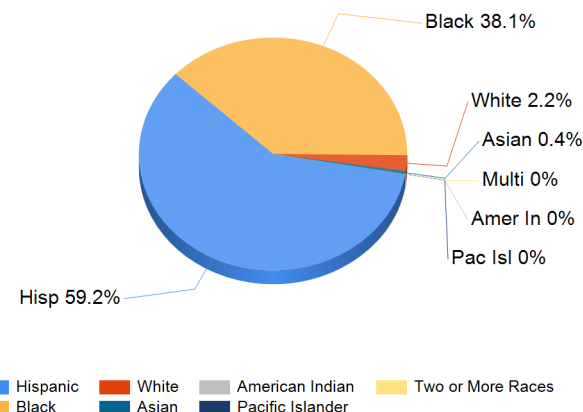
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



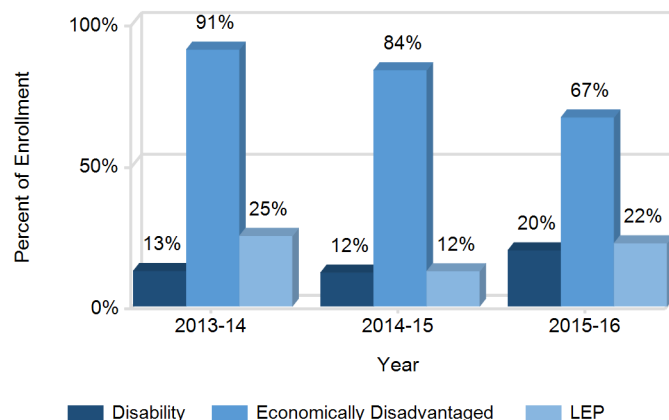
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	57.7%
Spanish	40.8%
Bengali	0.7%
English, Old (ca.450-1100)	0.2%
Judeo-Arabic	0.2%
Other	0.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-047

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PATERSON PUBLIC SCHOOL DISTRICT

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295-315 ELLISON STREET

PATERSON, NJ 07501

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	7%	11	1
Mathematics Met or Exceeded Expectations	7%	20	2

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	61	7%	1	97%	✓	62	7%	2	97%	✓
White	N	N	N	N		N	N	N	N	
African American	S	S	S	S		S	S	S	S	
Hispanic	44	7%	3	96%	✓	45	9%	6	96%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	N	N	N	N		N	N	N	N	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	60	7%	3	97%	✓	61	7%	6	97%	✓



State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-047

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PATERSON PUBLIC SCHOOL DISTRICT

EDWARD W KILPATRICK

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PATERSON, NJ 07501

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	720	746	S	S	S	S	S	S	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	S	S	719	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	720	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	S	S	729	749	S	S	S	S	S	S	52%
White	N	N	N	757	N	N	N	N	N	N	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	47	709	729	736	34%	38%	17%	9%	2%	11%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	S	S	719	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	729	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-047

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PATERSON PUBLIC SCHOOL DISTRICT

EDWARD W KILPATRICK

295-315 ELLISON STREET

PATERSON, NJ 07501

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	N	N	N	750	N	N	N	N	N	N	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	N	N	N	737	N	N	N	N	N	N	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	N	N	N	723	N	N	N	N	N	N	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	33%
PARCC MATH											
Schoolwide	N	N	N	745	N	N	N	N	N	N	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	N	N	N	733	N	N	N	N	N	N	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	N	N	N	724	N	N	N	N	N	N	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-047

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PATERSON PUBLIC SCHOOL DISTRICT

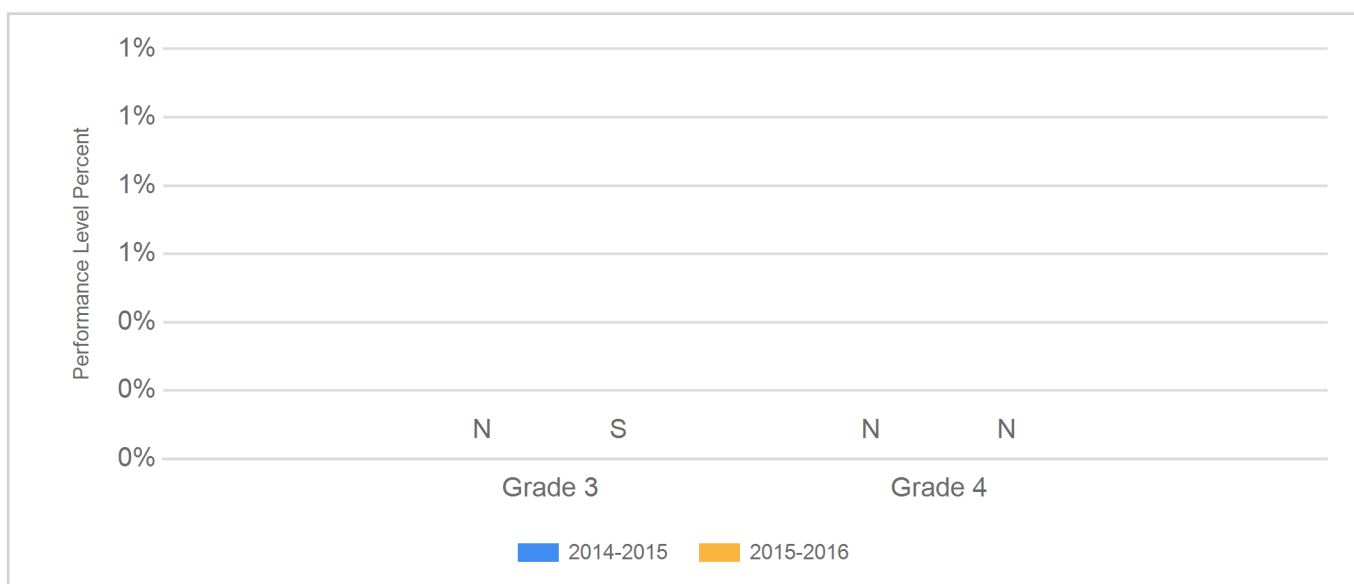
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PATERSON, NJ 07501

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-047

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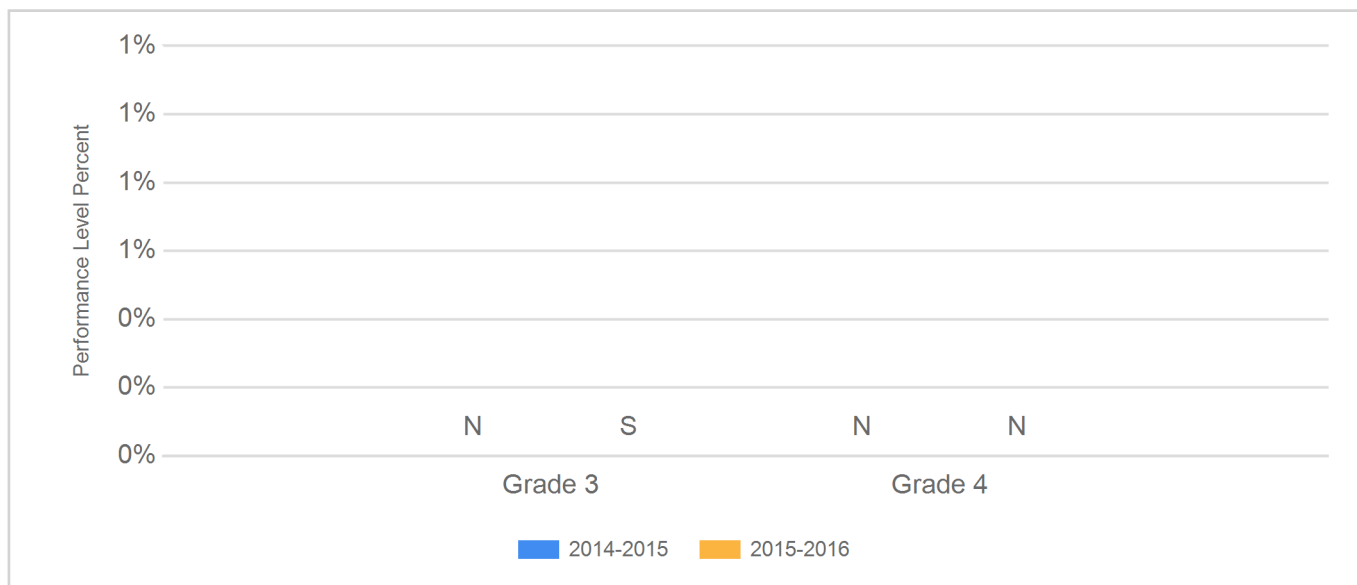
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-047

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PATERSON PUBLIC SCHOOL DISTRICT

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PATERSON, NJ 07501

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

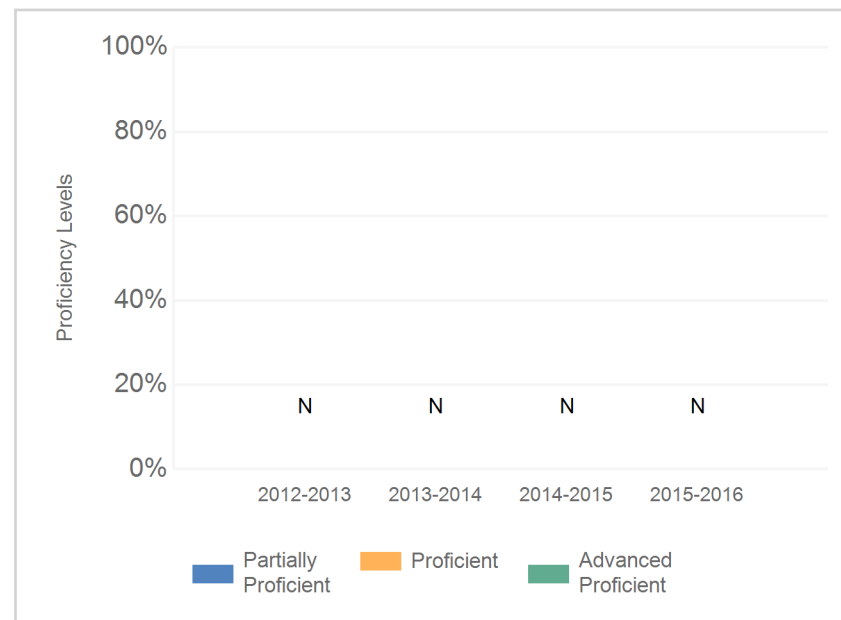
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	N	N	N
White	N	N	N
African American	N	N	N
Hispanic	N	N	N
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	N	N
English Language Learners	N	N	N
Economically Disadvantaged Students	N	N	N

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-047

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

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PATERSON, NJ 07501

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-047

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

EDWARD W KILPATRICK

295-315 ELLISON STREET

PATERSON, NJ 07501

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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	N	N	N
Student Growth on Math	N	N	N

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	N	N	N
Partially Met (L2)	N	N	N
Approached (L3)	N	N	N
Met (L4)	N	N	N
Exceeded (L5)	N	N	N

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	N	N	N
Partially Met (L2)	N	N	N
Approached (L3)	N	N	N
Met (L4)	N	N	N
Exceeded (L5)	N	N	N



State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-047

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

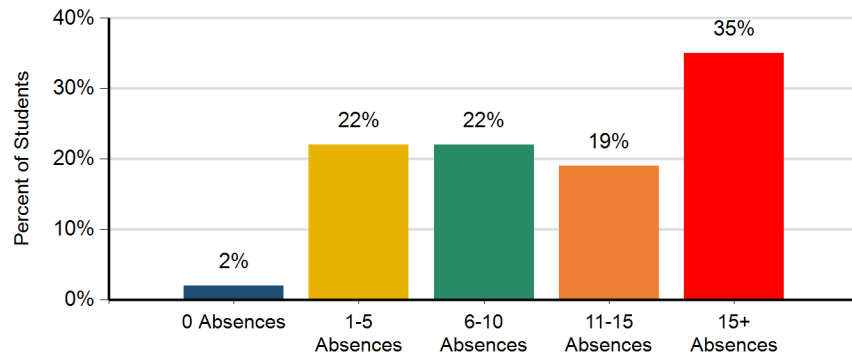
EDWARD W KILPATRICK

295-315 ELLISON STREET

PATERSON, NJ 07501

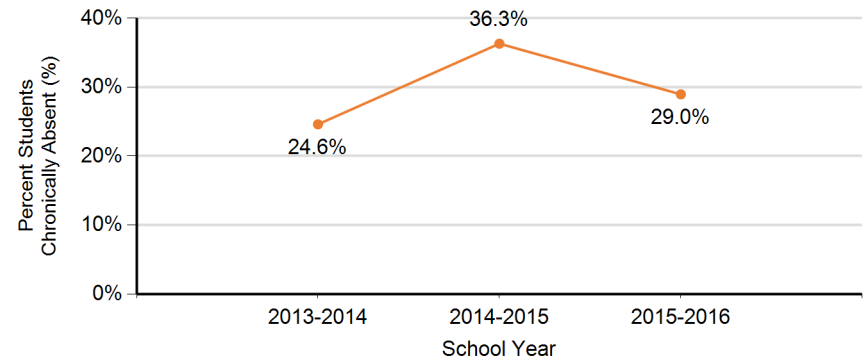
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-047

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

EDWARD W KILPATRICK

295-315 ELLISON STREET

PATERSON, NJ 07501

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	15:1
Administrator	150:1

Student Suspension Rate

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

	School
2015-16	2.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-308
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
GARRETT MORGAN ACADEMY
200 Grand Street
Paterson, NJ 07501

2015-2016 School Performance Reports

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- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-308

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

GARRETT MORGAN ACADEMY

200 Grand Street

Paterson, NJ 07501

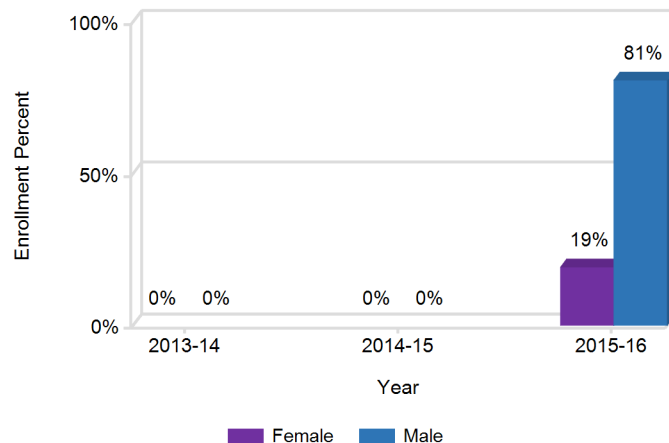
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	0	0	41
Grade 10	0	0	44
Grade 11	0	0	46
Grade 12	0	0	25
UG	0	0	0
Total	0	0	156

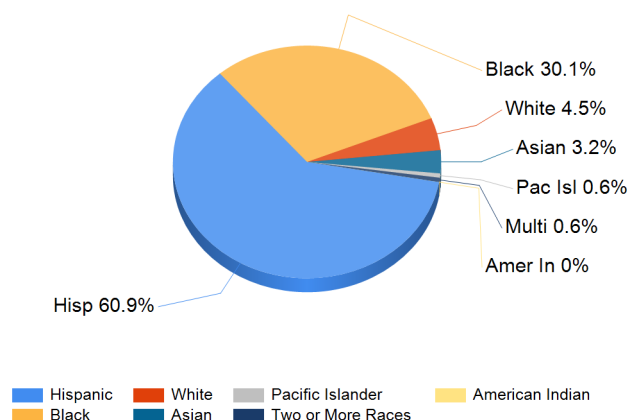
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



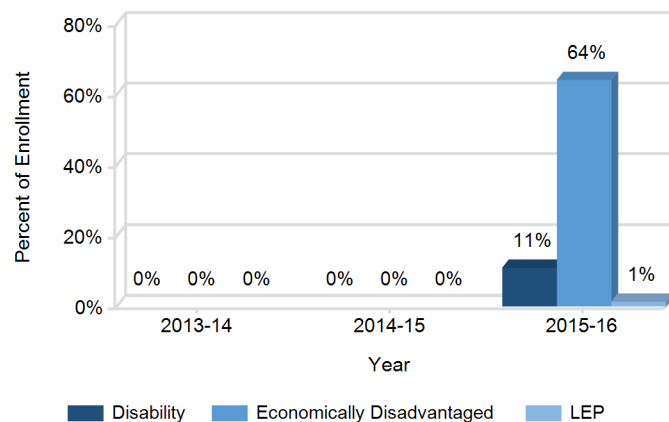
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	58.3%
Spanish	39.1%
Arabic	1.3%
Bengali	1.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 09-12

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	17%	43	6
Mathematics Met or Exceeded Expectations	8%	79	15

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	79	17%	6	95%	✓	80	8%	15	95%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	54	15%	8	96%	✓	55	6%	20	97%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	79	17%	9	95%	✓	80	8%	21	95%	✓



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-308

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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	39	727	714	746	18%	41%	13%	26%	3%	28%	49%
White	S	S	719	754	S	S	S	S	S	S	58%
African American	S	S	714	729	S	S	S	S	S	S	30%
Hispanic	26	725	713	730	15%	46%	12%	27%	N	27%	34%
Asian	S	S	726	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	724	748	S	S	S	S	S	S	53%
Students with Disability	S	S	695	713	S	S	S	S	S	S	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	39	727	714	729	18%	41%	13%	26%	3%	28%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-308

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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	S	S	704	740	S	S	S	S	S	S	44%
White	S	S	709	747	S	S	S	S	S	S	50%
African American	S	S	703	722	S	S	S	S	S	S	28%
Hispanic	S	S	704	726	S	S	S	S	S	S	33%
Asian	S	S	708	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	699	741	S	S	S	S	S	S	45%
Students with Disability	S	S	680	702	S	S	S	S	S	S	11%
English Language Learners	S	S	679	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	S	S	704	723	S	S	S	S	S	S	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	S	S	720	736	S	S	S	S	S	S	40%
White	S	S	715	739	S	S	S	S	S	S	42%
African American	S	S	713	728	S	S	S	S	S	S	30%
Hispanic	26	719	723	732	19%	50%	19%	12%	N	12%	37%
Asian	S	S	717	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	699	710	S	S	S	S	S	S	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	S	S	720	730	S	S	S	S	S	S	33%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

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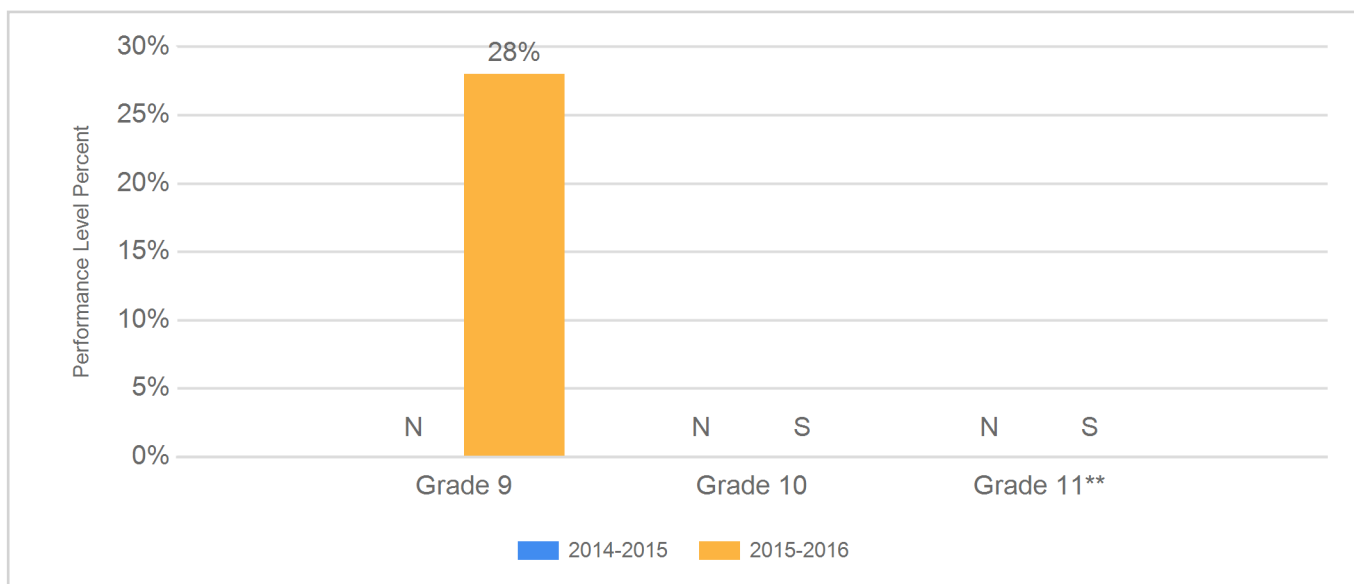
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-308

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	710	727	S	S	S	S	S	S	41%
White	S	S	715	734	S	S	S	S	S	S	51%
African American	S	S	708	717	S	S	S	S	S	S	20%
Hispanic	S	S	710	720	S	S	S	S	S	S	25%
Asian	S	S	726	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	723	727	S	S	S	S	S	S	47%
Students with Disability	S	S	697	708	S	S	S	S	S	S	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	710	719	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	708	730	S	S	S	S	S	S	27%
White	S	S	722	736	S	S	S	S	S	S	34%
African American	S	S	704	717	S	S	S	S	S	S	9%
Hispanic	S	S	708	720	S	S	S	S	S	S	13%
Asian	S	S	716	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	695	709	S	S	S	S	S	S	5%
English Language Learners	S	S	703	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	708	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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2015-2016

Grade Span 09-12

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	691	722	S	S	S	S	S	S	27%
White	S	S	695	728	S	S	S	S	S	S	31%
African American	S	S	685	700	S	S	S	S	S	S	8%
Hispanic	S	S	692	707	S	S	S	S	S	S	12%
Asian	S	S	700	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	676	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	691	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



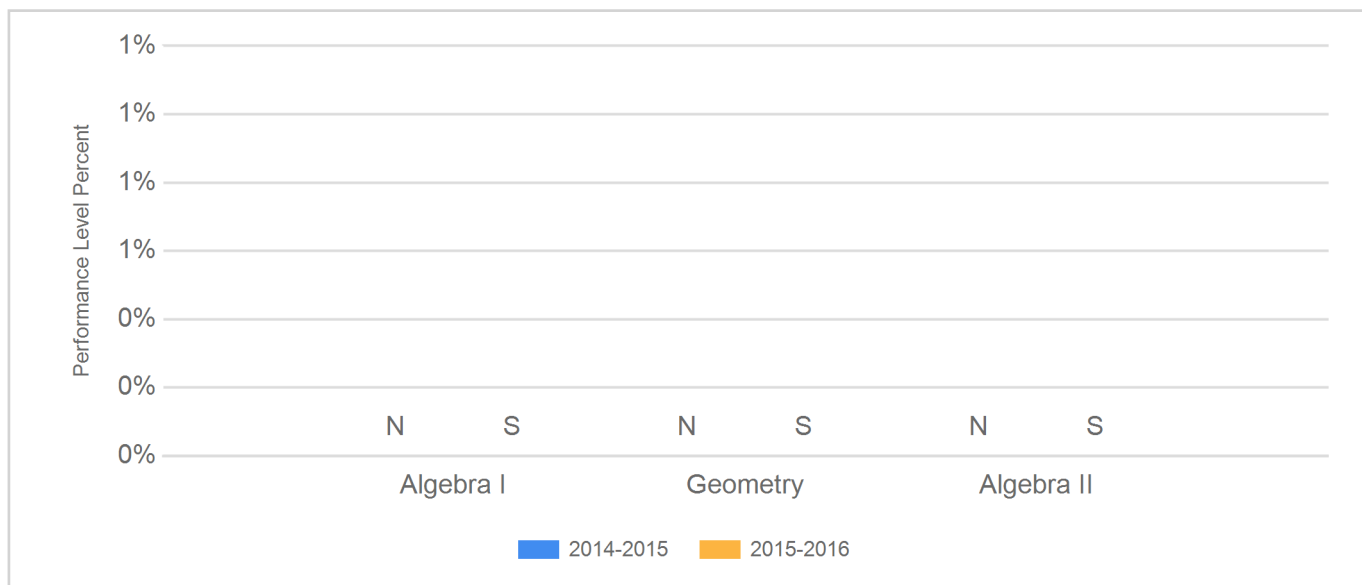
State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 09-12

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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

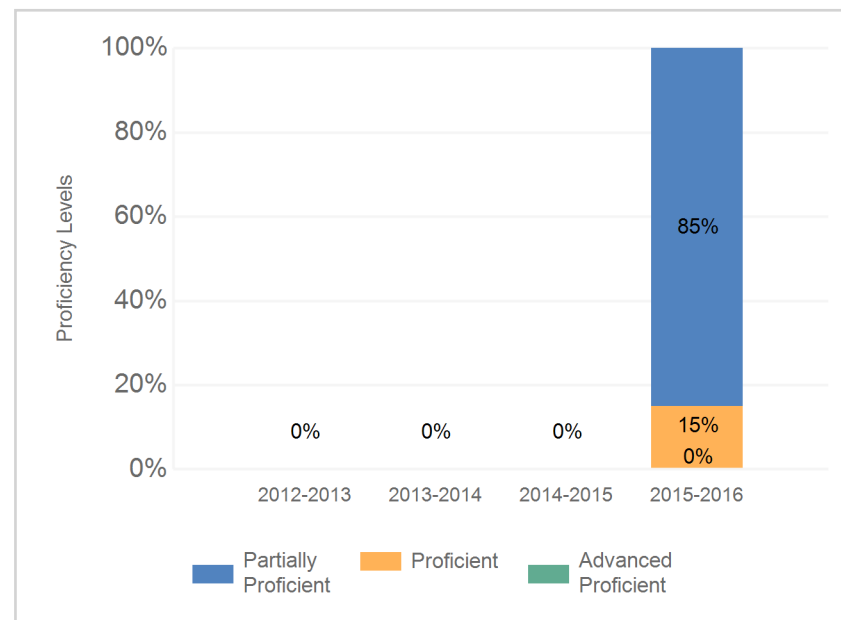
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	N	15%	85%
White	S	S	S
African American	N	8%	92%
Hispanic	N	16%	84%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	N	15%	85%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-308

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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.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	N	95.5%
Percent of Students Participating in SAT	N	58.0%
Percent of Students Participating in ACT	N	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	N	950
SAT	-	-
Reading and Writing	N	537
Math	N	538
ACT	-	-
Reading	N	23
English	N	22
Math	N	23
Science	N	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	N	N	71%
Math	N	N	53%
ACT	-	-	-
Reading	N	N	58%
English	N	N	74%
Math	N	N	61%
Science	N	N	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	N	N	N
Math	N	N	N
ACT	-	-	-
Reading	N	N	N
English	N	N	N
Math	N	N	N
Science	N	N	N

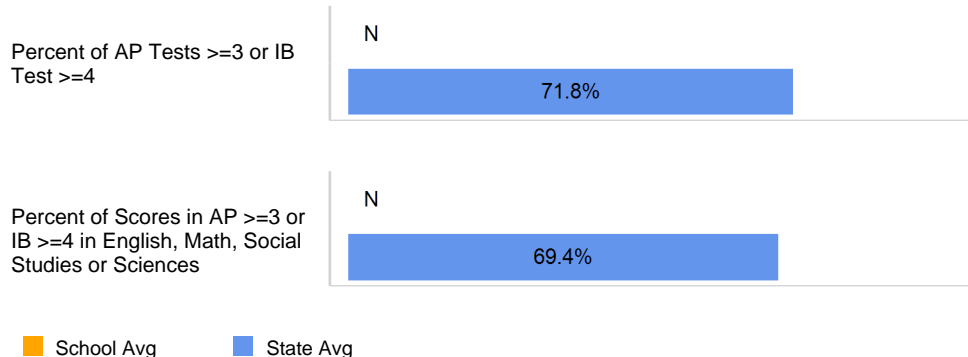


State of New Jersey
2015-2016

Grade Span 09-12

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
N	N	N

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	N	39.1%
One of More Test	N	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	N	26.6%
Participating in Dual Enrollment	N	15.4%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-308

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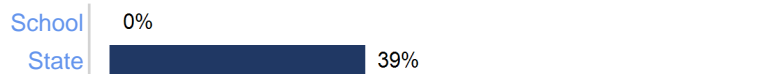
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



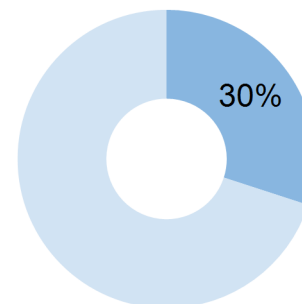
DANCE



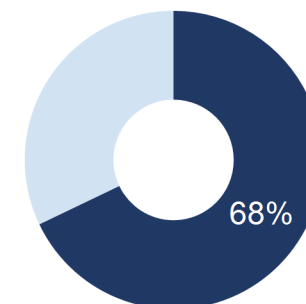
VISUAL ARTS



Any Visual and Performing Arts



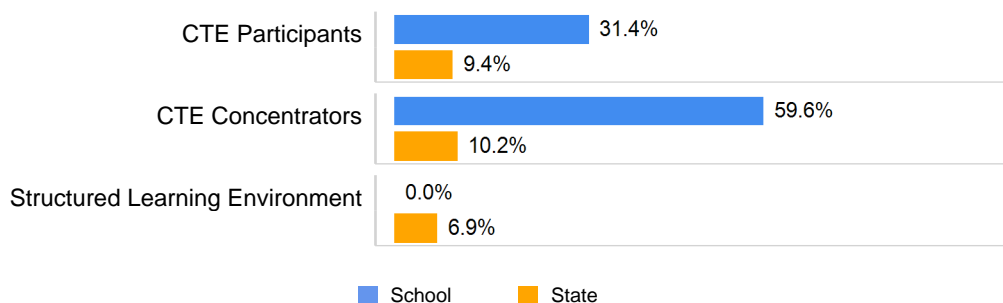
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



School State



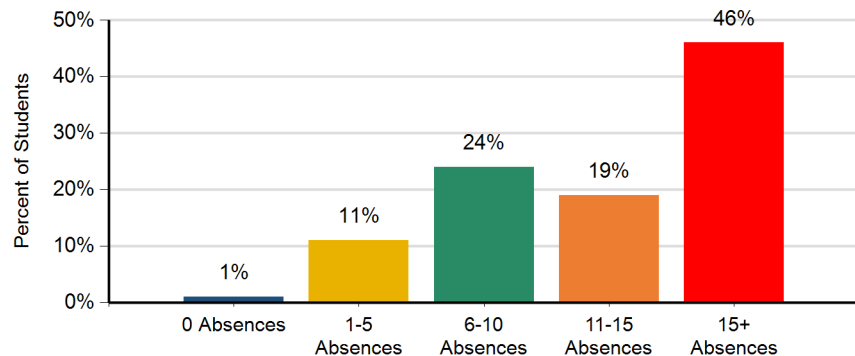
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2015-2016

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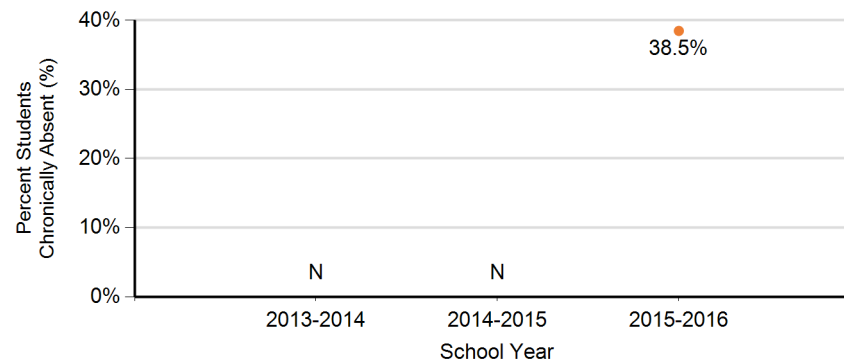
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 09-12

Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	100%	100	81%
White	S	S	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	N	N	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	S	S	
Economically Disadvantaged Students	S	S	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	5.1%	1.2%
White	S	0.6%
African American	8.5%	2.6%
Hispanic	2.1%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	S	1.0%
Students with Disability	N	1.7%
English Language Learners	0.7%	0.1%
Economically Disadvantaged Students	2.0%	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	0%	0%
2014	0%	0%
2015	0%	S
2016	S	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	N	N	N
White	N	N	N
African American	N	N	N
Hispanic	N	N	N
American Indian	N	N	N
Asian	N	N	N
Native Hawaiian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	N	N
English Language Learners	N	N	N
Economically Disadvantaged Students	N	N	N



State of New Jersey
2015-2016

Grade Span 09-12

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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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	0:0
Administrator	0:0

Student Suspension Rate

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

	School
2015-16	46.8%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	93%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-035
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey 2015-2016

Grade Span 09-12

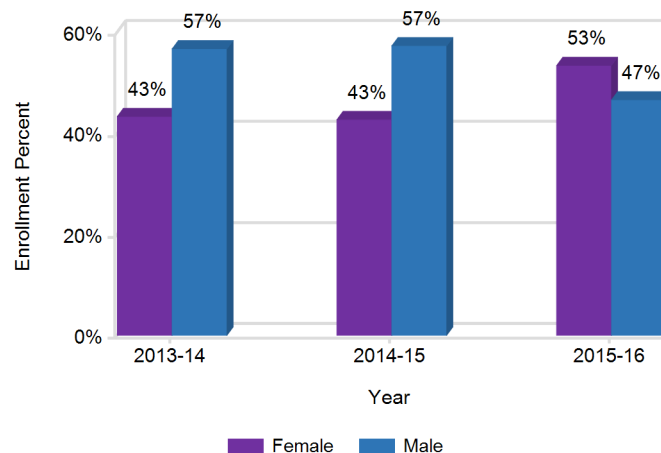
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	172	167	133
Grade 10	133	148	116
Grade 11	105	111	88
Grade 12	103	103	71
UG	7	21	15
Total	520	550	423

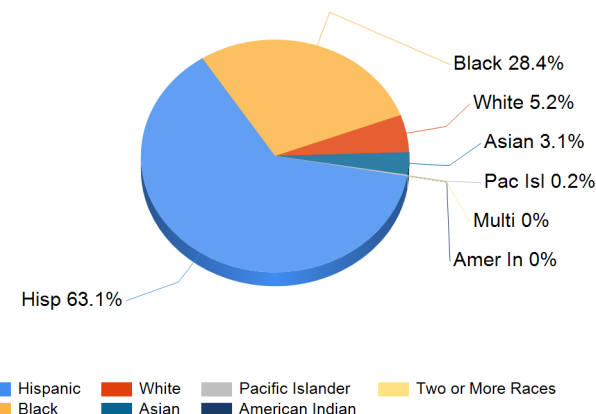
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



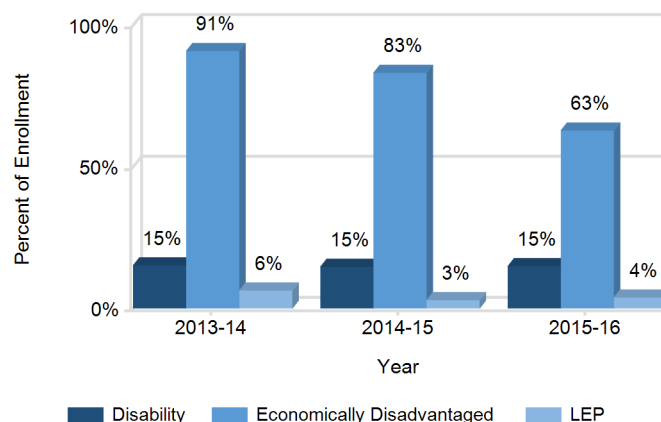
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	59.1%
Spanish	36.4%
Bengali	2.1%
Arabic	1.4%
English, Old (ca.450-1100)	0.2%
Other	0.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 09-12

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	24%	86	13
Mathematics Met or Exceeded Expectations	11%	86	17

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	246	24%	13	97%	✓	246	11%	17	97%	✓
White	S	S	S	S		S	S	S	S	
African American	66	20%	17	96%	✓	66	11%	42	96%	✓
Hispanic	159	22%	19	98%	✓	159	9%	22	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	245	24%	27	97%	✓	245	11%	32	97%	✓



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-035

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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	134	732	714	746	14%	29%	28%	24%	5%	29%	49%
White	S	S	719	754	S	S	S	S	S	S	58%
African American	42	725	714	729	19%	33%	26%	19%	2%	21%	30%
Hispanic	77	729	713	730	14%	29%	30%	25%	3%	27%	34%
Asian	S	S	726	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	S	S	695	713	S	S	S	S	S	S	12%
English Language Learners	S	S	691	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	134	732	714	729	14%	29%	28%	24%	5%	29%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-035

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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	713	704	740	41%	21%	22%	17%	N	17%	44%
White	S	S	709	747	S	S	S	S	S	S	50%
African American	25	709	703	722	44%	32%	8%	16%	N	16%	28%
Hispanic	83	714	704	726	40%	17%	27%	17%	N	17%	33%
Asian	S	S	708	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	680	702	S	S	S	S	S	S	11%
English Language Learners	S	S	679	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	115	713	704	723	41%	21%	22%	17%	N	17%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-035

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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	717	720	736	32%	30%	23%	13%	2%	15%	40%
White	S	S	715	739	S	S	S	S	S	S	42%
African American	S	S	713	728	S	S	S	S	S	S	30%
Hispanic	57	721	723	732	26%	30%	23%	18%	4%	21%	37%
Asian	S	S	717	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	699	710	S	S	S	S	S	S	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	92	717	720	730	32%	30%	23%	13%	2%	15%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

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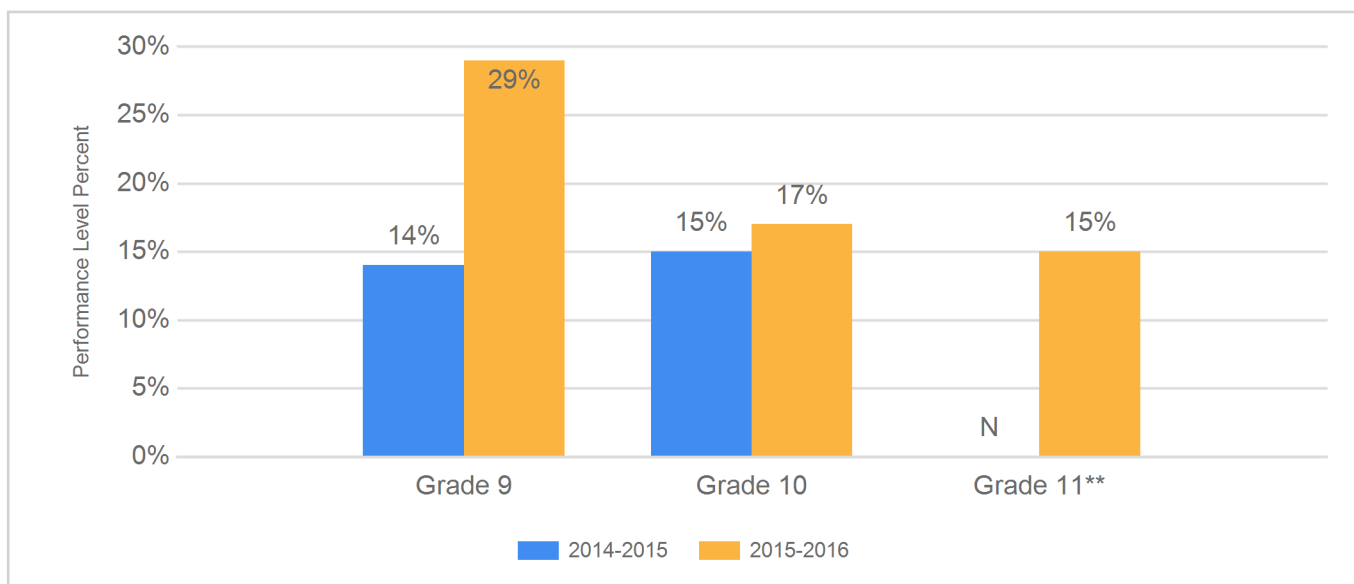
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-035

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	114	715	710	727	25%	41%	23%	11%	N	11%	41%
White	S	S	715	734	S	S	S	S	S	S	51%
African American	S	S	708	717	S	S	S	S	S	S	20%
Hispanic	68	712	710	720	31%	37%	21%	12%	N	12%	25%
Asian	S	S	726	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	697	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	114	715	710	719	25%	41%	23%	11%	N	11%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	717	708	730	20%	48%	21%	9%	1%	11%	27%
White	S	S	722	736	S	S	S	S	S	S	34%
African American	29	713	704	717	28%	48%	14%	10%	N	10%	9%
Hispanic	S	S	708	720	S	S	S	S	S	S	13%
Asian	S	S	716	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	695	709	S	S	S	S	S	S	5%
English Language Learners	S	S	703	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	143	717	708	719	20%	48%	21%	9%	1%	11%	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	S	722	S	S	S	S	S	S	27%
White	S	S	695	728	S	S	S	S	S	S	31%
African American	S	S	685	700	S	S	S	S	S	S	8%
Hispanic	S	S	692	707	S	S	S	S	S	S	12%
Asian	S	S	700	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	676	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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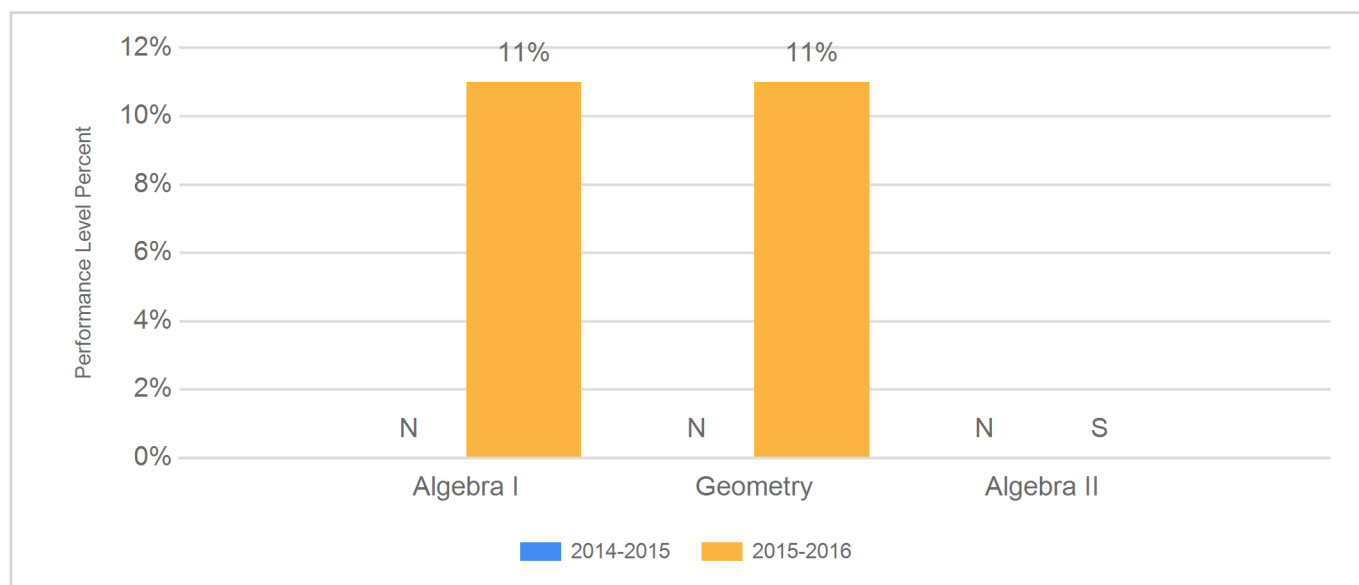
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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2015-2016

Grade Span 09-12

31-4010-035

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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

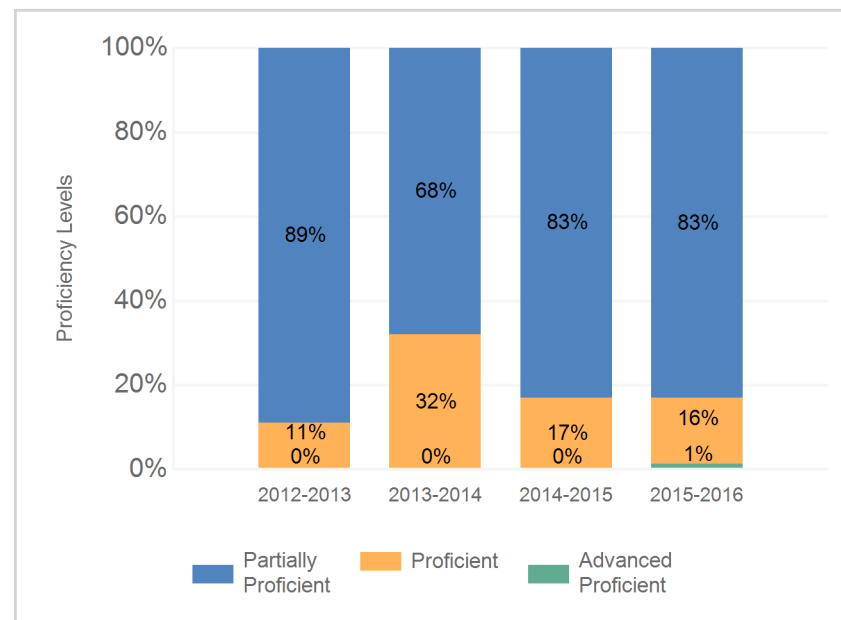
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	1%	16%	83%
White	S	S	S
African American	N	22%	78%
Hispanic	2%	11%	87%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	N	100%
English Language Learners	S	S	S
Economically Disadvantaged Students	1%	16%	83%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-035

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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.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	72.3%	58.0%
Percent of Students Participating in ACT	11.3%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	815	950
SAT	-	-
Reading and Writing	422	537
Math	433	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	18%	71%
Math	530	10%	53%
ACT	-	-	-
Reading	22	N	58%
English	18	13%	74%
Math	22	13%	61%
Science	23	N	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	880	800	740
SAT	-	-	-
Reading and Writing	460	430	380
Math	490	430	400
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

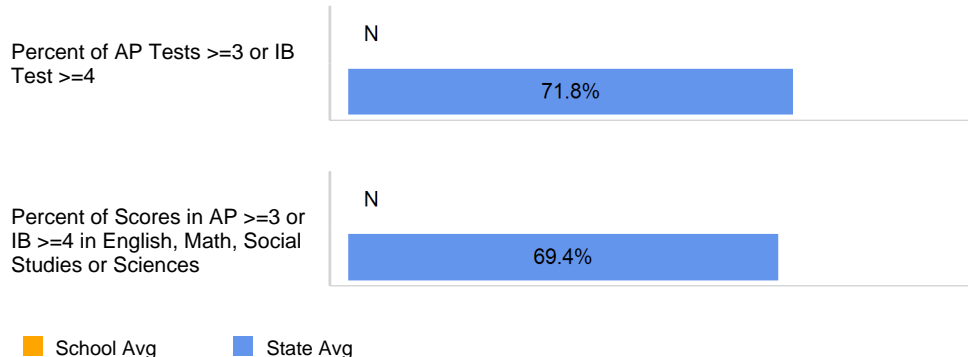


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2015-2016

Grade Span 09-12

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	37	15

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	23.3%	39.1%
One of More Test	9.4%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	9.4%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-035

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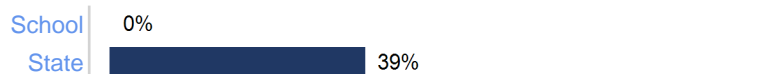
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

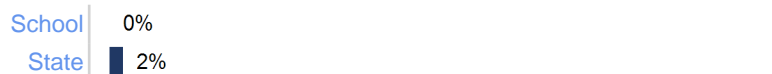
MUSIC



DRAMA



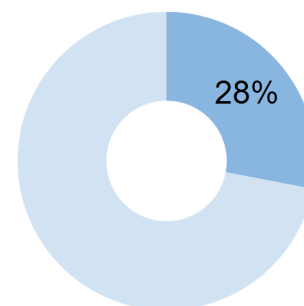
DANCE



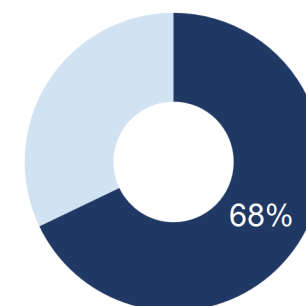
VISUAL ARTS



Any Visual and Performing Arts



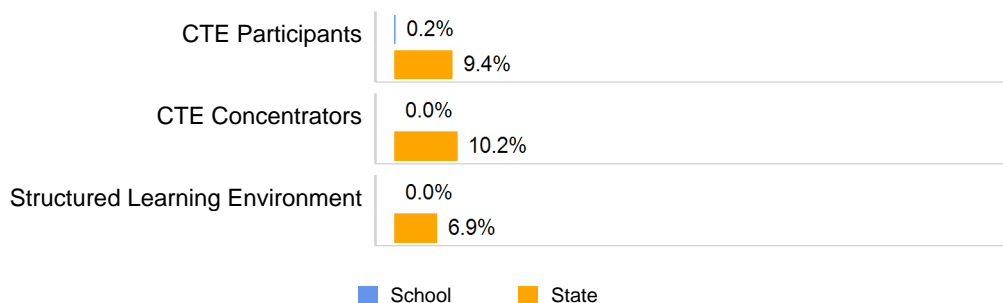
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



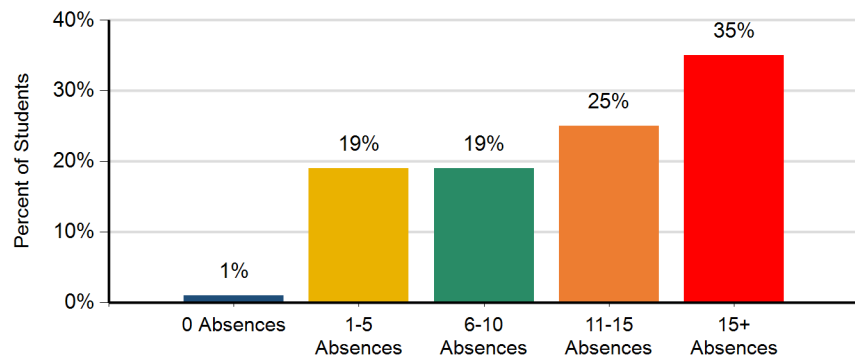
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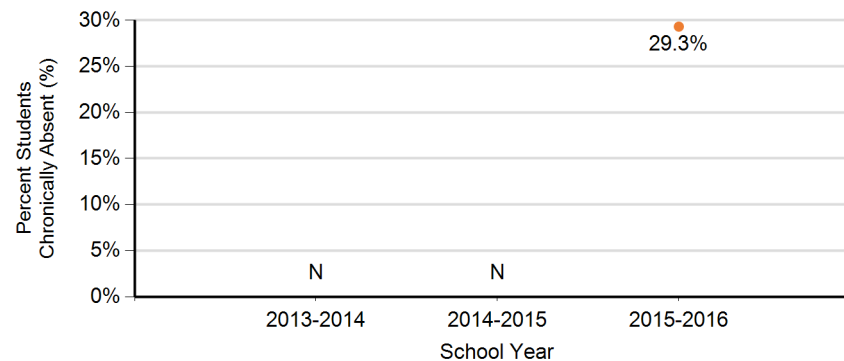
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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



State of New Jersey
2015-2016

Grade Span 09-12

Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	81.3%	15	81%
White	S	S	
African American	S	S	
Hispanic	77.1%	15	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	S	S	
Economically Disadvantaged Students	77.4%	16	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.2%	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	0.4%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	0.4%	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-035
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
International High School
200 Grand Street
PATERSON, NJ 07501

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	94%	95%
2014	93%	97%
2015	84%	85%
2016	81%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	75.0%	80.2%	19.8%
White	S	S	S
African American	66.7%	81.8%	18.2%
Hispanic	75.4%	77.6%	22.4%
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	73.9%	80.9%	19.1%



State of New Jersey
2015-2016

Grade Span 09-12

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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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	8:1
Administrator	71:1

Student Suspension Rate

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

	School
2015-16	13.5%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span 06-08

31-4010-316
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 06-08

31-4010-316

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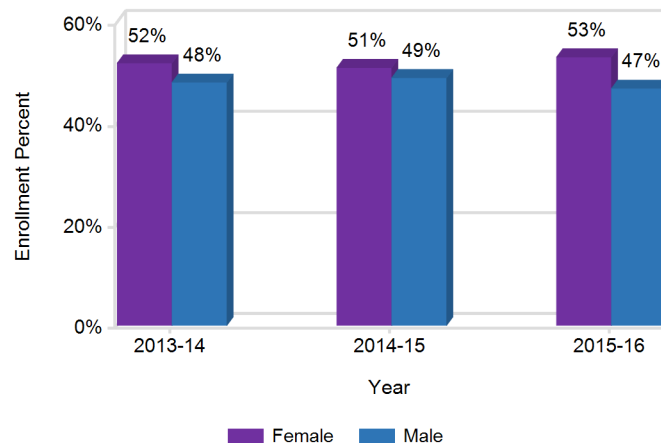
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	195	214	151
Grade 07	236	191	198
Grade 08	201	228	196
UG	50	45	41
Total	682	678	586

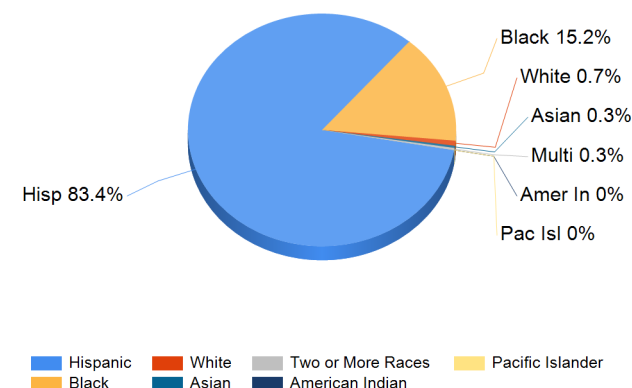
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



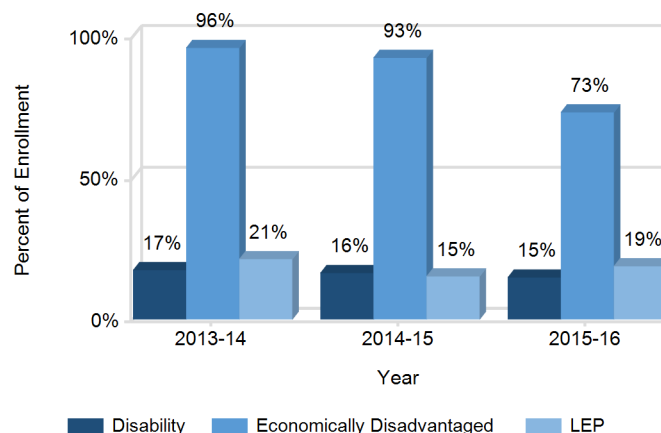
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	56.5%
English	43.0%
Bengali	0.2%
Creoles and pidgins, French-based	0.2%
French	0.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 06-08

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	24%	49	9
Mathematics Met or Exceeded Expectations	12%	31	5

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	560	24%	9	99%	✓	560	12%	5	99%	✓
White	S	S	S	S		S	S	S	S	
African American	80	23%	23	99%	✓	80	5%	13	99%	✓
Hispanic	472	24%	14	99%	✓	472	13%	9	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	83	4%	13	96%	✓	83	1%	8	96%	✓
English Learner Students	105	N	33	100%	✓	106	3%	37	100%	✓
Economically Disadvantaged Students	560	24%	19	99%	✓	560	12%	10	99%	✓



State of New Jersey
2015-2016

Grade Span 06-08

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	162	724	729	750	25%	21%	32%	21%	1%	22%	52%
White	S	S	743	756	S	S	S	S	S	S	61%
African American	24	725	723	732	25%	17%	33%	25%	N	25%	31%
Hispanic	135	723	729	738	25%	22%	32%	19%	2%	21%	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	751	755	S	S	S	S	S	S	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	S	S	691	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	162	724	729	735	25%	21%	32%	21%	1%	22%	33%
PARCC MATH											
Schoolwide	S	S	723	743	S	S	S	S	S	S	43%
White	S	S	735	750	S	S	S	S	S	S	53%
African American	S	S	716	724	S	S	S	S	S	S	20%
Hispanic	S	S	723	730	S	S	S	S	S	S	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	748	748	S	S	S	S	S	S	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	702	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	723	728	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 06-08

31-4010-316

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	214	722	730	753	24%	25%	29%	21%	1%	22%	56%
White	S	S	737	760	S	S	S	S	S	S	65%
African American	S	S	728	733	S	S	S	S	S	S	35%
Hispanic	178	722	728	739	25%	24%	28%	22%	2%	24%	41%
Asian	N	N	N	781	N	N	N	N	N	N	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	214	722	730	735	24%	25%	29%	21%	1%	22%	37%
PARCC MATH											
Schoolwide	213	724	724	740	16%	35%	38%	11%	1%	12%	39%
White	S	S	731	747	S	S	S	S	S	S	47%
African American	S	S	721	724	S	S	S	S	S	S	19%
Hispanic	177	725	723	729	15%	34%	38%	12%	1%	13%	23%
Asian	N	N	N	763	N	N	N	N	N	N	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	213	724	724	727	16%	35%	38%	11%	1%	12%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 06-08

31-4010-316

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	207	723	732	753	29%	26%	20%	24%	1%	25%	55%
White	N	N	N	759	N	N	N	N	N	N	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	177	722	731	740	29%	25%	22%	23%	1%	24%	43%
Asian	S	S	745	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	S	S	686	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	207	723	732	736	29%	26%	20%	24%	1%	25%	38%
**PARCC MATH											
Schoolwide	161	711	708	726	36%	29%	25%	11%	N	11%	26%
White	N	N	N	732	N	N	N	N	N	N	32%
African American	S	S	702	712	S	S	S	S	S	S	14%
Hispanic	138	712	710	721	36%	28%	25%	12%	N	12%	20%
Asian	S	S	713	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	S	S	697	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	161	711	708	718	36%	29%	25%	11%	N	11%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 06-08

31-4010-316

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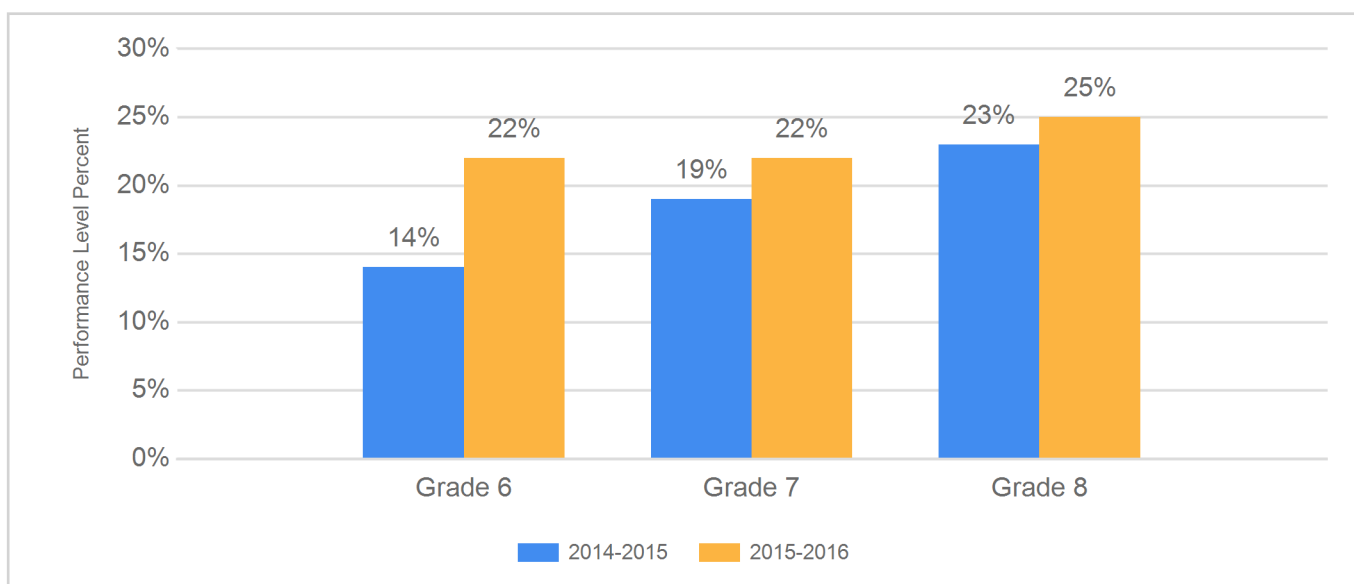
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 06-08

31-4010-316

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	47	735	752	769	2%	30%	43%	26%	N	26%	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	S	S	747	748	S	S	S	S	S	S	20%
Hispanic	39	735	751	746	3%	31%	36%	31%	N	31%	25%
Asian	S	S	757	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	47	735	752	746	2%	30%	43%	26%	N	26%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 06-08

31-4010-316

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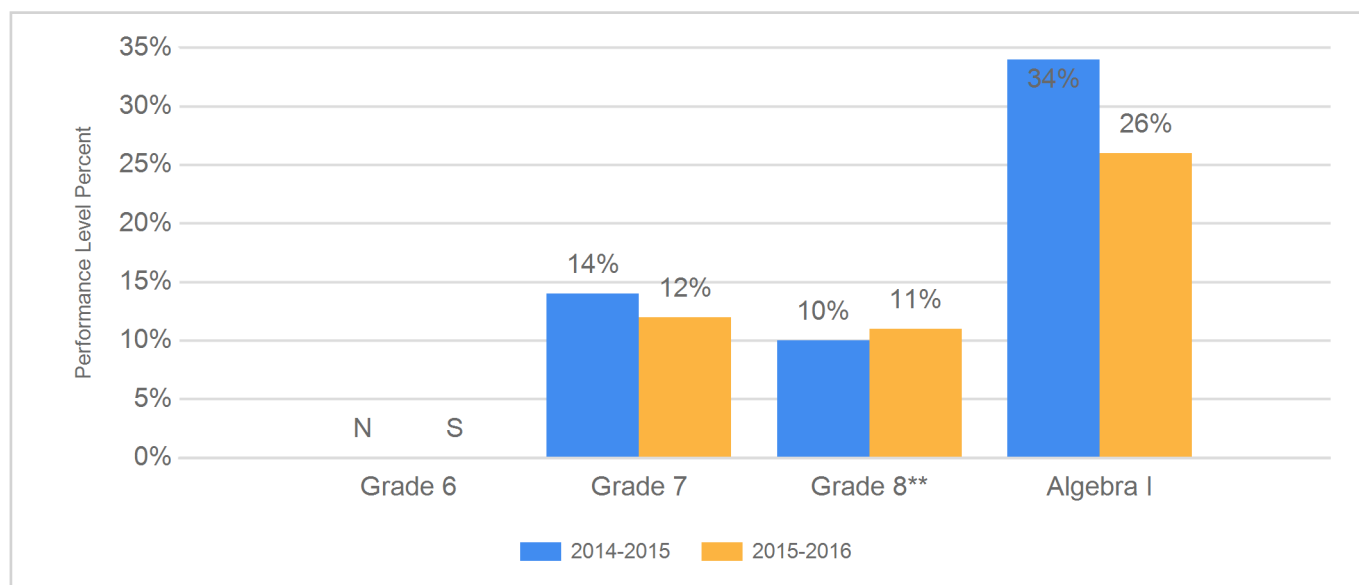
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span 06-08

31-4010-316

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

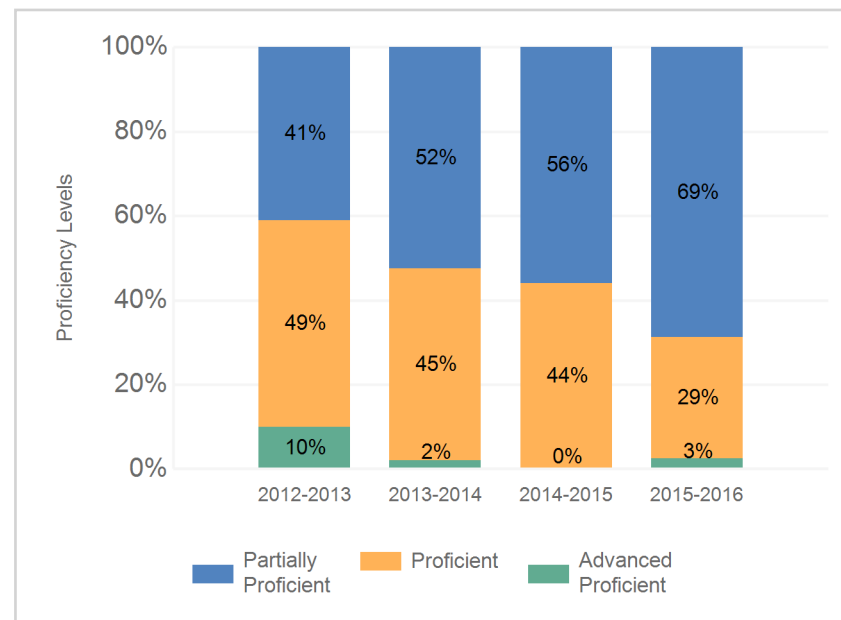
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	3%	29%	69%
White	N	N	N
African American	N	33%	67%
Hispanic	3%	28%	69%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	8%	92%
English Language Learners	N	5%	95%
Economically Disadvantaged Students	3%	29%	69%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 06-08

31-4010-316

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 06-08

31-4010-316

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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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	50	48	50
Student Growth on Math	52	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	9%	8%	9%
Partially Met (L2)	7%	9%	9%
Approached (L3)	11%	10%	11%
Met (L4)	4%	7%	4%
Exceeded (L5)	1%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	6%	9%
Partially Met (L2)	11%	12%	23%
Approached (L3)	8%	11%	9%
Met (L4)	3%	3%	3%
Exceeded (L5)	0%	0%	0%



State of New Jersey
2015-2016

Grade Span 06-08

31-4010-316

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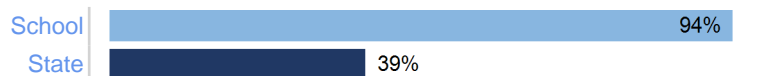
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



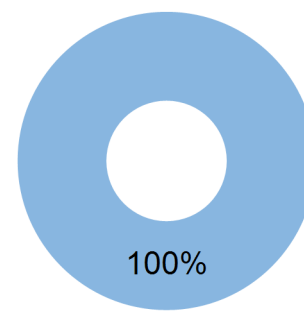
DANCE



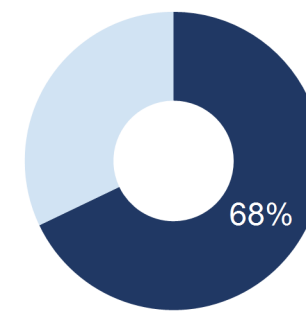
VISUAL ARTS



Any Visual and Performing Arts



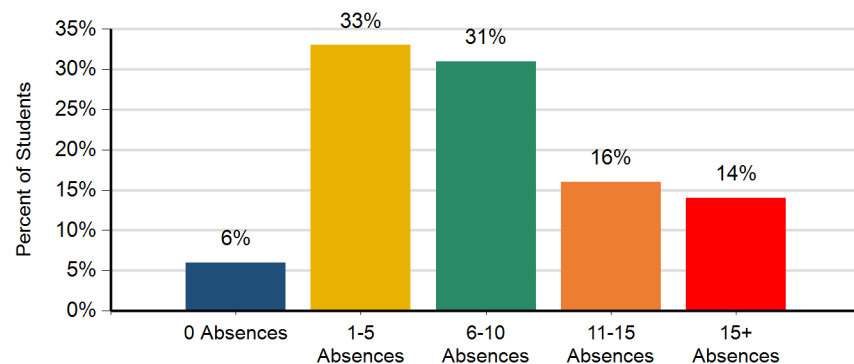
School



State

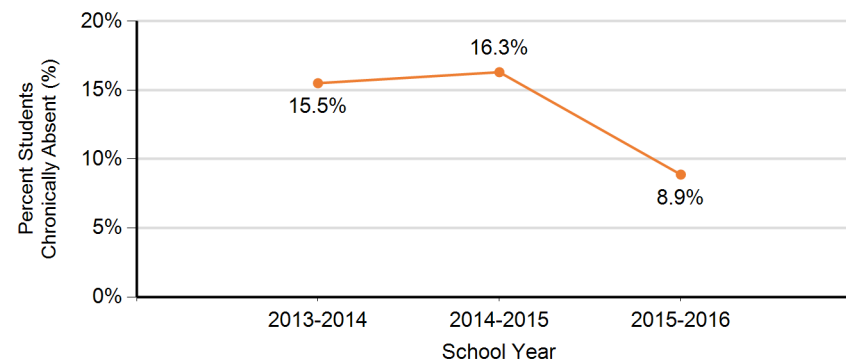
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 06-08

Length of School Day

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

	School
2015-16	8 Hrs. 0 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 57 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	11:1
Administrator	147:1

Student Suspension Rate

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

	School
2015-16	14.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-325
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-08

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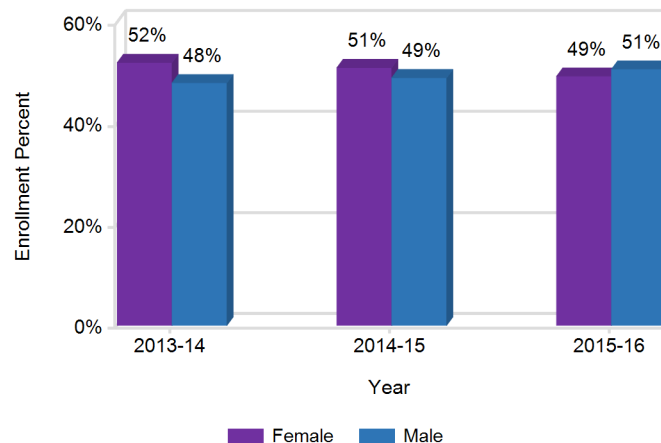
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	22	21	21
Grade 01	22	21	22
Grade 02	22	31	21
Grade 03	20	23	25
Grade 04	18	28	22
Grade 05	19	19	21
Grade 06	24	33	23
Grade 07	26	23	23
Grade 08	30	30	26
UG	93	83	98
Total	296	312	302

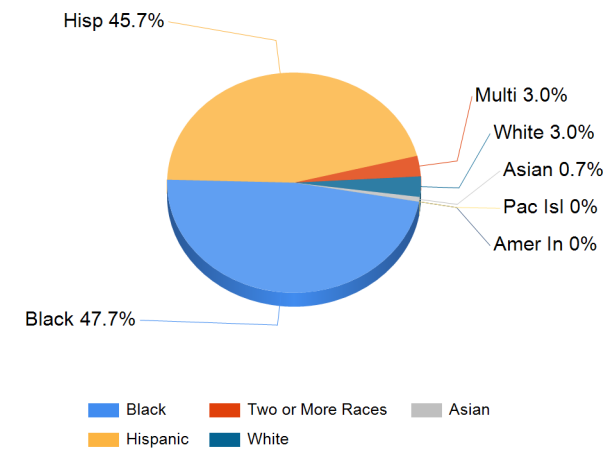
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



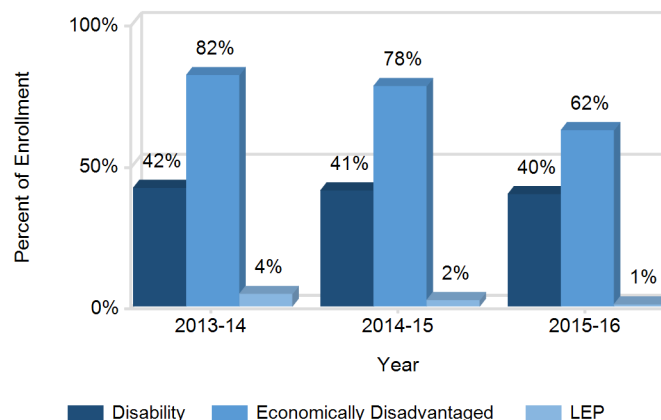
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	78.5%
Spanish	20.5%
Bengali	0.7%
Arabic	0.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KF-08

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	50%	91	46
Mathematics Met or Exceeded Expectations	43%	89	51

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	220	50%	46	99%	✓	220	43%	51	99%	✓
White	S	S	S	S		S	S	S	S	
African American	113	50%	72	99%	✓	113	41%	74	99%	✓
Hispanic	91	50%	70	99%	✓	91	44%	87	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	97	40%	68	99%	✓	97	24%	27	99%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	205	48%	84	99%	✓	205	43%	87	99%	✓



State of New Jersey
2015-2016

Grade Span KF-08

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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	25	727	720	746	16%	20%	44%	20%	N	20%	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	13	727	719	730	23%	15%	46%	15%	N	15%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	25	727	720	727	16%	20%	44%	20%	N	20%	28%
PARCC MATH											
Schoolwide	25	748	729	749	4%	8%	44%	44%	N	44%	52%
White	N	N	N	757	N	N	N	N	N	N	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	13	753	729	736	N	8%	39%	54%	N	54%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	25	748	729	732	4%	8%	44%	44%	N	44%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	23	729	726	750	13%	22%	48%	17%	N	17%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	14	727	720	733	7%	36%	43%	14%	N	14%	33%
Hispanic	S	S	725	737	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	23	729	726	734	13%	22%	48%	17%	N	17%	33%
PARCC MATH											
Schoolwide	23	733	727	745	13%	35%	22%	30%	N	30%	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	14	730	716	727	7%	57%	14%	21%	N	21%	24%
Hispanic	S	S	727	733	S	S	S	S	S	S	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	23	733	727	730	13%	35%	22%	30%	N	30%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	21	739	726	751	14%	10%	38%	38%	N	38%	53%
White	S	S	732	758	S	S	S	S	S	S	64%
African American	16	730	719	733	19%	13%	44%	25%	N	25%	32%
Hispanic	S	S	726	738	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	744	759	S	S	S	S	S	S	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	21	739	726	735	14%	10%	38%	38%	N	38%	33%
PARCC MATH											
Schoolwide	21	743	726	747	N	33%	24%	43%	N	43%	47%
White	S	S	734	753	S	S	S	S	S	S	57%
African American	16	735	719	728	N	44%	25%	31%	N	31%	24%
Hispanic	S	S	726	735	S	S	S	S	S	S	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	746	754	S	S	S	S	S	S	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	21	743	726	732	N	33%	24%	43%	N	43%	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	25	769	729	750	12%	N	8%	52%	28%	80%	52%
White	S	S	743	756	S	S	S	S	S	S	61%
African American	S	S	723	732	S	S	S	S	S	S	31%
Hispanic	14	770	729	738	14%	N	N	57%	29%	86%	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	751	755	S	S	S	S	S	S	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	25	769	729	735	12%	N	8%	52%	28%	80%	33%
PARCC MATH											
Schoolwide	25	750	723	743	8%	8%	24%	52%	8%	60%	43%
White	S	S	735	750	S	S	S	S	S	S	53%
African American	S	S	716	724	S	S	S	S	S	S	20%
Hispanic	14	754	723	730	14%	7%	7%	57%	14%	71%	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	748	748	S	S	S	S	S	S	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	25	750	723	728	8%	8%	24%	52%	8%	60%	23%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	29	762	730	753	17%	3%	3%	45%	31%	76%	56%
White	N	N	N	760	N	N	N	N	N	N	65%
African American	S	S	728	733	S	S	S	S	S	S	35%
Hispanic	S	S	728	739	S	S	S	S	S	S	41%
Asian	N	N	N	781	N	N	N	N	N	N	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	29	762	730	735	17%	3%	3%	45%	31%	76%	37%
PARCC MATH											
Schoolwide	29	749	724	740	7%	17%	21%	45%	10%	55%	39%
White	N	N	N	747	N	N	N	N	N	N	47%
African American	S	S	721	724	S	S	S	S	S	S	19%
Hispanic	S	S	723	729	S	S	S	S	S	S	23%
Asian	N	N	N	763	N	N	N	N	N	N	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	29	749	724	727	7%	17%	21%	45%	10%	55%	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	28	767	732	753	7%	7%	14%	43%	29%	71%	55%
White	N	N	N	759	N	N	N	N	N	N	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	S	S	731	740	S	S	S	S	S	S	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	28	767	732	736	7%	7%	14%	43%	29%	71%	38%
**PARCC MATH											
Schoolwide	16	724	708	726	19%	25%	31%	25%	N	25%	26%
White	N	N	N	732	N	N	N	N	N	N	32%
African American	S	S	702	712	S	S	S	S	S	S	14%
Hispanic	S	S	710	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	16	724	708	718	19%	25%	31%	25%	N	25%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span KF-08

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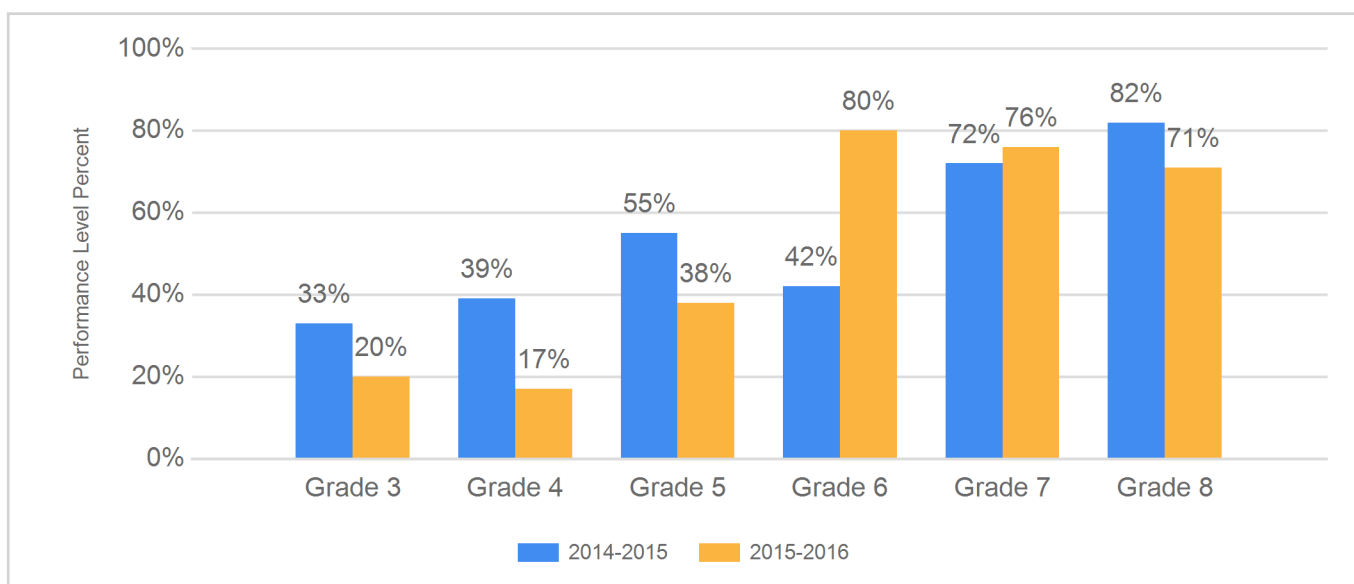
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-325

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	12	777	752	769	N	N	N	92%	8%	100%	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	S	S	747	748	S	S	S	S	S	S	20%
Hispanic	S	S	751	746	S	S	S	S	S	S	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	12	777	752	746	N	N	N	92%	8%	100%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-325

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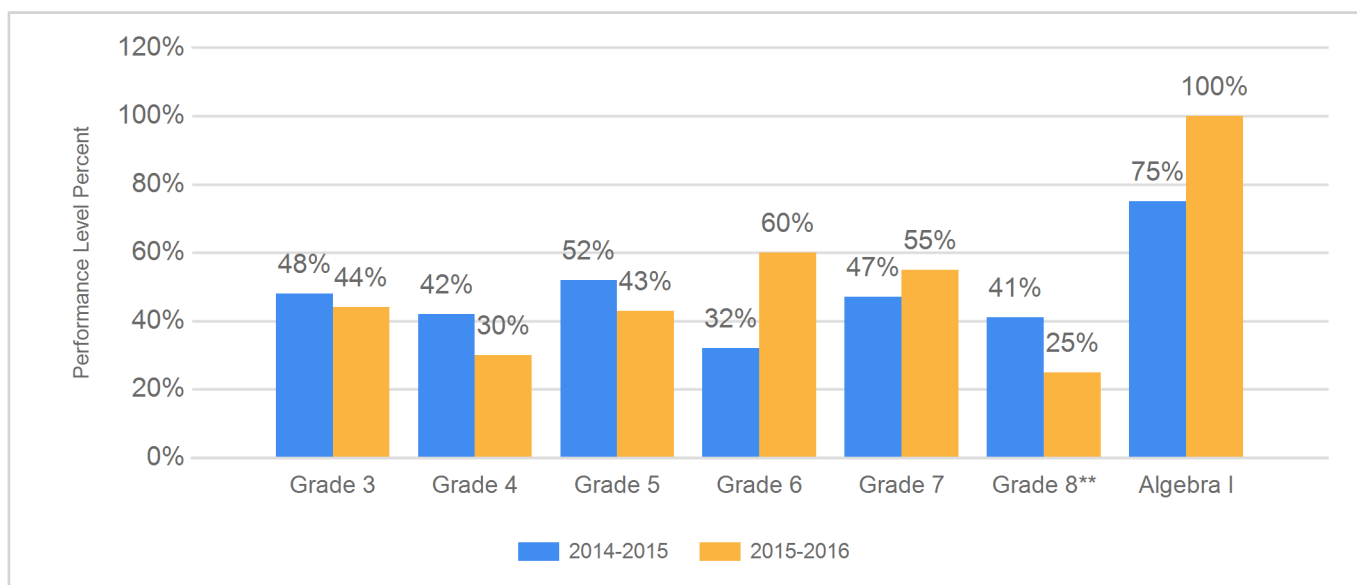
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-325

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

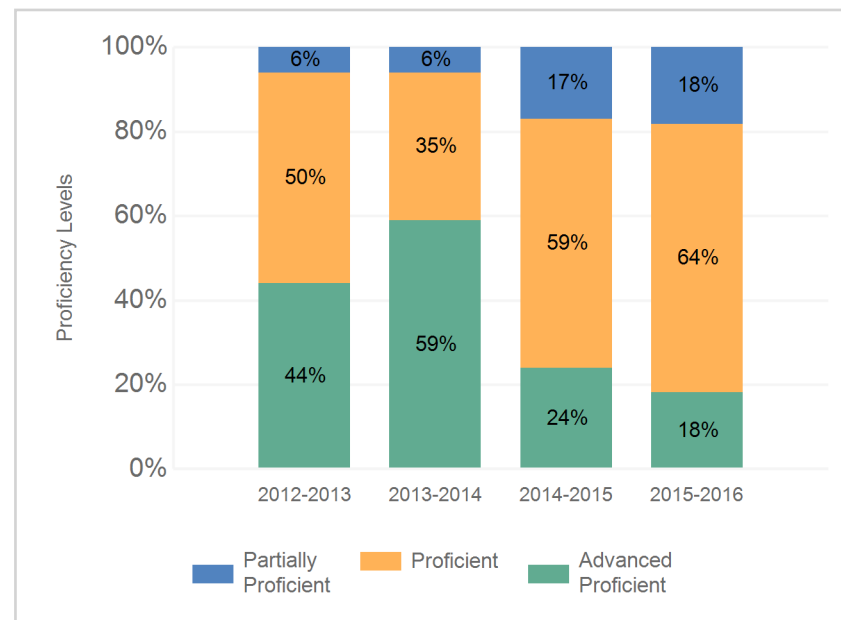
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	18%	64%	18%
White	N	N	N
African American	13%	73%	13%
Hispanic	S	S	S
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	18%	64%	18%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-325

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PATERSON, NJ 07505-1102

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

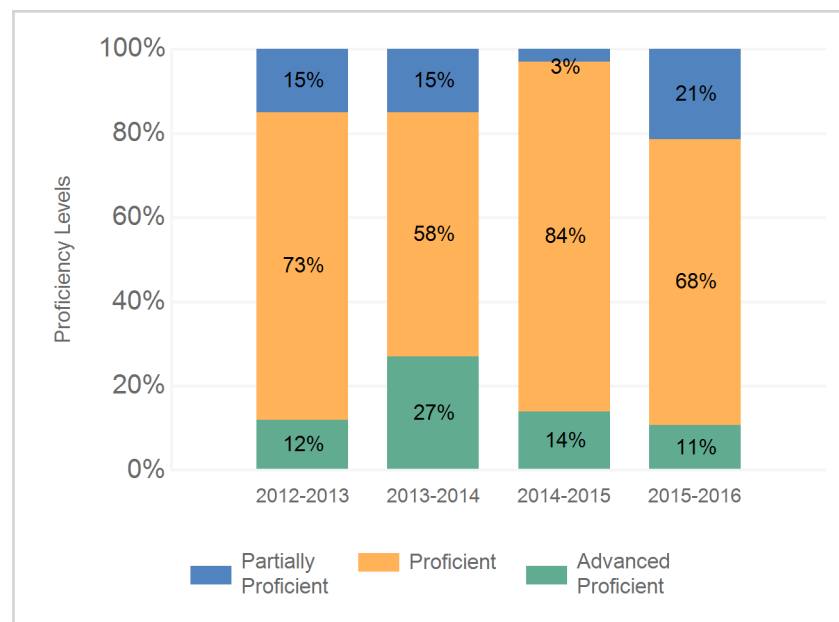
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	11%	68%	21%
White	N	N	N
African American	13%	63%	25%
Hispanic	S	S	S
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	11%	68%	21%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-325

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-325

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

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152 COLLEGE BOULEVARD

PATERSON, NJ 07505-1102

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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	62	48	50
Student Growth on Math	53	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	5%	4%
Partially Met (L2)	2%	8%	8%
Approached (L3)	5%	7%	10%
Met (L4)	7%	10%	18%
Exceeded (L5)	2%	2%	8%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	4%	2%
Partially Met (L2)	5%	4%	2%
Approached (L3)	16%	13%	10%
Met (L4)	7%	12%	22%
Exceeded (L5)	1%	1%	0%



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-325

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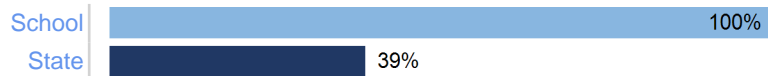
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PATERSON, NJ 07505-1102

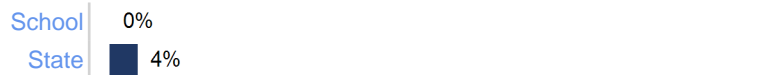
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



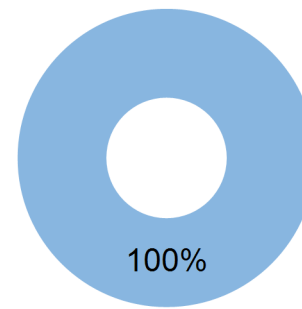
DANCE



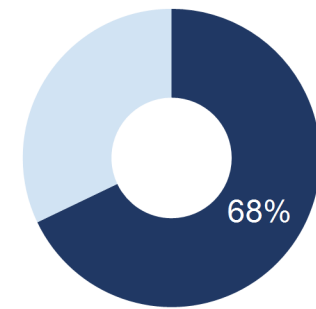
VISUAL ARTS



Any Visual and Performing Arts



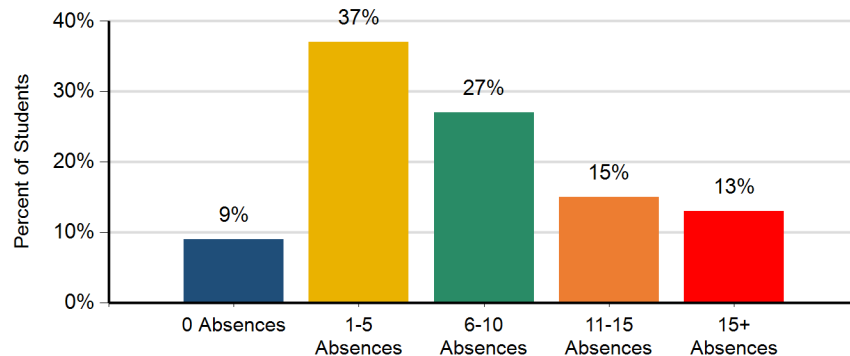
School



State

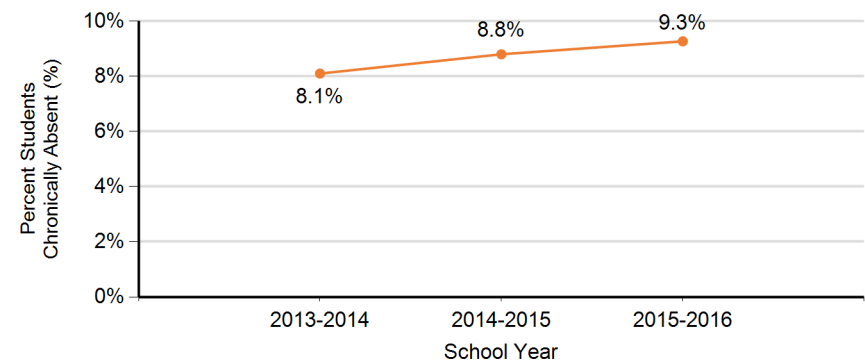
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-325

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

NORMAN S WEIR

152 COLLEGE BOULEVARD

PATERSON, NJ 07505-1102

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	9:1
Administrator	151:1

Student Suspension Rate

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

	School
2015-16	0.7%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



State of New Jersey
2015-2016

Grade Span 02-08

31-4010-080
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 02-08

31-4010-080

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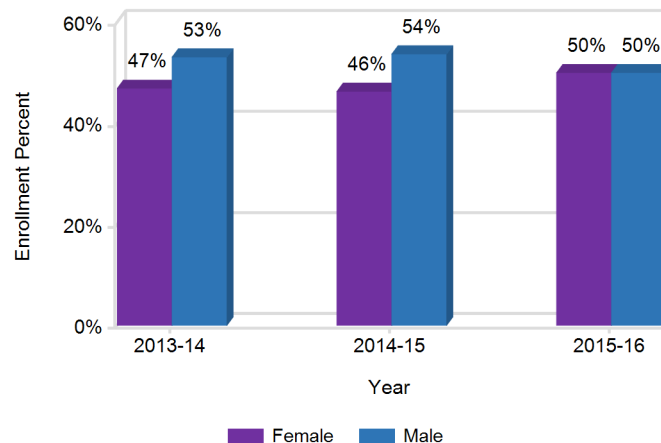
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 02	39	31	59
Grade 03	50	71	69
Grade 04	60	73	55
Grade 05	68	60	58
Grade 06	73	56	45
Grade 07	73	74	51
Grade 08	68	77	63
UG	53	48	70
Total	516	497	470

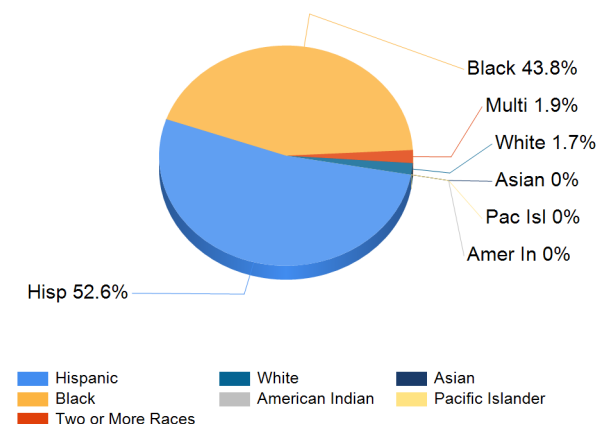
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



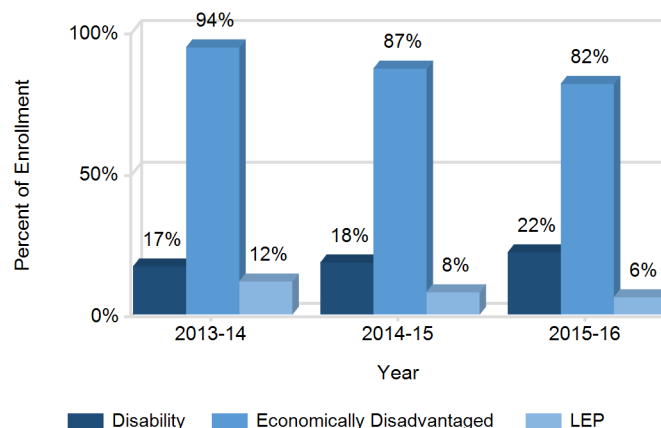
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	73.2%
Spanish	26.4%
Arabic	0.2%
Bengali	0.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 02-08

31-4010-080

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PATERSON, NJ 07522-1729

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	15%	34	4
Mathematics Met or Exceeded Expectations	11%	29	5

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	378	15%	4	100%	✓	377	11%	5	100%	✓
White	S	S	S	S		S	S	S	S	
African American	173	13%	12	100%	✓	173	3%	12	100%	✓
Hispanic	193	17%	8	100%	✓	192	17%	14	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	N	N	N	N		N	N	N	N	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	74	1%	10	100%	✓	74	N	4	100%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	378	15%	8	100%	✓	377	11%	9	100%	✓



State of New Jersey
2015-2016

Grade Span 02-08

31-4010-080

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PATERSON, NJ 07522-1729

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	720	746	S	S	S	S	S	S	48%
White	S	S	S	756	S	S	S	S	S	S	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	S	S	719	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	720	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	68	728	729	749	9%	38%	35%	18%	N	18%	52%
White	S	S	735	757	S	S	S	S	S	S	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	47	727	729	736	9%	40%	34%	17%	N	17%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	S	S	719	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	68	728	729	732	9%	38%	35%	18%	N	18%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 02-08

31-4010-080

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PATERSON PUBLIC SCHOOL DISTRICT

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PATERSON, NJ 07522-1729

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	715	726	750	30%	33%	21%	16%	N	16%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	36	718	725	737	28%	33%	22%	17%	N	17%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	57	715	726	734	30%	33%	21%	16%	N	16%	33%
PARCC MATH											
Schoolwide	57	719	727	745	30%	28%	21%	21%	N	21%	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	36	725	727	733	22%	31%	19%	28%	N	28%	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	57	719	727	730	30%	28%	21%	21%	N	21%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 02-08

31-4010-080

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	726	751	S	S	S	S	S	S	53%
White	S	S	732	758	S	S	S	S	S	S	64%
African American	S	S	719	733	S	S	S	S	S	S	32%
Hispanic	S	S	726	738	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	744	759	S	S	S	S	S	S	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	726	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	726	747	S	S	S	S	S	S	47%
White	S	S	734	753	S	S	S	S	S	S	57%
African American	S	S	719	728	S	S	S	S	S	S	24%
Hispanic	31	723	726	735	19%	39%	19%	23%	N	23%	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	746	754	S	S	S	S	S	S	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	726	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 02-08

31-4010-080

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PATERSON PUBLIC SCHOOL DISTRICT

REV DR FRANK NAPIER JR SCHOOL

55 CLINTON STREET

PATERSON, NJ 07522-1729

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	60	721	729	750	22%	30%	37%	10%	2%	12%	52%
White	N	N	N	756	N	N	N	N	N	N	61%
African American	S	S	723	732	S	S	S	S	S	S	31%
Hispanic	S	S	729	738	S	S	S	S	S	S	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	S	S	691	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	60	721	729	735	22%	30%	37%	10%	2%	12%	33%
PARCC MATH											
Schoolwide	S	S	723	743	S	S	S	S	S	S	43%
White	N	N	N	750	N	N	N	N	N	N	53%
African American	S	S	716	724	S	S	S	S	S	S	20%
Hispanic	S	S	723	730	S	S	S	S	S	S	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	702	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	723	728	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 02-08

31-4010-080

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PATERSON PUBLIC SCHOOL DISTRICT

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	63	726	730	753	25%	16%	35%	21%	3%	24%	56%
White	N	N	N	760	N	N	N	N	N	N	65%
African American	32	722	728	733	28%	16%	41%	13%	3%	16%	35%
Hispanic	31	731	728	739	23%	16%	29%	29%	3%	32%	41%
Asian	N	N	N	781	N	N	N	N	N	N	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	63	726	730	735	25%	16%	35%	21%	3%	24%	37%
PARCC MATH											
Schoolwide	63	723	724	740	18%	35%	33%	14%	N	14%	39%
White	N	N	N	747	N	N	N	N	N	N	47%
African American	S	S	721	724	S	S	S	S	S	S	19%
Hispanic	S	S	723	729	S	S	S	S	S	S	23%
Asian	N	N	N	763	N	N	N	N	N	N	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	63	723	724	727	18%	35%	33%	14%	N	14%	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 02-08

31-4010-080

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	74	729	732	753	20%	23%	26%	31%	N	31%	55%
White	S	S	748	759	S	S	S	S	S	S	63%
African American	46	729	727	732	20%	22%	30%	28%	N	28%	34%
Hispanic	S	S	731	740	S	S	S	S	S	S	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	S	S	686	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	74	729	732	736	20%	23%	26%	31%	N	31%	38%
**PARCC MATH											
Schoolwide	S	S	708	726	S	S	S	S	S	S	26%
White	S	S	714	732	S	S	S	S	S	S	32%
African American	S	S	702	712	S	S	S	S	S	S	14%
Hispanic	S	S	710	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	S	S	697	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	708	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 02-08

31-4010-080

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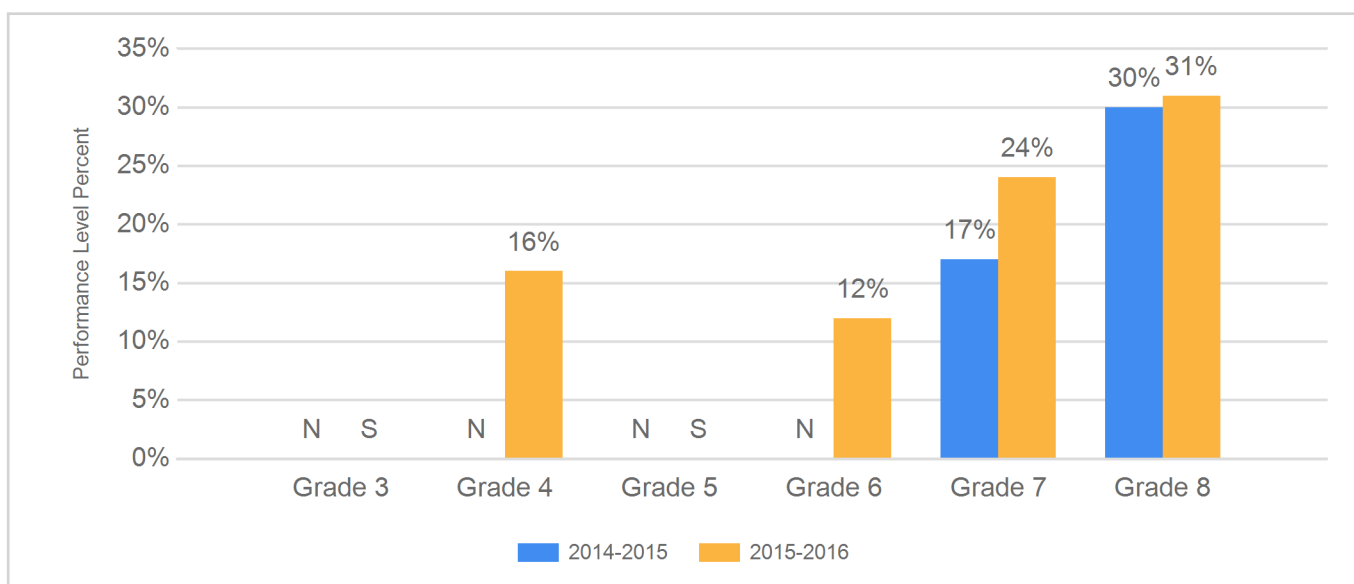
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 02-08

31-4010-080

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	752	769	S	S	S	S	S	S	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	S	S	747	748	S	S	S	S	S	S	20%
Hispanic	S	S	751	746	S	S	S	S	S	S	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	752	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 02-08

31-4010-080

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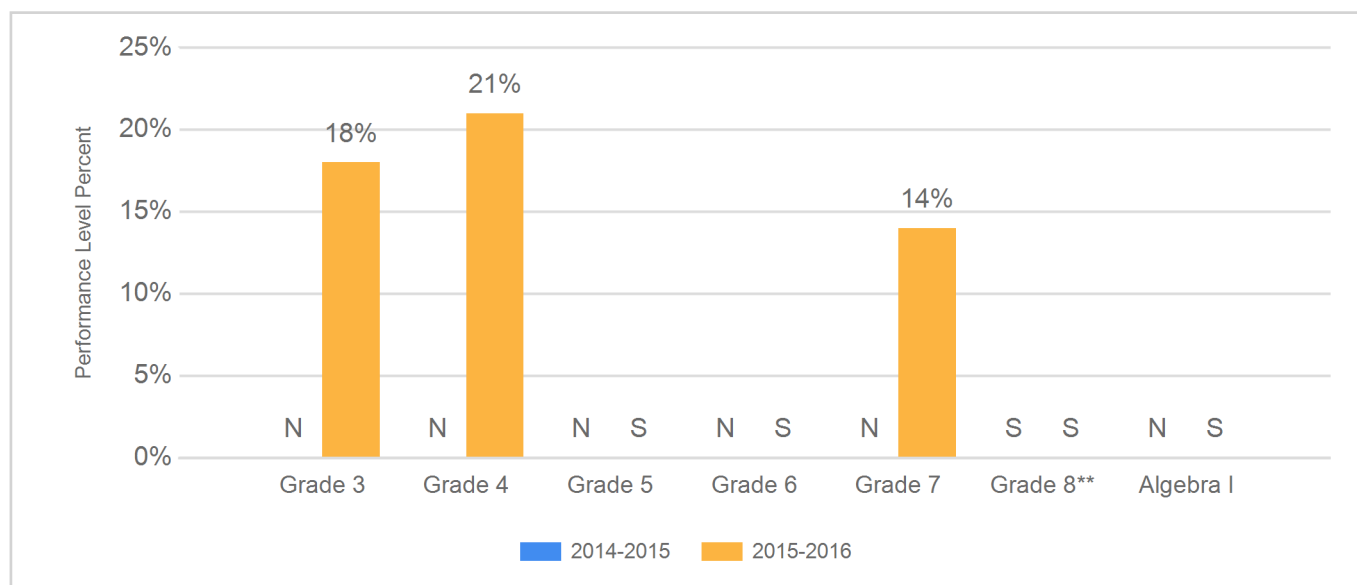
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span 02-08

31-4010-080

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

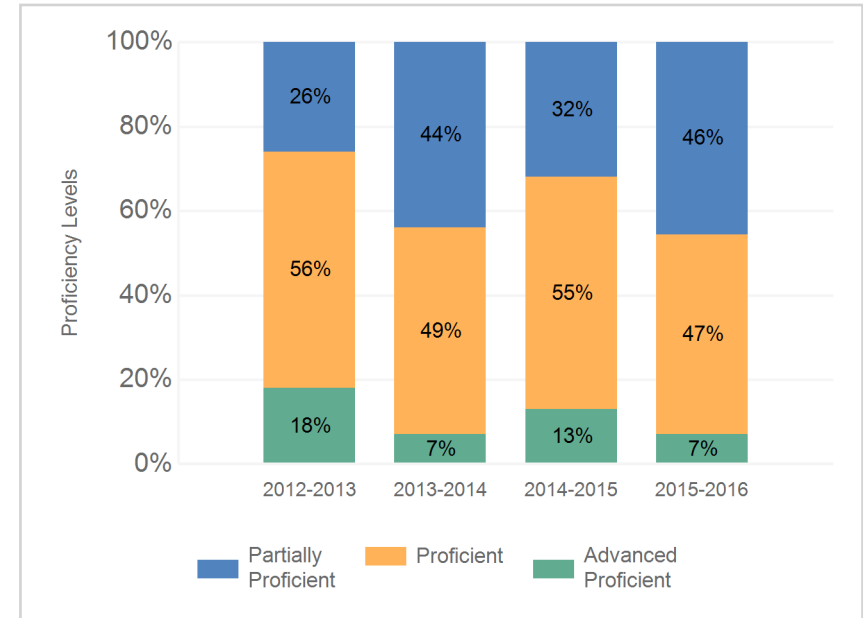
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	7%	47%	46%
White	S	S	S
African American	N	45%	55%
Hispanic	8%	50%	42%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	7%	47%	46%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 02-08

31-4010-080

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

REV DR FRANK NAPIER JR SCHOOL

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PATERSON, NJ 07522-1729

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

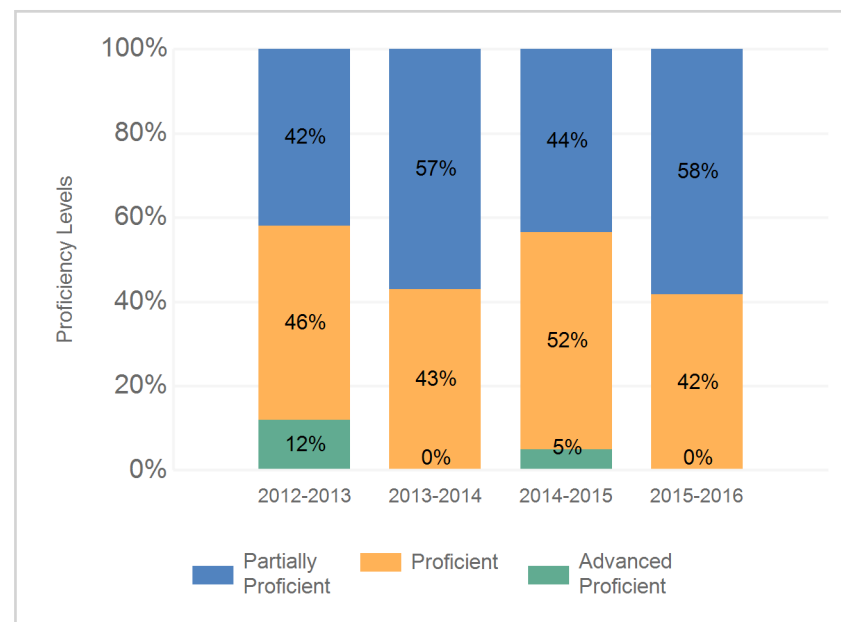
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	N	42%	58%
White	S	S	S
African American	N	43%	57%
Hispanic	N	41%	59%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	36%	64%
English Language Learners	S	S	S
Economically Disadvantaged Students	N	42%	58%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 02-08

31-4010-080

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 02-08

31-4010-080

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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	54	48	50
Student Growth on Math	48	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	15%	13%	12%
Partially Met (L2)	5%	8%	18%
Approached (L3)	6%	7%	8%
Met (L4)	0%	3%	3%
Exceeded (L5)	1%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	10%	5%
Partially Met (L2)	18%	16%	19%
Approached (L3)	6%	8%	8%
Met (L4)	0%	0%	3%
Exceeded (L5)	0%	0%	0%



State of New Jersey
2015-2016

Grade Span 02-08

31-4010-080

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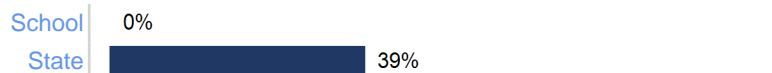
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



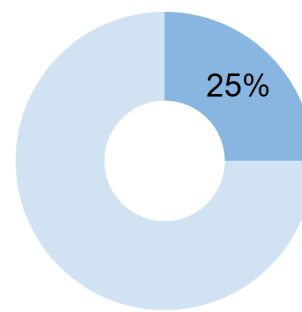
DANCE



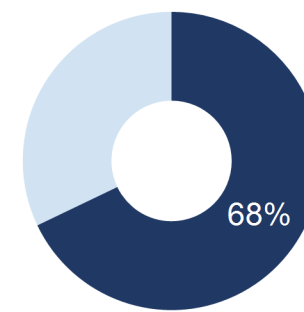
VISUAL ARTS



Any Visual and Performing Arts



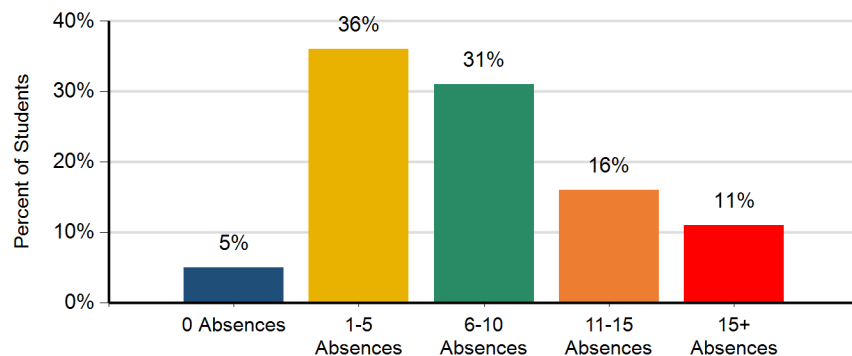
School



State

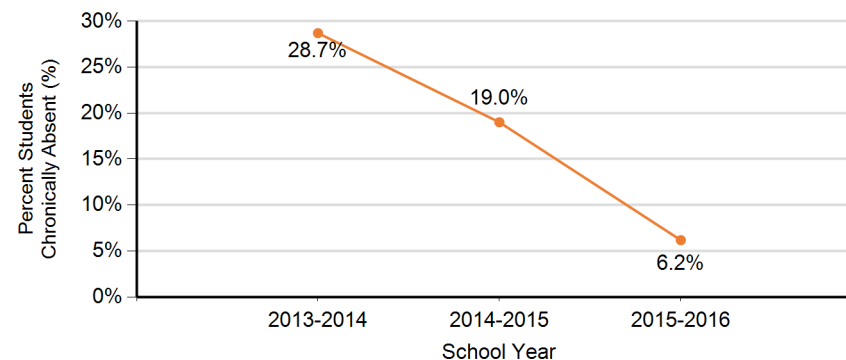
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 02-08

Length of School Day

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

	School
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	10:1
Administrator	94:1

Student Suspension Rate

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

	School
2015-16	25.7%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	93%



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-315
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-315

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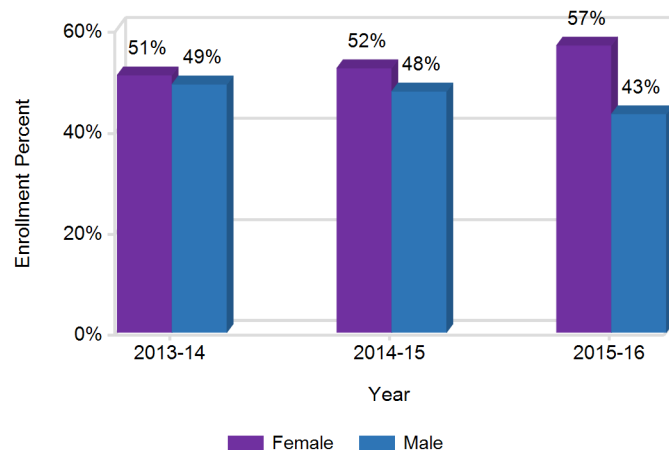
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	22	25	23
Grade 01	90	81	85
Grade 02	81	88	83
Grade 03	89	94	85
Grade 04	44	49	50
UG	14	7	10
Total	340	344	336

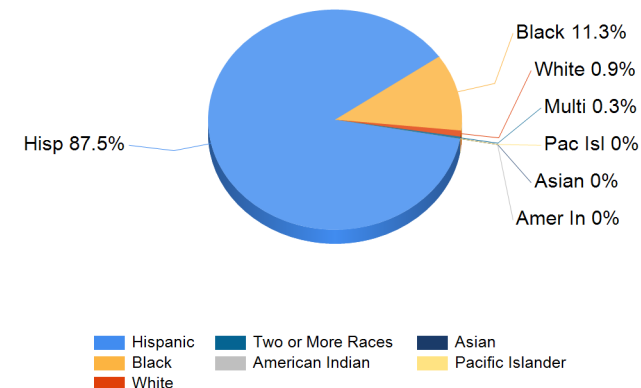
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



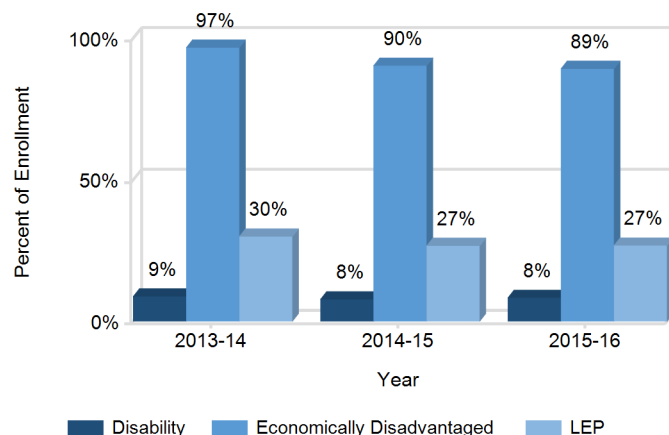
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	67.3%
English	32.1%
Achinese	0.3%
English, Old (ca.450-1100)	0.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-315

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	34%	83	19
Mathematics Met or Exceeded Expectations	50%	91	53

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	140	34%	19	99%	✓	142	50%	53	99%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	121	36%	36	99%	✓	123	57%	84	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	N	N	N	N		N	N	N	N	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	41	37%	86	100%	✓	43	74%	91	100%	✓
Economically Disadvantaged Students	139	35%	47	99%	✓	141	50%	89	99%	✓



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-315

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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	720	746	18%	22%	28%	29%	2%	32%	48%
White	S	S	729	756	S	S	S	S	S	S	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	71	737	719	730	16%	18%	32%	31%	3%	34%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	28	737	699	709	11%	21%	32%	36%	N	36%	11%
Economically Disadvantaged Students	82	734	720	727	18%	22%	28%	29%	2%	32%	28%
PARCC MATH											
Schoolwide	85	749	729	749	7%	17%	21%	44%	12%	55%	52%
White	S	S	735	757	S	S	S	S	S	S	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	74	755	729	736	3%	12%	22%	50%	14%	64%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	31	769	719	724	N	3%	19%	58%	19%	77%	20%
Economically Disadvantaged Students	85	749	729	732	7%	17%	21%	44%	12%	55%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-315

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

ROBERTO CLEMENTE

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	61	740	726	750	16%	12%	33%	33%	7%	39%	54%
White	S	S	731	759	S	S	S	S	S	S	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	54	741	725	737	13%	13%	35%	33%	6%	39%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	14	751	698	712	N	7%	50%	43%	N	43%	12%
Economically Disadvantaged Students	61	740	726	734	16%	12%	33%	33%	7%	39%	33%
PARCC MATH											
Schoolwide	61	739	727	745	10%	21%	26%	41%	2%	43%	47%
White	S	S	728	752	S	S	S	S	S	S	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	54	741	727	733	7%	22%	24%	44%	2%	46%	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	14	759	710	720	N	N	36%	64%	N	64%	16%
Economically Disadvantaged Students	61	739	727	730	10%	21%	26%	41%	2%	43%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-315

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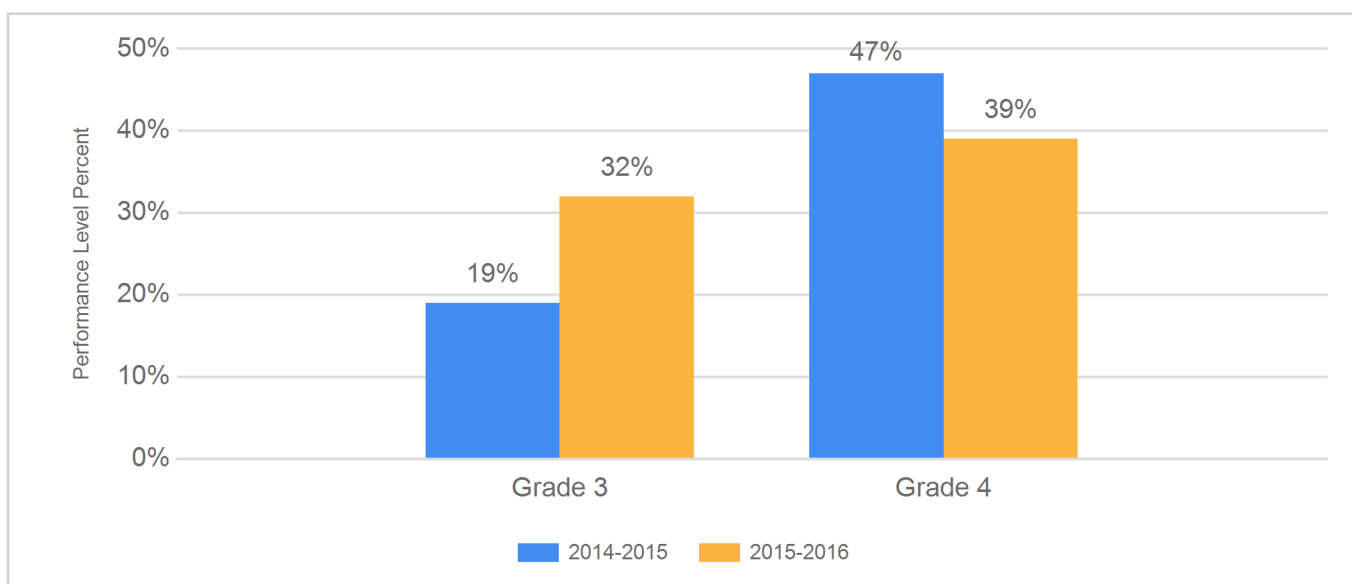
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-04

31-4010-315

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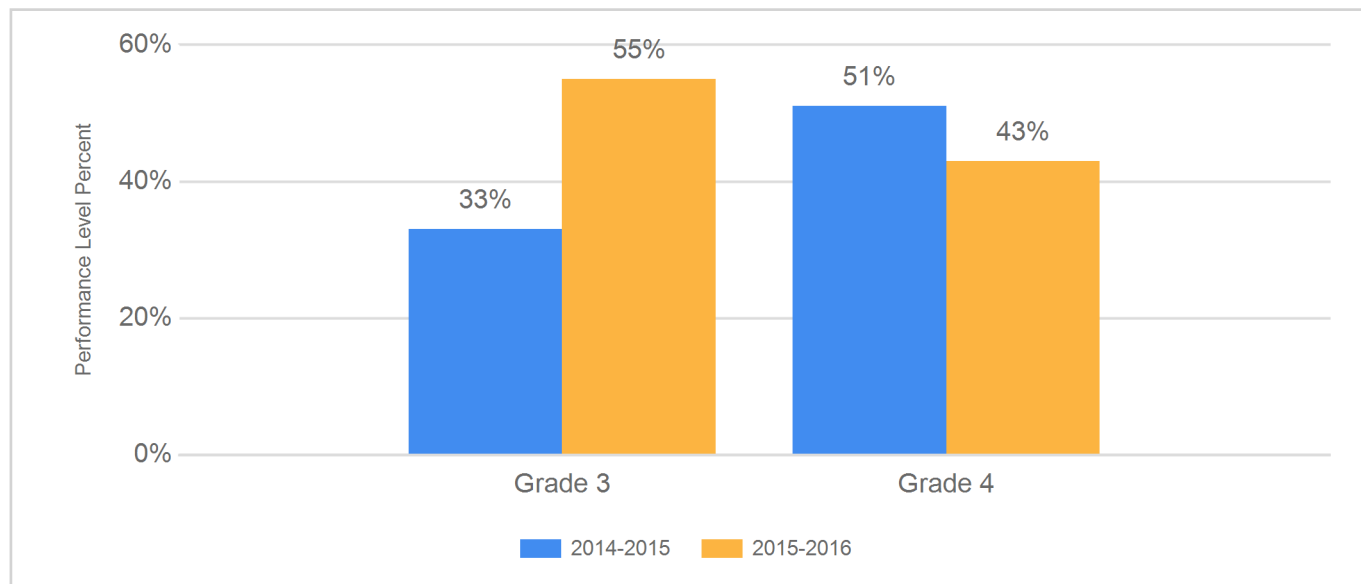
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-04

31-4010-315

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

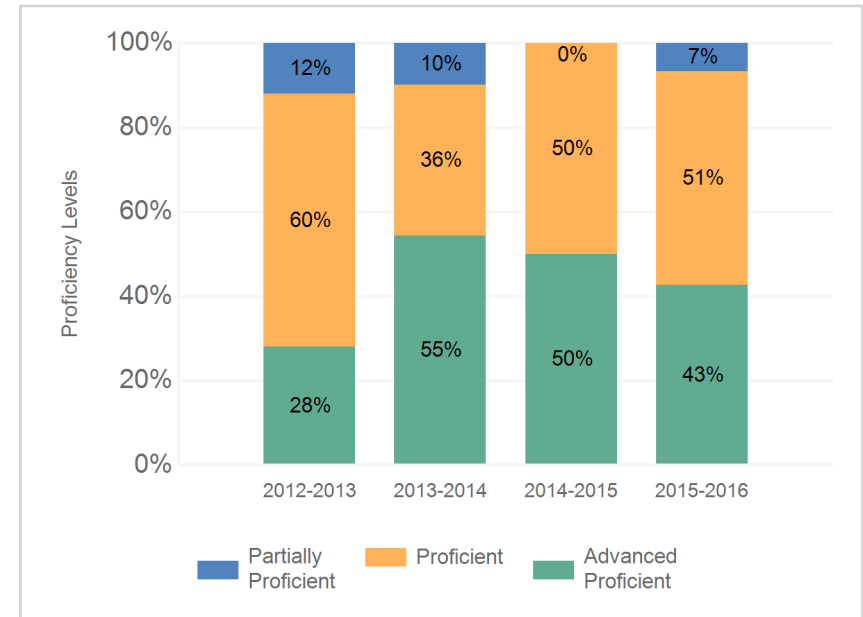
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	43%	51%	7%
White	S	S	S
African American	S	S	S
Hispanic	41%	54%	5%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	25%	50%	25%
English Language Learners	29%	71%	N
Economically Disadvantaged Students	43%	51%	7%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-04

31-4010-315

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-315

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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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	50	48	50
Student Growth on Math	50	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	13%	9%	4%
Partially Met (L2)	6%	6%	9%
Approached (L3)	6%	13%	7%
Met (L4)	9%	9%	6%
Exceeded (L5)	0%	4%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	2%	0%
Partially Met (L2)	11%	0%	5%
Approached (L3)	18%	9%	11%
Met (L4)	5%	14%	14%
Exceeded (L5)	0%	4%	4%



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-315

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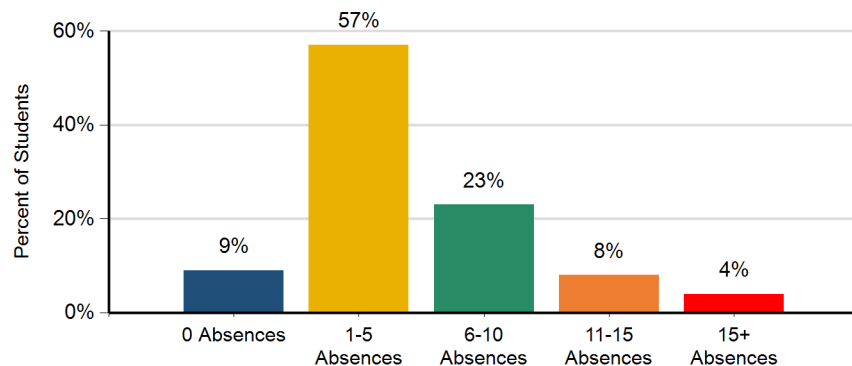
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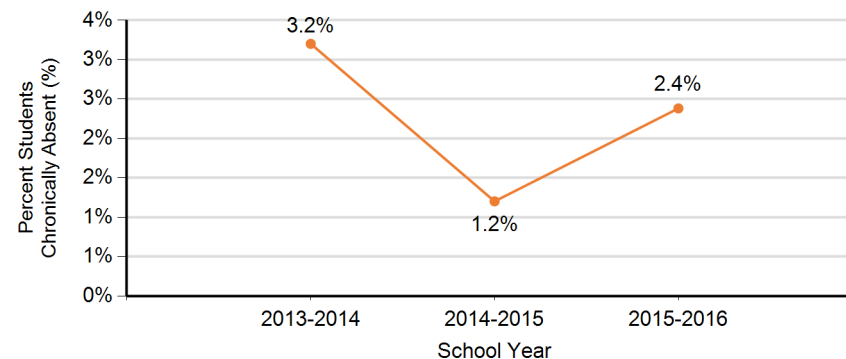
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-04

31-4010-315

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

ROBERTO CLEMENTE

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PATERSON, NJ 07501

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	16:1
Administrator	168:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-020

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PATERSON PUBLIC SCHOOL DISTRICT
Rosa L. Parks School of Fine and Performing Arts
413 12TH AVENUE
PATERSON, NJ 07514

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-020

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PATERSON PUBLIC SCHOOL DISTRICT

Rosa L. Parks School of Fine and Performing Arts

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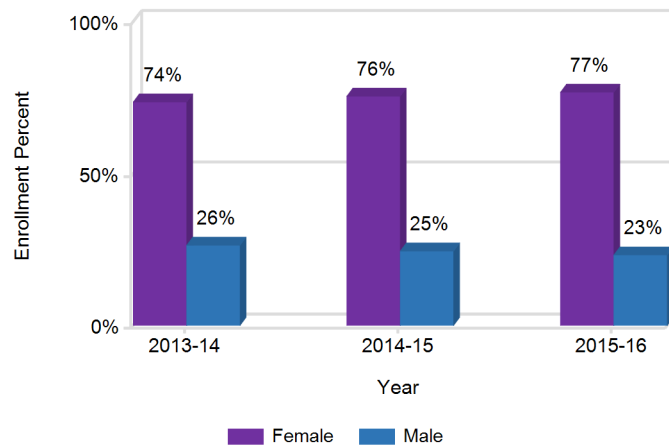
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	75	67	74
Grade 10	74	74	67
Grade 11	61	73	65
Grade 12	51	59	73
UG	4	5	5
Total	265	278	284

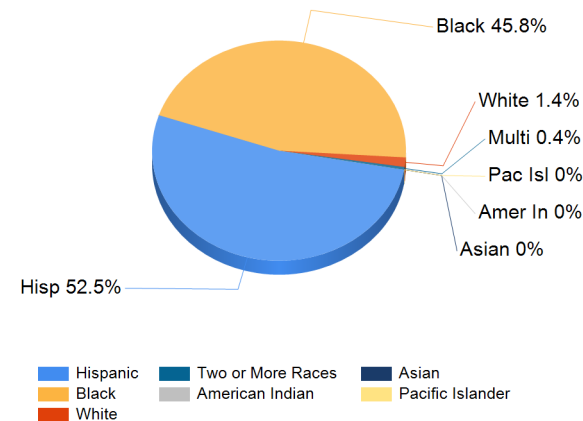
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



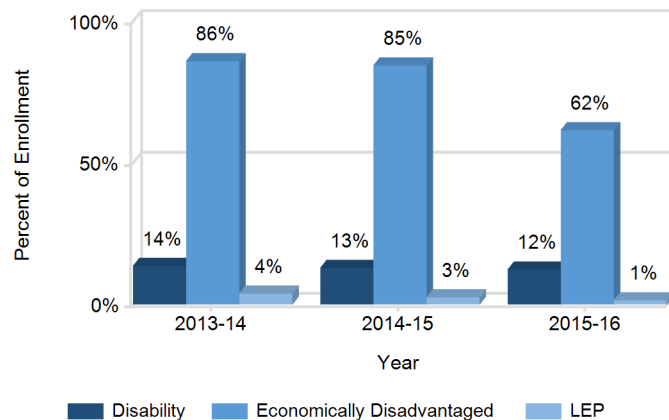
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	70.4%
Spanish	28.9%
Bengali	0.4%
Creoles and pidgins, French-based	0.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 09-12

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	44%	100	60
Mathematics Met or Exceeded Expectations	9%	71	15

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	139	44%	60	99%	✓	139	9%	15	99%	✓
White	S	S	S	S		S	S	S	S	
African American	64	36%	70	100%	✓	64	5%	24	100%	✓
Hispanic	72	50%	89	97%	✓	72	13%	27	97%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	N	N	N	N		N	N	N	N	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	139	44%	88	99%	✓	139	9%	21	99%	✓



State of New Jersey
2015-2016

Grade Span 09-12

PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	74	750	714	746	N	15%	32%	47%	5%	53%	49%
White	S	S	719	754	S	S	S	S	S	S	58%
African American	40	747	714	729	N	18%	38%	43%	3%	45%	30%
Hispanic	31	754	713	730	N	13%	26%	52%	10%	61%	34%
Asian	N	N	N	774	N	N	N	N	N	N	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	724	748	S	S	S	S	S	S	53%
Students with Disability	S	S	695	713	S	S	S	S	S	S	12%
English Language Learners	S	S	691	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	74	750	714	729	N	15%	32%	47%	5%	53%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-020

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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	65	737	704	740	12%	22%	32%	26%	8%	34%	44%
White	N	N	N	747	N	N	N	N	N	N	50%
African American	24	732	703	722	4%	46%	29%	17%	4%	21%	28%
Hispanic	41	741	704	726	17%	7%	34%	32%	10%	42%	33%
Asian	N	N	N	767	N	N	N	N	N	N	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	680	702	S	S	S	S	S	S	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	65	737	704	723	12%	22%	32%	26%	8%	34%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-020

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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	66	749	720	736	8%	11%	24%	50%	8%	58%	40%
White	N	N	N	739	N	N	N	N	N	N	42%
African American	22	744	713	728	9%	5%	41%	36%	9%	46%	30%
Hispanic	44	751	723	732	7%	14%	16%	57%	7%	64%	37%
Asian	N	N	N	753	N	N	N	N	N	N	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	11	716	699	710	27%	36%	9%	27%	N	27%	13%
English Language Learners	S	S	692	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	66	749	720	730	8%	11%	24%	50%	8%	58%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

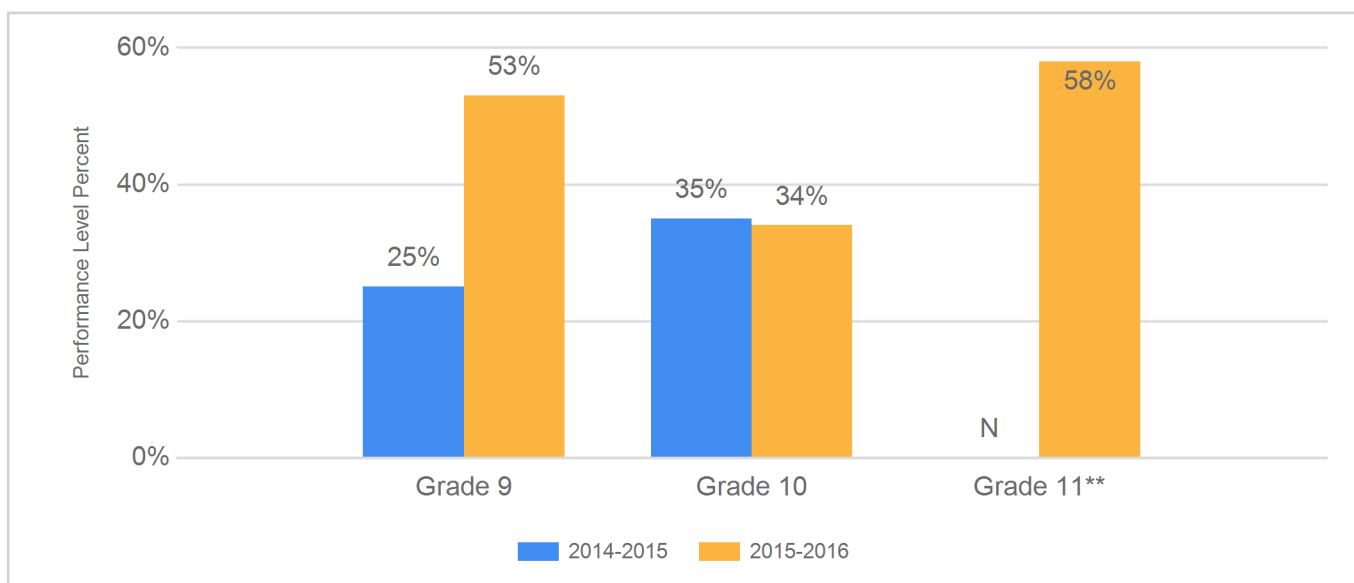
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

State of New Jersey
2015-2016

Grade Span 09-12

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	67	725	710	727	8%	36%	45%	12%	N	12%	41%
White	S	S	715	734	S	S	S	S	S	S	51%
African American	S	S	708	717	S	S	S	S	S	S	20%
Hispanic	28	727	710	720	11%	25%	46%	18%	N	18%	25%
Asian	N	N	N	746	N	N	N	N	N	N	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	723	727	S	S	S	S	S	S	47%
Students with Disability	S	S	697	708	S	S	S	S	S	S	10%
English Language Learners	S	S	708	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	67	725	710	719	8%	36%	45%	12%	N	12%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

State of New Jersey
2015-2016

Grade Span 09-12



PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	708	730	S	S	S	S	S	S	27%
White	N	N	N	736	N	N	N	N	N	N	34%
African American	S	S	704	717	S	S	S	S	S	S	9%
Hispanic	S	S	708	720	S	S	S	S	S	S	13%
Asian	N	N	N	750	N	N	N	N	N	N	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	695	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	708	719	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations
 Partially Met Expectations
 Approached Expectations
 Met Expectations
 Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-020

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT
Rosa L. Parks School of Fine and Performing Arts
413 12TH AVENUE
PATERSON, NJ 07514

PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	691	722	S	S	S	S	S	S	27%
White	N	N	N	728	N	N	N	N	N	N	31%
African American	S	S	685	700	S	S	S	S	S	S	8%
Hispanic	S	S	692	707	S	S	S	S	S	S	12%
Asian	N	N	N	754	N	N	N	N	N	N	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	676	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	691	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

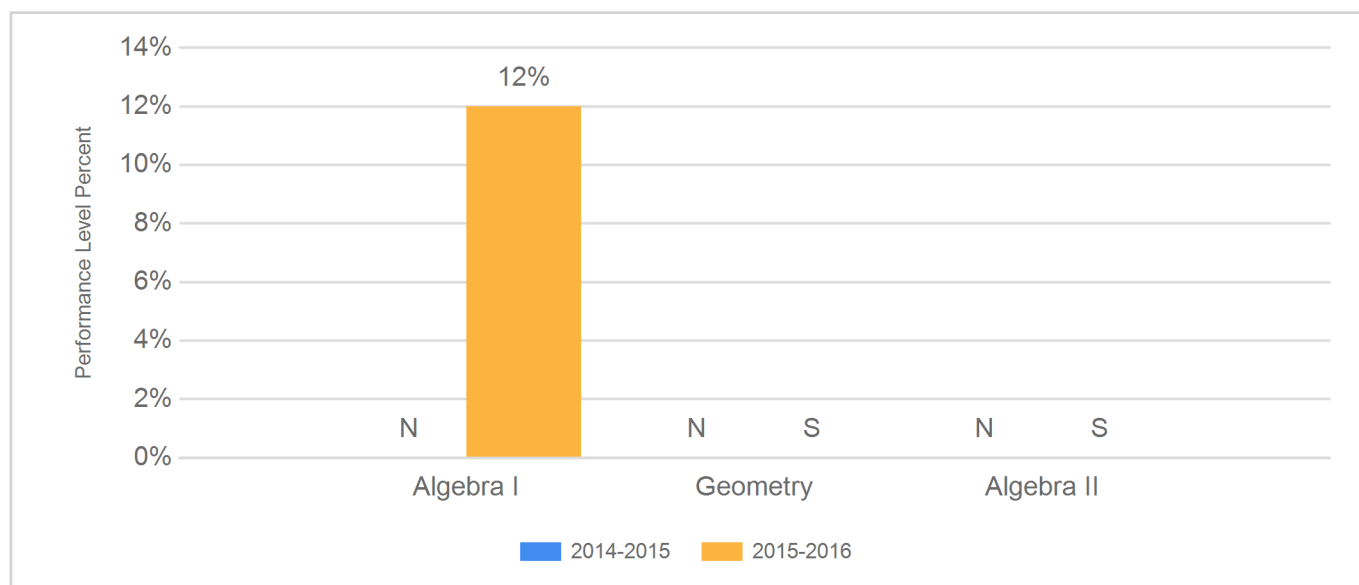
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-020

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Rosa L. Parks School of Fine and Performing Arts
413 12TH AVENUE
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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

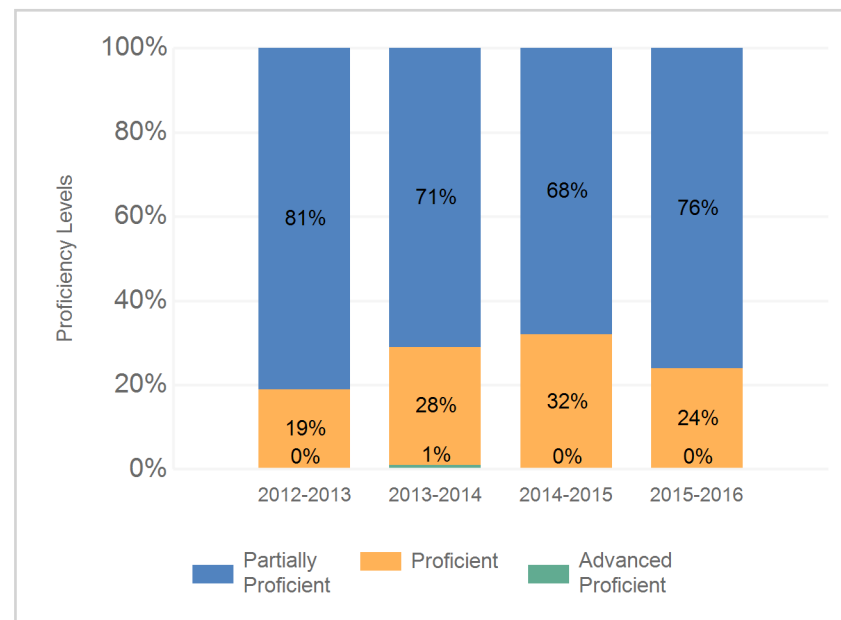
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	N	24%	76%
White	N	N	N
African American	N	12%	88%
Hispanic	N	31%	69%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	N	24%	76%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-020

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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.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	81.2%	58.0%
Percent of Students Participating in ACT	15.1%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	36%	71%
Math	530	13%	53%
ACT	-	-	-
Reading	22	36%	58%
English	18	45%	74%
Math	22	9%	61%
Science	23	9%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	817	950
SAT	-	-
Reading and Writing	457	537
Math	432	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	880	820	750
SAT	-	-	-
Reading and Writing	500	450	400
Math	490	430	375
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

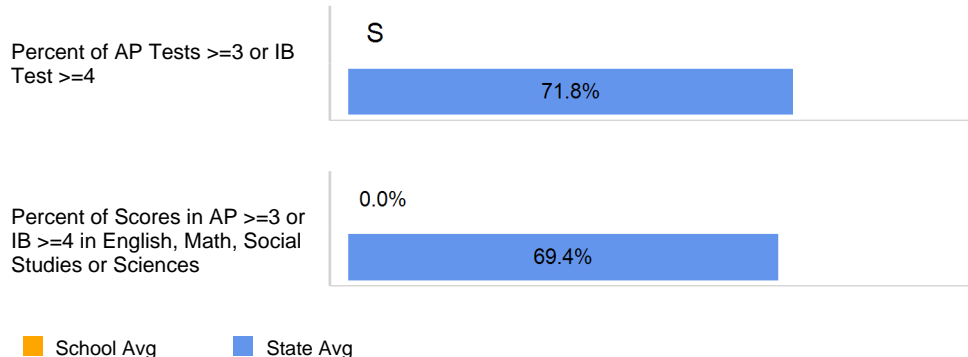


State of New Jersey
2015-2016

Grade Span 09-12

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	7	5
AP Studio Art—Drawing Portfolio	2	0
AP Studio Art—Two-Dimensional	0	3
Student AP Tests ≥ 3 and IB Tests ≥ 4		3

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	6.5%	39.1%
One of More Test	5.8%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	3.6%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-020

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Rosa L. Parks School of Fine and Performing Arts
413 12TH AVENUE
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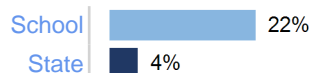
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

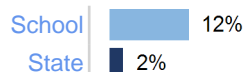
MUSIC



DRAMA



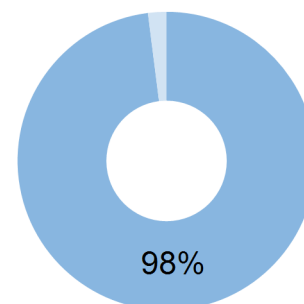
DANCE



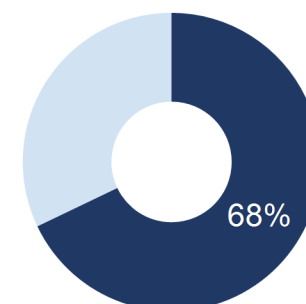
VISUAL ARTS



Any Visual and Performing Arts



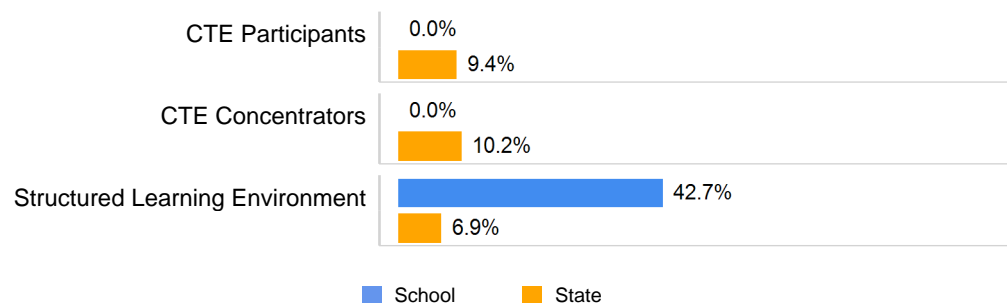
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



State of New Jersey
2015-2016

Grade Span 09-12

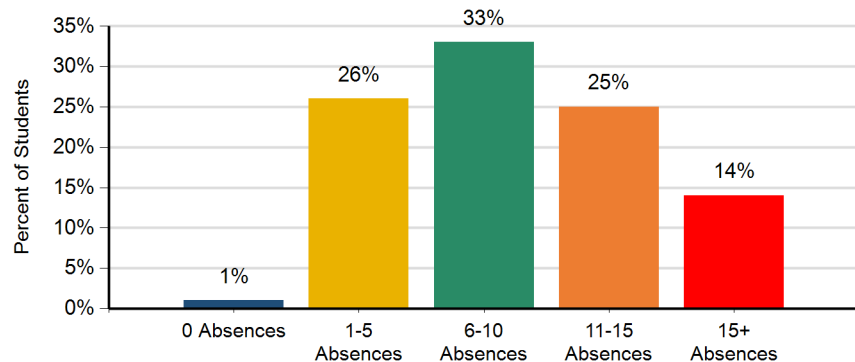
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PATERSON, NJ 07514

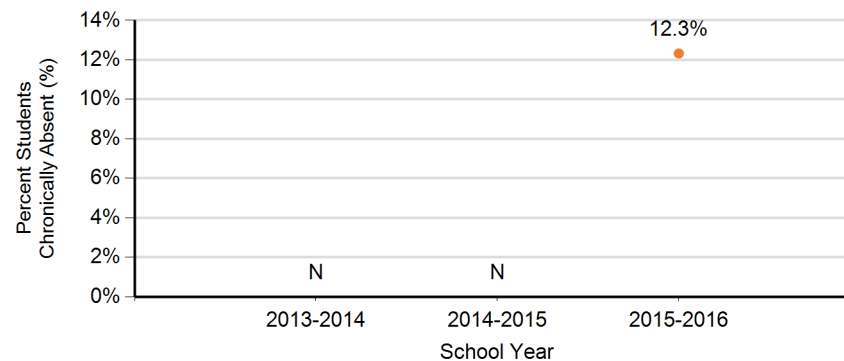
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-020

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT
Rosa L. Parks School of Fine and Performing Arts
413 12TH AVENUE
PATERSON, NJ 07514

Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	100%	100	81%
White	S	S	
African American	100%	100	
Hispanic	S	S	
American Indian	N	N	
Asian	N	N	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	S	S	
Economically Disadvantaged Students	100%	100	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	1.1%	1.2%
White	N	0.6%
African American	0.8%	2.6%
Hispanic	1.4%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	0.6%	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-020

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT
Rosa L. Parks School of Fine and Performing Arts
413 12TH AVENUE
PATERSON, NJ 07514

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	98%	98%
2014	100%	98%
2015	100%	98%
2016	100%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	86.2%	34.0%	66.0%
White	S	S	S
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	84.1%	35.1%	64.9%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-020

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT
Rosa L. Parks School of Fine and Performing Arts
413 12TH AVENUE
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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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	9:1
Administrator	48:1

Student Suspension Rate

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

	School
2015-16	23.9%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-050
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SCHOOL 1
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PATERSON, NJ 07514

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-050
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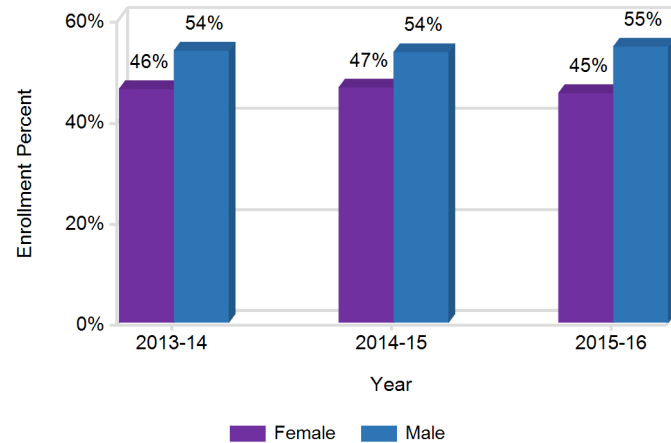
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	73	58	61
Grade KG	54	44	25
Grade 01	34	44	40
Grade 02	37	37	30
Grade 03	27	31	30
Grade 04	31	16	27
Grade 05	30	27	18
UG	47	55	18
Total	333	312	249

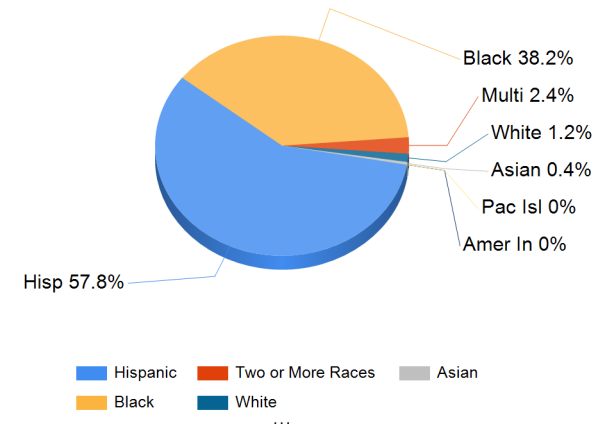
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



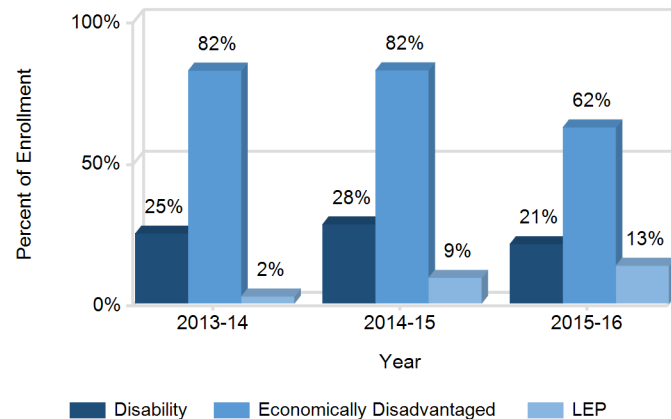
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	67.5%
Spanish	30.5%
Akan	0.4%
Arabic	0.4%
Urdu	0.4%
Other	0.8%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-050

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SCHOOL 1

1 EAST 32ND STREET

PATERSON, NJ 07514

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	49%	89	39
Mathematics Met or Exceeded Expectations	55%	94	60

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	78	49%	39	100%	✓	77	55%	60	99%	✓
White	S	S	S	S		S	S	S	S	
African American	50	52%	73	100%	✓	50	52%	81	100%	✓
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	N	N	N	N		N	N	N	N	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	76	50%	75	100%	✓	75	56%	92	99%	✓



State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-050
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SCHOOL 1
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PATERSON, NJ 07514

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	30	745	720	746	17%	10%	27%	47%	N	47%	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	17	747	713	727	6%	18%	29%	47%	N	47%	30%
Hispanic	S	S	719	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	30	745	720	727	17%	10%	27%	47%	N	47%	28%
PARCC MATH											
Schoolwide	30	756	729	749	3%	13%	17%	50%	17%	67%	52%
White	N	N	N	757	N	N	N	N	N	N	63%
African American	17	752	720	730	6%	12%	24%	47%	12%	59%	31%
Hispanic	S	S	729	736	S	S	S	S	S	S	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	S	S	719	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	30	756	729	732	3%	13%	17%	50%	17%	67%	32%

Did Not Yet Meet Expectations
 Partially Met Expectations
 Approached Expectations
 Met Expectations
 Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-050
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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	33	745	726	750	21%	9%	18%	42%	9%	52%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	22	751	720	733	9%	14%	14%	55%	9%	64%	33%
Hispanic	11	731	725	737	46%	N	27%	18%	9%	27%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	33	745	726	734	21%	9%	18%	42%	9%	52%	33%
PARCC MATH											
Schoolwide	32	740	727	745	19%	13%	19%	47%	3%	50%	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	S	S	727	733	S	S	S	S	S	S	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	32	740	727	730	19%	13%	19%	47%	3%	50%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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State of New Jersey
2015-2016

Grade Span 3F-05

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PATERSON, NJ 07514

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	18	744	726	751	N	28%	28%	44%	N	44%	53%
White	S	S	732	758	S	S	S	S	S	S	64%
African American	13	739	719	733	N	31%	31%	39%	N	39%	32%
Hispanic	S	S	726	738	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	18	744	726	735	N	28%	28%	44%	N	44%	33%
PARCC MATH											
Schoolwide	18	737	726	747	N	39%	22%	39%	N	39%	47%
White	S	S	734	753	S	S	S	S	S	S	57%
African American	13	735	719	728	N	39%	23%	39%	N	39%	24%
Hispanic	S	S	726	735	S	S	S	S	S	S	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	18	737	726	732	N	39%	22%	39%	N	39%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



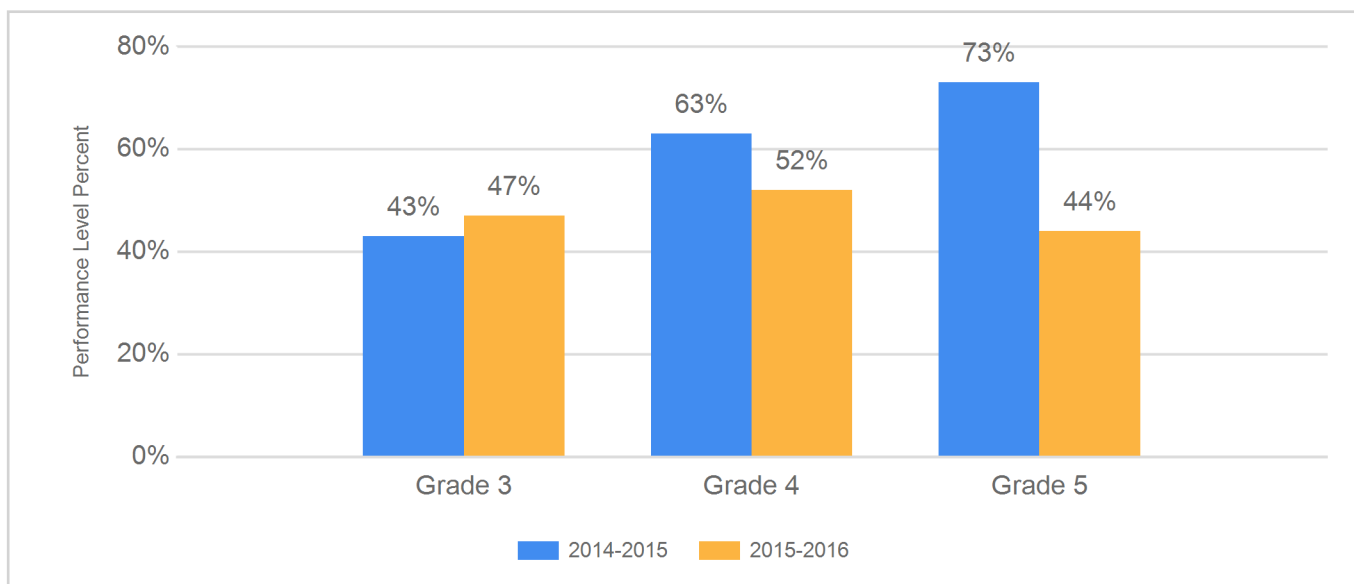
State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-050
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 1
1 EAST 32ND STREET
PATERSON, NJ 07514

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





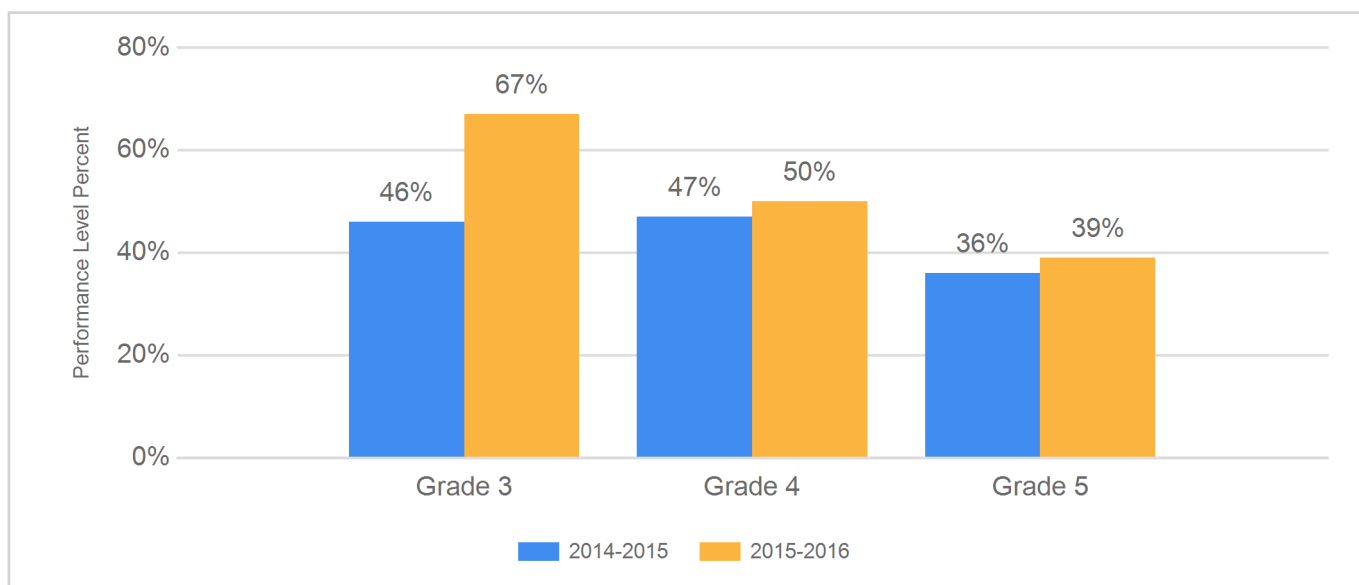
State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-050
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 1
1 EAST 32ND STREET
PATERSON, NJ 07514

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-050
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 1
1 EAST 32ND STREET
PATERSON, NJ 07514

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

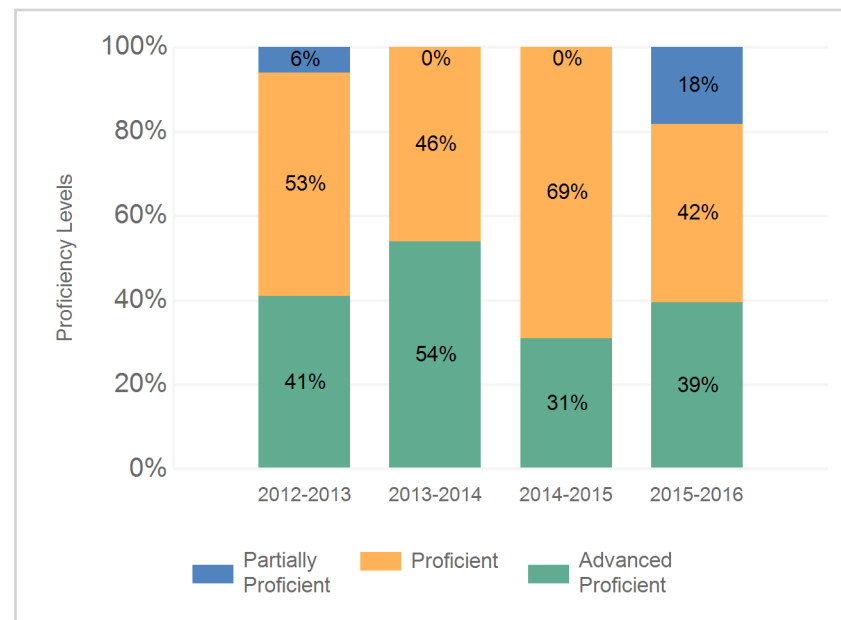
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	39%	42%	18%
White	N	N	N
African American	52%	43%	5%
Hispanic	17%	42%	42%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	9%	46%	46%
English Language Learners	S	S	S
Economically Disadvantaged Students	39%	42%	18%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-050

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 1

1 EAST 32ND STREET

PATERSON, NJ 07514

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-050
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 1
1 EAST 32ND STREET
PATERSON, NJ 07514

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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	53	48	50
Student Growth on Math	54	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	14%	8%	6%
Approached (L3)	3%	6%	8%
Met (L4)	8%	17%	28%
Exceeded (L5)	3%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	3%	0%
Partially Met (L2)	6%	6%	8%
Approached (L3)	6%	14%	11%
Met (L4)	14%	14%	19%
Exceeded (L5)	0%	0%	0%



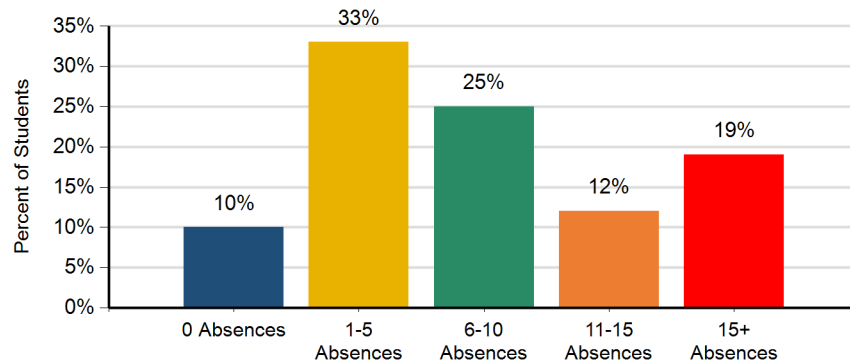
State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-050
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 1
1 EAST 32ND STREET
PATERSON, NJ 07514

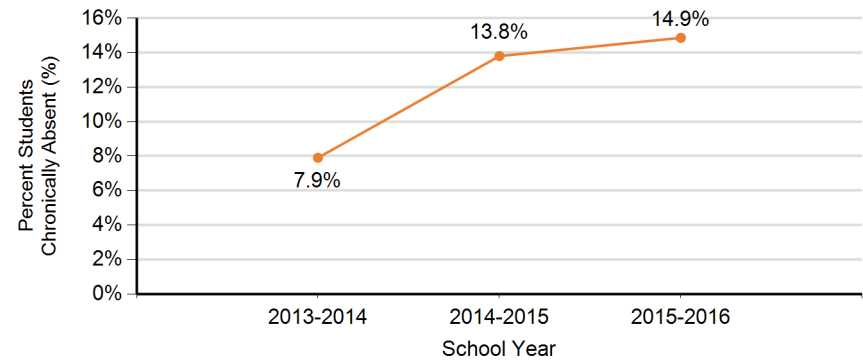
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-050
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 1
1 EAST 32ND STREET
PATERSON, NJ 07514

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	10:1
Administrator	125:1

Student Suspension Rate

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

	School
2015-16	3.6%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-140
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 10
48 MERCER STREET
PATERSON, NJ 07524-2429

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-140
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 10
48 MERCER STREET
PATERSON, NJ 07524-2429

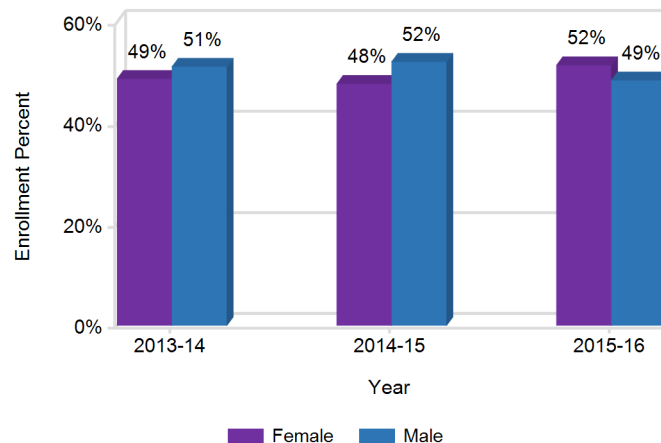
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	30	26	43
Grade KG	78	66	84
Grade 01	85	78	73
Grade 02	49	86	76
Grade 03	66	52	67
Grade 04	57	63	60
Grade 05	45	52	61
Grade 06	74	40	47
Grade 07	70	62	37
Grade 08	51	62	55
UG	3	22	18
Total	608	609	621

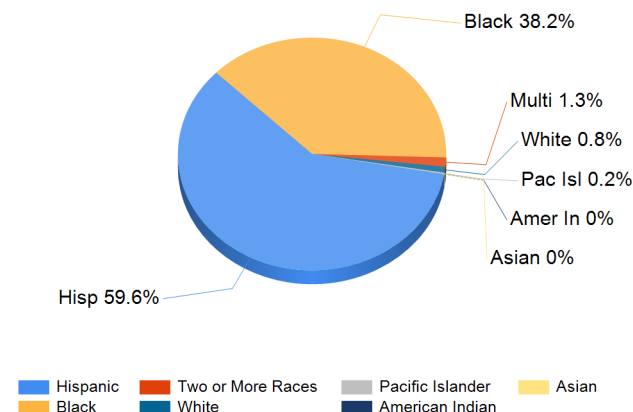
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



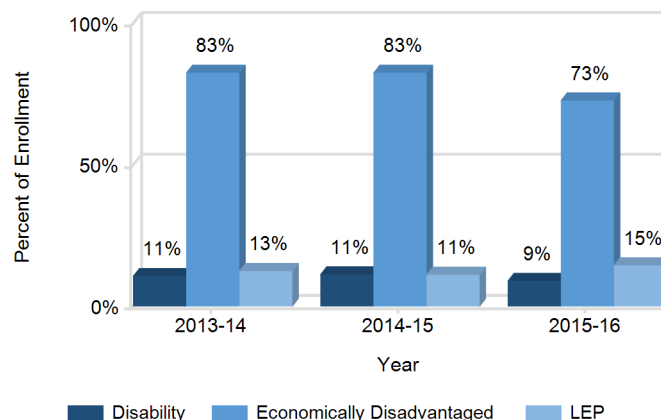
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	57.2%
Spanish	41.7%
English, Old (ca.450-1100)	0.5%
Abkhazian	0.2%
Portuguese	0.2%
Other	0.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-140

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 10

48 MERCER STREET

PATERSON, NJ 07524-2429

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	16%	31	4
Mathematics Met or Exceeded Expectations	15%	37	6

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	269	16%	4	98%	✓	269	15%	6	98%	✓
White	S	S	S	S		S	S	S	S	
African American	98	17%	17	97%	✓	98	11%	20	97%	✓
Hispanic	160	15%	5	99%	✓	160	16%	10	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	35	N	4	98%	✓	35	3%	11	98%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	269	16%	8	96%	✓	269	15%	12	98%	✓



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-140
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 10
48 MERCER STREET
PATERSON, NJ 07524-2429

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	63	713	720	746	41%	21%	25%	13%	N	13%	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	15	717	713	727	33%	27%	20%	20%	N	20%	30%
Hispanic	S	S	719	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	63	713	720	727	41%	21%	25%	13%	N	13%	28%
PARCC MATH											
Schoolwide	66	732	729	749	17%	23%	29%	27%	5%	32%	52%
White	N	N	N	757	N	N	N	N	N	N	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	48	731	729	736	17%	25%	29%	25%	4%	29%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	S	S	719	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	66	732	729	732	17%	23%	29%	27%	5%	32%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-140
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 10
48 MERCER STREET
PATERSON, NJ 07524-2429

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	726	750	S	S	S	S	S	S	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	39	713	725	737	26%	33%	31%	10%	N	10%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	726	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	59	713	727	745	32%	36%	22%	10%	N	10%	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	S	S	727	733	S	S	S	S	S	S	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	59	713	727	730	32%	36%	22%	10%	N	10%	27%

■ Did Not Yet Meet Expectations
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 ■ Approached Expectations
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 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-140
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 10
48 MERCER STREET
PATERSON, NJ 07524-2429

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	58	719	726	751	17%	48%	16%	19%	N	19%	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	16	716	719	733	31%	44%	N	25%	N	25%	32%
Hispanic	42	720	726	738	12%	50%	21%	17%	N	17%	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	58	719	726	735	17%	48%	16%	19%	N	19%	33%
PARCC MATH											
Schoolwide	60	725	726	747	17%	28%	33%	22%	N	22%	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	16	722	719	728	19%	38%	25%	19%	N	19%	24%
Hispanic	44	726	726	735	16%	25%	36%	23%	N	23%	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	60	725	726	732	17%	28%	33%	22%	N	22%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-140
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 10
48 MERCER STREET
PATERSON, NJ 07524-2429

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	44	719	729	750	27%	30%	27%	16%	N	16%	52%
White	S	S	743	756	S	S	S	S	S	S	61%
African American	16	731	723	732	19%	13%	38%	31%	N	31%	31%
Hispanic	S	S	729	738	S	S	S	S	S	S	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	S	S	691	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	44	719	729	735	27%	30%	27%	16%	N	16%	33%
PARCC MATH											
Schoolwide	S	S	723	743	S	S	S	S	S	S	43%
White	S	S	735	750	S	S	S	S	S	S	53%
African American	16	721	716	724	13%	44%	31%	13%	N	13%	20%
Hispanic	S	S	723	730	S	S	S	S	S	S	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	702	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	723	728	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-140
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 10
48 MERCER STREET
PATERSON, NJ 07524-2429

PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	730	753	17%	14%	50%	19%	N	19%	56%
White	S	S	737	760	S	S	S	S	S	S	65%
African American	18	732	728	733	11%	11%	61%	17%	N	17%	35%
Hispanic	16	725	728	739	25%	19%	31%	25%	N	25%	41%
Asian	S	S	751	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	36	729	730	735	17%	14%	50%	19%	N	19%	37%
PARCC MATH											
Schoolwide	37	721	724	740	22%	30%	38%	11%	N	11%	39%
White	S	S	S	747	S	S	S	S	S	S	47%
African American	18	726	721	724	11%	33%	39%	17%	N	17%	19%
Hispanic	S	S	723	729	S	S	S	S	S	S	23%
Asian	S	S	740	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	37	721	724	727	22%	30%	38%	11%	N	11%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-140
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 10
48 MERCER STREET
PATERSON, NJ 07524-2429

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	72	712	732	753	39%	22%	22%	17%	N	17%	55%
White	S	S	748	759	S	S	S	S	S	S	63%
African American	39	702	727	732	51%	23%	15%	10%	N	10%	34%
Hispanic	S	S	731	740	S	S	S	S	S	S	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	S	S	686	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	72	712	732	736	39%	22%	22%	17%	N	17%	38%
**PARCC MATH											
Schoolwide	S	S	708	726	S	S	S	S	S	S	26%
White	S	S	714	732	S	S	S	S	S	S	32%
African American	S	S	702	712	S	S	S	S	S	S	14%
Hispanic	S	S	710	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	S	S	697	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	708	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



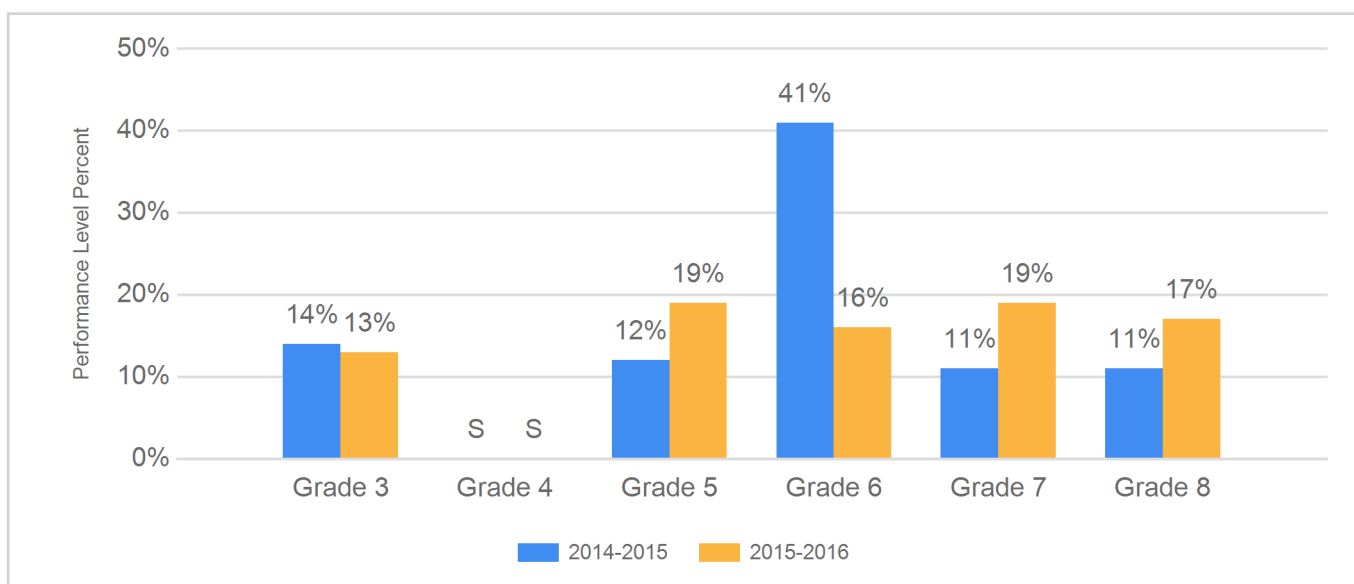
State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-140
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 10
48 MERCER STREET
PATERSON, NJ 07524-2429

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-140

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 10

48 MERCER STREET

PATERSON, NJ 07524-2429

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	N	N	N	769	N	N	N	N	N	N	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



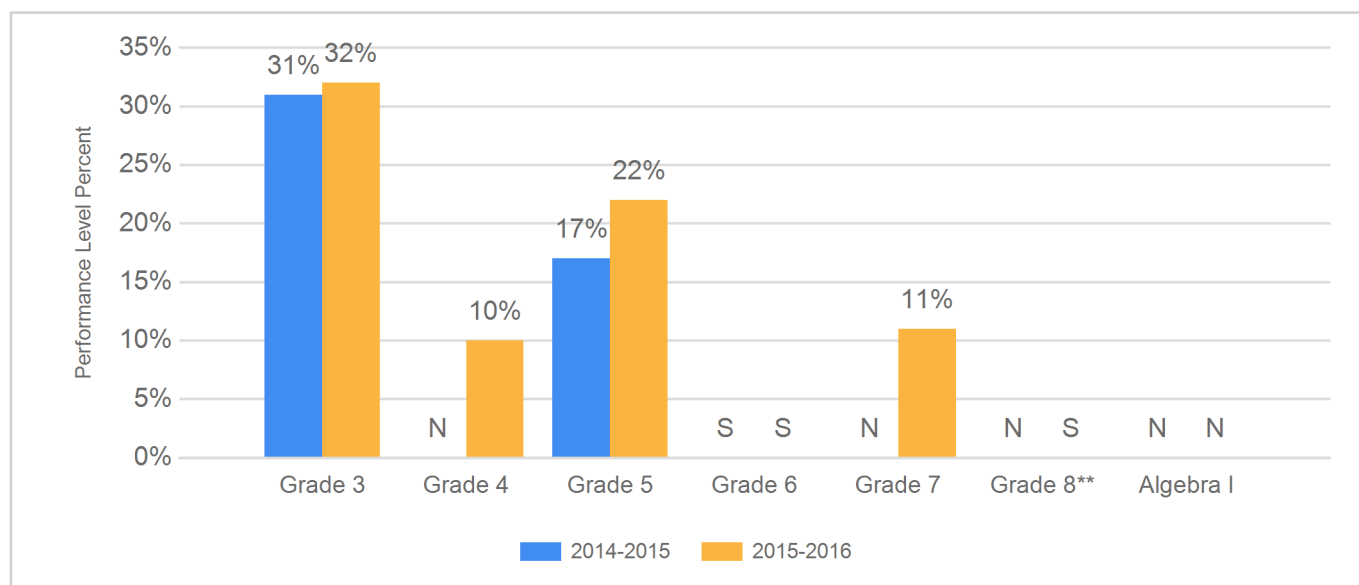
State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-140
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 10
48 MERCER STREET
PATERSON, NJ 07524-2429

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-140

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 10

48 MERCER STREET

PATERSON, NJ 07524-2429

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

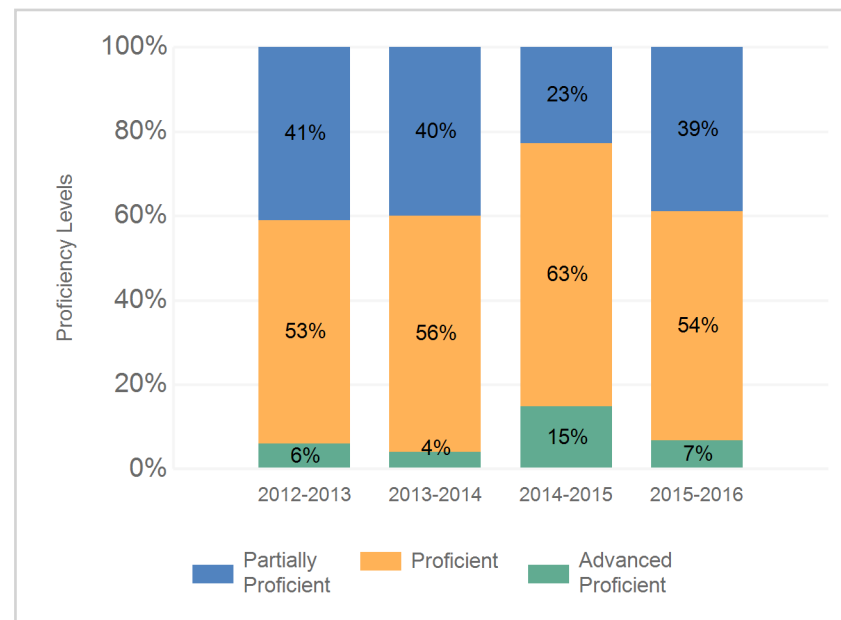
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	7%	54%	39%
White	N	N	N
African American	N	56%	44%
Hispanic	10%	53%	38%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	7%	54%	39%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-140
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 10
48 MERCER STREET
PATERSON, NJ 07524-2429

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

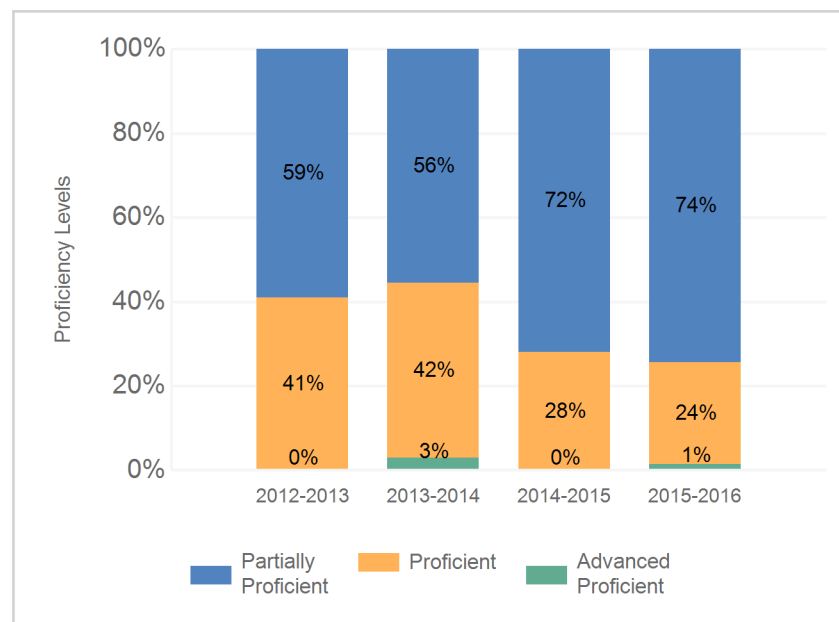
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	1%	24%	74%
White	S	S	S
African American	N	10%	90%
Hispanic	3%	41%	56%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	4%	96%
English Language Learners	S	S	S
Economically Disadvantaged Students	1%	24%	74%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-140
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 10
48 MERCER STREET
PATERSON, NJ 07524-2429

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-140
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 10
48 MERCER STREET
PATERSON, NJ 07524-2429

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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	40	48	50
Student Growth on Math	29	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	8%	9%	3%
Partially Met (L2)	14%	13%	13%
Approached (L3)	13%	5%	6%
Met (L4)	9%	4%	2%
Exceeded (L5)	0%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	5%	1%
Partially Met (L2)	18%	8%	8%
Approached (L3)	27%	7%	6%
Met (L4)	13%	3%	1%
Exceeded (L5)	0%	0%	0%



State of New Jersey
2015-2016

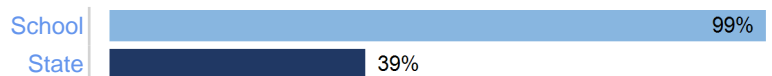
Grade Span 3F-08

31-4010-140
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 10
48 MERCER STREET
PATERSON, NJ 07524-2429

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



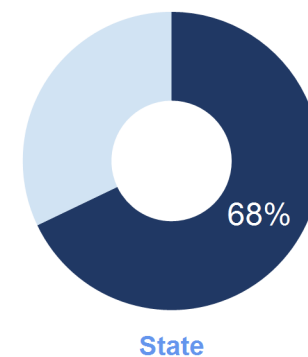
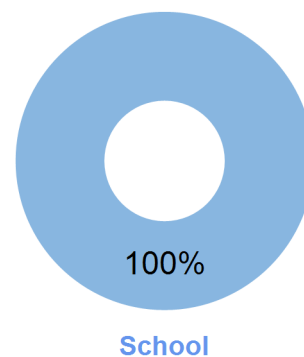
DANCE



VISUAL ARTS

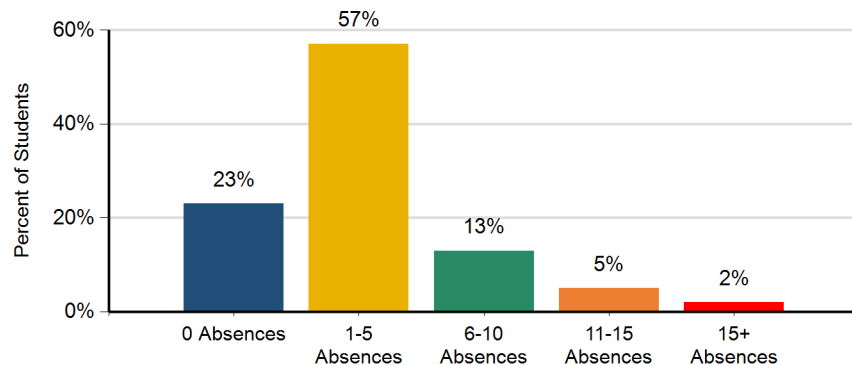


Any Visual and Performing Arts



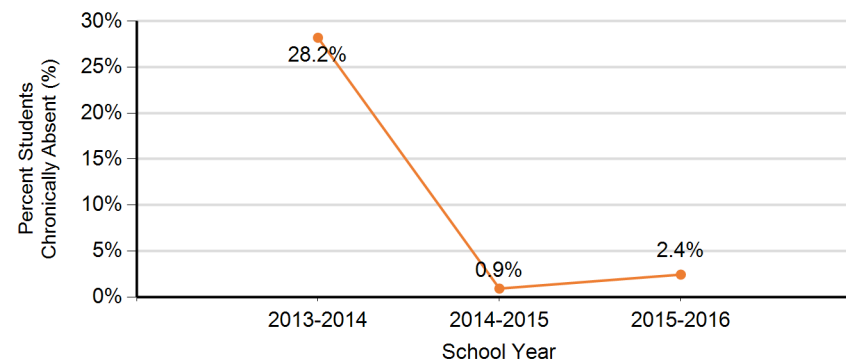
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-140
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 10
48 MERCER STREET
PATERSON, NJ 07524-2429

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	14:1
Administrator	156:1

Student Suspension Rate

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

	School
2015-16	25.9%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span 04-08

31-4010-150
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 11 (Newcomers)
350 MARKET STREET
PATERSON, NJ 07501-2245

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 04-08

31-4010-150

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 11 (Newcomers)

350 MARKET STREET

PATERSON, NJ 07501-2245

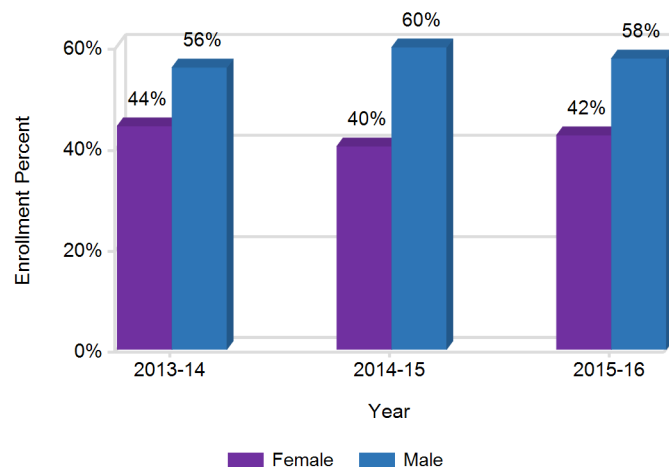
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 04	15	9	51
Grade 05	30	39	50
Grade 06	56	44	68
Grade 07	41	51	71
Grade 08	47	69	99
UG	10	7	1
Total	199	219	340

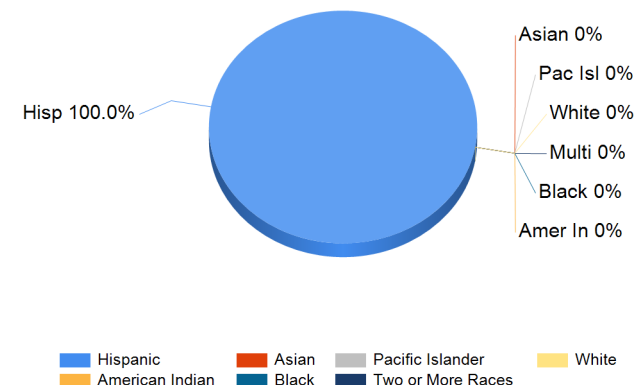
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



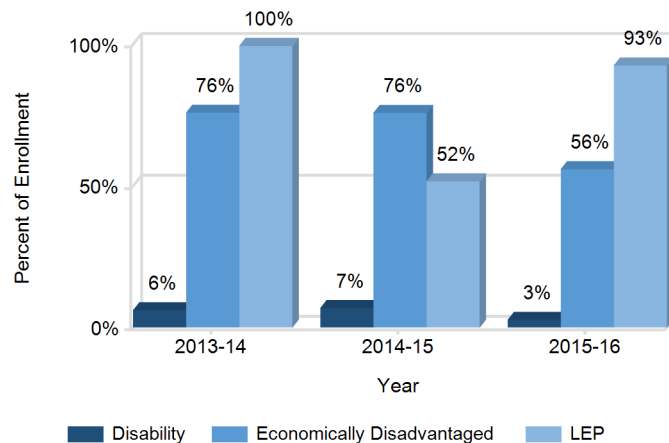
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	100.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 04-08

31-4010-150

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 11 (Newcomers)

350 MARKET STREET

PATERSON, NJ 07501-2245

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	N	3	0
Mathematics Met or Exceeded Expectations	N	6	0

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	119	N	0	100%	✓	153	N	0	100%	✓
White	N	N	N	N		N	N	N	N	
African American	N	N	N	N		N	N	N	N	
Hispanic	119	N	1	100%	✓	153	N	2	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	N	N	N	N		N	N	N	N	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	115	N	33	100%	✓	136	N	35	100%	✓
Economically Disadvantaged Students	119	N	2	99%	✓	153	N	3	100%	✓



State of New Jersey
2015-2016

Grade Span 04-08

31-4010-150

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 11 (Newcomers)

350 MARKET STREET

PATERSON, NJ 07501-2245

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	726	750	S	S	S	S	S	S	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	725	737	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	N	N	N	723	N	N	N	N	N	N	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	726	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	727	745	S	S	S	S	S	S	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	S	S	727	733	S	S	S	S	S	S	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	727	730	S	S	S	S	S	S	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 04-08

31-4010-150

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 11 (Newcomers)

350 MARKET STREET

PATERSON, NJ 07501-2245

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	726	751	S	S	S	S	S	S	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	N	N	N	733	N	N	N	N	N	N	32%
Hispanic	S	S	726	738	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	N	N	N	723	N	N	N	N	N	N	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	726	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	726	747	S	S	S	S	S	S	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	N	N	N	728	N	N	N	N	N	N	24%
Hispanic	S	S	726	735	S	S	S	S	S	S	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	726	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 04-08

31-4010-150

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 11 (Newcomers)

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	729	750	S	S	S	S	S	S	52%
White	N	N	N	756	N	N	N	N	N	N	61%
African American	N	N	N	732	N	N	N	N	N	N	31%
Hispanic	S	S	729	738	S	S	S	S	S	S	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	S	S	691	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	729	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	723	743	S	S	S	S	S	S	43%
White	N	N	N	750	N	N	N	N	N	N	53%
African American	N	N	N	724	N	N	N	N	N	N	20%
Hispanic	S	S	723	730	S	S	S	S	S	S	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	702	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	723	728	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 04-08

31-4010-150

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 11 (Newcomers)

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	730	753	S	S	S	S	S	S	56%
White	N	N	N	760	N	N	N	N	N	N	65%
African American	N	N	N	733	N	N	N	N	N	N	35%
Hispanic	S	S	728	739	S	S	S	S	S	S	41%
Asian	N	N	N	781	N	N	N	N	N	N	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	730	735	S	S	S	S	S	S	37%
PARCC MATH											
Schoolwide	S	S	724	740	S	S	S	S	S	S	39%
White	N	N	N	747	N	N	N	N	N	N	47%
African American	N	N	N	724	N	N	N	N	N	N	19%
Hispanic	S	S	723	729	S	S	S	S	S	S	23%
Asian	N	N	N	763	N	N	N	N	N	N	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	724	727	S	S	S	S	S	S	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 04-08

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SCHOOL 11 (Newcomers)

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	732	753	S	S	S	S	S	S	55%
White	N	N	N	759	N	N	N	N	N	N	63%
African American	N	N	N	732	N	N	N	N	N	N	34%
Hispanic	S	S	731	740	S	S	S	S	S	S	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	S	S	686	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	732	736	S	S	S	S	S	S	38%
**PARCC MATH											
Schoolwide	S	S	708	726	S	S	S	S	S	S	26%
White	N	N	N	732	N	N	N	N	N	N	32%
African American	N	N	N	712	N	N	N	N	N	N	14%
Hispanic	S	S	710	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	S	S	697	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	708	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



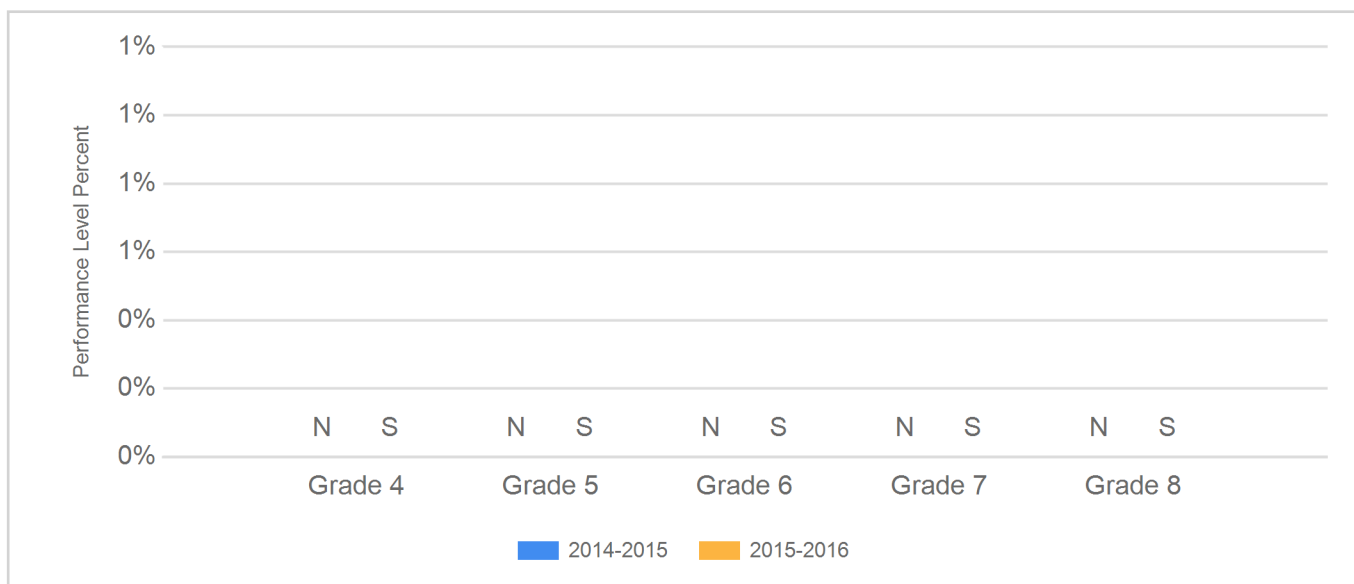
State of New Jersey
2015-2016

Grade Span 04-08

31-4010-150
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 11 (Newcomers)
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 04-08

31-4010-150

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	N	N	N	769	N	N	N	N	N	N	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 04-08

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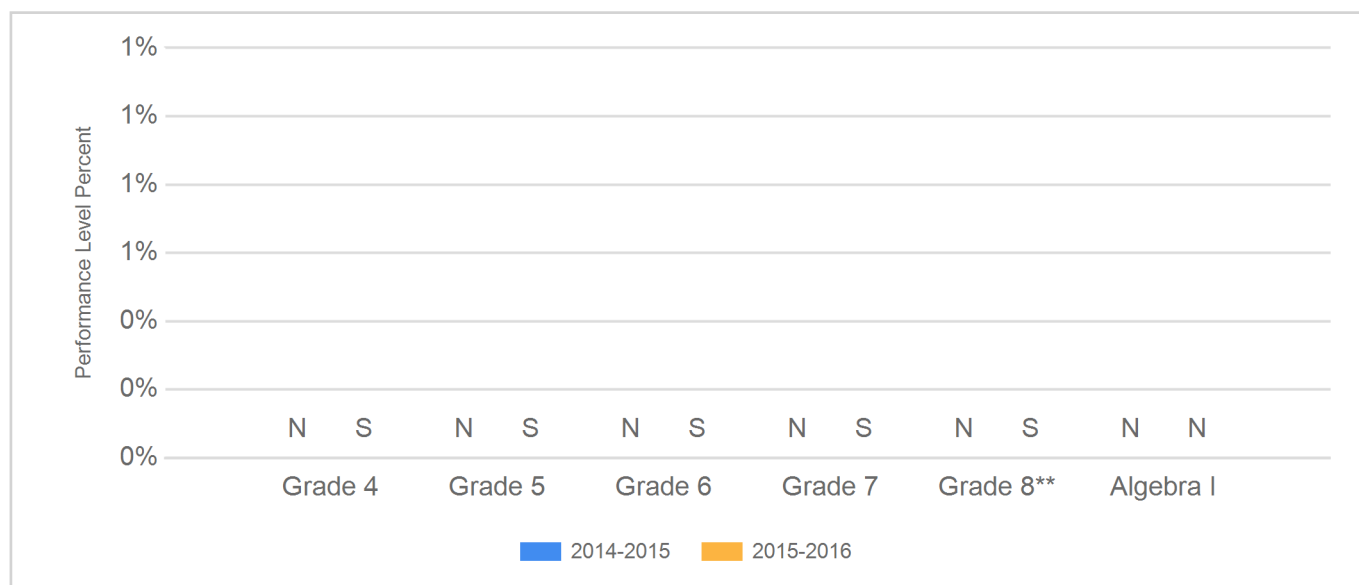
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span 04-08

31-4010-150

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

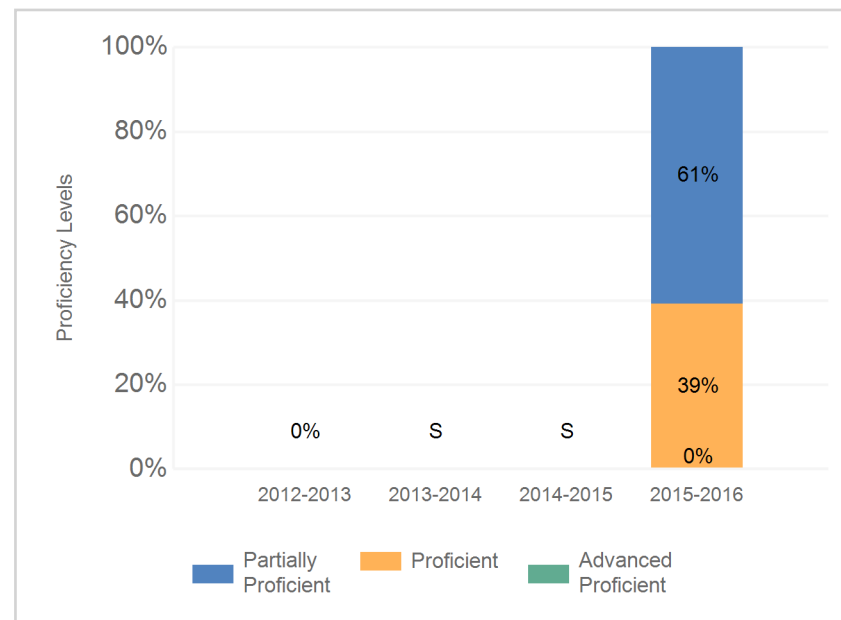
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	N	39%	61%
White	N	N	N
African American	N	N	N
Hispanic	N	39%	61%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	39%	61%
Economically Disadvantaged Students	N	39%	61%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 04-08

31-4010-150

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SCHOOL 11 (Newcomers)

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

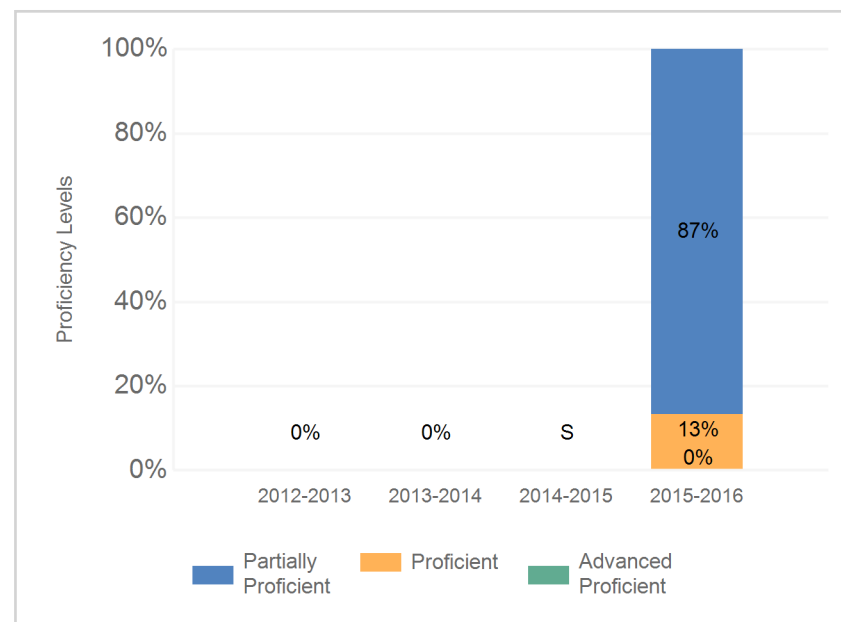
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	N	13%	87%
White	N	N	N
African American	N	N	N
Hispanic	N	13%	87%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	13%	87%
Economically Disadvantaged Students	N	13%	87%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 04-08

31-4010-150

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PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 11 (Newcomers)

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 04-08

31-4010-150

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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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	31	48	50
Student Growth on Math	54	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	S	S	S
Partially Met (L2)	0%	0%	0%
Approached (L3)	0%	0%	0%
Met (L4)	0%	0%	0%
Exceeded (L5)	0%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	27%	22%	10%
Partially Met (L2)	8%	12%	10%
Approached (L3)	10%	0%	2%
Met (L4)	0%	0%	0%
Exceeded (L5)	0%	0%	0%



State of New Jersey
2015-2016

Grade Span 04-08

31-4010-150

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SCHOOL 11 (Newcomers)

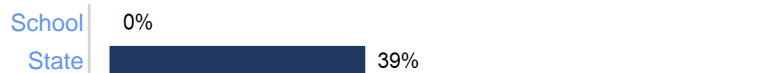
350 MARKET STREET

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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

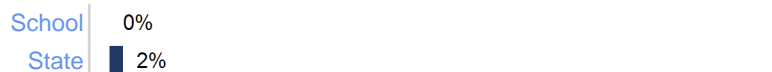
MUSIC



DRAMA



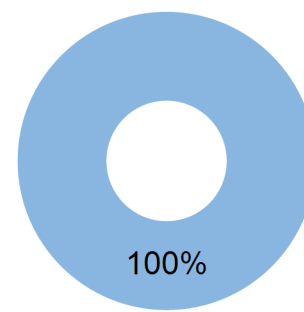
DANCE



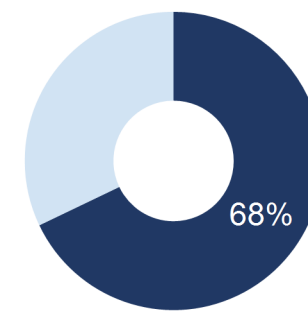
VISUAL ARTS



Any Visual and Performing Arts



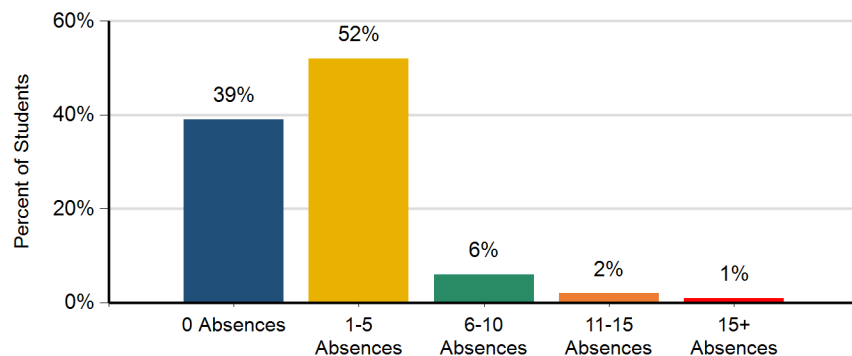
School



State

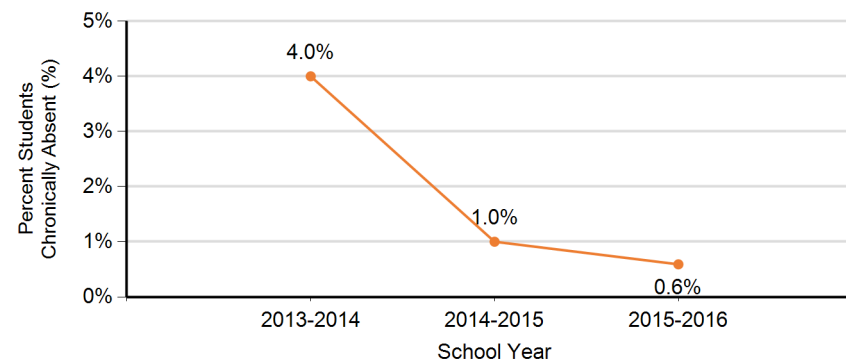
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 04-08

31-4010-150
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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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	18:1
Administrator	170:1

Student Suspension Rate

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

	School
2015-16	0.9%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-160
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SCHOOL 12
121 NORTH SECOND STREET
PATERSON, NJ 07522

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-160
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 12
121 NORTH SECOND STREET
PATERSON, NJ 07522

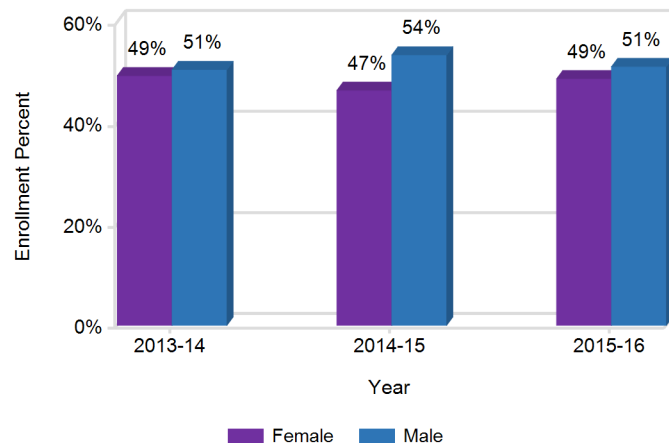
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	0	43	36
Grade 01	64	70	59
Grade 02	79	50	50
Grade 03	51	67	52
Grade 04	80	41	66
Grade 05	62	72	50
Grade 06	69	65	62
Grade 07	80	47	62
Grade 08	65	61	47
UG	9	11	16
Total	559	527	500

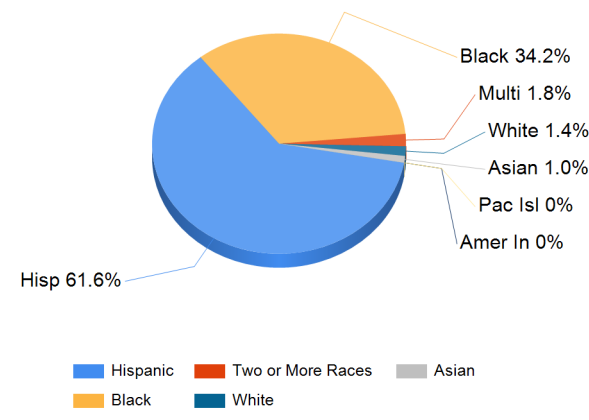
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



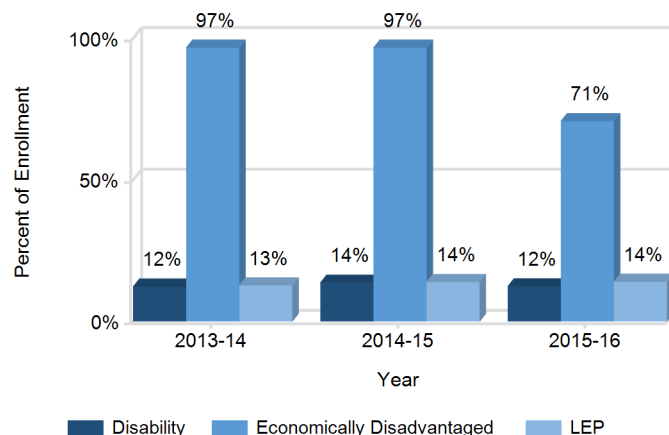
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	66.2%
Spanish	32.2%
Bengali	0.8%
German	0.4%
Urdu	0.2%
Other	0.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	8%	14	1
Mathematics Met or Exceeded Expectations	7%	17	2

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	311	8%	1	99%	✓	311	7%	2	99%	✓
White	S	S	S	S		S	S	S	S	
African American	109	6%	8	99%	✓	109	1%	10	99%	✓
Hispanic	184	10%	3	100%	✓	184	10%	6	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	56	2%	8	97%	✓	56	2%	9	97%	✓
English Learner Students	S	S	S	S		37	5%	42	100%	✓
Economically Disadvantaged Students	308	8%	4	99%	✓	308	7%	6	99%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	52	704	720	746	50%	23%	14%	14%	N	14%	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	45	705	719	730	49%	22%	16%	13%	N	13%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	52	704	720	727	50%	23%	14%	14%	N	14%	28%
PARCC MATH											
Schoolwide	52	715	729	749	29%	35%	25%	12%	N	12%	52%
White	N	N	N	757	N	N	N	N	N	N	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	45	716	729	736	29%	33%	24%	13%	N	13%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	S	S	719	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	52	715	729	732	29%	35%	25%	12%	N	12%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	726	750	S	S	S	S	S	S	54%
White	S	S	731	759	S	S	S	S	S	S	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	S	S	725	737	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	726	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	727	745	S	S	S	S	S	S	47%
White	S	S	728	752	S	S	S	S	S	S	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	S	S	727	733	S	S	S	S	S	S	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	727	730	S	S	S	S	S	S	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
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 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-160
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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	726	751	S	S	S	S	S	S	53%
White	S	S	732	758	S	S	S	S	S	S	64%
African American	S	S	719	733	S	S	S	S	S	S	32%
Hispanic	S	S	726	738	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	744	759	S	S	S	S	S	S	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	726	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	726	747	S	S	S	S	S	S	47%
White	S	S	734	753	S	S	S	S	S	S	57%
African American	S	S	719	728	S	S	S	S	S	S	24%
Hispanic	S	S	726	735	S	S	S	S	S	S	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	746	754	S	S	S	S	S	S	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	726	732	S	S	S	S	S	S	28%

■ Did Not Yet Meet Expectations
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2015-2016

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	729	750	S	S	S	S	S	S	52%
White	S	S	743	756	S	S	S	S	S	S	61%
African American	S	S	723	732	S	S	S	S	S	S	31%
Hispanic	S	S	729	738	S	S	S	S	S	S	37%
Asian	S	S	742	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	751	755	S	S	S	S	S	S	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	S	S	691	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	729	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	723	743	S	S	S	S	S	S	43%
White	S	S	735	750	S	S	S	S	S	S	53%
African American	S	S	716	724	S	S	S	S	S	S	20%
Hispanic	33	703	723	730	49%	36%	3%	12%	N	12%	26%
Asian	S	S	745	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	748	748	S	S	S	S	S	S	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	702	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	723	728	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	730	753	S	S	S	S	S	S	56%
White	N	N	N	760	N	N	N	N	N	N	65%
African American	S	S	728	733	S	S	S	S	S	S	35%
Hispanic	S	S	728	739	S	S	S	S	S	S	41%
Asian	N	N	N	781	N	N	N	N	N	N	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	738	759	S	S	S	S	S	S	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	730	735	S	S	S	S	S	S	37%
PARCC MATH											
Schoolwide	S	S	724	740	S	S	S	S	S	S	39%
White	N	N	N	747	N	N	N	N	N	N	47%
African American	S	S	721	724	S	S	S	S	S	S	19%
Hispanic	S	S	723	729	S	S	S	S	S	S	23%
Asian	N	N	N	763	N	N	N	N	N	N	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	732	744	S	S	S	S	S	S	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	724	727	S	S	S	S	S	S	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	722	732	753	28%	22%	30%	20%	N	20%	55%
White	N	N	N	759	N	N	N	N	N	N	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	22	723	731	740	32%	18%	27%	23%	N	23%	43%
Asian	S	S	745	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	S	S	686	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	46	722	732	736	28%	22%	30%	20%	N	20%	38%
**PARCC MATH											
Schoolwide	47	712	708	726	40%	23%	13%	23%	N	23%	26%
White	N	N	N	732	N	N	N	N	N	N	32%
African American	S	S	702	712	S	S	S	S	S	S	14%
Hispanic	23	718	710	721	39%	17%	13%	30%	N	30%	20%
Asian	S	S	713	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	S	S	697	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	47	712	708	718	40%	23%	13%	23%	N	23%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



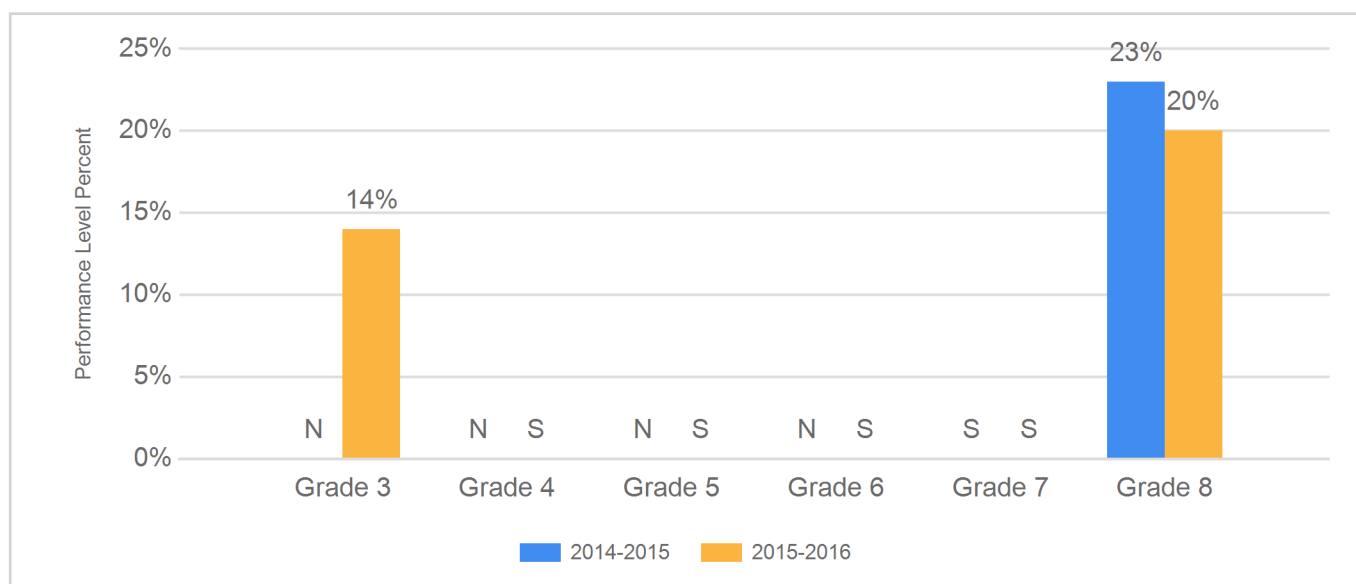
State of New Jersey
2015-2016

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-160

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	N	N	N	769	N	N	N	N	N	N	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
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 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



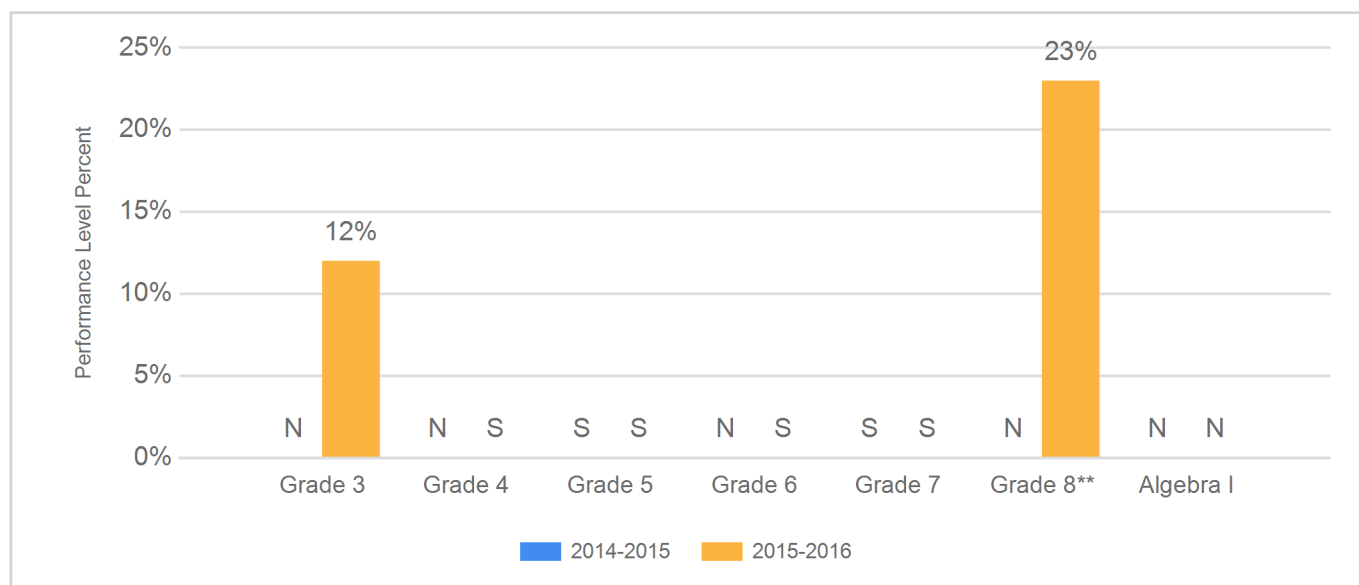
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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2015-2016

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31-4010-160

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

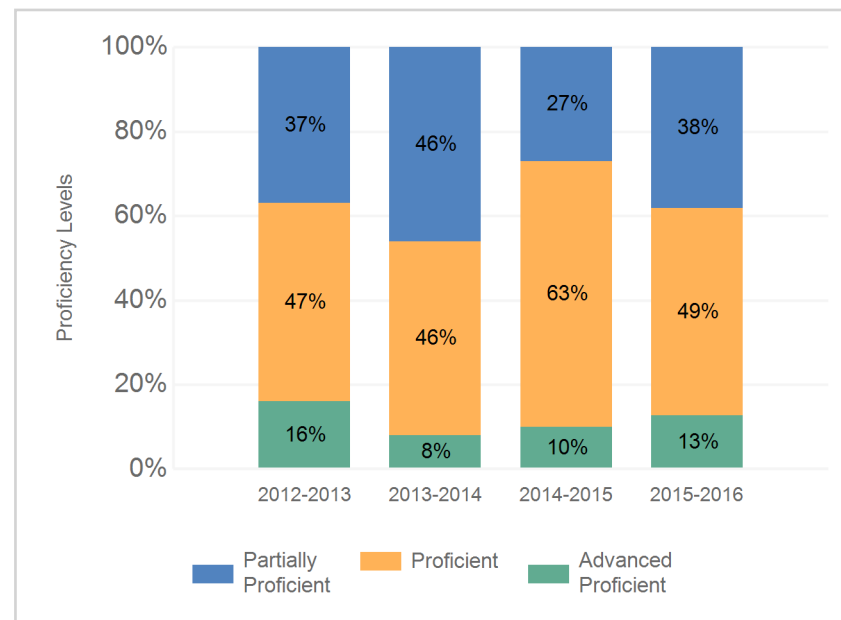
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	13%	49%	38%
White	S	S	S
African American	14%	43%	43%
Hispanic	10%	54%	36%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	13%	49%	38%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

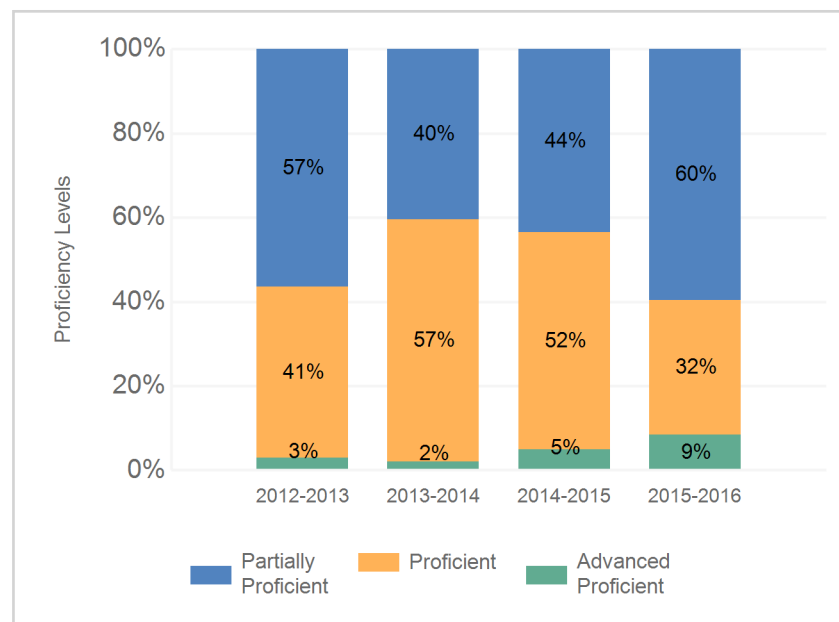
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	9%	32%	60%
White	S	S	S
African American	5%	18%	77%
Hispanic	14%	41%	46%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	9%	32%	60%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-160
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 12
121 NORTH SECOND STREET
PATERSON, NJ 07522

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-160

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 12

121 NORTH SECOND STREET

PATERSON, NJ 07522

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	33	48	50
Student Growth on Math	27	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	20%	8%	6%
Partially Met (L2)	14%	13%	7%
Approached (L3)	12%	7%	3%
Met (L4)	7%	1%	1%
Exceeded (L5)	0%	1%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	20%	5%	5%
Partially Met (L2)	21%	15%	6%
Approached (L3)	17%	3%	2%
Met (L4)	6%	1%	0%
Exceeded (L5)	0%	0%	0%



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-160

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 12

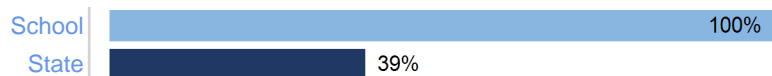
121 NORTH SECOND STREET

PATERSON, NJ 07522

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



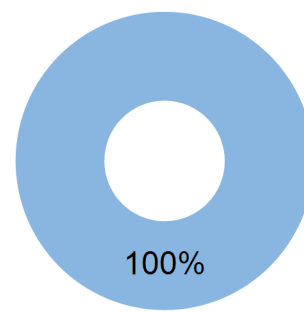
DANCE



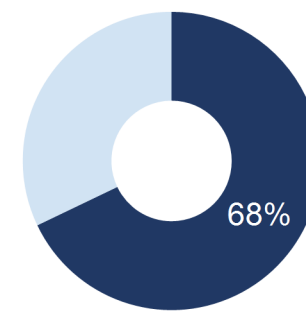
VISUAL ARTS



Any Visual and Performing Arts



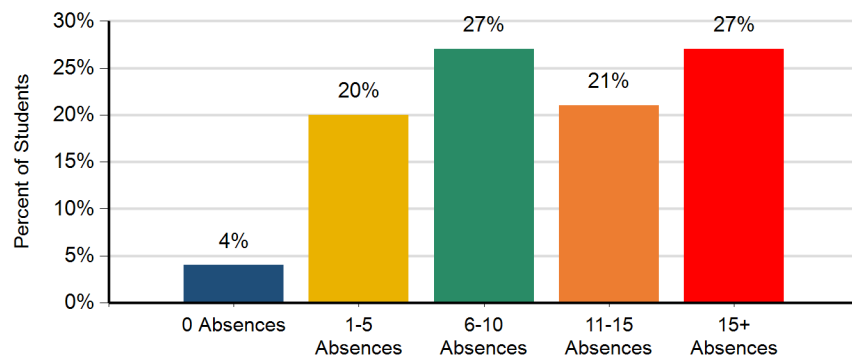
School



State

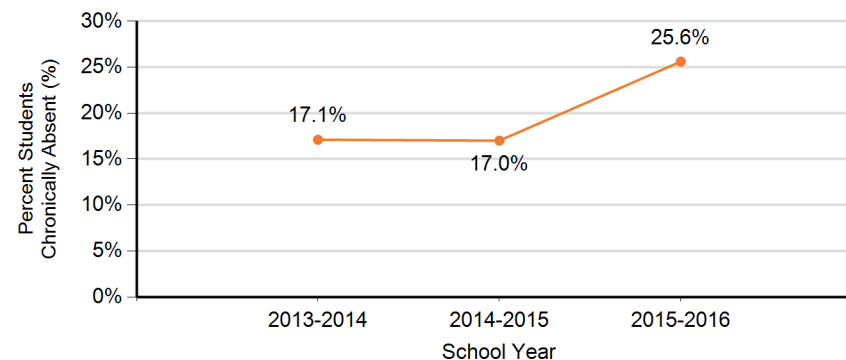
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-160
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 12
121 NORTH SECOND STREET
PATERSON, NJ 07522

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	12:1
Administrator	84:1

Student Suspension Rate

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

	School
2015-16	20.6%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-170
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 13
690 EAST 23RD ST
PATERSON, NJ 07504

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-170
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 13
690 EAST 23RD ST
PATERSON, NJ 07504

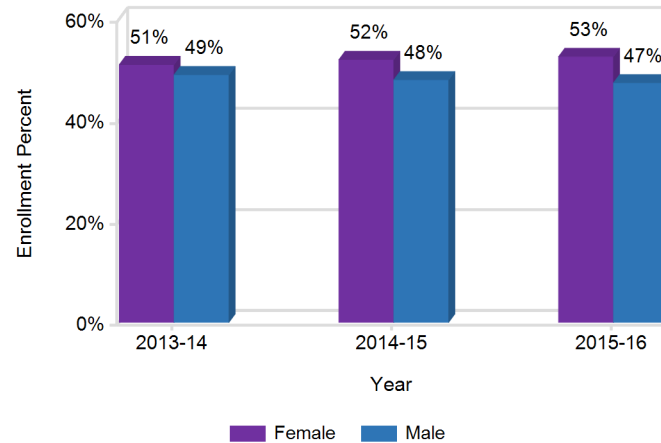
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	82	63	69
Grade 01	82	81	57
Grade 02	62	92	75
Grade 03	76	66	82
Grade 04	41	60	51
Grade 05	56	39	51
Grade 06	57	51	40
Grade 07	58	47	54
Grade 08	75	49	40
UG	0	8	15
Total	590	556	534

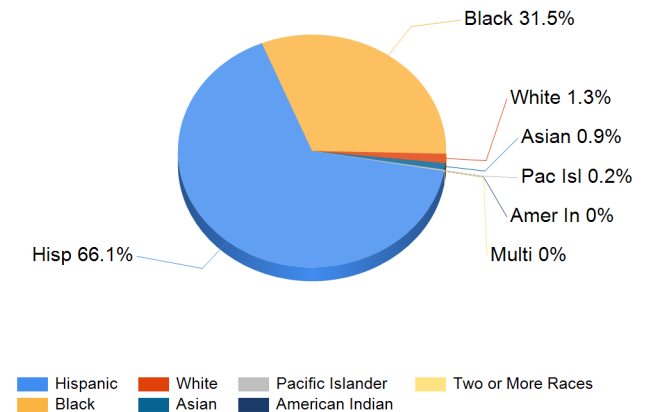
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



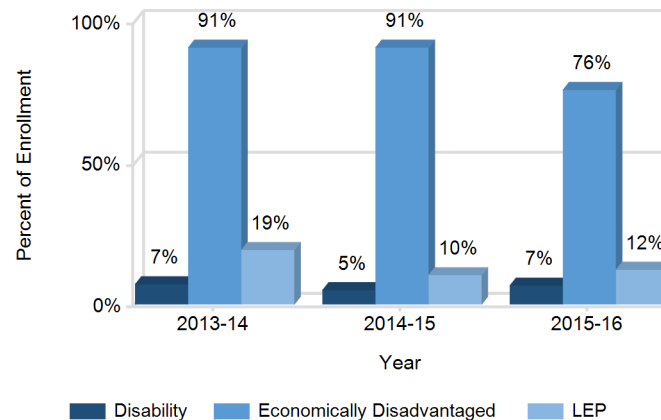
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	54.1%
Spanish	44.0%
French	0.7%
Arabic	0.4%
Haitian	0.4%
Other	0.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-170
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 13
690 EAST 23RD ST
PATERSON, NJ 07504

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	24%	54	9
Mathematics Met or Exceeded Expectations	21%	51	10

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	305	24%	9	99%	✓	307	21%	10	99%	✓
White	S	S	S	S		S	S	S	S	
African American	87	21%	19	98%	✓	87	10%	17	98%	✓
Hispanic	214	25%	17	99%	✓	216	24%	24	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	303	24%	20	99%	✓	305	21%	24	99%	✓



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-170
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 13
690 EAST 23RD ST
PATERSON, NJ 07504

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	93	714	720	746	33%	27%	26%	14%	N	14%	48%
White	S	S	729	756	S	S	S	S	S	S	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	72	717	719	730	32%	24%	29%	15%	N	15%	31%
Asian	S	S	743	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	93	714	720	727	33%	27%	26%	14%	N	14%	28%
PARCC MATH											
Schoolwide	94	719	729	749	29%	31%	25%	16%	N	16%	52%
White	S	S	735	757	S	S	S	S	S	S	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	73	723	729	736	25%	30%	26%	19%	N	19%	35%
Asian	S	S	747	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	15	715	719	724	33%	40%	13%	13%	N	13%	20%
Economically Disadvantaged Students	94	719	729	732	29%	31%	25%	16%	N	16%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-170
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 13
690 EAST 23RD ST
PATERSON, NJ 07504

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	723	726	750	24%	26%	28%	20%	2%	22%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	43	723	725	737	26%	23%	28%	21%	2%	23%	37%
Asian	S	S	748	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	50	723	726	734	24%	26%	28%	20%	2%	22%	33%
PARCC MATH											
Schoolwide	50	726	727	745	18%	36%	22%	18%	6%	24%	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	43	727	727	733	16%	37%	21%	19%	7%	26%	30%
Asian	S	S	745	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	50	726	727	730	18%	36%	22%	18%	6%	24%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-170
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 13
690 EAST 23RD ST
PATERSON, NJ 07504

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	728	726	751	16%	32%	20%	32%	N	32%	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	18	725	719	733	28%	22%	22%	28%	N	28%	32%
Hispanic	32	730	726	738	9%	38%	19%	34%	N	34%	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	50	728	726	735	16%	32%	20%	32%	N	32%	33%
PARCC MATH											
Schoolwide	50	726	726	747	18%	30%	30%	20%	2%	22%	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	18	721	719	728	11%	44%	28%	17%	N	17%	24%
Hispanic	32	729	726	735	22%	22%	31%	22%	3%	25%	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	50	726	726	732	18%	30%	30%	20%	2%	22%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-170
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 13
690 EAST 23RD ST
PATERSON, NJ 07504

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	39	735	729	750	3%	33%	36%	28%	N	28%	52%
White	N	N	N	756	N	N	N	N	N	N	61%
African American	S	S	723	732	S	S	S	S	S	S	31%
Hispanic	25	734	729	738	4%	32%	36%	28%	N	28%	37%
Asian	S	S	742	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	S	S	691	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	39	735	729	735	3%	33%	36%	28%	N	28%	33%
PARCC MATH											
Schoolwide	41	723	723	743	20%	29%	39%	12%	N	12%	43%
White	N	N	N	750	N	N	N	N	N	N	53%
African American	S	S	716	724	S	S	S	S	S	S	20%
Hispanic	27	723	723	730	19%	26%	41%	15%	N	15%	26%
Asian	S	S	745	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	702	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	41	723	723	728	20%	29%	39%	12%	N	12%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-170
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 13
690 EAST 23RD ST
PATERSON, NJ 07504

PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	53	732	730	753	11%	23%	38%	28%	N	28%	56%
White	N	N	N	760	N	N	N	N	N	N	65%
African American	S	S	728	733	S	S	S	S	S	S	35%
Hispanic	31	727	728	739	16%	23%	39%	23%	N	23%	41%
Asian	S	S	751	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	53	732	730	735	11%	23%	38%	28%	N	28%	37%
PARCC MATH											
Schoolwide	55	731	724	740	11%	29%	33%	26%	2%	27%	39%
White	N	N	N	747	N	N	N	N	N	N	47%
African American	S	S	721	724	S	S	S	S	S	S	19%
Hispanic	33	730	723	729	12%	30%	30%	24%	3%	27%	23%
Asian	S	S	740	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	55	731	724	727	11%	29%	33%	26%	2%	27%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-170
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 13
690 EAST 23RD ST
PATERSON, NJ 07504

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	42	731	732	753	19%	26%	29%	21%	5%	26%	55%
White	N	N	N	759	N	N	N	N	N	N	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	S	S	731	740	S	S	S	S	S	S	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	S	S	686	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	41	732	732	736	17%	27%	29%	22%	5%	27%	38%
**PARCC MATH											
Schoolwide	S	S	708	726	S	S	S	S	S	S	26%
White	N	N	N	732	N	N	N	N	N	N	32%
African American	S	S	702	712	S	S	S	S	S	S	14%
Hispanic	S	S	710	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	S	S	697	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	708	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



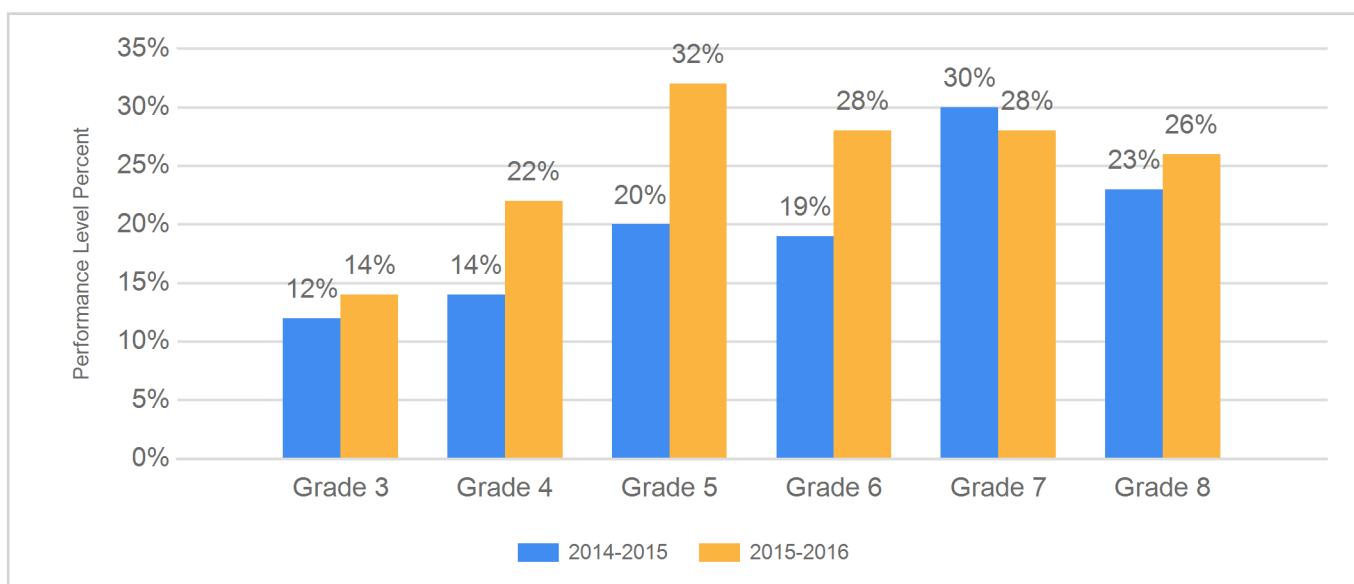
State of New Jersey
2015-2016

Grade Span KF-08

31-4010-170
PASSAIC
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-170
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 13
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PATERSON, NJ 07504

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	14	751	752	769	N	14%	29%	57%	N	57%	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	S	S	747	748	S	S	S	S	S	S	20%
Hispanic	S	S	751	746	S	S	S	S	S	S	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	S	S	757	723	S	S	S	S	S	S	9%
Economically Disadvantaged Students	14	751	752	746	N	14%	29%	57%	N	57%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



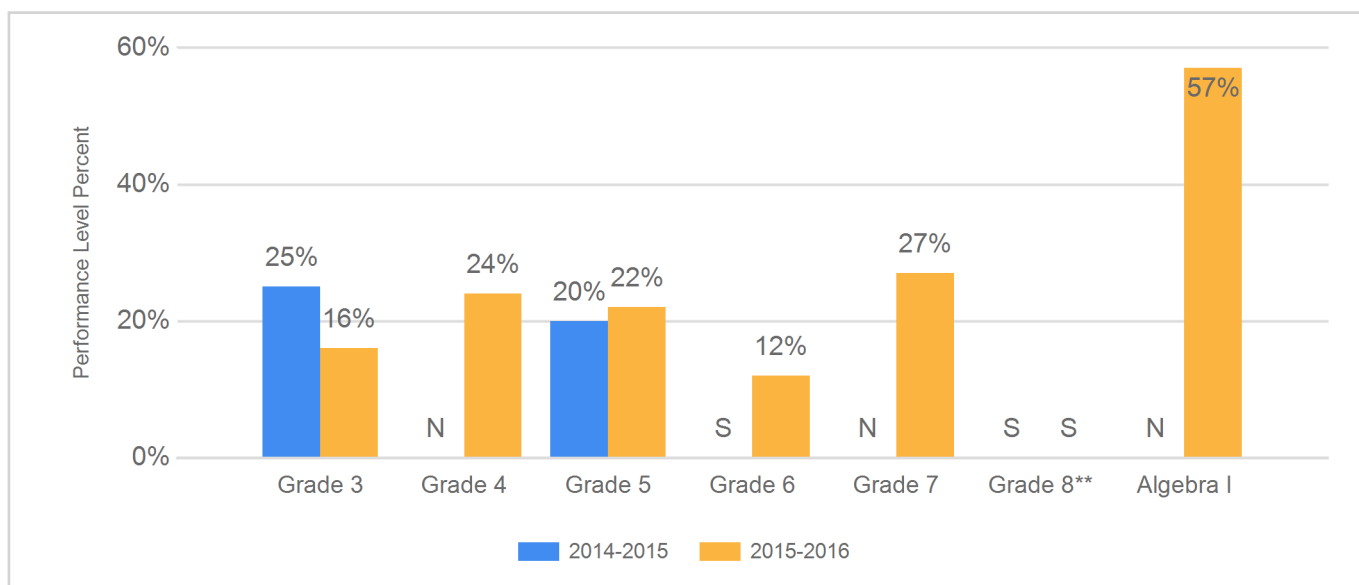
State of New Jersey
2015-2016

Grade Span KF-08

31-4010-170
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-170

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 13

690 EAST 23RD ST

PATERSON, NJ 07504

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

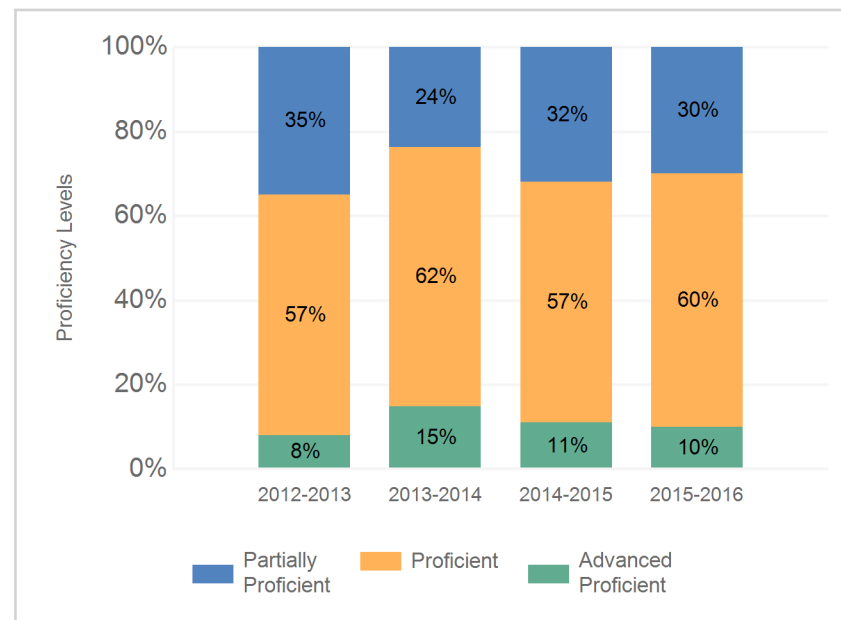
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	10%	60%	30%
White	N	N	N
African American	8%	83%	8%
Hispanic	11%	54%	35%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	10%	60%	30%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-170
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PATERSON PUBLIC SCHOOL DISTRICT
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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

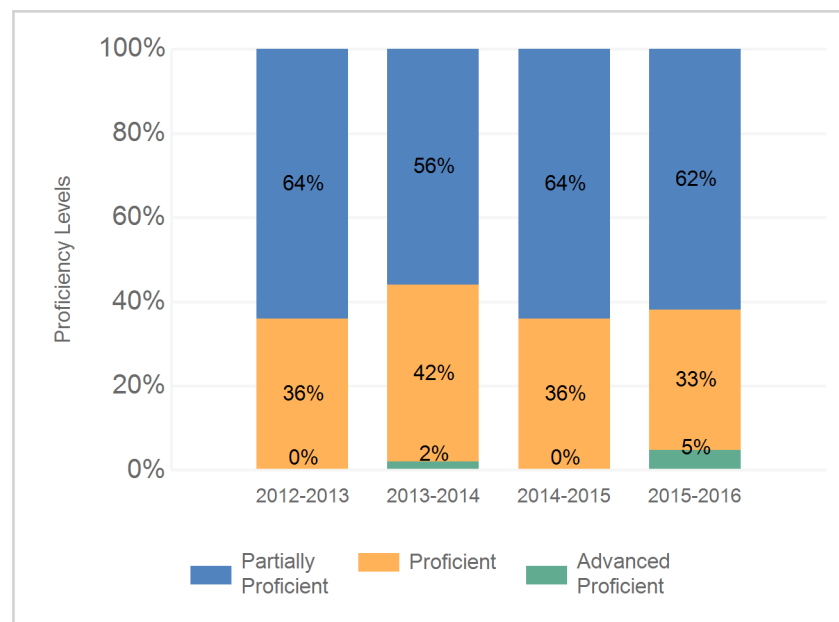
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	5%	33%	62%
White	N	N	N
African American	N	20%	80%
Hispanic	9%	46%	46%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	5%	33%	62%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-170
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PATERSON PUBLIC SCHOOL DISTRICT
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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-170

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 13

690 EAST 23RD ST

PATERSON, NJ 07504

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	49	48	50
Student Growth on Math	44	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	5%	7%
Partially Met (L2)	11%	12%	10%
Approached (L3)	8%	13%	9%
Met (L4)	8%	7%	7%
Exceeded (L5)	1%	0%	1%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	6%	1%
Partially Met (L2)	13%	12%	13%
Approached (L3)	11%	8%	12%
Met (L4)	7%	5%	5%
Exceeded (L5)	1%	1%	1%



State of New Jersey
2015-2016

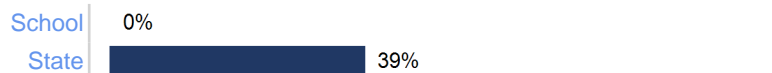
Grade Span KF-08

31-4010-170
PASSAIC
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



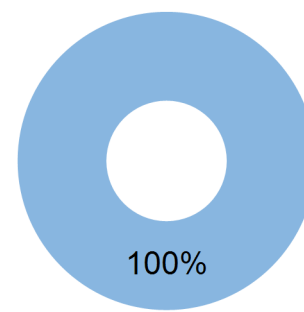
DANCE



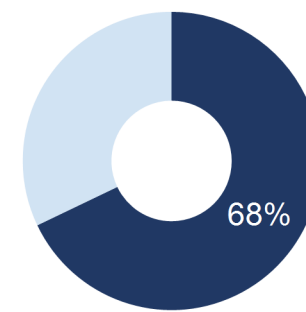
VISUAL ARTS



Any Visual and Performing Arts



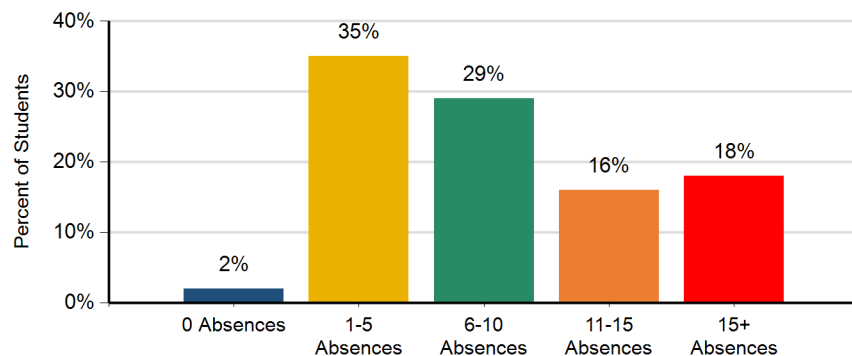
School



State

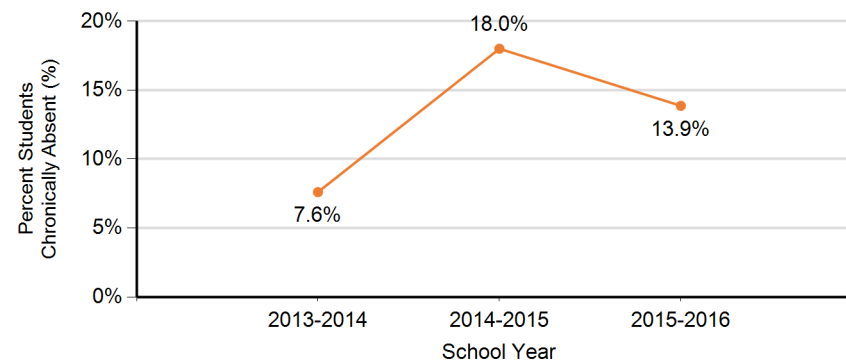
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-170
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 13
690 EAST 23RD ST
PATERSON, NJ 07504

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	13:1
Administrator	178:1

Student Suspension Rate

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

	School
2015-16	21.5%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	93%



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-180
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 14
522 UNION AVENUE
PATERSON, NJ 07522

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-180
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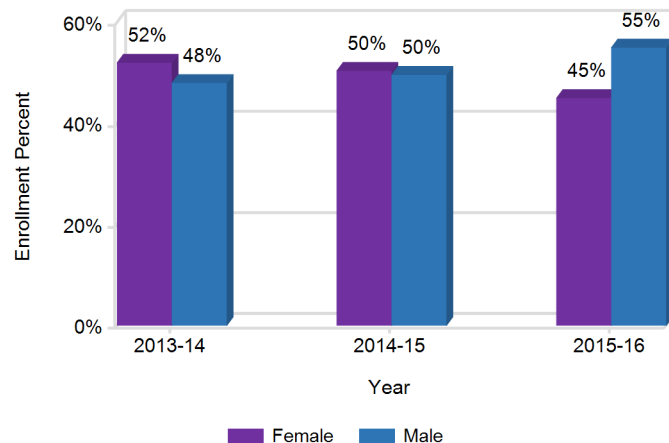
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	38	49	42
Grade 01	38	54	52
Grade 02	52	44	47
Grade 03	37	46	36
Grade 04	33	33	50
UG	0	2	2
Total	198	228	229

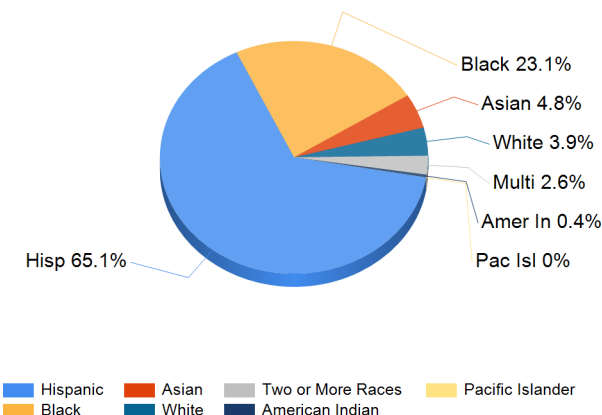
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



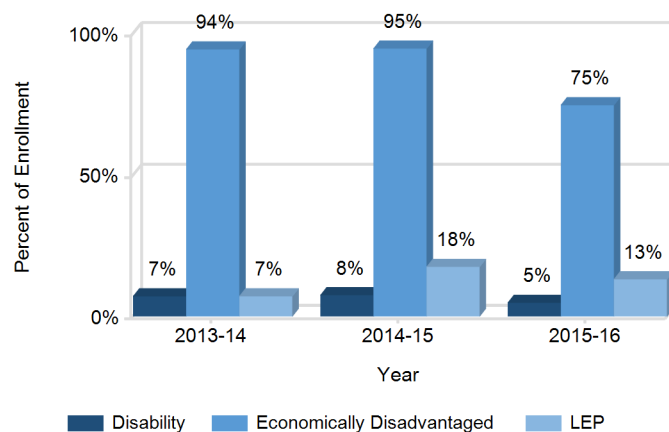
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	54.1%
Spanish	39.3%
Bengali	5.2%
Arabic	1.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-180
PASSAIC
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PATERSON, NJ 07522

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	24%	43	8
Mathematics Met or Exceeded Expectations	34%	80	27

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	76	24%	8	98%	✓	77	34%	27	98%	✓
White	N	N	N	N		N	N	N	N	
African American	S	S	S	S		S	S	S	S	
Hispanic	54	24%	13	97%	✓	54	37%	54	97%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	76	24%	16	98%	✓	77	34%	64	98%	✓



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-180
PASSAIC
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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	34	734	720	746	15%	29%	24%	29%	3%	32%	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	26	732	719	730	19%	23%	27%	27%	4%	31%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	34	734	720	727	15%	29%	24%	29%	3%	32%	28%
PARCC MATH											
Schoolwide	36	747	729	749	6%	17%	17%	56%	6%	61%	52%
White	N	N	N	757	N	N	N	N	N	N	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	27	747	729	736	4%	22%	11%	59%	4%	63%	35%
Asian	S	S	747	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	S	S	719	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	36	747	729	732	6%	17%	17%	56%	6%	61%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-180
PASSAIC
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522 UNION AVENUE
PATERSON, NJ 07522

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	726	726	750	6%	38%	42%	14%	N	14%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	32	730	725	737	3%	34%	47%	16%	N	16%	37%
Asian	S	S	748	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	50	726	726	734	6%	38%	42%	14%	N	14%	33%
PARCC MATH											
Schoolwide	52	714	727	745	31%	31%	23%	15%	N	15%	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	33	715	727	733	24%	30%	30%	15%	N	15%	30%
Asian	S	S	745	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	52	714	727	730	31%	31%	23%	15%	N	15%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



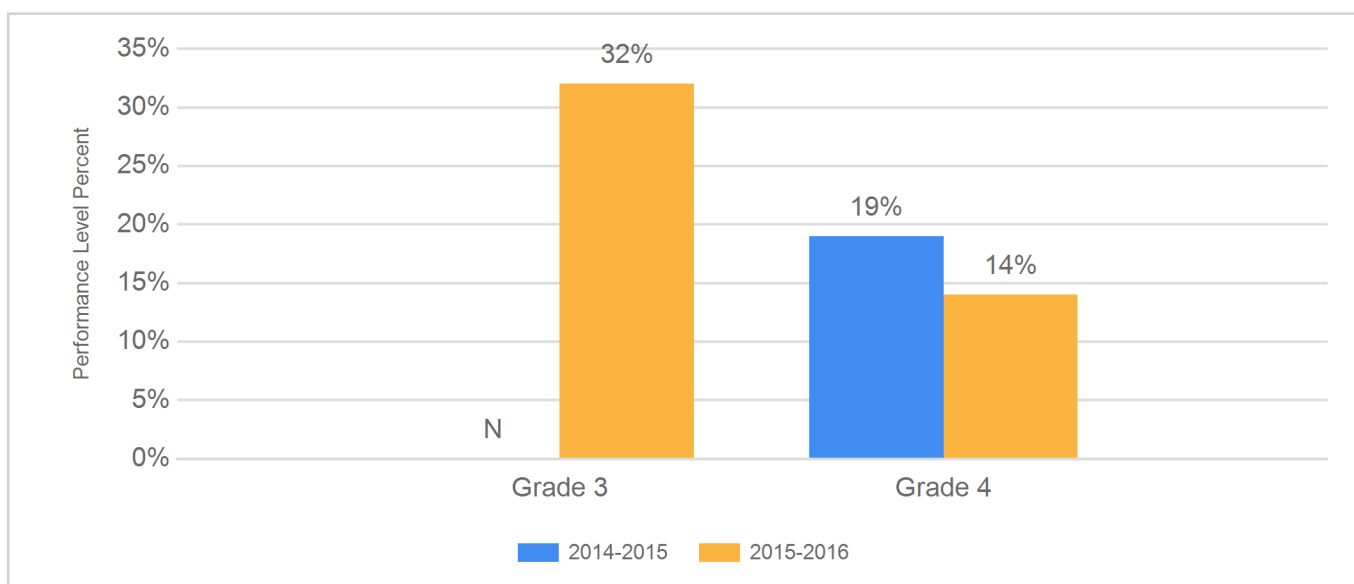
State of New Jersey
2015-2016

Grade Span KF-04

31-4010-180
PASSAIC
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SCHOOL 14
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





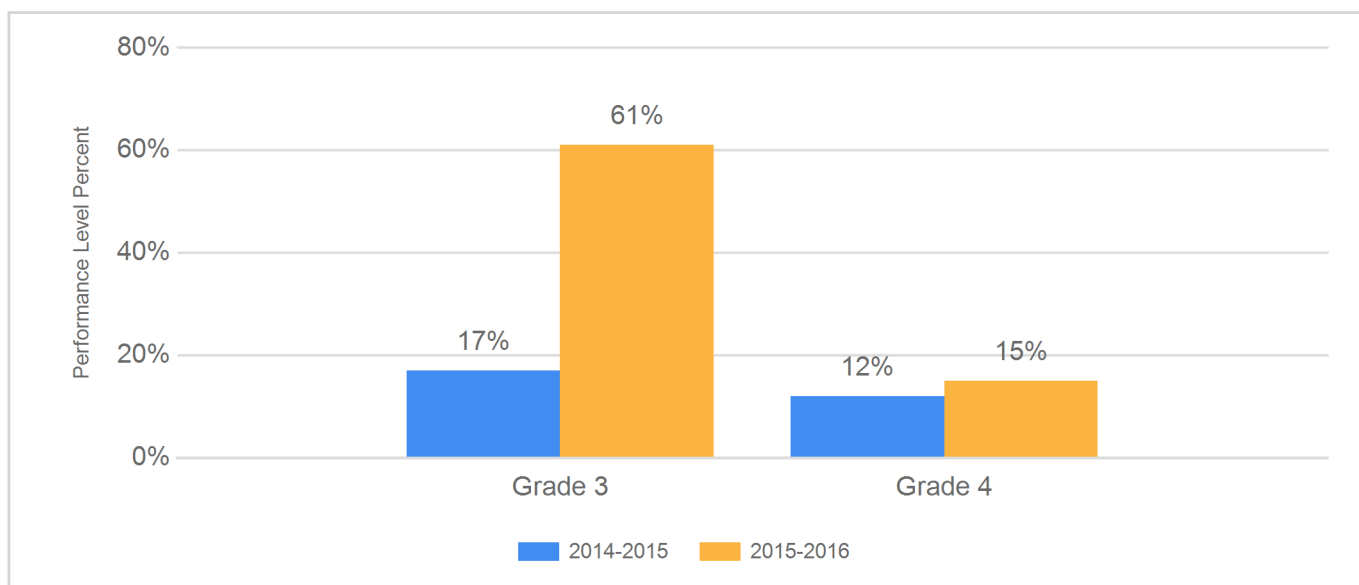
State of New Jersey
2015-2016

Grade Span KF-04

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-04

31-4010-180

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

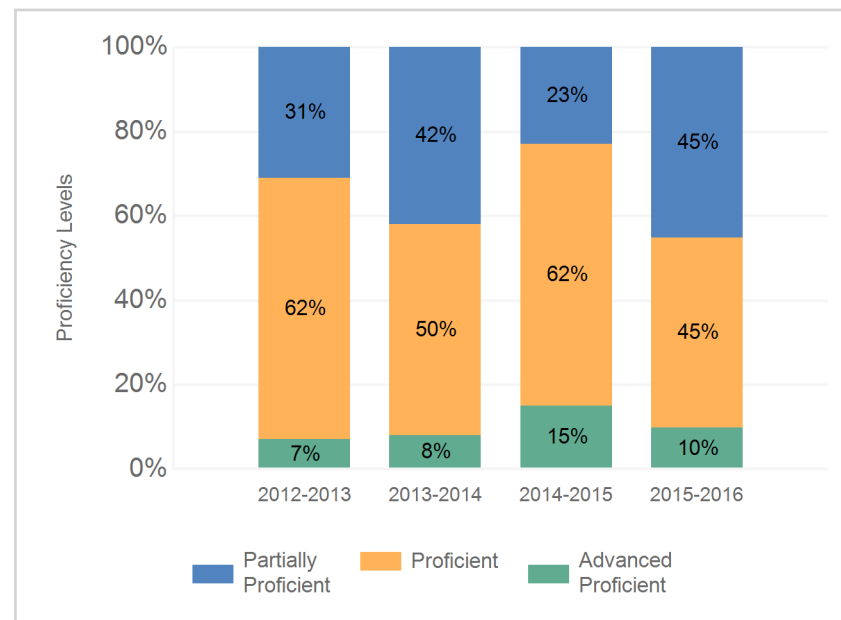
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	10%	45%	45%
White	S	S	S
African American	N	25%	75%
Hispanic	14%	51%	35%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	10%	45%	45%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-04

31-4010-180
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 14
522 UNION AVENUE
PATERSON, NJ 07522

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-180
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 14
522 UNION AVENUE
PATERSON, NJ 07522

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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	35	48	50
Student Growth on Math	23	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	17%	0%
Partially Met (L2)	20%	9%	3%
Approached (L3)	20%	14%	9%
Met (L4)	6%	3%	0%
Exceeded (L5)	0%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	6%	3%
Partially Met (L2)	31%	14%	0%
Approached (L3)	9%	11%	3%
Met (L4)	14%	3%	0%
Exceeded (L5)	0%	0%	0%



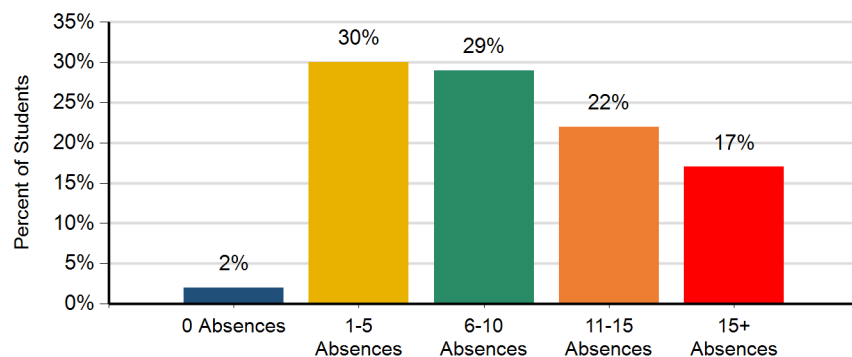
State of New Jersey
2015-2016

Grade Span KF-04

31-4010-180
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
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522 UNION AVENUE
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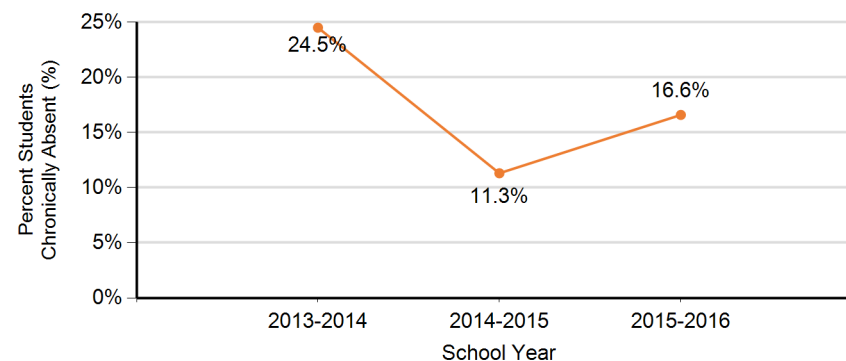
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-04

31-4010-180
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 14
522 UNION AVENUE
PATERSON, NJ 07522

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	13:1
Administrator	229:1

Student Suspension Rate

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

	School
2015-16	2.2%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-190
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 15
98 OAK STREET
PATERSON, NJ 07501

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-190
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 15
98 OAK STREET
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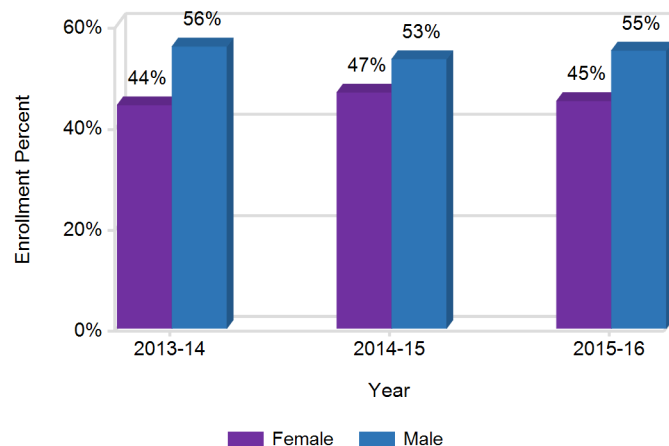
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	50	54	59
Grade KG	76	91	106
Grade 01	109	87	99
Grade 02	100	104	90
Grade 03	110	106	114
Grade 04	106	147	131
Grade 05	174	144	178
UG	49	38	51
Total	774	771	828

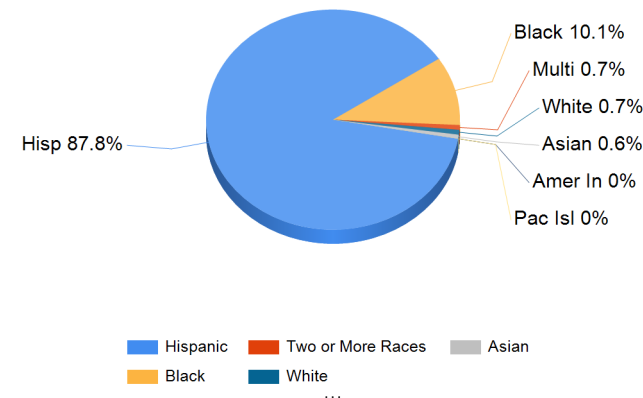
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



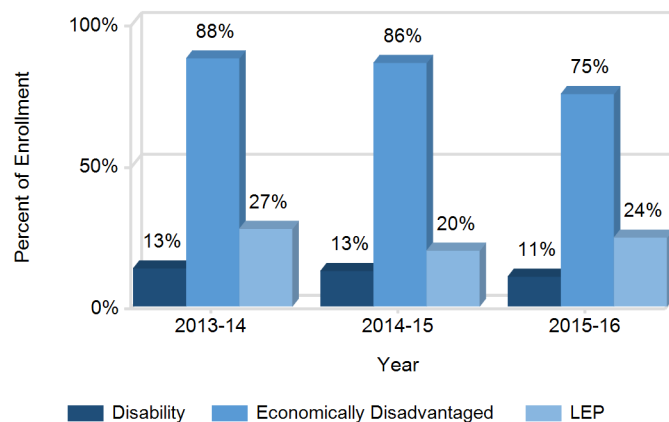
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	61.7%
English	37.6%
Bengali	0.2%
Chinese	0.2%
English, Old (ca.450-1100)	0.1%
Other	0.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-190
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 15
98 OAK STREET
PATERSON, NJ 07501

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	17%	37	4
Mathematics Met or Exceeded Expectations	22%	49	10

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	389	17%	4	99%	✓	393	22%	10	99%	✓
White	S	S	S	S		S	S	S	S	
African American	35	11%	10	95%	✓	34	18%	27	93%	✓
Hispanic	349	17%	7	99%	✓	354	22%	19	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	49	2%	8	96%	✓	50	N	4	97%	✓
English Learner Students	71	1%	52	100%	✓	70	1%	36	99%	✓
Economically Disadvantaged Students	389	17%	9	99%	✓	393	22%	23	99%	✓



State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-190
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 15
98 OAK STREET
PATERSON, NJ 07501

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	114	718	720	746	33%	24%	22%	20%	1%	21%	48%
White	S	S	729	756	S	S	S	S	S	S	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	108	719	719	730	32%	23%	22%	21%	1%	22%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	114	718	720	727	33%	24%	22%	20%	1%	21%	28%
PARCC MATH											
Schoolwide	120	721	729	749	28%	27%	22%	19%	4%	23%	52%
White	S	S	735	757	S	S	S	S	S	S	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	114	721	729	736	27%	27%	22%	19%	4%	24%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	S	S	719	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	120	721	729	732	28%	27%	22%	19%	4%	23%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-190
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 15
98 OAK STREET
PATERSON, NJ 07501

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	134	718	726	750	25%	27%	34%	14%	N	14%	54%
White	S	S	731	759	S	S	S	S	S	S	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	125	720	725	737	22%	26%	36%	15%	N	15%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	134	718	726	734	25%	27%	34%	14%	N	14%	33%
PARCC MATH											
Schoolwide	137	727	727	745	11%	37%	31%	20%	1%	20%	47%
White	S	S	728	752	S	S	S	S	S	S	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	128	728	727	733	10%	36%	32%	21%	1%	22%	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	137	727	727	730	11%	37%	31%	20%	1%	20%	27%

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State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-190
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 15
98 OAK STREET
PATERSON, NJ 07501

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	189	719	726	751	25%	28%	33%	14%	N	14%	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	27	714	719	733	37%	26%	22%	15%	N	15%	32%
Hispanic	159	719	726	738	24%	28%	35%	13%	N	13%	37%
Asian	S	S	736	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	744	759	S	S	S	S	S	S	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	189	719	726	735	25%	28%	33%	14%	N	14%	33%
PARCC MATH											
Schoolwide	198	721	726	747	22%	32%	29%	16%	1%	17%	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	26	716	719	728	27%	46%	8%	19%	N	19%	24%
Hispanic	169	722	726	735	21%	31%	32%	16%	N	16%	31%
Asian	S	S	740	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	746	754	S	S	S	S	S	S	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	198	721	726	732	22%	32%	29%	16%	1%	17%	28%

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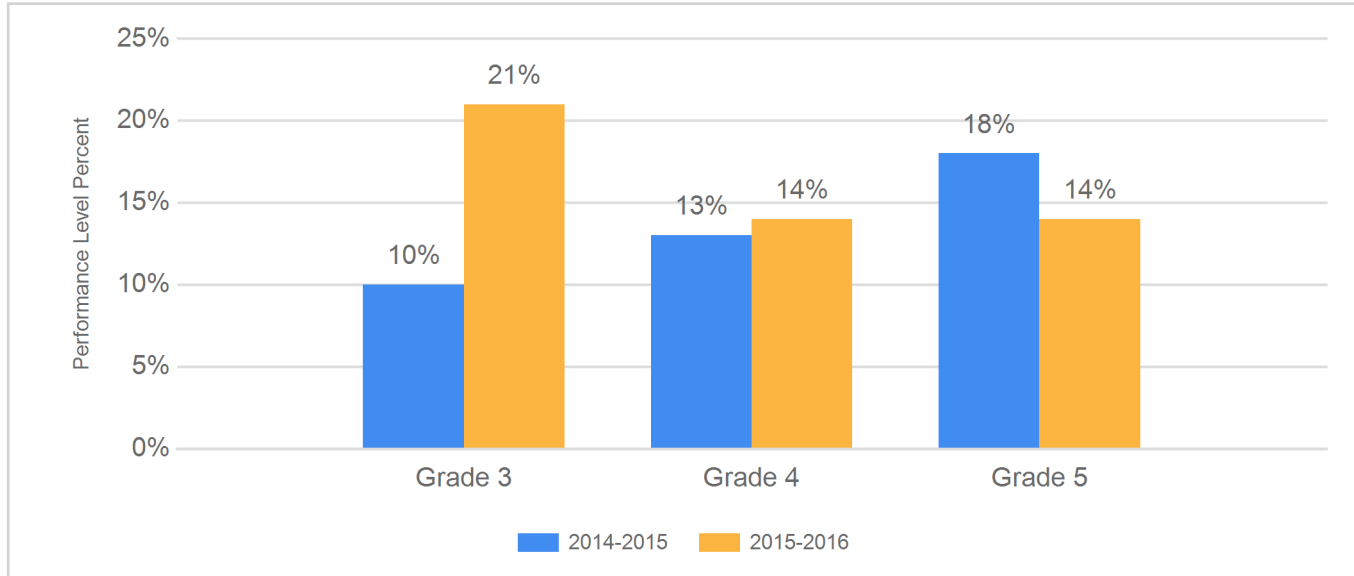
State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-190
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





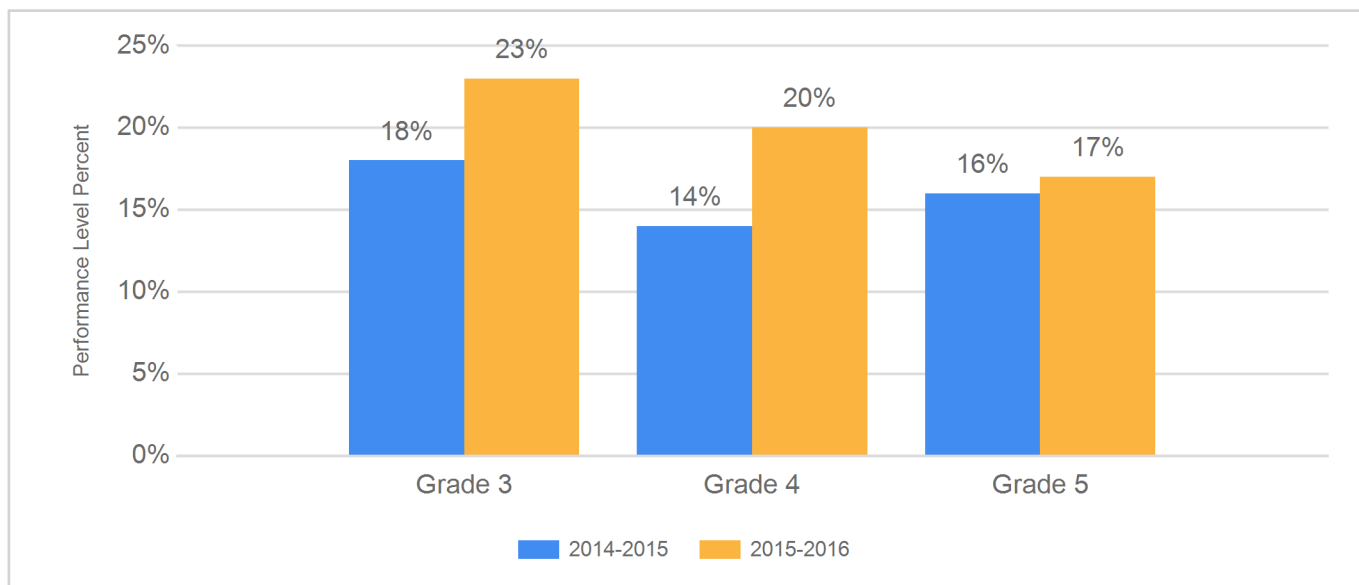
State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-190
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-190
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 15
98 OAK STREET
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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

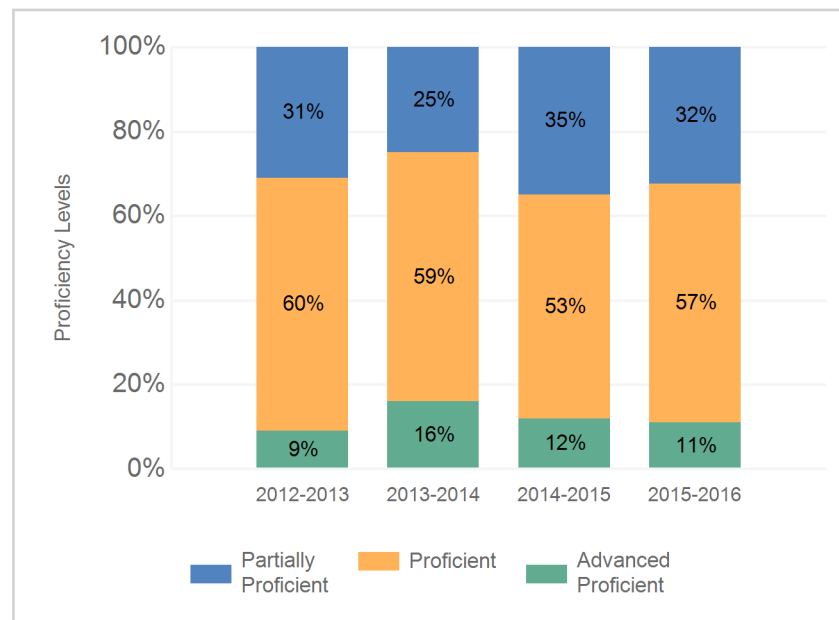
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	11%	57%	32%
White	S	S	S
African American	S	S	S
Hispanic	12%	58%	31%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	36%	64%
English Language Learners	N	30%	70%
Economically Disadvantaged Students	11%	57%	32%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-190
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 15
98 OAK STREET
PATERSON, NJ 07501

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-190
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 15
98 OAK STREET
PATERSON, NJ 07501

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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	37	48	50
Student Growth on Math	42	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	14%	7%	6%
Partially Met (L2)	8%	13%	5%
Approached (L3)	16%	11%	5%
Met (L4)	3%	7%	3%
Exceeded (L5)	0%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	8%	7%	6%
Partially Met (L2)	14%	12%	12%
Approached (L3)	10%	9%	8%
Met (L4)	4%	6%	4%
Exceeded (L5)	0%	0%	0%



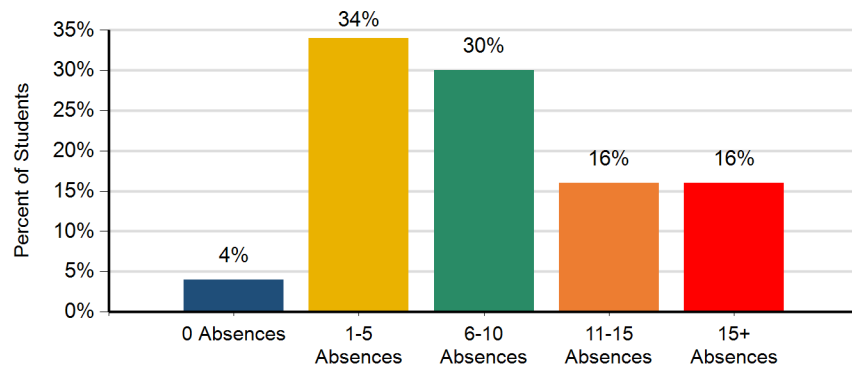
State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-190
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 15
98 OAK STREET
PATERSON, NJ 07501

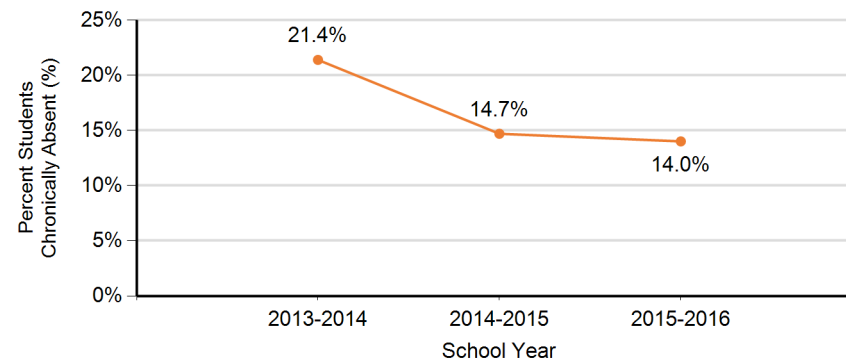
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 3F-05

31-4010-190
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 15
98 OAK STREET
PATERSON, NJ 07501

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	14:1
Administrator	207:1

Student Suspension Rate

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

	School
2015-16	4.2%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-220
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 18
51 E 18TH STREET
PATERSON, NJ 07524

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-220
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 18
51 E 18TH STREET
PATERSON, NJ 07524

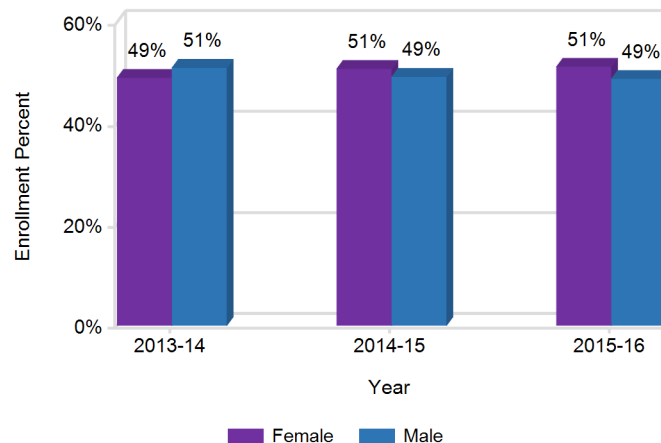
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	29	30	30
Grade KG	126	129	134
Grade 01	111	145	132
Grade 02	127	115	144
Grade 03	116	136	114
Grade 04	114	111	116
Grade 05	93	115	104
Grade 06	100	84	99
Grade 07	127	102	83
Grade 08	120	114	85
UG	1	22	17
Total	1064	1103	1058

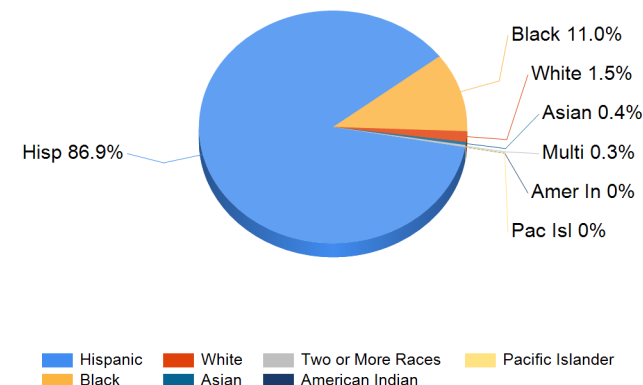
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



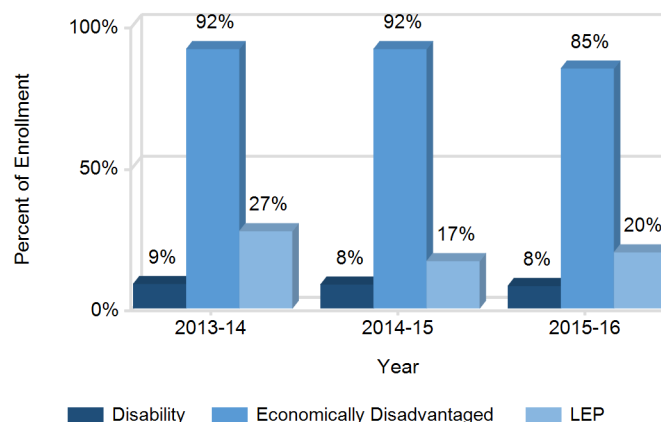
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	64.2%
English	31.8%
English, Old (ca.450-1100)	2.1%
Albanian	1.0%
Arabic	0.4%
Other	0.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-220

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 18

51 E 18TH STREET

PATERSON, NJ 07524

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	23%	51	9
Mathematics Met or Exceeded Expectations	18%	46	9

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	563	23%	9	100%	✓	566	18%	9	100%	✓
White	S	S	S	S		S	S	S	S	
African American	61	10%	11	100%	✓	61	16%	26	100%	✓
Hispanic	488	25%	19	100%	✓	491	19%	17	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	51	6%	15	100%	✓	51	4%	12	100%	✓
English Learner Students	42	N	52	100%	✓	45	7%	44	100%	✓
Economically Disadvantaged Students	562	23%	20	100%	✓	565	18%	19	100%	✓



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-220
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 18
51 E 18TH STREET
PATERSON, NJ 07524

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	108	708	720	746	42%	27%	21%	10%	N	10%	48%
White	S	S	729	756	S	S	S	S	S	S	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	97	709	719	730	39%	27%	24%	10%	N	10%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	108	708	720	727	42%	27%	21%	10%	N	10%	28%
PARCC MATH											
Schoolwide	114	724	729	749	13%	39%	30%	18%	1%	18%	52%
White	S	S	735	757	S	S	S	S	S	S	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	103	724	729	736	14%	38%	31%	17%	1%	18%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	S	S	719	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	114	724	729	732	13%	39%	30%	18%	1%	18%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-220
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 18
51 E 18TH STREET
PATERSON, NJ 07524

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	723	726	750	23%	25%	30%	22%	N	22%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	118	724	725	737	23%	24%	29%	25%	N	25%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	133	723	726	734	23%	25%	30%	22%	N	22%	33%
PARCC MATH											
Schoolwide	134	729	727	745	13%	31%	34%	21%	1%	22%	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	119	730	727	733	12%	32%	34%	22%	1%	23%	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	13	730	710	720	8%	31%	39%	23%	N	23%	16%
Economically Disadvantaged Students	134	729	727	730	13%	31%	34%	21%	1%	22%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-220
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 18
51 E 18TH STREET
PATERSON, NJ 07524

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	107	727	726	751	15%	31%	33%	21%	1%	22%	53%
White	S	S	732	758	S	S	S	S	S	S	64%
African American	S	S	719	733	S	S	S	S	S	S	32%
Hispanic	90	728	726	738	14%	30%	32%	22%	1%	23%	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	107	727	726	735	15%	31%	33%	21%	1%	22%	33%
PARCC MATH											
Schoolwide	107	722	726	747	18%	36%	32%	13%	1%	14%	47%
White	S	S	734	753	S	S	S	S	S	S	57%
African American	S	S	719	728	S	S	S	S	S	S	24%
Hispanic	90	723	726	735	18%	33%	34%	13%	1%	14%	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	107	722	726	732	18%	36%	32%	13%	1%	14%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-220
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 18
51 E 18TH STREET
PATERSON, NJ 07524

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	97	728	729	750	12%	31%	40%	16%	1%	17%	52%
White	S	S	743	756	S	S	S	S	S	S	61%
African American	S	S	723	732	S	S	S	S	S	S	31%
Hispanic	82	730	729	738	10%	31%	42%	17%	1%	18%	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	S	S	691	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	97	728	729	735	12%	31%	40%	16%	1%	17%	33%
PARCC MATH											
Schoolwide	S	S	723	743	S	S	S	S	S	S	43%
White	S	S	735	750	S	S	S	S	S	S	53%
African American	S	S	716	724	S	S	S	S	S	S	20%
Hispanic	S	S	723	730	S	S	S	S	S	S	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	702	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	723	728	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-220
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 18
51 E 18TH STREET
PATERSON, NJ 07524

PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	735	730	753	12%	23%	32%	30%	3%	33%	56%
White	S	S	737	760	S	S	S	S	S	S	65%
African American	14	726	728	733	21%	21%	29%	29%	N	29%	35%
Hispanic	71	738	728	739	9%	24%	32%	31%	4%	35%	41%
Asian	N	N	N	781	N	N	N	N	N	N	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	738	759	S	S	S	S	S	S	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	87	735	730	735	12%	23%	32%	30%	3%	33%	37%
PARCC MATH											
Schoolwide	87	727	724	740	9%	33%	41%	16%	N	16%	39%
White	S	S	731	747	S	S	S	S	S	S	47%
African American	14	720	721	724	29%	14%	43%	14%	N	14%	19%
Hispanic	71	729	723	729	6%	35%	42%	17%	N	17%	23%
Asian	N	N	N	763	N	N	N	N	N	N	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	732	744	S	S	S	S	S	S	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	87	727	724	727	9%	33%	41%	16%	N	16%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-220
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 18
51 E 18TH STREET
PATERSON, NJ 07524

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	742	732	753	7%	20%	31%	41%	1%	43%	55%
White	S	S	748	759	S	S	S	S	S	S	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	75	745	731	740	8%	13%	31%	47%	1%	48%	43%
Asian	S	S	745	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	737	756	S	S	S	S	S	S	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	S	S	686	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	87	742	732	736	7%	20%	31%	41%	1%	43%	38%
**PARCC MATH											
Schoolwide	70	726	708	726	13%	36%	31%	20%	N	20%	26%
White	S	S	714	732	S	S	S	S	S	S	32%
African American	S	S	702	712	S	S	S	S	S	S	14%
Hispanic	58	728	710	721	9%	35%	36%	21%	N	21%	20%
Asian	S	S	713	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	S	726	S	S	S	S	S	S	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	S	S	697	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	70	726	708	718	13%	36%	31%	20%	N	20%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



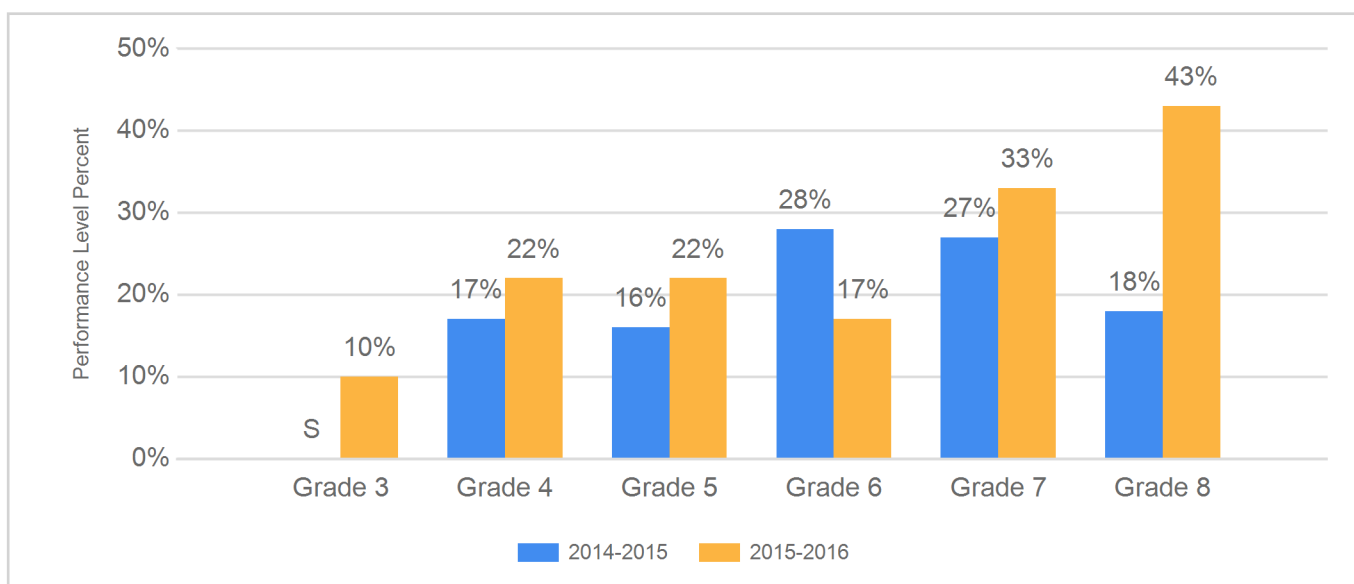
State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-220
PASSAIC
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-220
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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	18	759	752	769	6%	N	22%	67%	6%	72%	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	18	759	751	746	6%	N	22%	67%	6%	72%	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	18	759	752	746	6%	N	22%	67%	6%	72%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



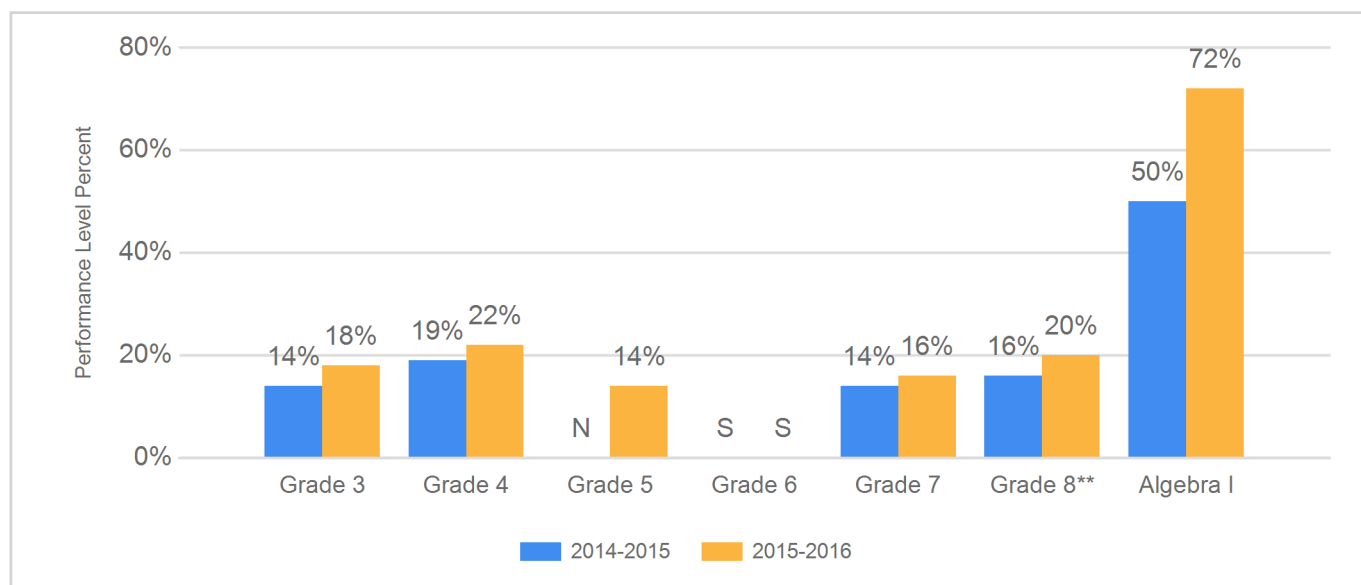
State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-220
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PATERSON, NJ 07524

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-220
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 18
51 E 18TH STREET
PATERSON, NJ 07524

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

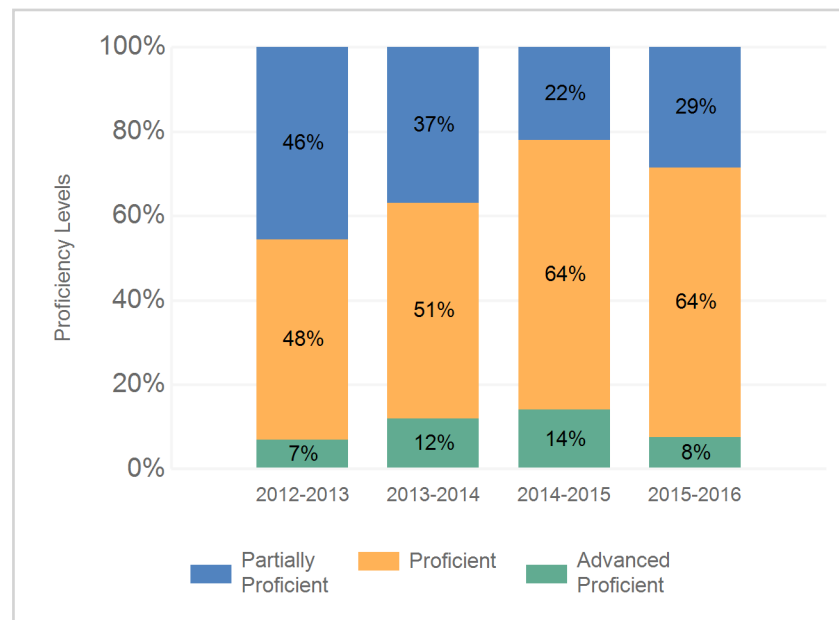
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	8%	64%	29%
White	N	N	N
African American	N	50%	50%
Hispanic	8%	65%	26%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	4%	42%	54%
English Language Learners	7%	43%	50%
Economically Disadvantaged Students	8%	64%	29%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-220
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 18
51 E 18TH STREET
PATERSON, NJ 07524

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

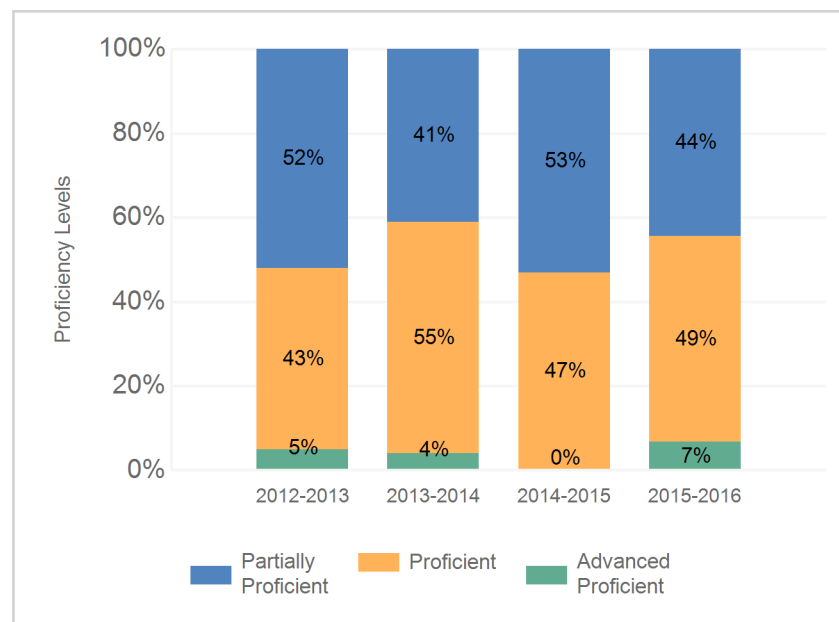
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	7%	49%	44%
White	S	S	S
African American	N	36%	64%
Hispanic	8%	51%	41%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	7%	49%	44%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-220
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 18
51 E 18TH STREET
PATERSON, NJ 07524

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-220
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PATERSON, NJ 07524

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	56	48	50
Student Growth on Math	49	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	5%	7%
Partially Met (L2)	10%	11%	12%
Approached (L3)	8%	11%	12%
Met (L4)	6%	7%	6%
Exceeded (L5)	1%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	2%	3%
Partially Met (L2)	14%	13%	12%
Approached (L3)	16%	13%	12%
Met (L4)	5%	4%	4%
Exceeded (L5)	0%	0%	0%



State of New Jersey
2015-2016

Grade Span 3F-08

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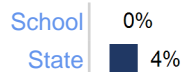
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



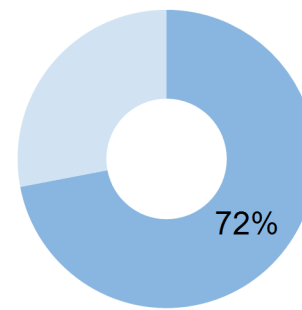
DANCE



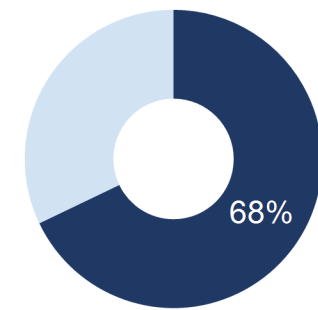
VISUAL ARTS



Any Visual and Performing Arts



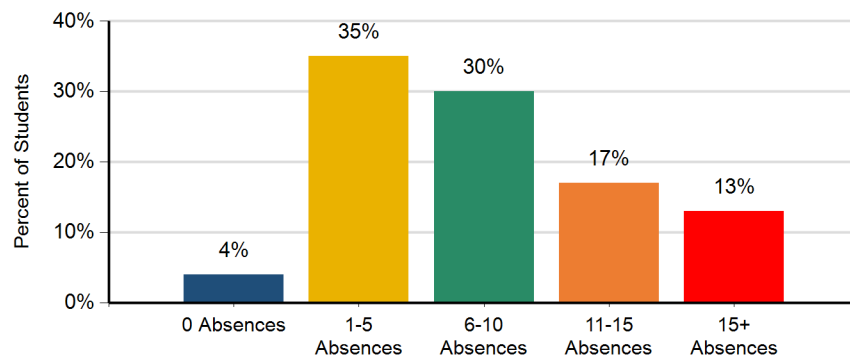
School



State

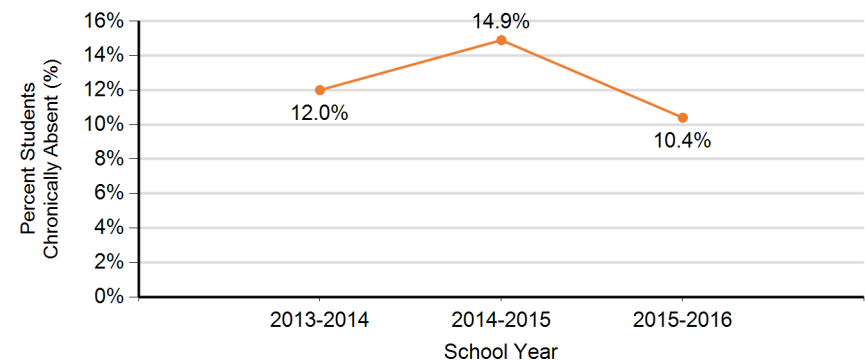
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-220
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 18
51 E 18TH STREET
PATERSON, NJ 07524

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	14:1
Administrator	152:1

Student Suspension Rate

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

	School
2015-16	3.5%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-230
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 19
31 JAMES STREET
PATERSON, NJ 07502

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-230
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
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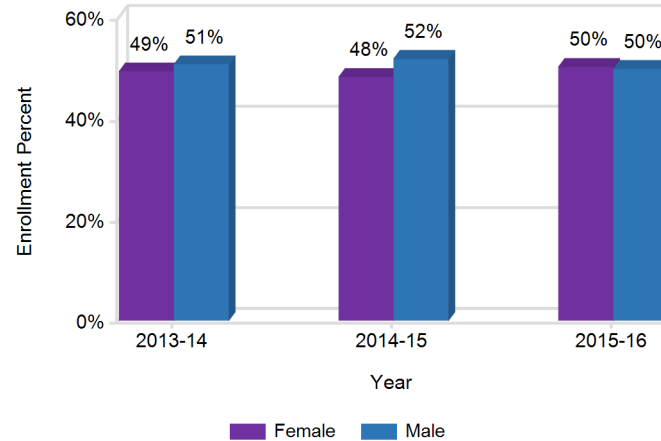
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	3	164	171
Grade KG	53	47	56
Grade 01	98	90	92
Grade 02	91	88	84
Grade 03	74	97	71
Grade 04	71	56	74
UG	12	22	20
Total	402	564	568

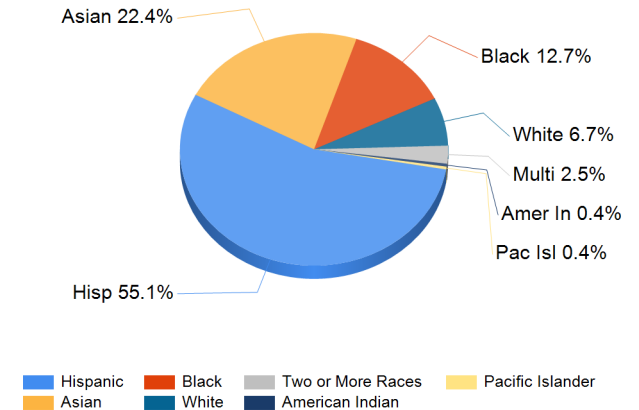
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



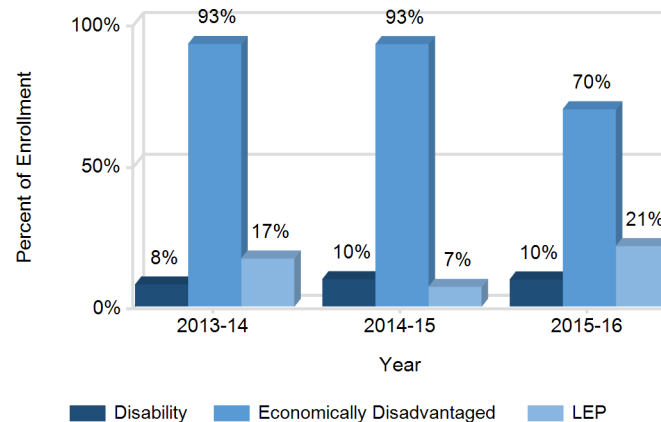
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	38.2%
Spanish	34.5%
Bengali	23.6%
Arabic	1.8%
Urdu	0.9%
Other	1.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-230

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 19

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	55%	94	51
Mathematics Met or Exceeded Expectations	56%	97	62

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	127	55%	51	85%	X	128	56%	62	86%	X
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	77	47%	58	83%	X	78	51%	80	83%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	123	55%	87	85%	X	124	56%	93	85%	X



State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-230
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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	62	753	720	746	5%	15%	32%	42%	7%	48%	48%
White	S	S	729	756	S	S	S	S	S	S	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	40	751	719	730	8%	15%	38%	30%	10%	40%	31%
Asian	S	S	743	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	N	N	N	718	N	N	N	N	N	N	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	62	753	720	727	5%	15%	32%	42%	7%	48%	28%
PARCC MATH											
Schoolwide	62	758	729	749	N	10%	23%	63%	5%	68%	52%
White	S	S	735	757	S	S	S	S	S	S	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	40	756	729	736	N	10%	23%	65%	3%	68%	35%
Asian	S	S	747	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	N	N	N	727	N	N	N	N	N	N	28%
English Language Learners	S	S	719	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	62	758	729	732	N	10%	23%	63%	5%	68%	32%

■ Did Not Yet Meet Expectations
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State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-230
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 19
31 JAMES STREET
PATERSON, NJ 07502

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	62	760	726	750	N	3%	34%	52%	11%	63%	54%
White	S	S	731	759	S	S	S	S	S	S	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	34	755	725	737	N	N	44%	50%	6%	56%	37%
Asian	15	777	748	773	N	7%	7%	60%	27%	87%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	62	760	726	734	N	3%	34%	52%	11%	63%	33%
PARCC MATH											
Schoolwide	64	742	727	745	3%	30%	23%	41%	3%	44%	47%
White	S	S	728	752	S	S	S	S	S	S	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	35	740	727	733	3%	26%	37%	34%	N	34%	30%
Asian	16	754	745	771	N	19%	13%	56%	13%	69%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	64	742	727	730	3%	30%	23%	41%	3%	44%	27%

■ Did Not Yet Meet Expectations
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 ■ Exceeded Expectations



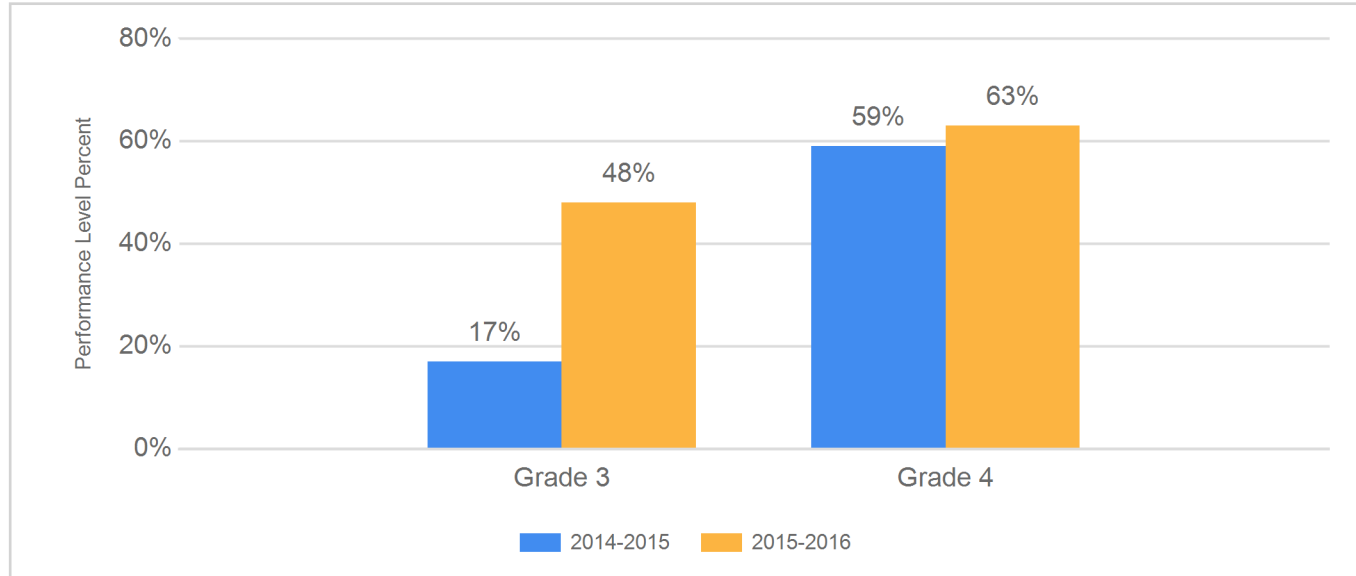
State of New Jersey
2015-2016

Grade Span 3F-04

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





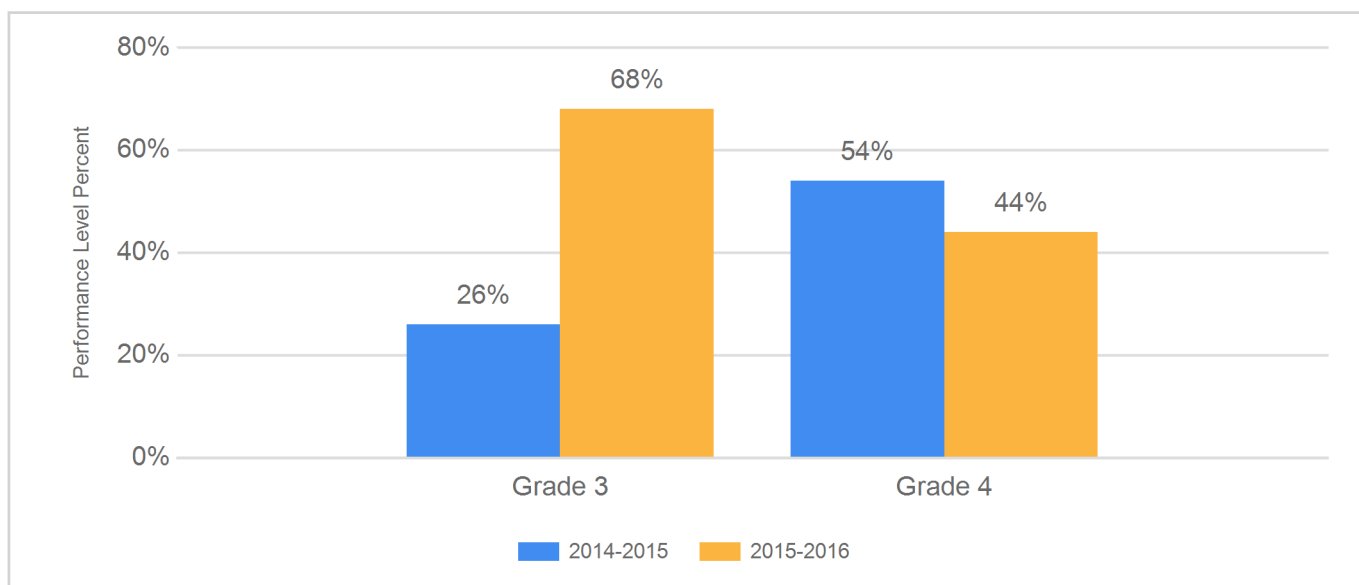
State of New Jersey
2015-2016

Grade Span 3F-04

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-230

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31 JAMES STREET

PATERSON, NJ 07502

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

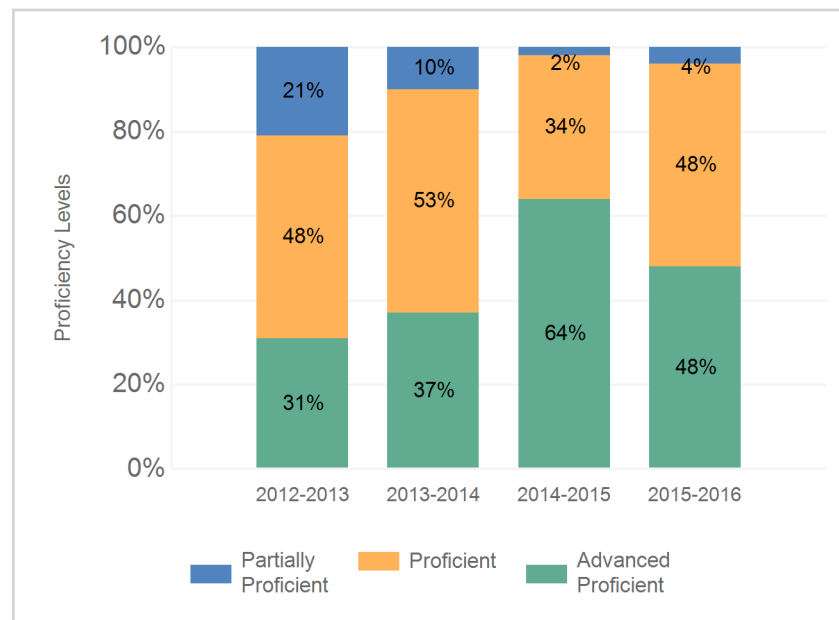
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	48%	48%	4%
White	S	S	S
African American	S	S	S
Hispanic	48%	48%	5%
American Indian	N	N	N
Asian	53%	42%	5%
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	48%	48%	4%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-230
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 19
31 JAMES STREET
PATERSON, NJ 07502

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-230
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 19
31 JAMES STREET
PATERSON, NJ 07502

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	77	48	50
Student Growth on Math	51	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	8%
Partially Met (L2)	0%	6%	18%
Approached (L3)	6%	8%	27%
Met (L4)	4%	4%	16%
Exceeded (L5)	0%	0%	2%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	4%	10%	4%
Approached (L3)	19%	10%	17%
Met (L4)	6%	8%	21%
Exceeded (L5)	2%	0%	0%



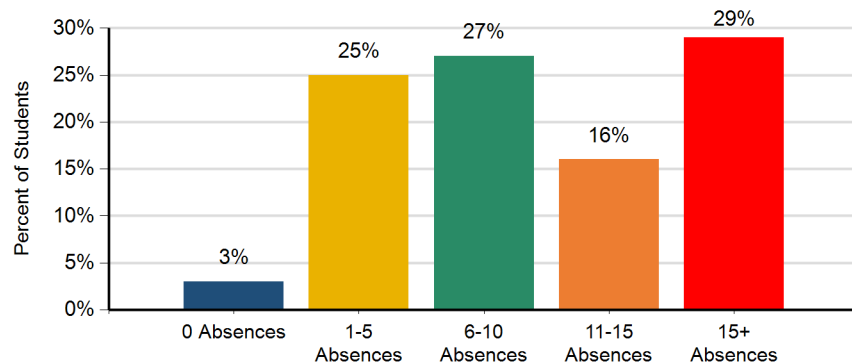
State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-230
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 19
31 JAMES STREET
PATERSON, NJ 07502

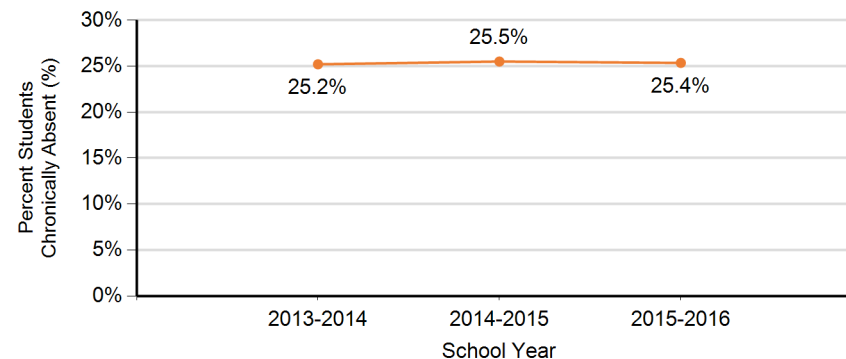
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 3F-04

31-4010-230
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 19
31 JAMES STREET
PATERSON, NJ 07502

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	15:1
Administrator	190:1

Student Suspension Rate

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

	School
2015-16	2.1%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-060
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 2
22 PASSAIC STREET
PATERSON, NJ 07501

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-060
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 2
22 PASSAIC STREET
PATERSON, NJ 07501

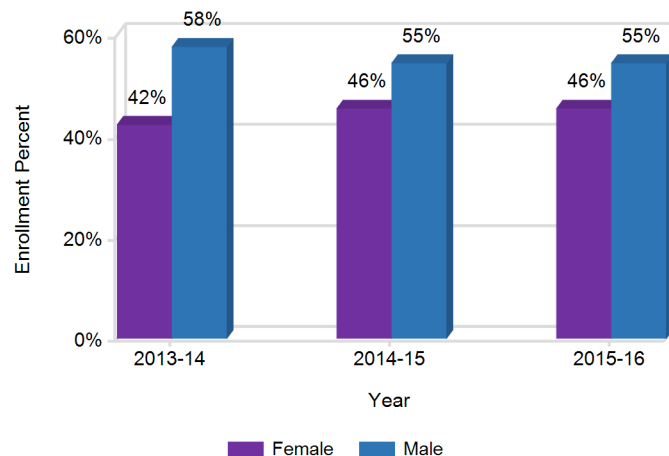
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	81	69	61
Grade 01	65	69	64
Grade 02	79	70	69
Grade 03	83	66	55
Grade 04	78	73	57
Grade 05	73	62	57
Grade 06	50	49	61
Grade 07	60	43	40
Grade 08	73	52	44
UG	1	49	83
Total	643	602	591

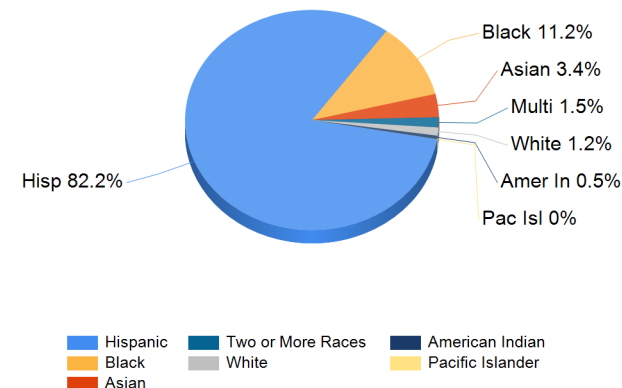
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



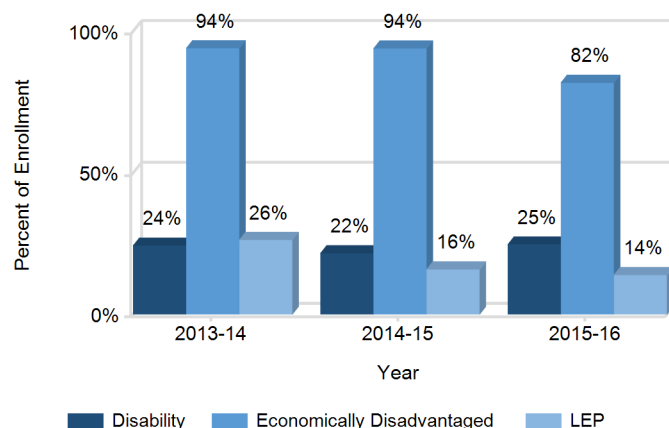
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	52.3%
English	43.0%
Bengali	4.1%
Chinese	0.3%
English, Old (ca.450-1100)	0.2%
Other	0.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-060
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 2
22 PASSAIC STREET
PATERSON, NJ 07501

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	39%	69	15
Mathematics Met or Exceeded Expectations	29%	54	11

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	378	39%	15	99%	✓	380	29%	11	100%	✓
White	S	S	S	S		S	S	S	S	
African American	41	54%	58	98%	✓	41	34%	26	98%	✓
Hispanic	310	35%	20	99%	✓	312	26%	15	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	123	47%	27	98%	✓	124	44%	22	99%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	366	38%	36	100%	✓	368	28%	24	100%	✓



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-060
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 2
22 PASSAIC STREET
PATERSON, NJ 07501

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	53	724	720	746	15%	38%	32%	13%	2%	15%	48%
White	S	S	729	756	S	S	S	S	S	S	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	47	722	719	730	17%	36%	34%	11%	2%	13%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	S	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	53	724	720	727	15%	38%	32%	13%	2%	15%	28%
PARCC MATH											
Schoolwide	54	738	729	749	7%	20%	43%	26%	4%	30%	52%
White	S	S	735	757	S	S	S	S	S	S	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	48	736	729	736	8%	21%	42%	27%	2%	29%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	S	S	719	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	54	738	729	732	7%	20%	43%	26%	4%	30%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-060
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 2
22 PASSAIC STREET
PATERSON, NJ 07501

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	59	717	726	750	20%	42%	25%	12%	N	12%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	S	S	725	737	S	S	S	S	S	S	37%
Asian	S	S	748	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	59	717	726	734	20%	42%	25%	12%	N	12%	33%
PARCC MATH											
Schoolwide	59	719	727	745	20%	46%	19%	15%	N	15%	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	50	718	727	733	18%	50%	20%	12%	N	12%	30%
Asian	S	S	745	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	59	719	727	730	20%	46%	19%	15%	N	15%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-060
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 2
22 PASSAIC STREET
PATERSON, NJ 07501

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	722	726	751	20%	31%	36%	13%	N	13%	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	S	S	719	733	S	S	S	S	S	S	32%
Hispanic	47	720	726	738	21%	32%	36%	11%	N	11%	37%
Asian	S	S	736	773	S	S	S	S	S	S	80%
American Indian	S	S	S	750	S	S	S	S	S	S	53%
Two or More Races	S	S	744	759	S	S	S	S	S	S	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	55	722	726	735	20%	31%	36%	13%	N	13%	33%
PARCC MATH											
Schoolwide	56	723	726	747	14%	43%	30%	13%	N	13%	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	S	S	S	728	S	S	S	S	S	S	24%
Hispanic	S	S	726	735	S	S	S	S	S	S	31%
Asian	S	S	740	774	S	S	S	S	S	S	80%
American Indian	S	S	S	747	S	S	S	S	S	S	49%
Two or More Races	S	S	746	754	S	S	S	S	S	S	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	56	723	726	732	14%	43%	30%	13%	N	13%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-060
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 2
22 PASSAIC STREET
PATERSON, NJ 07501

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	741	729	750	5%	12%	40%	42%	N	42%	52%
White	N	N	N	756	N	N	N	N	N	N	61%
African American	S	S	723	732	S	S	S	S	S	S	31%
Hispanic	47	743	729	738	4%	11%	40%	45%	N	45%	37%
Asian	S	S	S	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	S	S	691	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	57	741	729	735	5%	12%	40%	42%	N	42%	33%
PARCC MATH											
Schoolwide	59	728	723	743	9%	32%	46%	14%	N	14%	43%
White	N	N	N	750	N	N	N	N	N	N	53%
African American	S	S	716	724	S	S	S	S	S	S	20%
Hispanic	49	729	723	730	6%	35%	45%	14%	N	14%	26%
Asian	S	S	745	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	702	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	59	728	723	728	9%	32%	46%	14%	N	14%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-060
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 2
22 PASSAIC STREET
PATERSON, NJ 07501

PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	40	755	730	753	N	13%	35%	35%	18%	53%	56%
White	N	N	N	760	N	N	N	N	N	N	65%
African American	S	S	728	733	S	S	S	S	S	S	35%
Hispanic	34	752	728	739	N	15%	38%	35%	12%	47%	41%
Asian	S	S	751	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	40	755	730	735	N	13%	35%	35%	18%	53%	37%
PARCC MATH											
Schoolwide	40	730	724	740	8%	35%	33%	25%	N	25%	39%
White	N	N	N	747	N	N	N	N	N	N	47%
African American	S	S	721	724	S	S	S	S	S	S	19%
Hispanic	34	728	723	729	9%	38%	32%	21%	N	21%	23%
Asian	S	S	740	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	40	730	724	727	8%	35%	33%	25%	N	25%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-060
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 2
22 PASSAIC STREET
PATERSON, NJ 07501

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	43	760	732	753	5%	12%	19%	49%	16%	65%	55%
White	N	N	N	759	N	N	N	N	N	N	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	32	757	731	740	6%	16%	22%	41%	16%	56%	43%
Asian	S	S	745	780	S	S	S	S	S	S	82%
American Indian	S	S	729	753	S	S	S	S	S	S	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	43	760	732	736	5%	12%	19%	49%	16%	65%	38%
**PARCC MATH											
Schoolwide	S	S	708	726	S	S	S	S	S	S	26%
White	N	N	N	732	N	N	N	N	N	N	32%
African American	S	S	702	712	S	S	S	S	S	S	14%
Hispanic	S	S	710	721	S	S	S	S	S	S	20%
Asian	S	S	713	745	S	S	S	S	S	S	49%
American Indian	S	S	706	726	S	S	S	S	S	S	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	708	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



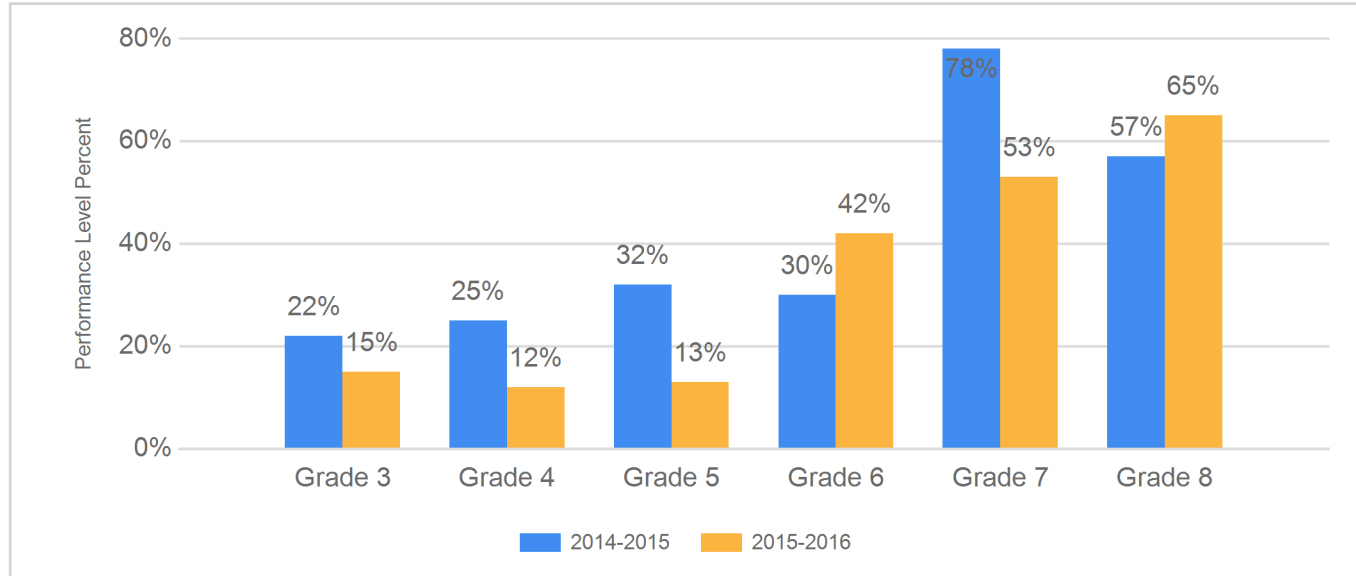
State of New Jersey
2015-2016

Grade Span KF-08

31-4010-060
PASSAIC
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SCHOOL 2
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-060
PASSAIC
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SCHOOL 2
22 PASSAIC STREET
PATERSON, NJ 07501

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	12	761	752	769	N	N	17%	83%	N	83%	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	S	S	747	748	S	S	S	S	S	S	20%
Hispanic	S	S	751	746	S	S	S	S	S	S	25%
Asian	S	S	757	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	12	761	752	746	N	N	17%	83%	N	83%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



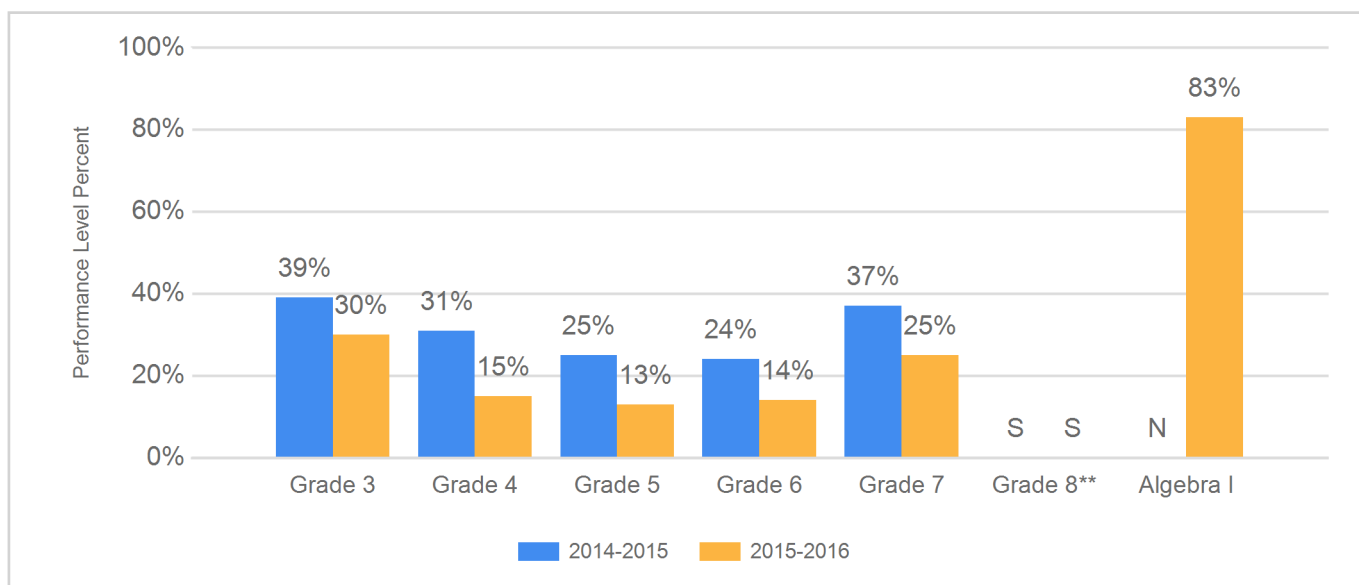
State of New Jersey
2015-2016

Grade Span KF-08

31-4010-060
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 2
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-060

PASSAIC

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SCHOOL 2

22 PASSAIC STREET

PATERSON, NJ 07501

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

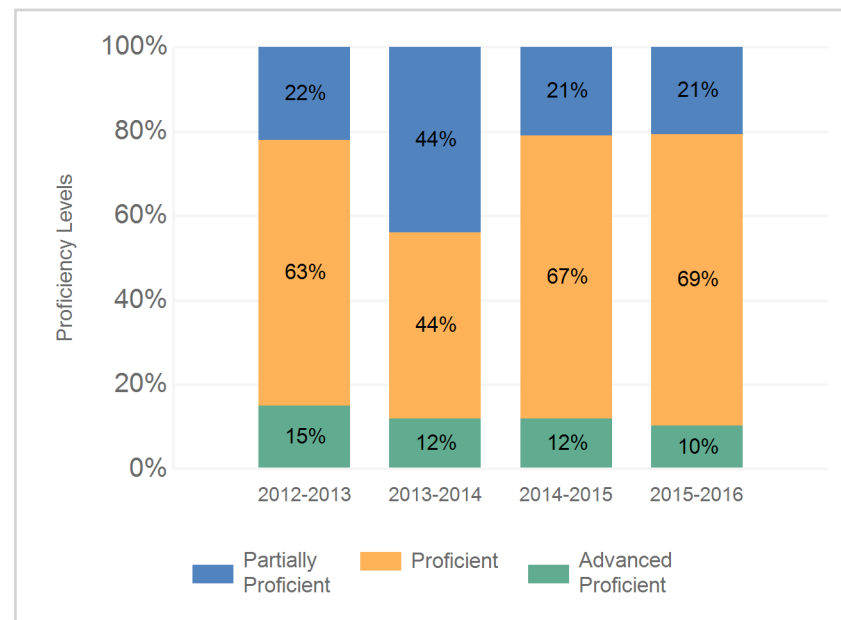
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	10%	69%	21%
White	S	S	S
African American	S	S	S
Hispanic	8%	73%	19%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	7%	57%	36%
English Language Learners	S	S	S
Economically Disadvantaged Students	10%	69%	21%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-060
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 2
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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

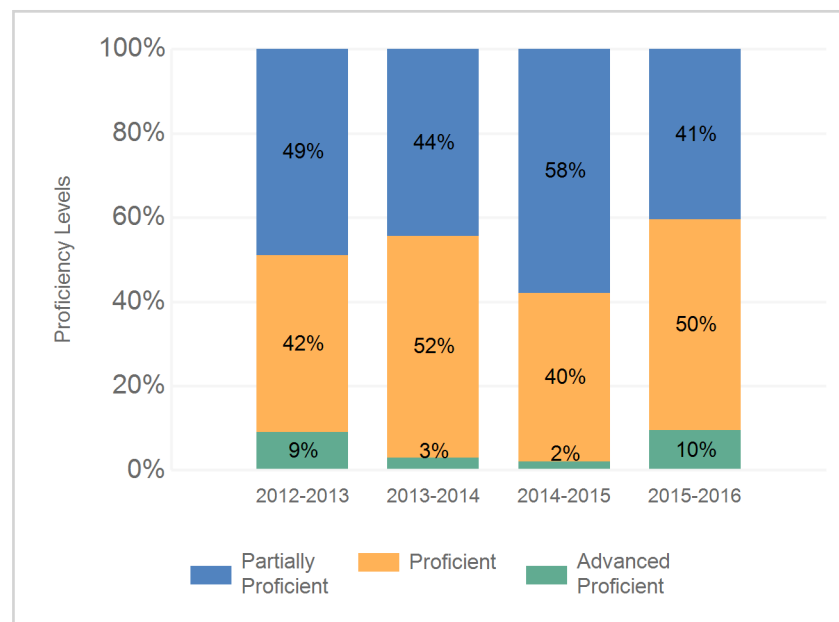
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	10%	50%	41%
White	N	N	N
African American	S	S	S
Hispanic	10%	52%	39%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	10%	50%	41%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-060
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 2
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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-060
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 2
22 PASSAIC STREET
PATERSON, NJ 07501

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	56	48	50
Student Growth on Math	32	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	5%	3%
Partially Met (L2)	8%	7%	9%
Approached (L3)	8%	10%	15%
Met (L4)	7%	8%	9%
Exceeded (L5)	0%	2%	2%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	3%
Partially Met (L2)	20%	11%	7%
Approached (L3)	19%	11%	6%
Met (L4)	12%	7%	2%
Exceeded (L5)	0%	0%	0%



State of New Jersey
2015-2016

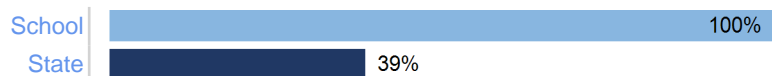
Grade Span KF-08

31-4010-060
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



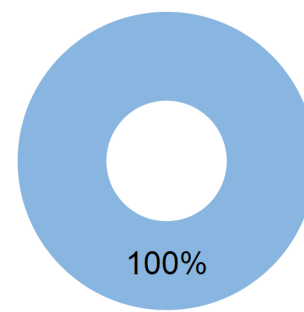
DANCE



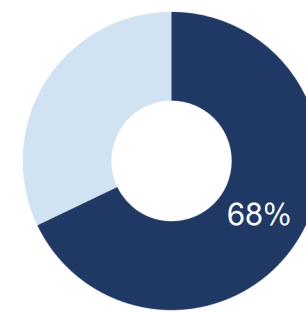
VISUAL ARTS



Any Visual and Performing Arts



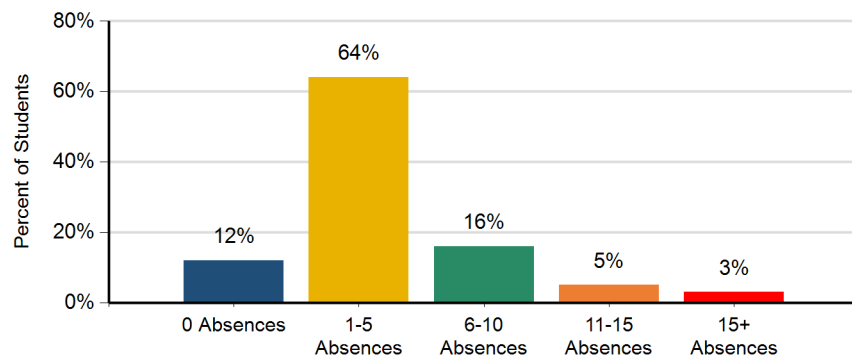
School



State

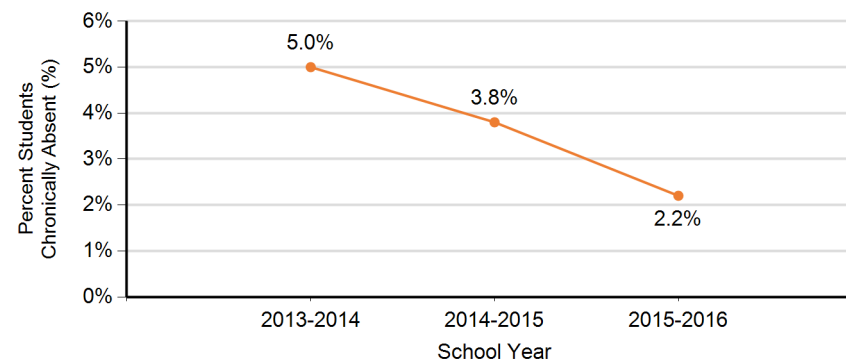
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-060
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 2
22 PASSAIC STREET
PATERSON, NJ 07501

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	11:1
Administrator	148:1

Student Suspension Rate

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

	School
2015-16	9.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-240
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 20
500 EAST 37TH STREET
PATERSON, NJ 07504-1739

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-240
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
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PATERSON, NJ 07504-1739

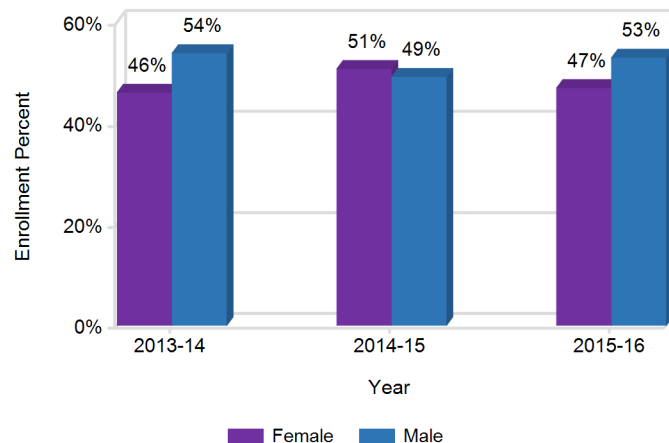
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	69	58	51
Grade 01	65	61	57
Grade 02	57	54	59
Grade 03	47	53	48
Grade 04	55	42	52
Grade 05	38	51	50
Grade 06	49	40	49
Grade 07	46	40	43
Grade 08	44	42	44
UG	44	20	58
Total	514	461	511

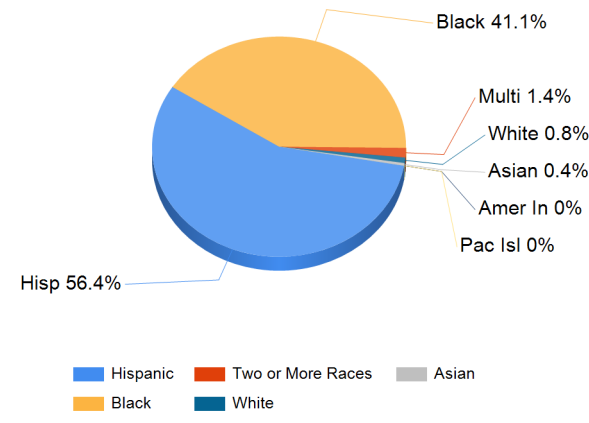
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



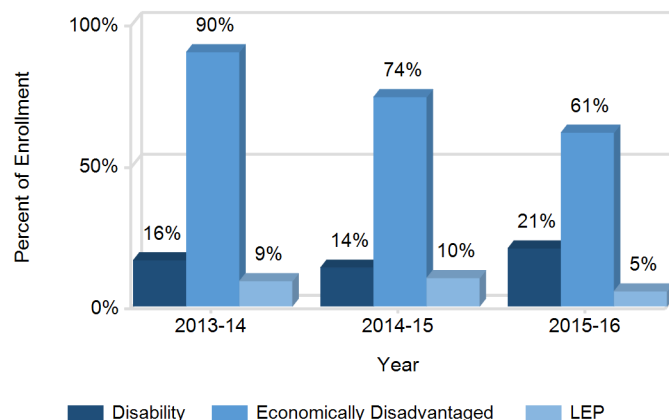
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	67.5%
Spanish	31.5%
Arabic	0.2%
French	0.2%
Urdu	0.2%
Other	0.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-240
PASSAIC
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SCHOOL 20
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PATERSON, NJ 07504-1739

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	15%	29	3
Mathematics Met or Exceeded Expectations	11%	23	4

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	269	15%	3	94%	✓	273	11%	4	95%	✓
White	S	S	S	S		S	S	S	S	
African American	105	15%	14	91%	✓	107	9%	16	92%	✓
Hispanic	156	14%	4	95%	✓	158	12%	6	97%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	61	3%	10	94%	✓	61	8%	22	96%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	268	15%	6	93%	✓	272	11%	8	95%	✓



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-240
PASSAIC
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SCHOOL 20
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PATERSON, NJ 07504-1739

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	720	746	S	S	S	S	S	S	48%
White	S	S	729	756	S	S	S	S	S	S	58%
African American	18	698	713	727	56%	17%	17%	11%	N	11%	30%
Hispanic	S	S	719	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	720	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	S	S	729	749	S	S	S	S	S	S	52%
White	S	S	735	757	S	S	S	S	S	S	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	55	708	729	736	35%	40%	15%	11%	N	11%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	S	S	719	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	729	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-240
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 20
500 EAST 37TH STREET
PATERSON, NJ 07504-1739

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	726	750	S	S	S	S	S	S	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	S	S	725	737	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	726	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	59	722	727	745	19%	36%	29%	17%	N	17%	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	38	721	727	733	18%	34%	34%	13%	N	13%	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	12	721	706	724	25%	25%	25%	25%	N	25%	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	59	722	727	730	19%	36%	29%	17%	N	17%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-240
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 20
500 EAST 37TH STREET
PATERSON, NJ 07504-1739

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	716	726	751	36%	20%	26%	18%	N	18%	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	17	716	719	733	29%	29%	29%	12%	N	12%	32%
Hispanic	38	716	726	738	40%	16%	24%	21%	N	21%	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	55	716	726	735	36%	20%	26%	18%	N	18%	33%
PARCC MATH											
Schoolwide	S	S	726	747	S	S	S	S	S	S	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	S	S	719	728	S	S	S	S	S	S	24%
Hispanic	S	S	726	735	S	S	S	S	S	S	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	726	732	S	S	S	S	S	S	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-240
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 20
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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	40	725	729	750	20%	23%	33%	25%	N	25%	52%
White	N	N	N	756	N	N	N	N	N	N	61%
African American	19	721	723	732	26%	26%	32%	16%	N	16%	31%
Hispanic	21	729	729	738	14%	19%	33%	33%	N	33%	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	S	S	691	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	40	725	729	735	20%	23%	33%	25%	N	25%	33%
PARCC MATH											
Schoolwide	42	716	723	743	26%	26%	36%	12%	N	12%	43%
White	N	N	N	750	N	N	N	N	N	N	53%
African American	S	S	716	724	S	S	S	S	S	S	20%
Hispanic	S	S	723	730	S	S	S	S	S	S	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	702	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	42	716	723	728	26%	26%	36%	12%	N	12%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-240
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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	38	717	730	753	32%	26%	26%	13%	3%	16%	56%
White	N	N	N	760	N	N	N	N	N	N	65%
African American	18	722	728	733	33%	11%	33%	17%	6%	22%	35%
Hispanic	S	S	728	739	S	S	S	S	S	S	41%
Asian	S	S	751	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	38	717	730	735	32%	26%	26%	13%	3%	16%	37%
PARCC MATH											
Schoolwide	S	S	724	740	S	S	S	S	S	S	39%
White	N	N	N	747	N	N	N	N	N	N	47%
African American	19	722	721	724	16%	26%	47%	11%	N	11%	19%
Hispanic	S	S	723	729	S	S	S	S	S	S	23%
Asian	S	S	740	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	724	727	S	S	S	S	S	S	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-240
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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	45	719	732	753	22%	36%	27%	16%	N	16%	55%
White	S	S	748	759	S	S	S	S	S	S	63%
African American	29	721	727	732	17%	35%	31%	17%	N	17%	34%
Hispanic	S	S	731	740	S	S	S	S	S	S	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	11	706	697	715	36%	36%	9%	18%	N	18%	16%
English Language Learners	S	S	686	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	45	719	732	736	22%	36%	27%	16%	N	16%	38%
**PARCC MATH											
Schoolwide	S	S	708	726	S	S	S	S	S	S	26%
White	S	S	714	732	S	S	S	S	S	S	32%
African American	29	703	702	712	41%	41%	7%	10%	N	10%	14%
Hispanic	S	S	710	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	11	698	689	704	55%	18%	9%	18%	N	18%	8%
English Language Learners	S	S	697	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	708	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



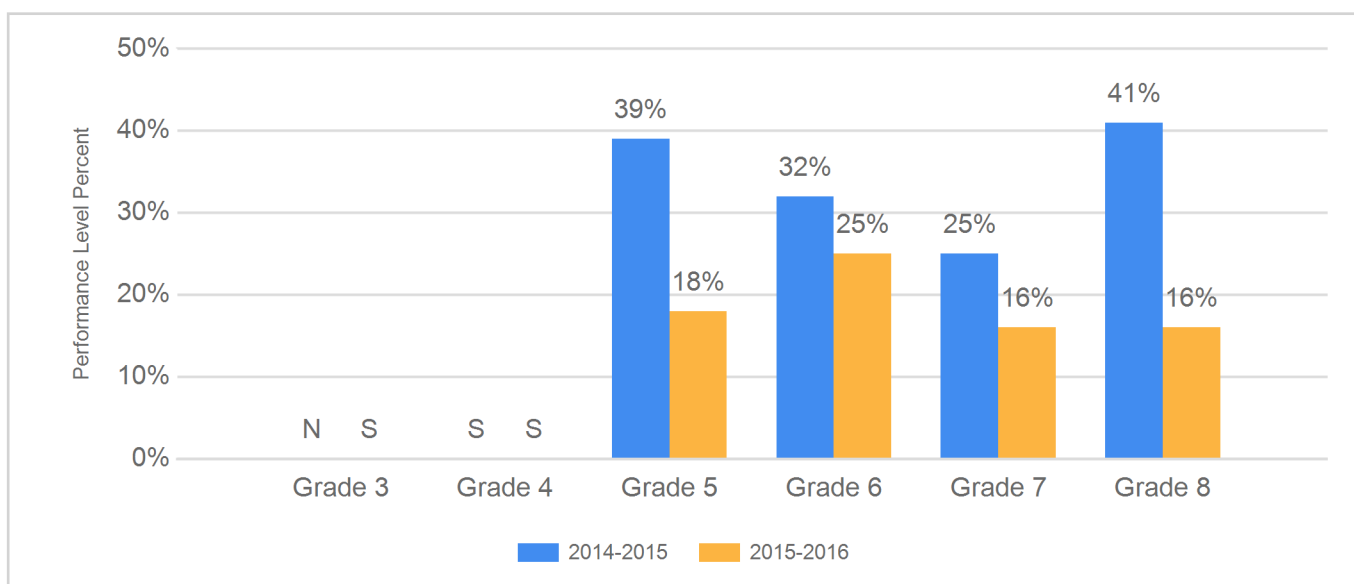
State of New Jersey
2015-2016

Grade Span KF-08

31-4010-240
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-240
PASSAIC
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SCHOOL 20
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PATERSON, NJ 07504-1739

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	N	N	N	769	N	N	N	N	N	N	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



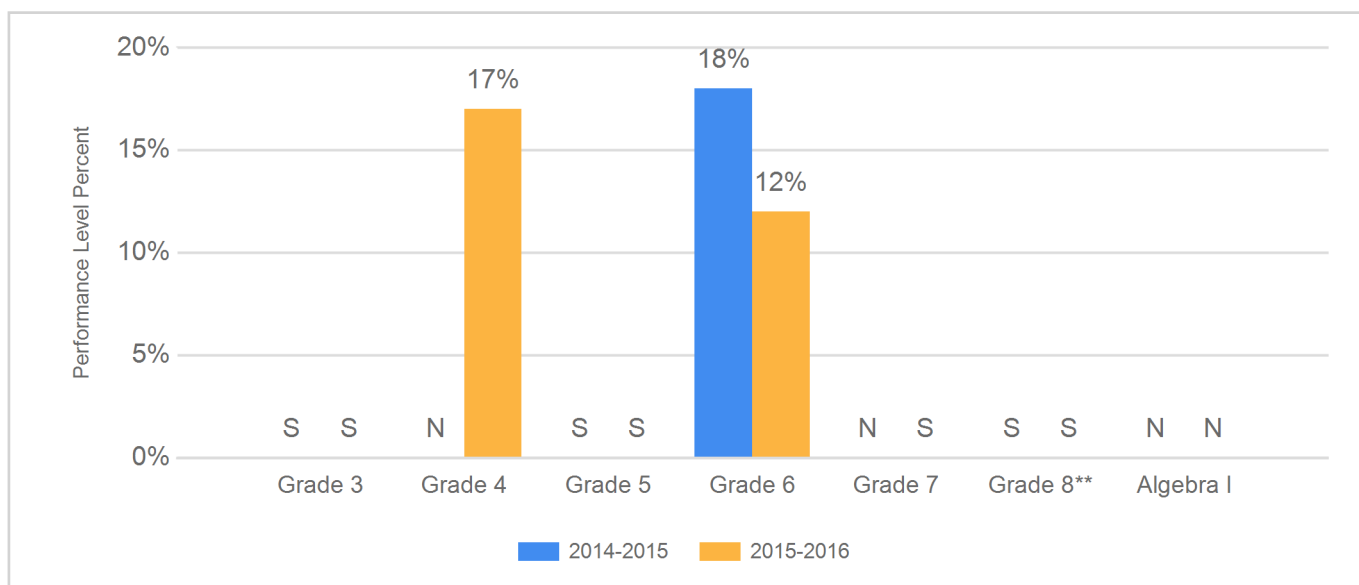
State of New Jersey
2015-2016

Grade Span KF-08

31-4010-240
PASSAIC
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SCHOOL 20
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PATERSON, NJ 07504-1739

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-240

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SCHOOL 20

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PATERSON, NJ 07504-1739

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

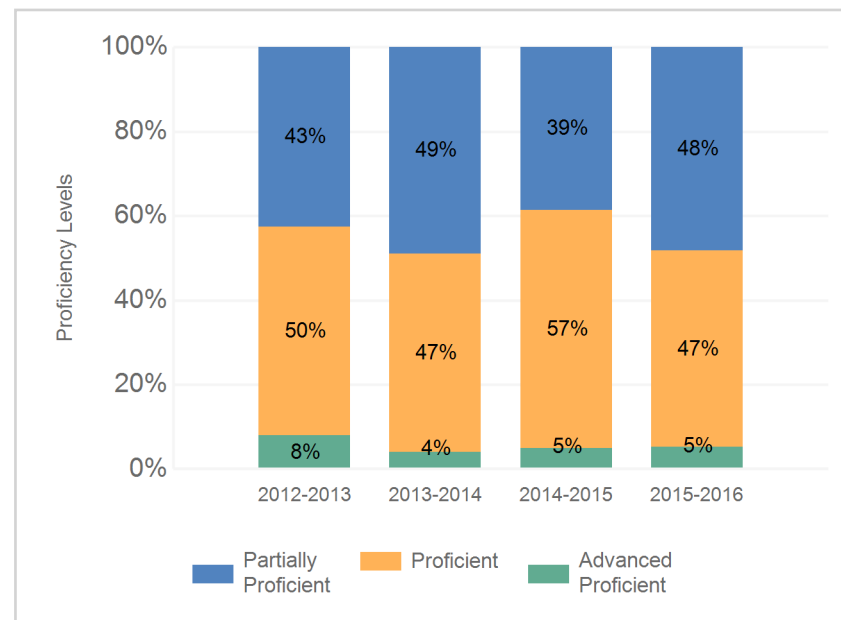
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	5%	47%	48%
White	S	S	S
African American	4%	52%	44%
Hispanic	6%	41%	53%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	8%	39%	54%
English Language Learners	S	S	S
Economically Disadvantaged Students	5%	47%	48%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-240
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 20
500 EAST 37TH STREET
PATERSON, NJ 07504-1739

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

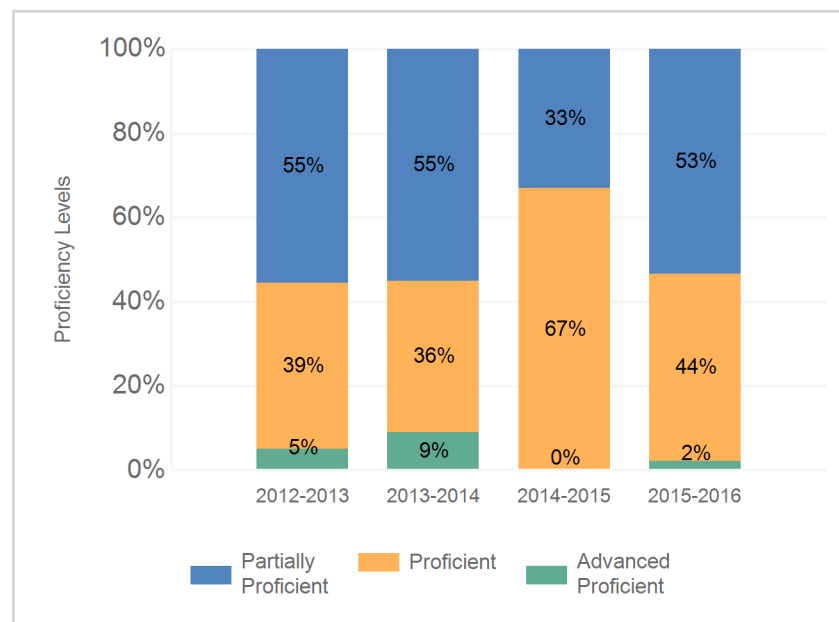
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	2%	44%	53%
White	S	S	S
African American	3%	48%	48%
Hispanic	N	39%	62%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	25%	75%
English Language Learners	S	S	S
Economically Disadvantaged Students	2%	44%	53%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-240
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 20
500 EAST 37TH STREET
PATERSON, NJ 07504-1739

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-240

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 20

500 EAST 37TH STREET

PATERSON, NJ 07504-1739

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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	31	48	50
Student Growth on Math	34	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	10%	12%	6%
Partially Met (L2)	14%	7%	4%
Approached (L3)	17%	7%	2%
Met (L4)	9%	7%	4%
Exceeded (L5)	1%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	3%	7%
Partially Met (L2)	21%	16%	5%
Approached (L3)	15%	8%	9%
Met (L4)	6%	3%	3%
Exceeded (L5)	0%	0%	0%



State of New Jersey
2015-2016

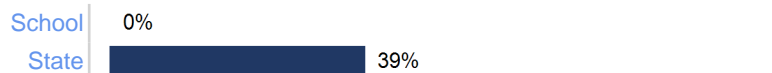
Grade Span KF-08

31-4010-240
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
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PATERSON, NJ 07504-1739

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



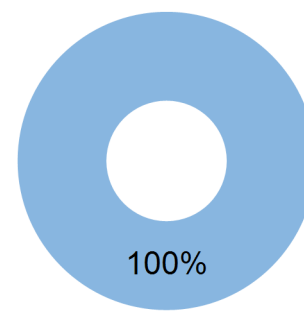
DANCE



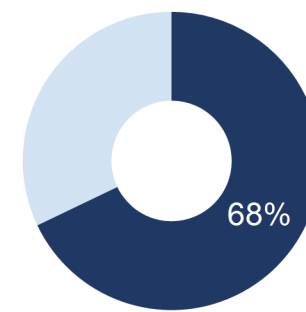
VISUAL ARTS



Any Visual and Performing Arts



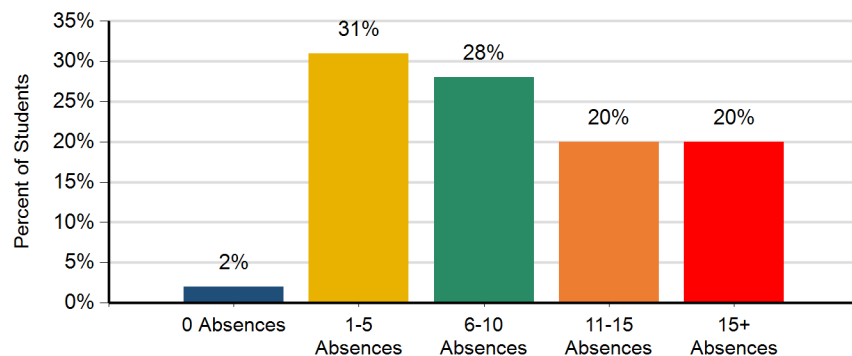
School



State

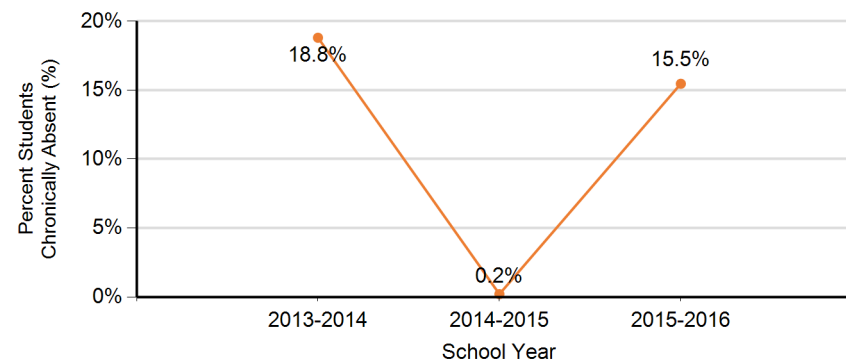
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-240
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 20
500 EAST 37TH STREET
PATERSON, NJ 07504-1739

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	12:1
Administrator	103:1

Student Suspension Rate

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

	School
2015-16	13.7%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-250
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 21
322 TENTH AVENUE
PATERSON, NJ 07514

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-250
PASSAIC
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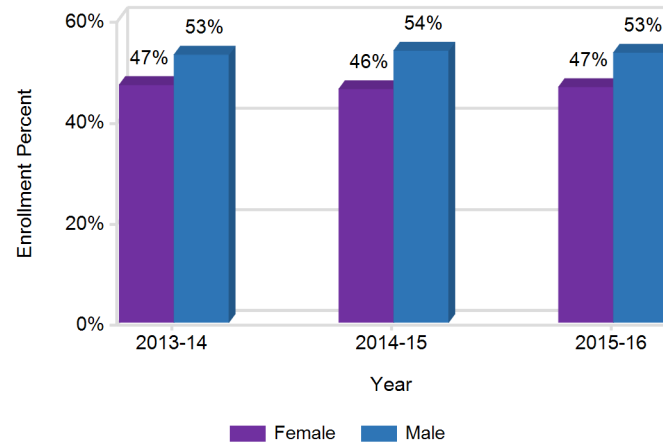
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	14	13	17
Grade KG	81	99	86
Grade 01	79	78	86
Grade 02	91	95	80
Grade 03	77	91	77
Grade 04	51	71	80
Grade 05	73	60	62
Grade 06	61	82	72
Grade 07	78	74	74
Grade 08	86	89	76
UG	1	34	41
Total	692	786	751

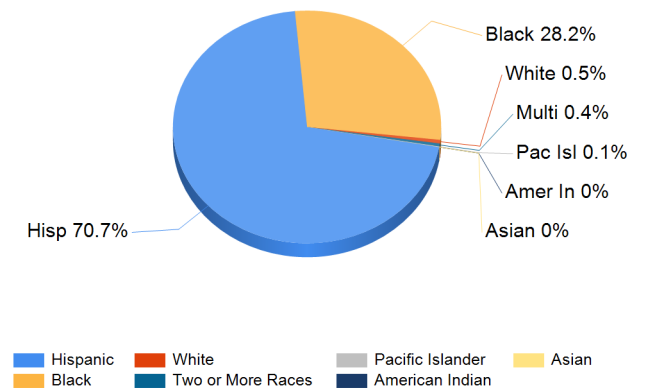
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



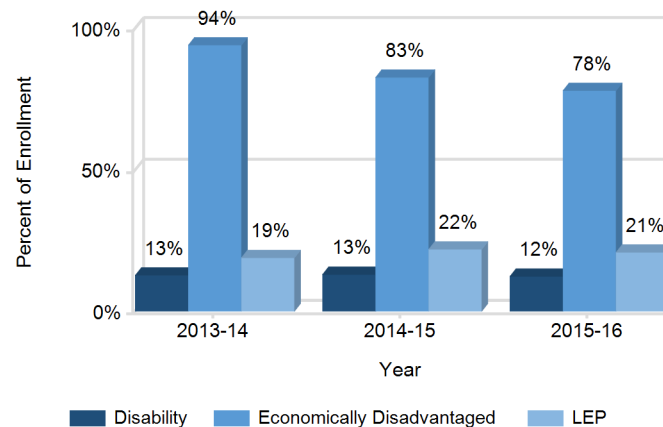
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	52.3%
English	47.1%
Twí	0.3%
Akan	0.1%
Creoles and pidgins, English based	0.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-250
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
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PATERSON, NJ 07514

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	10%	20	1
Mathematics Met or Exceeded Expectations	4%	11	1

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	405	10%	1	97%	✓	406	4%	1	97%	✓
White	S	S	S	S		S	S	S	S	
African American	96	13%	11	97%	✓	95	4%	12	95%	✓
Hispanic	304	9%	2	98%	✓	306	4%	2	97%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	49	2%	4	99%	✓	49	4%	9	99%	✓
English Learner Students	77	1%	51	98%	✓	76	N	36	97%	✓
Economically Disadvantaged Students	403	10%	4	97%	✓	404	4%	4	97%	✓



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-250
PASSAIC
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PATERSON, NJ 07514

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	720	746	S	S	S	S	S	S	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	S	S	719	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	720	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	77	717	729	749	27%	27%	34%	10%	1%	12%	52%
White	N	N	N	757	N	N	N	N	N	N	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	63	720	729	736	22%	29%	37%	13%	N	13%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	S	S	719	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	77	717	729	732	27%	27%	34%	10%	1%	12%	32%

Did Not Yet Meet Expectations
 Partially Met Expectations
 Approached Expectations
 Met Expectations
 Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-250
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SCHOOL 21
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PATERSON, NJ 07514

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	726	750	S	S	S	S	S	S	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	S	S	725	737	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	726	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	727	745	S	S	S	S	S	S	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	S	S	727	733	S	S	S	S	S	S	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	727	730	S	S	S	S	S	S	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-250
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 21
322 TENTH AVENUE
PATERSON, NJ 07514

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	726	751	S	S	S	S	S	S	53%
White	S	S	732	758	S	S	S	S	S	S	64%
African American	S	S	719	733	S	S	S	S	S	S	32%
Hispanic	38	716	726	738	29%	34%	26%	11%	N	11%	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	726	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	726	747	S	S	S	S	S	S	47%
White	S	S	734	753	S	S	S	S	S	S	57%
African American	S	S	719	728	S	S	S	S	S	S	24%
Hispanic	S	S	726	735	S	S	S	S	S	S	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	726	732	S	S	S	S	S	S	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-250
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 21
322 TENTH AVENUE
PATERSON, NJ 07514

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	729	750	S	S	S	S	S	S	52%
White	N	N	N	756	N	N	N	N	N	N	61%
African American	S	S	723	732	S	S	S	S	S	S	31%
Hispanic	S	S	729	738	S	S	S	S	S	S	37%
Asian	S	S	742	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	S	S	691	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	729	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	723	743	S	S	S	S	S	S	43%
White	N	N	N	750	N	N	N	N	N	N	53%
African American	S	S	716	724	S	S	S	S	S	S	20%
Hispanic	S	S	723	730	S	S	S	S	S	S	26%
Asian	S	S	745	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	702	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	723	728	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-250
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 21
322 TENTH AVENUE
PATERSON, NJ 07514

PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	77	708	730	753	48%	22%	13%	17%	N	17%	56%
White	S	S	737	760	S	S	S	S	S	S	65%
African American	S	S	728	733	S	S	S	S	S	S	35%
Hispanic	54	702	728	739	56%	19%	15%	11%	N	11%	41%
Asian	N	N	N	781	N	N	N	N	N	N	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	77	708	730	735	48%	22%	13%	17%	N	17%	37%
PARCC MATH											
Schoolwide	S	S	724	740	S	S	S	S	S	S	39%
White	S	S	731	747	S	S	S	S	S	S	47%
African American	S	S	721	724	S	S	S	S	S	S	19%
Hispanic	S	S	723	729	S	S	S	S	S	S	23%
Asian	N	N	N	763	N	N	N	N	N	N	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	724	727	S	S	S	S	S	S	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-250
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 21
322 TENTH AVENUE
PATERSON, NJ 07514

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	732	753	S	S	S	S	S	S	55%
White	N	N	N	759	N	N	N	N	N	N	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	S	S	731	740	S	S	S	S	S	S	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	S	S	686	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	732	736	S	S	S	S	S	S	38%
**PARCC MATH											
Schoolwide	S	S	708	726	S	S	S	S	S	S	26%
White	N	N	N	732	N	N	N	N	N	N	32%
African American	S	S	702	712	S	S	S	S	S	S	14%
Hispanic	S	S	710	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	S	S	697	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	708	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



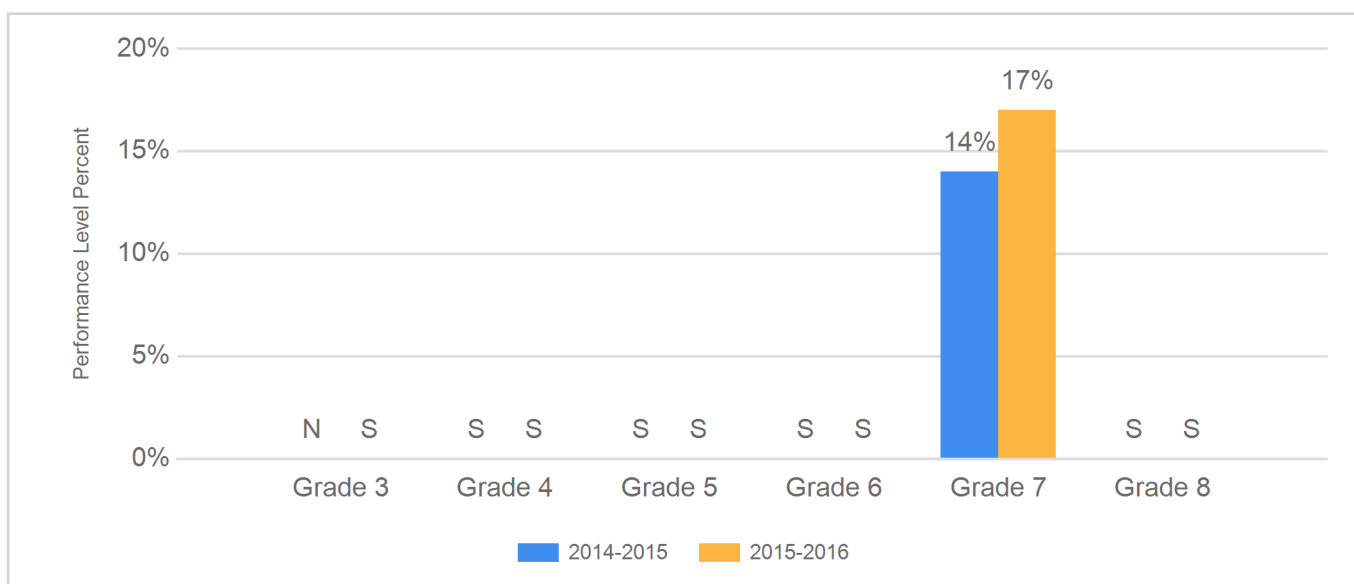
State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-250
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PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 21
322 TENTH AVENUE
PATERSON, NJ 07514

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-250
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 21
322 TENTH AVENUE
PATERSON, NJ 07514

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	12	738	752	769	N	8%	75%	17%	N	17%	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	S	S	747	748	S	S	S	S	S	S	20%
Hispanic	S	S	751	746	S	S	S	S	S	S	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	12	738	752	746	N	8%	75%	17%	N	17%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



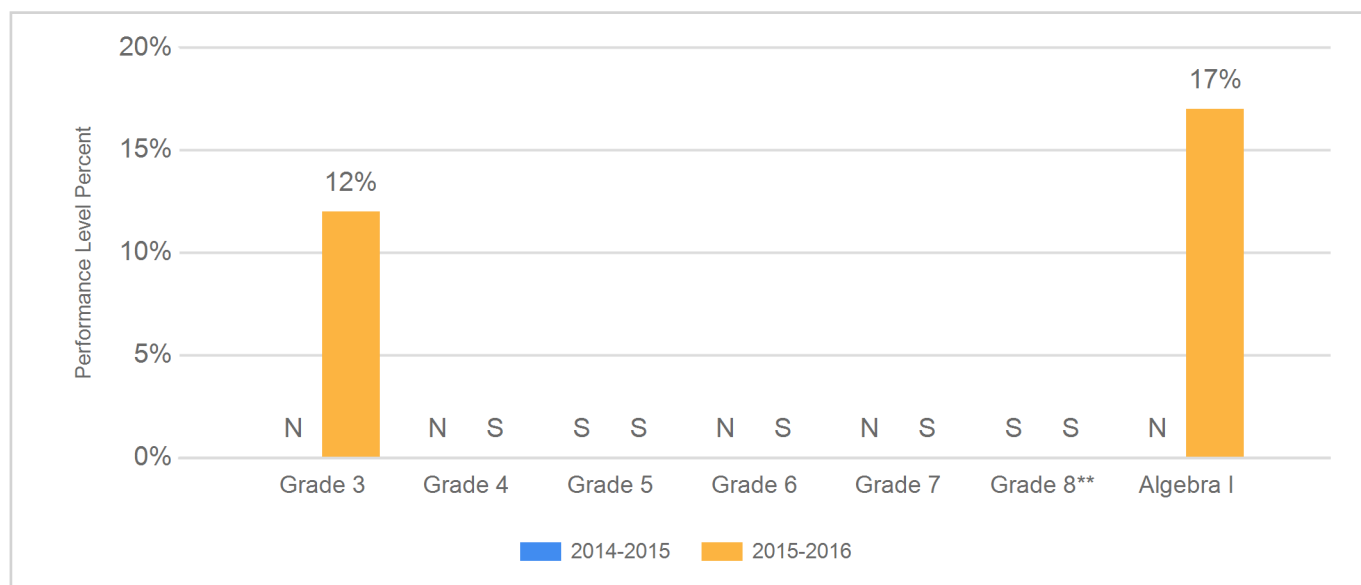
State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-250
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322 TENTH AVENUE
PATERSON, NJ 07514

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-250
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 21
322 TENTH AVENUE
PATERSON, NJ 07514

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

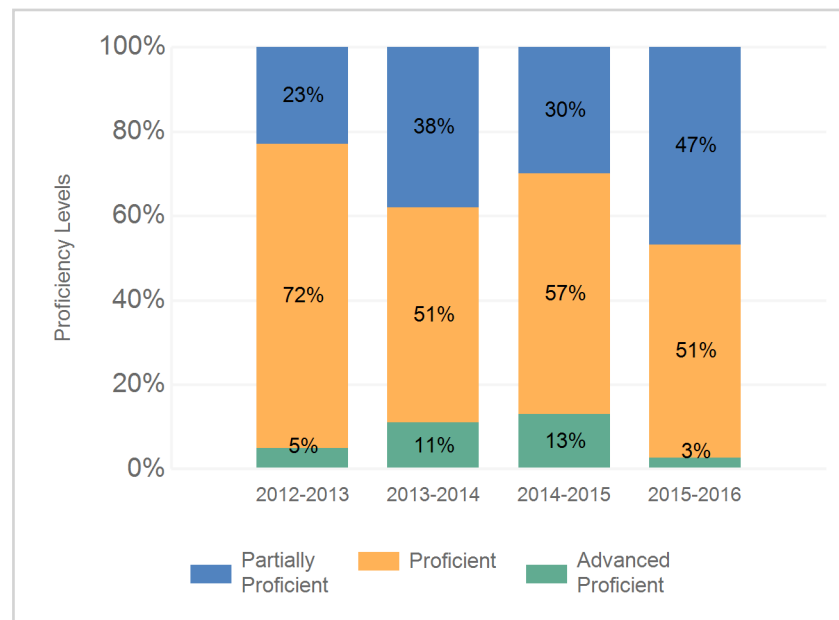
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	3%	51%	47%
White	N	N	N
African American	S	S	S
Hispanic	3%	54%	43%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	3%	51%	47%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-250
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 21
322 TENTH AVENUE
PATERSON, NJ 07514

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

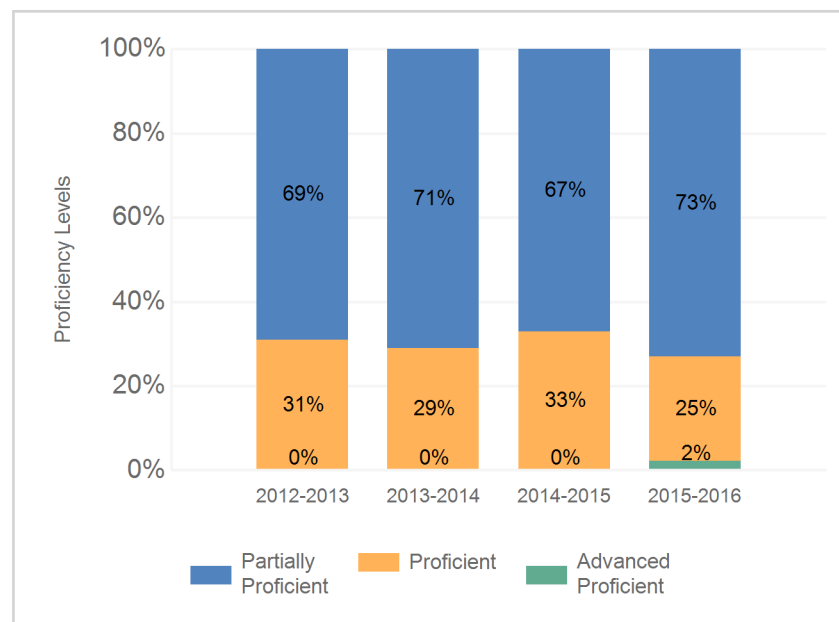
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	2%	25%	73%
White	N	N	N
African American	N	40%	60%
Hispanic	3%	20%	77%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	9%	91%
English Language Learners	3%	15%	82%
Economically Disadvantaged Students	2%	25%	73%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-250
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 21
322 TENTH AVENUE
PATERSON, NJ 07514

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-250
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 21
322 TENTH AVENUE
PATERSON, NJ 07514

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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	26	48	50
Student Growth on Math	24	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	20%	8%	3%
Partially Met (L2)	21%	7%	6%
Approached (L3)	13%	6%	4%
Met (L4)	7%	2%	3%
Exceeded (L5)	0%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	15%	10%	2%
Partially Met (L2)	28%	12%	4%
Approached (L3)	17%	5%	1%
Met (L4)	5%	0%	0%
Exceeded (L5)	0%	0%	0%



State of New Jersey
2015-2016

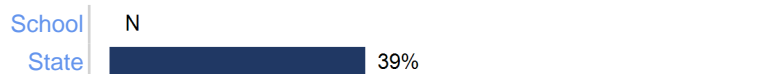
Grade Span 3F-08

31-4010-250
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 21
322 TENTH AVENUE
PATERSON, NJ 07514

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

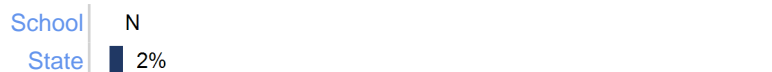
MUSIC



DRAMA



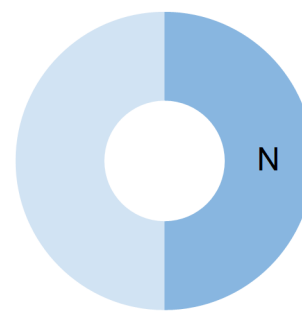
DANCE



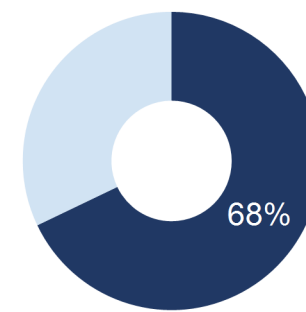
VISUAL ARTS



Any Visual and Performing Arts



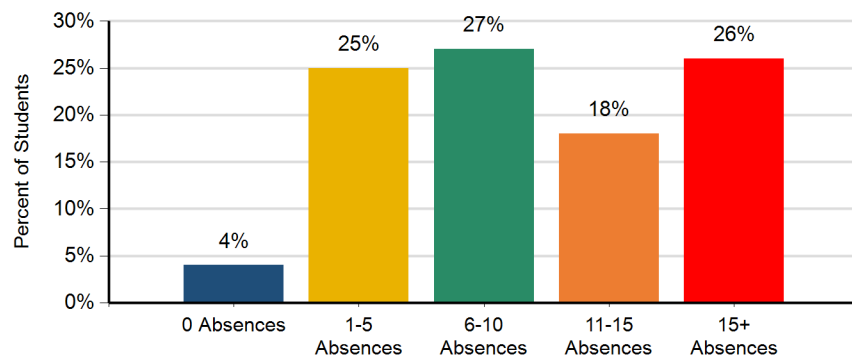
School



State

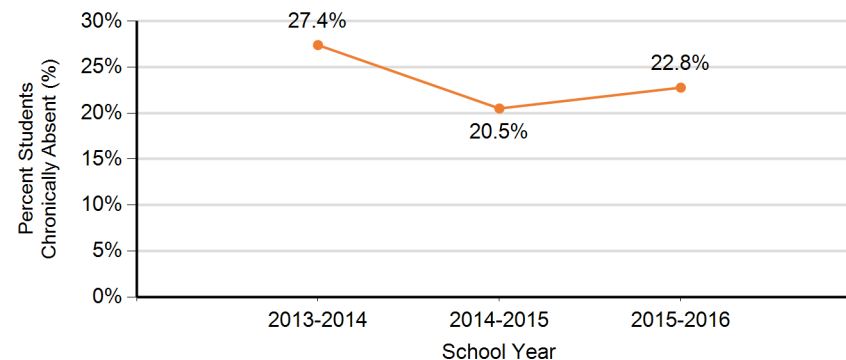
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-250
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 21
322 TENTH AVENUE
PATERSON, NJ 07514

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	15:1
Administrator	188:1

Student Suspension Rate

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

	School
2015-16	6.4%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-270
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 24
50 NINETEENTH AVENUE
PATERSON, NJ 07513

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-270
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 24
50 NINETEENTH AVENUE
PATERSON, NJ 07513

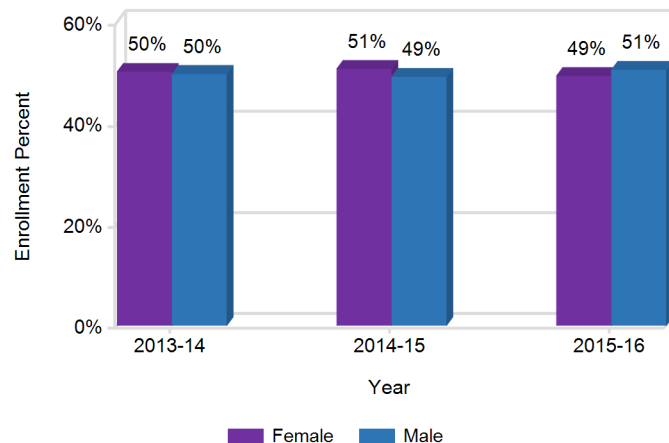
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	29	26	30
Grade KG	105	95	65
Grade 01	136	97	115
Grade 02	107	121	101
Grade 03	95	118	113
Grade 04	100	100	126
Grade 05	82	80	91
Grade 06	108	77	75
Grade 07	77	99	74
Grade 08	65	69	99
UG	33	9	15
Total	937	891	904

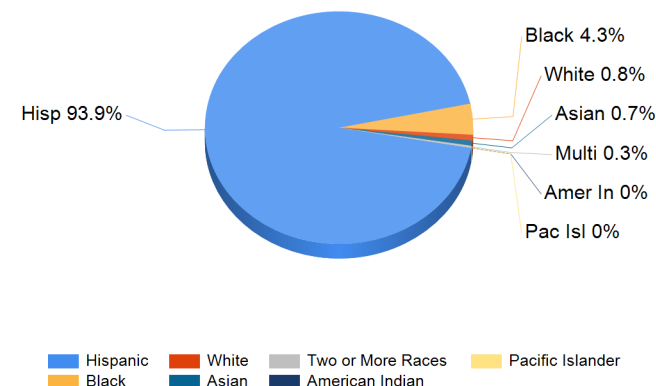
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



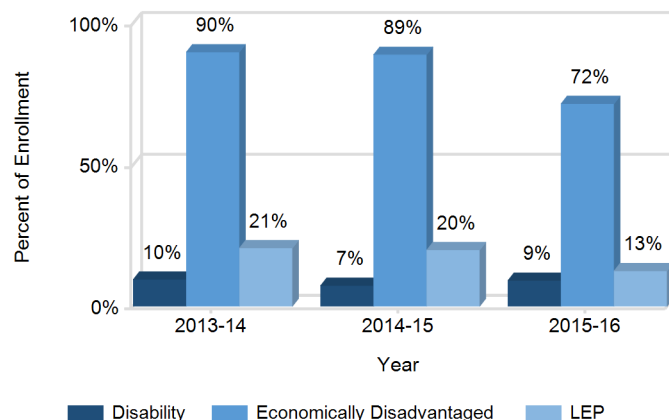
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	63.4%
English	35.4%
Arabic	0.6%
Urdu	0.2%
English, Old (ca.450-1100)	0.1%
Other	0.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-270
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 24
50 NINETEENTH AVENUE
PATERSON, NJ 07513

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	34%	77	17
Mathematics Met or Exceeded Expectations	26%	71	16

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	566	34%	17	100%	✓	568	26%	16	100%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	528	34%	30	100%	✓	530	27%	31	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	64	5%	14	99%	✓	64	8%	24	99%	✓
English Learner Students	38	8%	59	100%	✓	38	13%	47	100%	✓
Economically Disadvantaged Students	565	34%	41	100%	✓	567	27%	40	100%	✓



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-270
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 24
50 NINETEENTH AVENUE
PATERSON, NJ 07513

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	108	715	720	746	32%	29%	26%	12%	1%	13%	48%
White	S	S	729	756	S	S	S	S	S	S	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	101	715	719	730	33%	28%	26%	13%	1%	14%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	S	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	108	715	720	727	32%	29%	26%	12%	1%	13%	28%
PARCC MATH											
Schoolwide	113	730	729	749	17%	27%	26%	27%	3%	30%	52%
White	S	S	735	757	S	S	S	S	S	S	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	106	729	729	736	18%	27%	25%	27%	3%	30%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	23	711	719	724	44%	22%	17%	17%	N	17%	20%
Economically Disadvantaged Students	113	730	729	732	17%	27%	26%	27%	3%	30%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-270
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 24
50 NINETEENTH AVENUE
PATERSON, NJ 07513

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	127	731	726	750	15%	29%	28%	26%	2%	28%	54%
White	S	S	731	759	S	S	S	S	S	S	64%
African American	S	S	S	733	S	S	S	S	S	S	33%
Hispanic	114	731	725	737	16%	30%	25%	27%	2%	29%	37%
Asian	S	S	748	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	127	731	726	734	15%	29%	28%	26%	2%	28%	33%
PARCC MATH											
Schoolwide	127	728	727	745	16%	29%	34%	21%	1%	21%	47%
White	S	S	728	752	S	S	S	S	S	S	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	114	728	727	733	16%	30%	33%	21%	1%	22%	30%
Asian	S	S	745	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	127	728	727	730	16%	29%	34%	21%	1%	21%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-270
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 24
50 NINETEENTH AVENUE
PATERSON, NJ 07513

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	97	734	726	751	16%	24%	28%	32%	1%	33%	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	S	S	719	733	S	S	S	S	S	S	32%
Hispanic	91	735	726	738	13%	24%	28%	34%	1%	35%	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	744	759	S	S	S	S	S	S	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	97	734	726	735	16%	24%	28%	32%	1%	33%	33%
PARCC MATH											
Schoolwide	97	732	726	747	16%	16%	41%	28%	N	28%	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	S	S	S	728	S	S	S	S	S	S	24%
Hispanic	91	733	726	735	14%	15%	42%	29%	N	29%	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	746	754	S	S	S	S	S	S	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	97	732	726	732	16%	16%	41%	28%	N	28%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-270
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 24
50 NINETEENTH AVENUE
PATERSON, NJ 07513

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	737	729	750	11%	20%	33%	34%	2%	37%	52%
White	S	S	743	756	S	S	S	S	S	S	61%
African American	S	S	723	732	S	S	S	S	S	S	31%
Hispanic	79	736	729	738	11%	20%	33%	33%	3%	35%	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	S	S	691	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	82	737	729	735	11%	20%	33%	34%	2%	37%	33%
PARCC MATH											
Schoolwide	82	720	723	743	20%	38%	26%	17%	N	17%	43%
White	S	S	735	750	S	S	S	S	S	S	53%
African American	S	S	716	724	S	S	S	S	S	S	20%
Hispanic	79	720	723	730	20%	38%	24%	18%	N	18%	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	702	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	82	720	723	728	20%	38%	26%	17%	N	17%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-270
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 24
50 NINETEENTH AVENUE
PATERSON, NJ 07513

PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	71	735	730	753	14%	20%	38%	21%	7%	28%	56%
White	N	N	N	760	N	N	N	N	N	N	65%
African American	S	S	728	733	S	S	S	S	S	S	35%
Hispanic	66	733	728	739	15%	20%	38%	21%	6%	27%	41%
Asian	S	S	751	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	71	735	730	735	14%	20%	38%	21%	7%	28%	37%
PARCC MATH											
Schoolwide	72	729	724	740	11%	33%	33%	21%	1%	22%	39%
White	N	N	N	747	N	N	N	N	N	N	47%
African American	S	S	721	724	S	S	S	S	S	S	19%
Hispanic	67	726	723	729	12%	36%	31%	21%	N	21%	23%
Asian	S	S	740	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	72	729	724	727	11%	33%	33%	21%	1%	22%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-270
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 24
50 NINETEENTH AVENUE
PATERSON, NJ 07513

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	100	751	732	753	11%	9%	20%	55%	5%	60%	55%
White	S	S	748	759	S	S	S	S	S	S	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	95	750	731	740	12%	10%	20%	54%	5%	59%	43%
Asian	S	S	745	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	S	S	686	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	100	751	732	736	11%	9%	20%	55%	5%	60%	38%
**PARCC MATH											
Schoolwide	101	737	708	726	9%	30%	27%	31%	4%	35%	26%
White	S	S	714	732	S	S	S	S	S	S	32%
African American	S	S	702	712	S	S	S	S	S	S	14%
Hispanic	96	737	710	721	8%	30%	26%	32%	3%	35%	20%
Asian	S	S	713	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	15	705	689	704	40%	40%	7%	13%	N	13%	8%
English Language Learners	S	S	697	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	101	737	708	718	9%	30%	27%	31%	4%	35%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



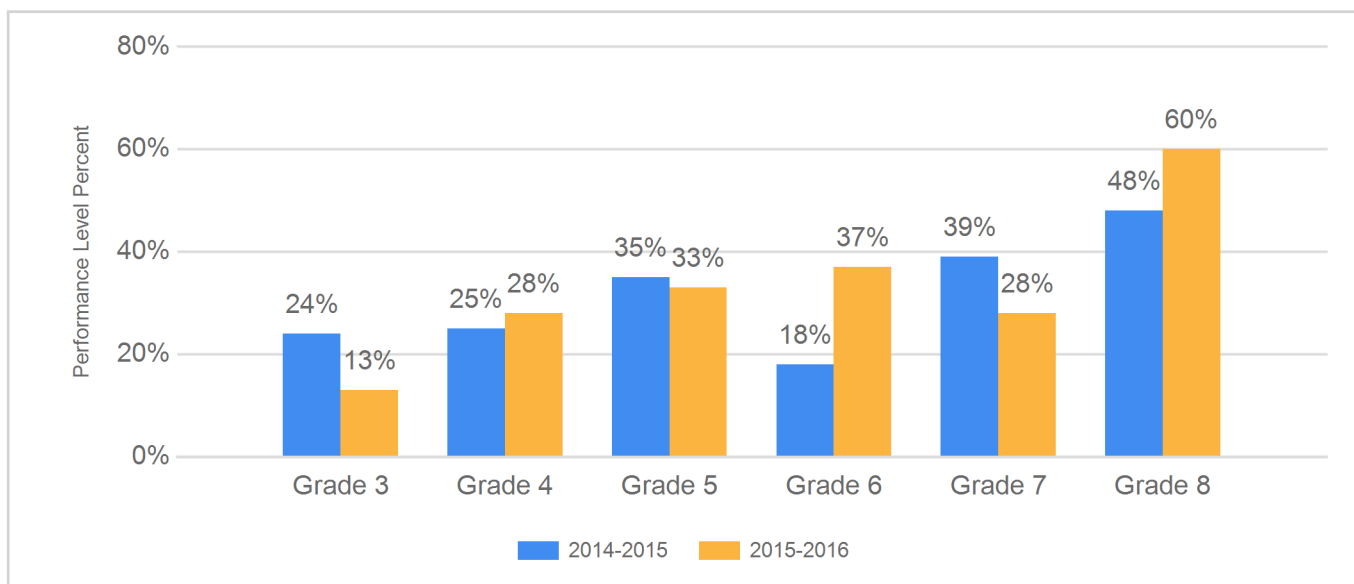
State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-270
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 24
50 NINETEENTH AVENUE
PATERSON, NJ 07513

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-270

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 24

50 NINETEENTH AVENUE

PATERSON, NJ 07513

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	N	N	N	769	N	N	N	N	N	N	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



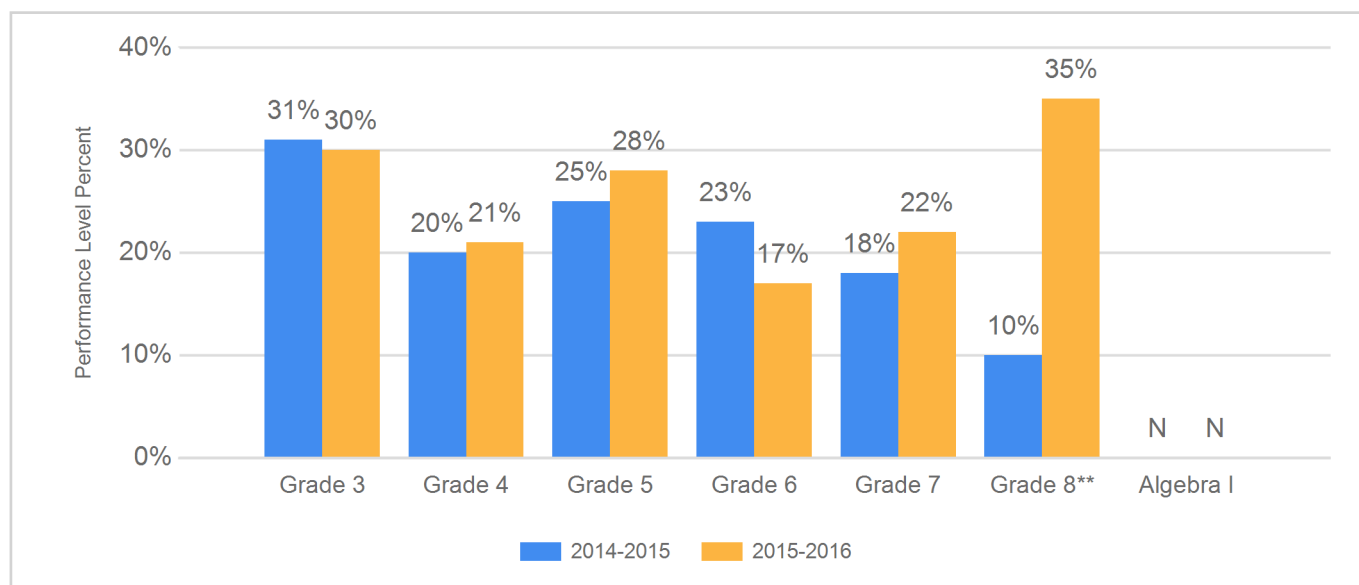
State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-270
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 24
50 NINETEENTH AVENUE
PATERSON, NJ 07513

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-270

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 24

50 NINETEENTH AVENUE

PATERSON, NJ 07513

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

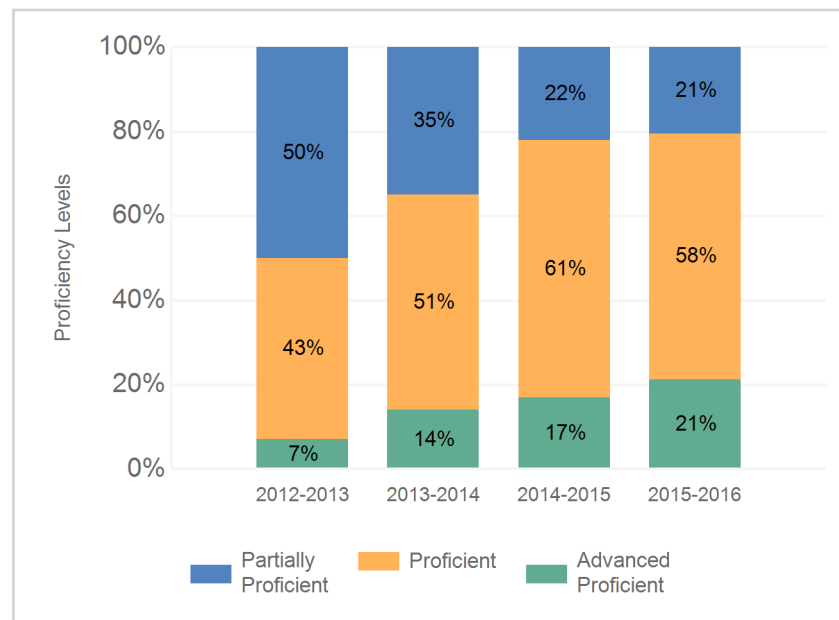
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	21%	58%	21%
White	S	S	S
African American	9%	64%	27%
Hispanic	21%	58%	20%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	60%	40%
English Language Learners	S	S	S
Economically Disadvantaged Students	21%	58%	21%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-270
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 24
50 NINETEENTH AVENUE
PATERSON, NJ 07513

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

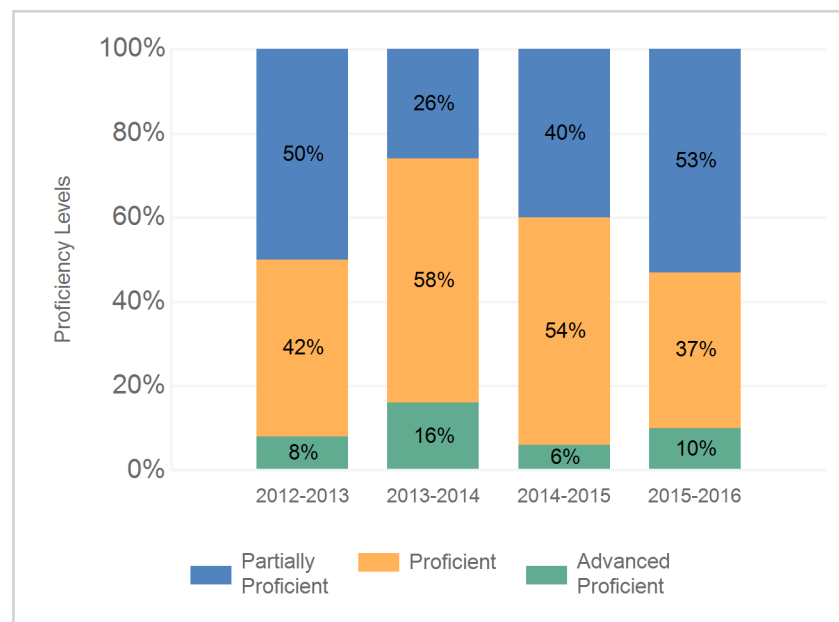
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	10%	37%	53%
White	S	S	S
African American	S	S	S
Hispanic	10%	38%	53%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	6%	13%	81%
English Language Learners	S	S	S
Economically Disadvantaged Students	10%	37%	53%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-270
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 24
50 NINETEENTH AVENUE
PATERSON, NJ 07513

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-270

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 24

50 NINETEENTH AVENUE

PATERSON, NJ 07513

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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	51	48	50
Student Growth on Math	40	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	5%	3%
Partially Met (L2)	7%	8%	9%
Approached (L3)	10%	12%	13%
Met (L4)	7%	13%	8%
Exceeded (L5)	0%	0%	1%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	2%
Partially Met (L2)	11%	7%	5%
Approached (L3)	30%	10%	6%
Met (L4)	11%	10%	3%
Exceeded (L5)	1%	0%	1%



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-270
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 24
50 NINETEENTH AVENUE
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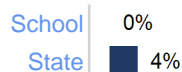
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



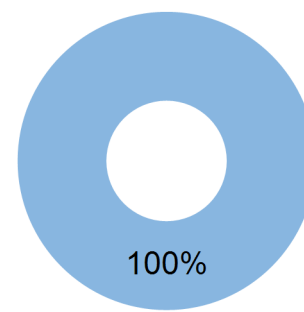
DANCE



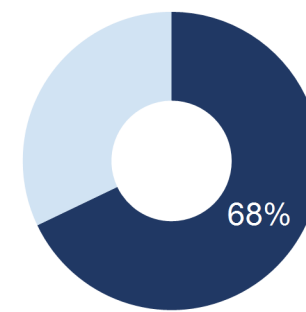
VISUAL ARTS



Any Visual and Performing Arts



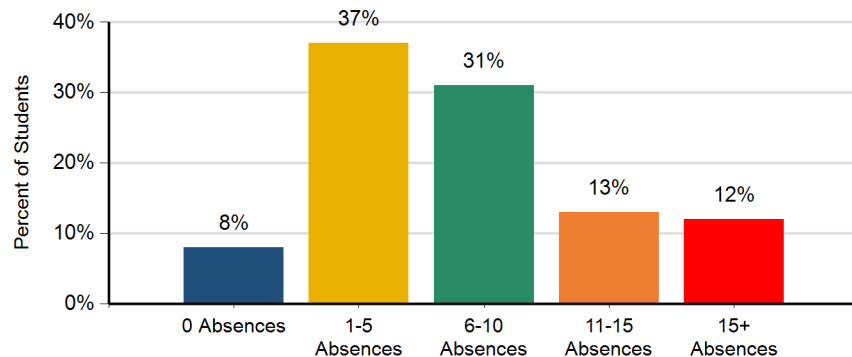
School



State

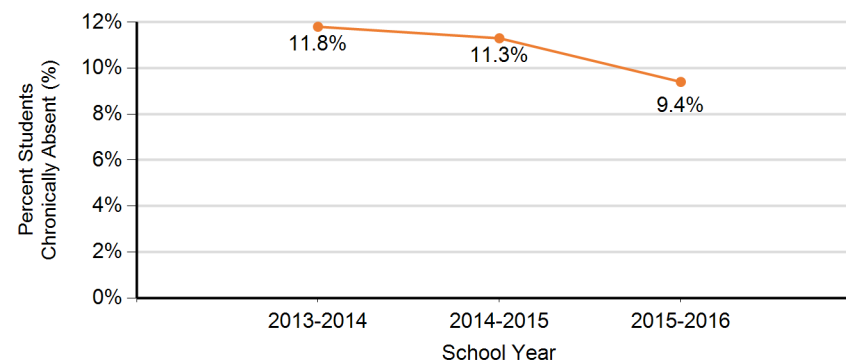
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-270
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 24
50 NINETEENTH AVENUE
PATERSON, NJ 07513

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	16:1
Administrator	226:1

Student Suspension Rate

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

	School
2015-16	8.1%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-280
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 25
287 TRENTON AVENUE
PATERSON, NJ 07503

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-280
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 25
287 TRENTON AVENUE
PATERSON, NJ 07503

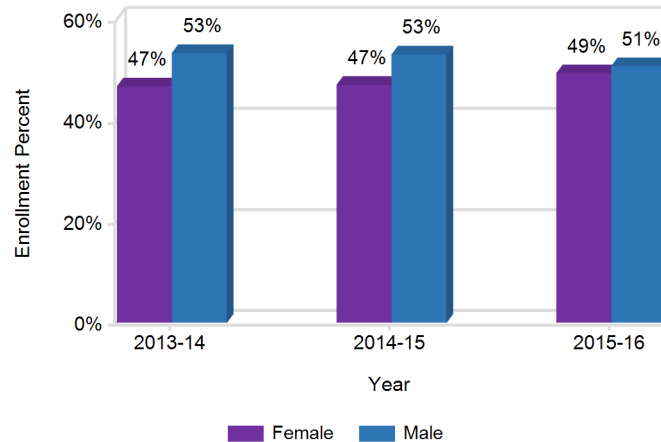
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	74	81	73
Grade 01	70	85	97
Grade 02	82	70	95
Grade 03	79	74	80
Grade 04	76	81	76
Grade 05	81	81	79
Grade 06	76	67	78
Grade 07	82	64	72
Grade 08	68	79	67
UG	31	28	32
Total	719	710	749

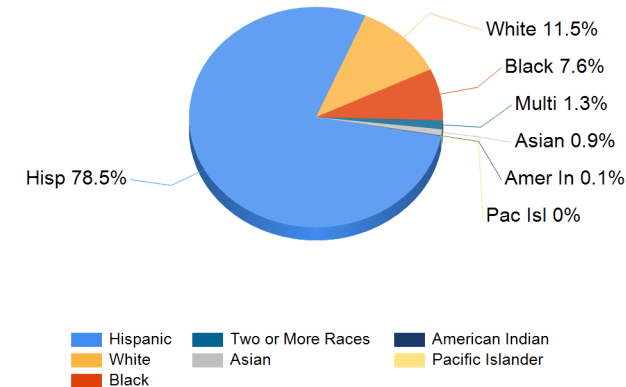
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



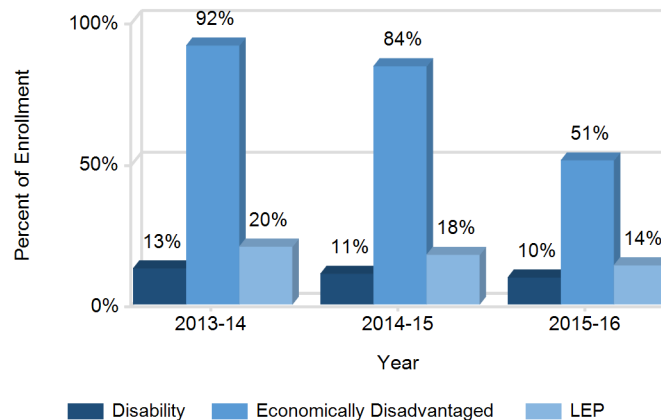
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	49.3%
English	39.5%
Arabic	10.8%
Turkish	0.3%
Chinese	0.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-280
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 25
287 TRENTON AVENUE
PATERSON, NJ 07503

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	32%	74	15
Mathematics Met or Exceeded Expectations	26%	69	15

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	430	32%	15	99%	✓	431	26%	15	99%	✓
White	54	46%	21	100%	✓	54	39%	22	100%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	334	32%	26	99%	✓	335	25%	26	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	57	N	4	97%	✓	57	4%	13	97%	✓
English Learner Students	S	S	S	S		31	13%	46	100%	✓
Economically Disadvantaged Students	428	32%	38	99%	✓	429	26%	36	99%	✓



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-280
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 25
287 TRENTON AVENUE
PATERSON, NJ 07503

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	77	719	720	746	30%	27%	23%	18%	1%	20%	48%
White	S	S	729	756	S	S	S	S	S	S	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	63	715	719	730	32%	29%	24%	14%	2%	16%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	77	719	720	727	30%	27%	23%	18%	1%	20%	28%
PARCC MATH											
Schoolwide	80	722	729	749	20%	36%	26%	16%	1%	18%	52%
White	S	S	735	757	S	S	S	S	S	S	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	65	720	729	736	19%	42%	28%	11%	2%	12%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	16	709	719	724	31%	44%	13%	13%	N	13%	20%
Economically Disadvantaged Students	80	722	729	732	20%	36%	26%	16%	1%	18%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-280
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 25
287 TRENTON AVENUE
PATERSON, NJ 07503

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	74	723	726	750	24%	27%	30%	18%	1%	19%	54%
White	S	S	731	759	S	S	S	S	S	S	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	63	725	725	737	24%	22%	32%	21%	2%	22%	37%
Asian	S	S	748	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	74	723	726	734	24%	27%	30%	18%	1%	19%	33%
PARCC MATH											
Schoolwide	75	730	727	745	15%	28%	31%	27%	N	27%	47%
White	S	S	728	752	S	S	S	S	S	S	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	64	731	727	733	14%	25%	33%	28%	N	28%	30%
Asian	S	S	745	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	75	730	727	730	15%	28%	31%	27%	N	27%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-280
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 25
287 TRENTON AVENUE
PATERSON, NJ 07503

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	77	730	726	751	16%	22%	39%	23%	N	23%	53%
White	12	733	732	758	8%	33%	33%	25%	N	25%	64%
African American	S	S	S	733	S	S	S	S	S	S	32%
Hispanic	58	731	726	738	17%	19%	40%	24%	N	24%	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	744	759	S	S	S	S	S	S	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	77	730	726	735	16%	22%	39%	23%	N	23%	33%
PARCC MATH											
Schoolwide	80	735	726	747	5%	33%	31%	28%	4%	31%	47%
White	13	742	734	753	N	31%	23%	46%	N	46%	57%
African American	S	S	719	728	S	S	S	S	S	S	24%
Hispanic	60	735	726	735	5%	33%	32%	25%	5%	30%	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	746	754	S	S	S	S	S	S	56%
Students with Disability	S	S	S	725	S	S	S	S	S	S	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	80	735	726	732	5%	33%	31%	28%	4%	31%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-280
PASSAIC
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SCHOOL 25
287 TRENTON AVENUE
PATERSON, NJ 07503

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	77	747	729	750	4%	18%	30%	40%	8%	48%	52%
White	S	S	743	756	S	S	S	S	S	S	61%
African American	S	S	723	732	S	S	S	S	S	S	31%
Hispanic	64	747	729	738	5%	16%	33%	41%	6%	47%	37%
Asian	S	S	742	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	S	S	691	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	77	747	729	735	4%	18%	30%	40%	8%	48%	33%
PARCC MATH											
Schoolwide	78	735	723	743	4%	27%	39%	31%	N	31%	43%
White	S	S	735	750	S	S	S	S	S	S	53%
African American	S	S	716	724	S	S	S	S	S	S	20%
Hispanic	65	736	723	730	3%	25%	43%	29%	N	29%	26%
Asian	S	S	745	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	702	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	78	735	723	728	4%	27%	39%	31%	N	31%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-280
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SCHOOL 25
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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	83	738	730	753	21%	15%	23%	30%	12%	42%	56%
White	S	S	737	760	S	S	S	S	S	S	65%
African American	S	S	728	733	S	S	S	S	S	S	35%
Hispanic	61	738	728	739	25%	15%	15%	33%	13%	46%	41%
Asian	N	N	N	781	N	N	N	N	N	N	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	83	738	730	735	21%	15%	23%	30%	12%	42%	37%
PARCC MATH											
Schoolwide	86	724	724	740	17%	30%	33%	19%	1%	20%	39%
White	S	S	731	747	S	S	S	S	S	S	47%
African American	S	S	721	724	S	S	S	S	S	S	19%
Hispanic	64	723	723	729	17%	34%	30%	17%	2%	19%	23%
Asian	N	N	N	763	N	N	N	N	N	N	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	86	724	724	727	17%	30%	33%	19%	1%	20%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-280
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 25
287 TRENTON AVENUE
PATERSON, NJ 07503

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	78	731	732	753	22%	10%	32%	35%	1%	36%	55%
White	S	S	748	759	S	S	S	S	S	S	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	56	729	731	740	23%	9%	39%	27%	2%	29%	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	S	S	686	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	78	731	732	736	22%	10%	32%	35%	1%	36%	38%
**PARCC MATH											
Schoolwide	56	711	708	726	29%	38%	23%	11%	N	11%	26%
White	S	S	714	732	S	S	S	S	S	S	32%
African American	S	S	702	712	S	S	S	S	S	S	14%
Hispanic	41	712	710	721	27%	39%	22%	12%	N	12%	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	S	S	697	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	56	711	708	718	29%	38%	23%	11%	N	11%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



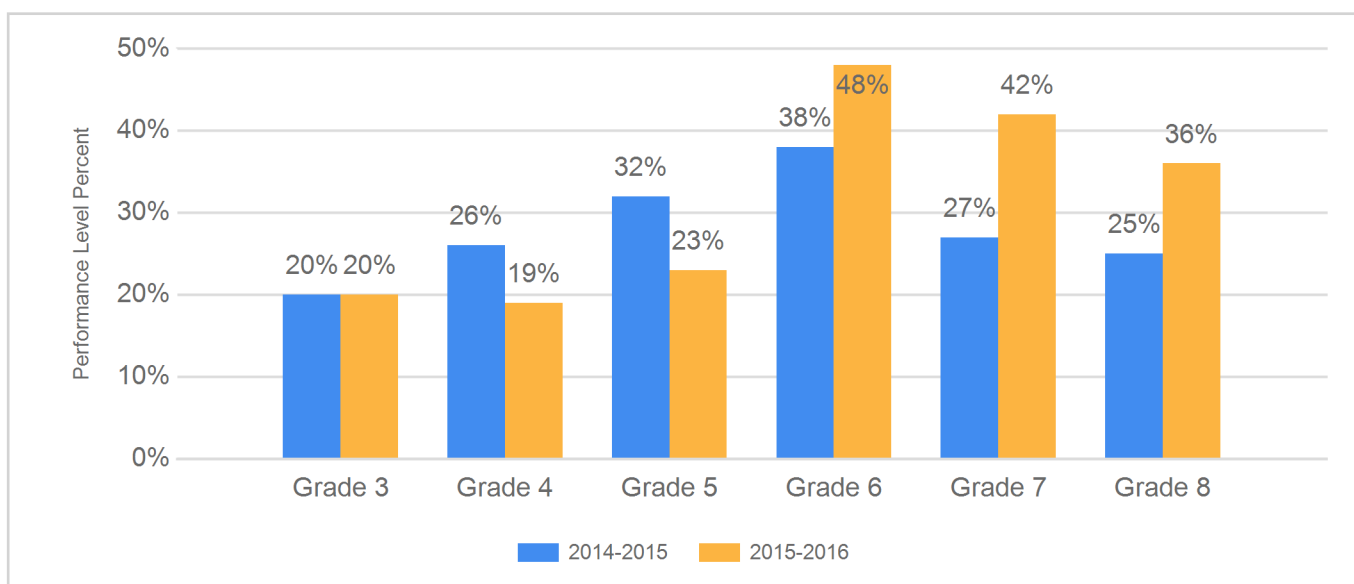
State of New Jersey
2015-2016

Grade Span KF-08

31-4010-280
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 25
287 TRENTON AVENUE
PATERSON, NJ 07503

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-280
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 25
287 TRENTON AVENUE
PATERSON, NJ 07503

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	26	749	752	769	N	15%	31%	50%	4%	54%	41%
White	S	S	761	772	S	S	S	S	S	S	51%
African American	S	S	747	748	S	S	S	S	S	S	20%
Hispanic	19	747	751	746	N	21%	32%	42%	5%	47%	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	26	749	752	746	N	15%	31%	50%	4%	54%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



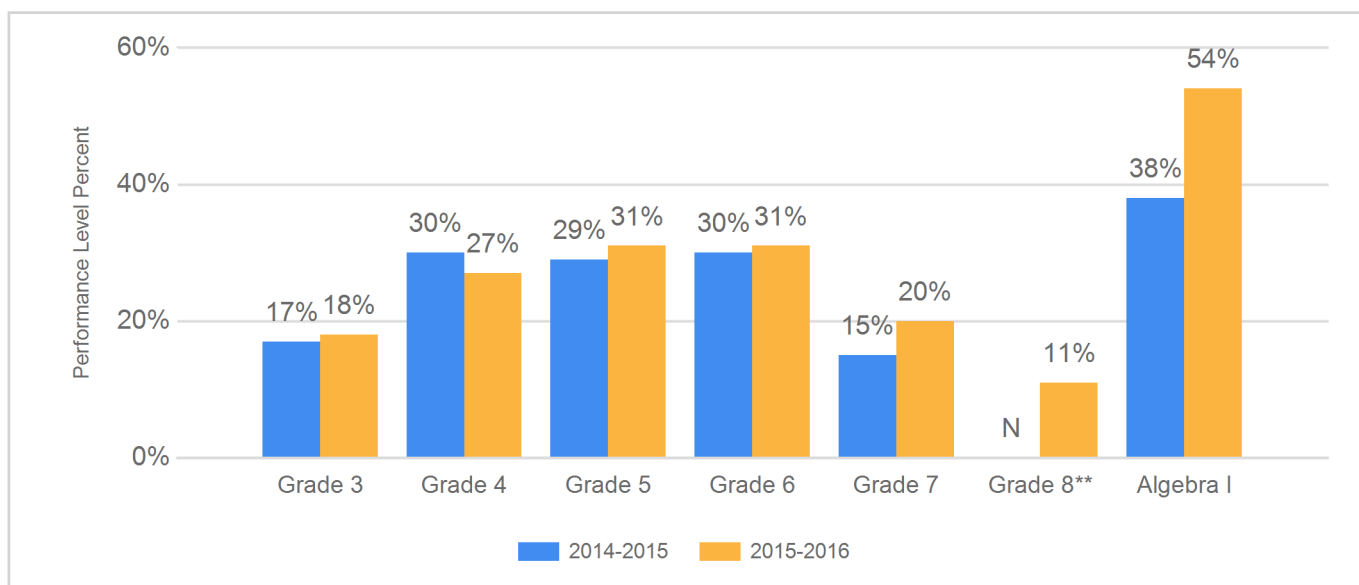
State of New Jersey
2015-2016

Grade Span KF-08

31-4010-280
PASSAIC
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SCHOOL 25
287 TRENTON AVENUE
PATERSON, NJ 07503

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-280

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SCHOOL 25

287 TRENTON AVENUE

PATERSON, NJ 07503

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

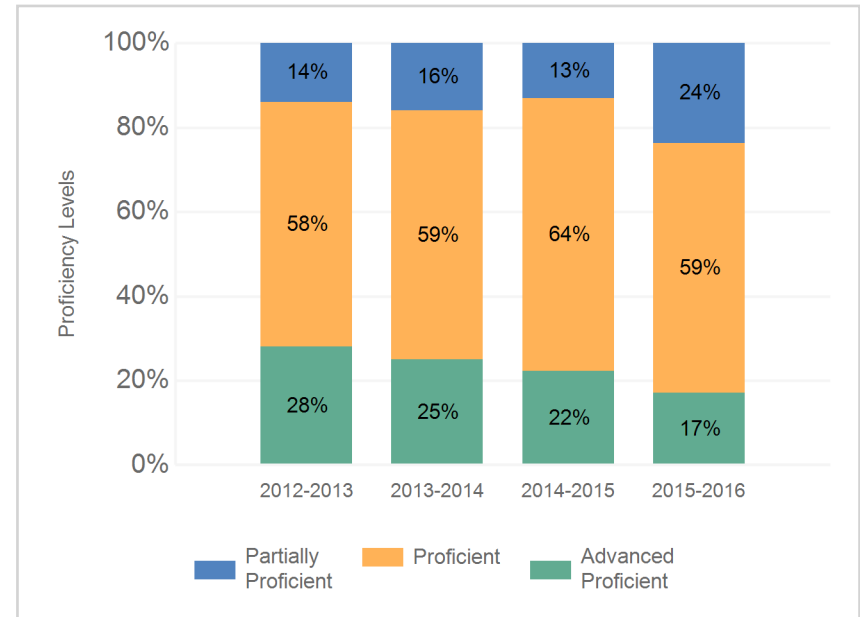
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	17%	59%	24%
White	S	S	S
African American	S	S	S
Hispanic	18%	59%	23%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	17%	59%	24%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-280
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 25
287 TRENTON AVENUE
PATERSON, NJ 07503

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

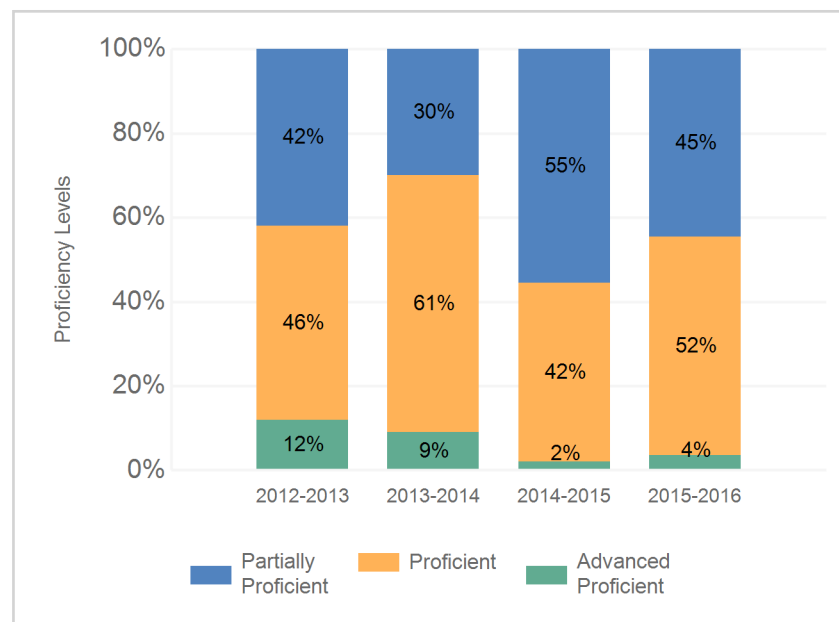
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	4%	52%	45%
White	N	64%	36%
African American	S	S	S
Hispanic	3%	53%	44%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	11%	89%
English Language Learners	S	S	S
Economically Disadvantaged Students	4%	52%	45%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-280
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 25
287 TRENTON AVENUE
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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-280
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 25
287 TRENTON AVENUE
PATERSON, NJ 07503

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	47	48	50
Student Growth on Math	48	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	5%	1%
Partially Met (L2)	11%	6%	6%
Approached (L3)	11%	12%	13%
Met (L4)	10%	8%	10%
Exceeded (L5)	0%	1%	1%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	2%	3%
Partially Met (L2)	12%	11%	8%
Approached (L3)	13%	13%	10%
Met (L4)	9%	9%	8%
Exceeded (L5)	0%	0%	1%



State of New Jersey
2015-2016

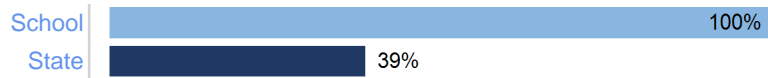
Grade Span KF-08

31-4010-280
PASSAIC
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287 TRENTON AVENUE
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



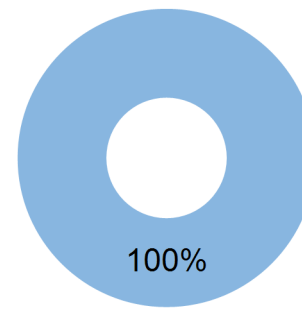
DANCE



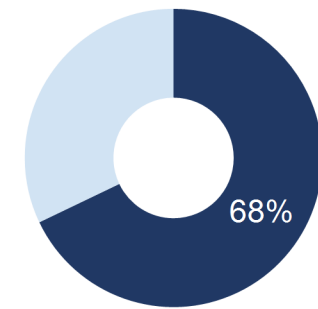
VISUAL ARTS



Any Visual and Performing Arts



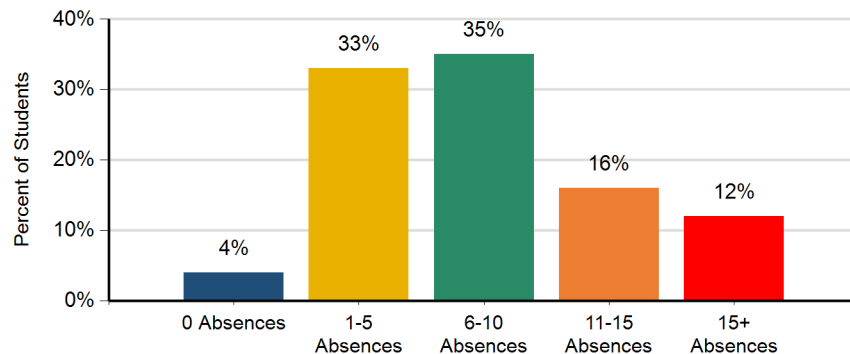
School



State

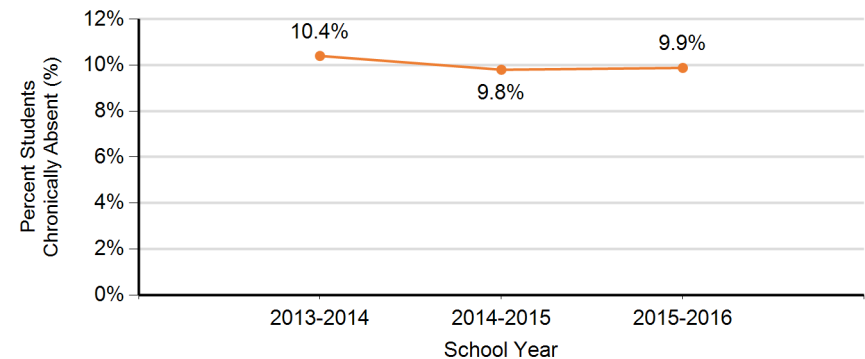
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-280
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 25
287 TRENTON AVENUE
PATERSON, NJ 07503

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	17:1
Administrator	188:1

Student Suspension Rate

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

	School
2015-16	2.9%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-290
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 26
1 EAST 32ND STREET
PATERSON, NJ 07514

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-290
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 26
1 EAST 32ND STREET
PATERSON, NJ 07514

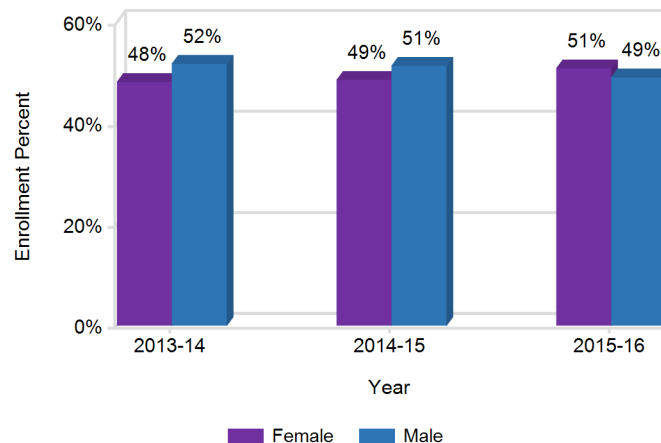
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	69	63	80
Grade 01	71	69	58
Grade 02	63	65	64
Grade 03	78	67	70
Grade 04	66	79	55
Grade 05	58	63	79
Grade 06	61	61	61
Grade 07	72	66	55
Grade 08	77	67	55
UG	7	11	11
Total	622	611	588

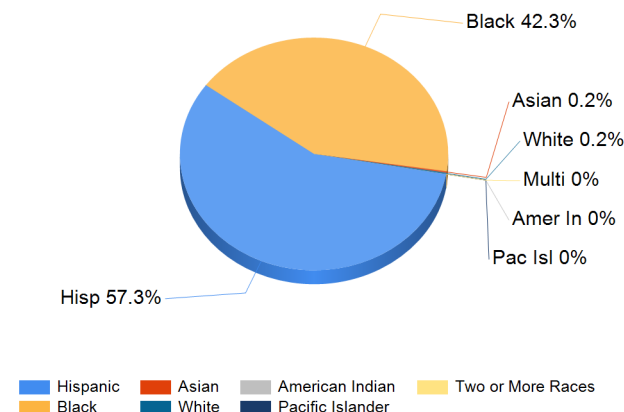
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



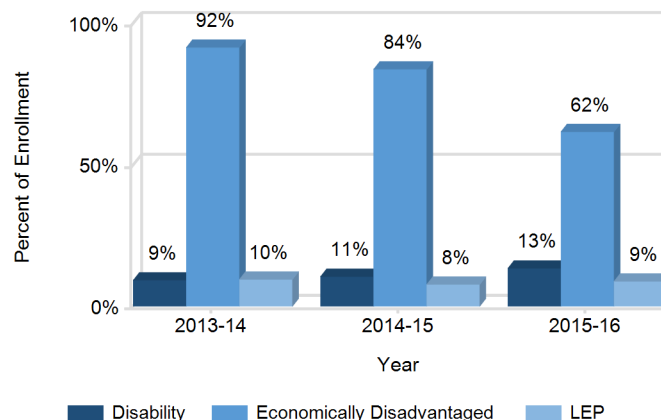
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	68.2%
Spanish	30.8%
Afrikaans	0.3%
Creoles and pidgins, English based	0.3%
Urdu	0.2%
Other	0.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	31%	71	15
Mathematics Met or Exceeded Expectations	21%	57	12

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	341	31%	15	96%	✓	340	21%	12	97%	✓
White	N	N	N	N		N	N	N	N	
African American	134	31%	37	97%	✓	133	16%	28	96%	✓
Hispanic	198	31%	28	96%	✓	198	24%	29	97%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	58	7%	19	97%	✓	58	7%	21	97%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	338	31%	38	96%	✓	337	21%	28	97%	✓



State of New Jersey
2015-2016

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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	66	726	720	746	24%	27%	18%	27%	3%	30%	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	49	728	719	730	20%	27%	22%	27%	4%	31%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	66	726	720	727	24%	27%	18%	27%	3%	30%	28%
PARCC MATH											
Schoolwide	70	719	729	749	27%	27%	27%	19%	N	19%	52%
White	N	N	N	757	N	N	N	N	N	N	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	53	722	729	736	21%	28%	28%	23%	N	23%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	S	S	719	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	70	719	729	732	27%	27%	27%	19%	N	19%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	53	729	726	750	15%	26%	30%	26%	2%	28%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	16	717	720	733	31%	19%	38%	6%	6%	13%	33%
Hispanic	37	735	725	737	8%	30%	27%	35%	N	35%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	53	729	726	734	15%	26%	30%	26%	2%	28%	33%
PARCC MATH											
Schoolwide	53	729	727	745	17%	34%	15%	34%	N	34%	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	16	716	716	727	19%	56%	13%	13%	N	13%	24%
Hispanic	37	735	727	733	16%	24%	16%	43%	N	43%	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	53	729	727	730	17%	34%	15%	34%	N	34%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-290
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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	75	725	726	751	19%	35%	25%	21%	N	21%	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	26	730	719	733	15%	31%	23%	31%	N	31%	32%
Hispanic	47	724	726	738	19%	36%	28%	17%	N	17%	37%
Asian	S	S	736	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	744	759	S	S	S	S	S	S	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	75	725	726	735	19%	35%	25%	21%	N	21%	33%
PARCC MATH											
Schoolwide	77	723	726	747	17%	44%	21%	18%	N	18%	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	26	725	719	728	12%	46%	23%	19%	N	19%	24%
Hispanic	49	721	726	735	20%	41%	20%	18%	N	18%	31%
Asian	S	S	740	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	746	754	S	S	S	S	S	S	56%
Students with Disability	14	718	706	725	14%	64%	7%	14%	N	14%	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	77	723	726	732	17%	44%	21%	18%	N	18%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
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State of New Jersey
2015-2016

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	59	734	729	750	10%	29%	31%	31%	N	31%	52%
White	N	N	N	756	N	N	N	N	N	N	61%
African American	28	736	723	732	4%	32%	39%	25%	N	25%	31%
Hispanic	31	731	729	738	16%	26%	23%	36%	N	36%	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	S	S	691	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	59	734	729	735	10%	29%	31%	31%	N	31%	33%
PARCC MATH											
Schoolwide	59	723	723	743	17%	34%	37%	12%	N	12%	43%
White	N	N	N	750	N	N	N	N	N	N	53%
African American	28	726	716	724	18%	25%	46%	11%	N	11%	20%
Hispanic	31	721	723	730	16%	42%	29%	13%	N	13%	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	702	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	59	723	723	728	17%	34%	37%	12%	N	12%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	49	738	730	753	14%	18%	33%	22%	12%	35%	56%
White	N	N	N	760	N	N	N	N	N	N	65%
African American	27	735	728	733	19%	15%	37%	22%	7%	30%	35%
Hispanic	S	S	728	739	S	S	S	S	S	S	41%
Asian	N	N	N	781	N	N	N	N	N	N	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	738	759	S	S	S	S	S	S	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	49	738	730	735	14%	18%	33%	22%	12%	35%	37%
PARCC MATH											
Schoolwide	49	732	724	740	18%	22%	31%	29%	N	29%	39%
White	N	N	N	747	N	N	N	N	N	N	47%
African American	27	731	721	724	15%	22%	41%	22%	N	22%	19%
Hispanic	S	S	723	729	S	S	S	S	S	S	23%
Asian	N	N	N	763	N	N	N	N	N	N	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	732	744	S	S	S	S	S	S	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	49	732	724	727	18%	22%	31%	29%	N	29%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-290
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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	52	746	732	753	6%	17%	29%	42%	6%	48%	55%
White	N	N	N	759	N	N	N	N	N	N	63%
African American	31	746	727	732	3%	16%	32%	45%	3%	48%	34%
Hispanic	S	S	731	740	S	S	S	S	S	S	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	737	756	S	S	S	S	S	S	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	S	S	686	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	52	746	732	736	6%	17%	29%	42%	6%	48%	38%
**PARCC MATH											
Schoolwide	S	S	708	726	S	S	S	S	S	S	26%
White	N	N	N	732	N	N	N	N	N	N	32%
African American	S	S	702	712	S	S	S	S	S	S	14%
Hispanic	S	S	710	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	S	S	697	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	708	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



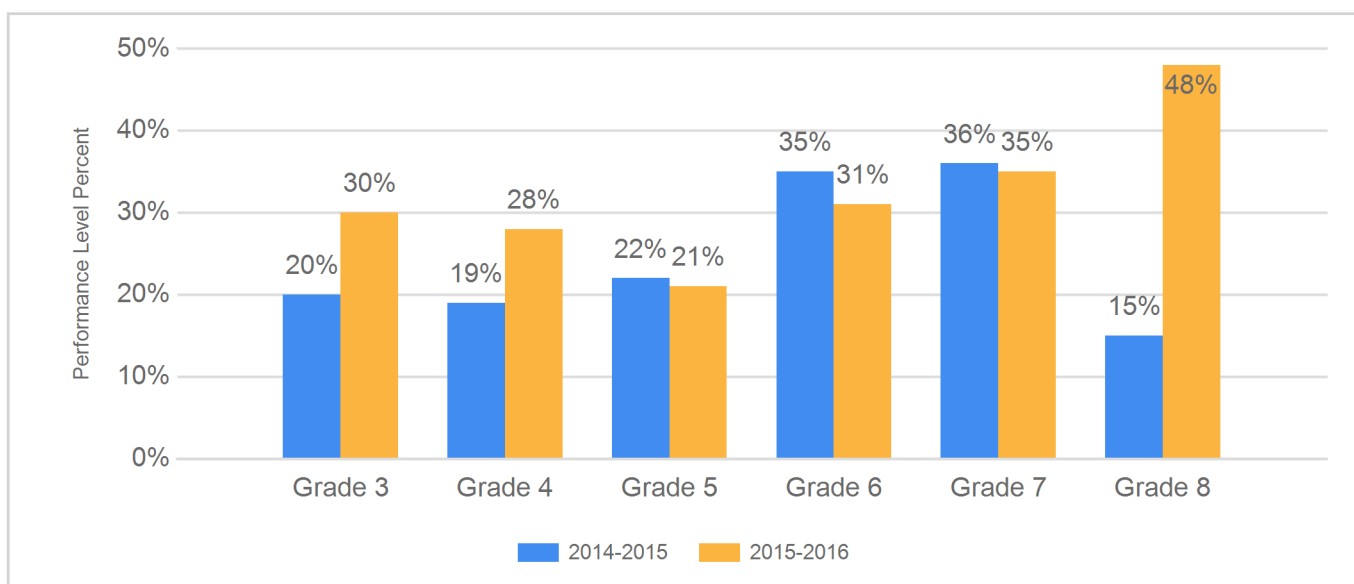
State of New Jersey
2015-2016

Grade Span KF-08

31-4010-290
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	25	744	752	769	N	12%	48%	40%	N	40%	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	15	744	747	748	N	20%	40%	40%	N	40%	20%
Hispanic	S	S	751	746	S	S	S	S	S	S	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	757	776	S	S	S	S	S	S	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	25	744	752	746	N	12%	48%	40%	N	40%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



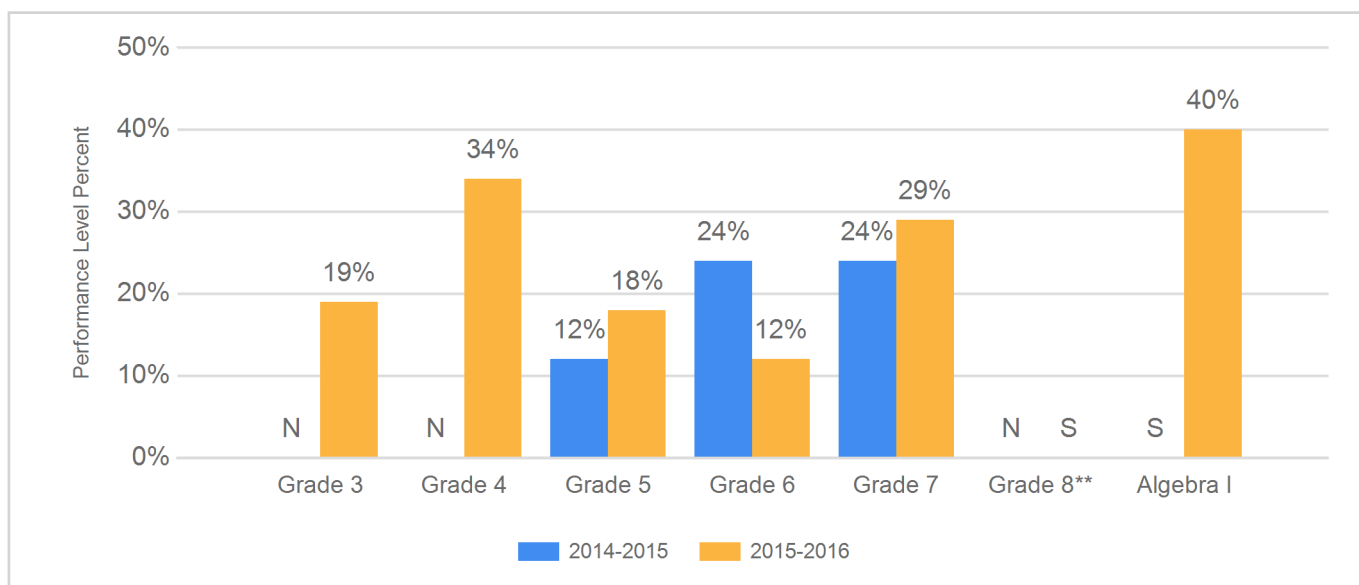
State of New Jersey
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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2015-2016

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

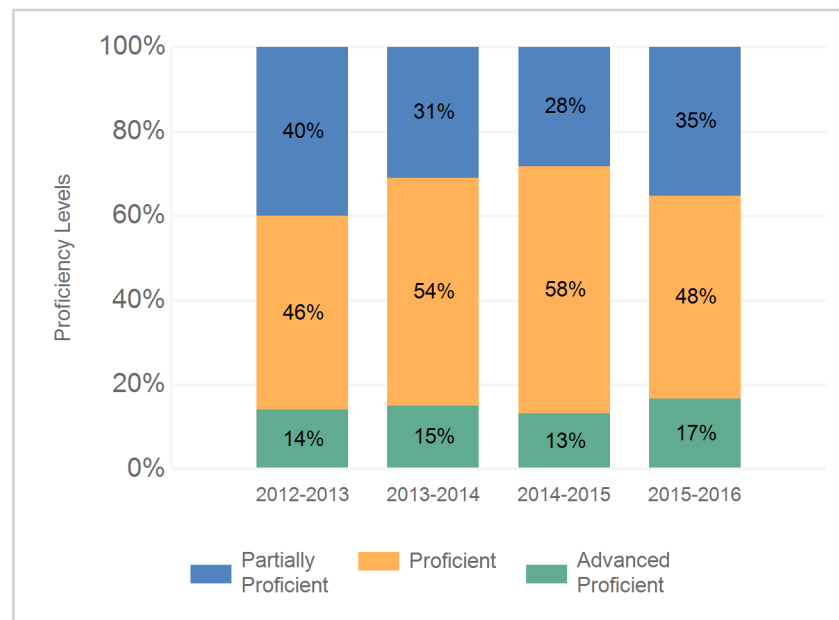
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	17%	48%	35%
White	N	N	N
African American	12%	41%	47%
Hispanic	19%	51%	30%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	17%	48%	35%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-290

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

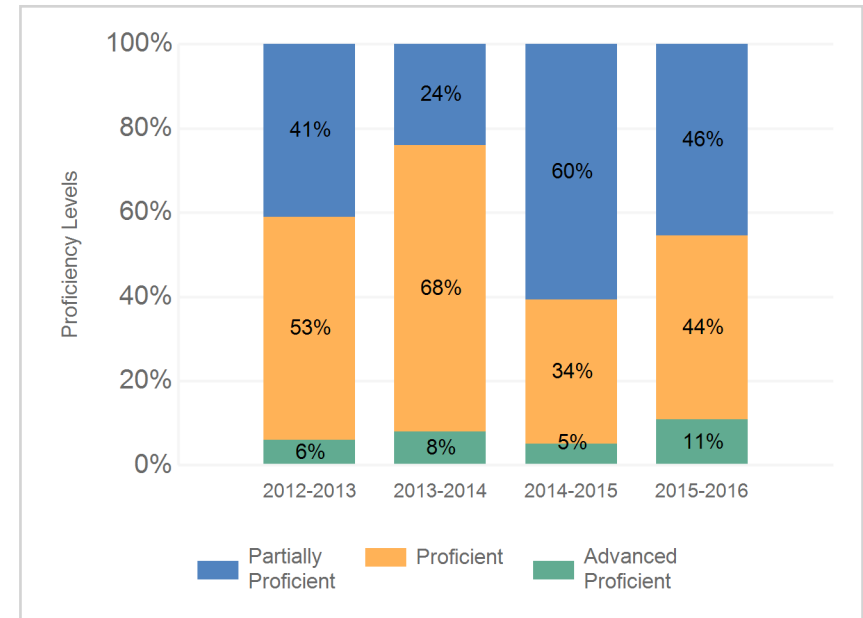
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	11%	44%	46%
White	N	N	N
African American	16%	41%	44%
Hispanic	4%	48%	48%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	11%	44%	46%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-290
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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-290
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 26
1 EAST 32ND STREET
PATERSON, NJ 07514

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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	49	48	50
Student Growth on Math	54	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	5%	7%
Partially Met (L2)	9%	8%	5%
Approached (L3)	10%	8%	13%
Met (L4)	10%	11%	6%
Exceeded (L5)	1%	0%	1%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	4%	4%
Partially Met (L2)	13%	15%	18%
Approached (L3)	7%	8%	13%
Met (L4)	4%	5%	4%
Exceeded (L5)	0%	0%	0%



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-290
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 26
1 EAST 32ND STREET
PATERSON, NJ 07514

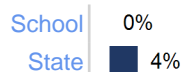
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



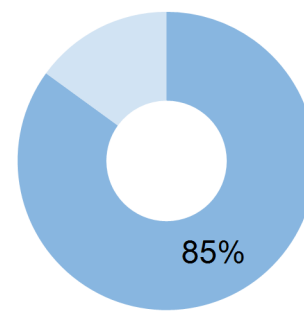
DANCE



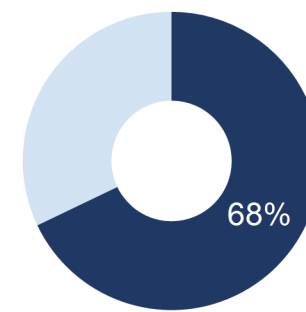
VISUAL ARTS



Any Visual and Performing Arts



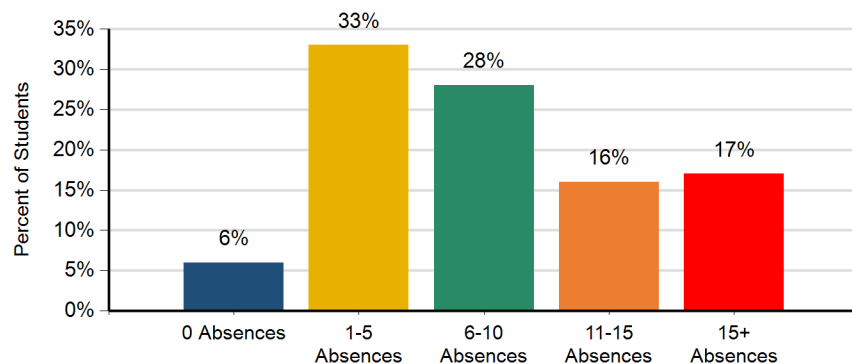
School



State

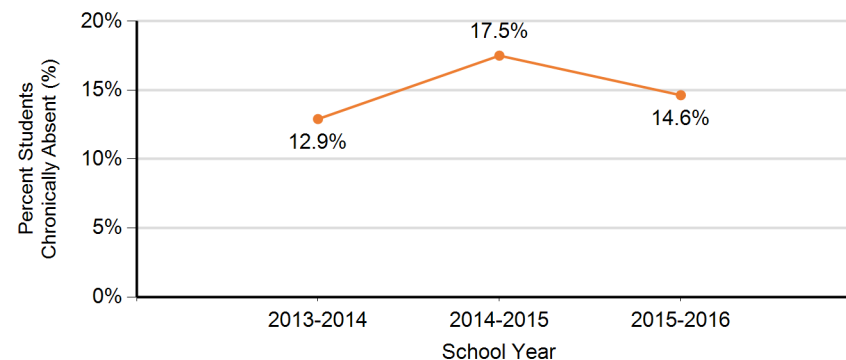
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-290
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 26
1 EAST 32ND STREET
PATERSON, NJ 07514

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	14:1
Administrator	147:1

Student Suspension Rate

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

	School
2015-16	12.6%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span KF-07

31-4010-300
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 27
250 RICHMOND AVE
PATERSON, NJ 07502

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-07

31-4010-300
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 27
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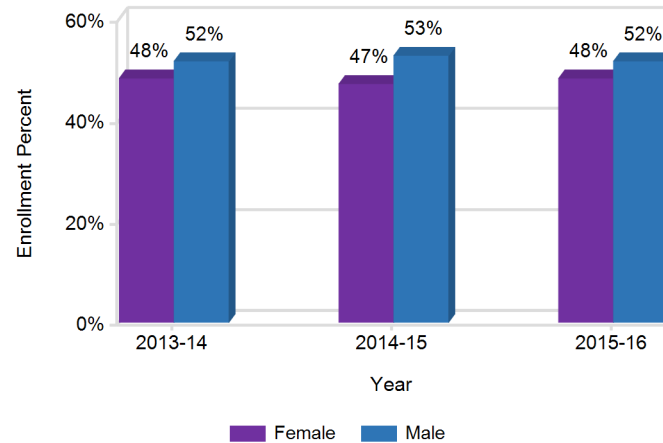
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	77	85	78
Grade 01	94	105	96
Grade 02	93	93	106
Grade 03	93	88	107
Grade 04	101	100	84
Grade 05	104	117	122
Grade 06	111	89	113
Grade 07	116	110	88
UG	24	25	26
Total	814	812	820

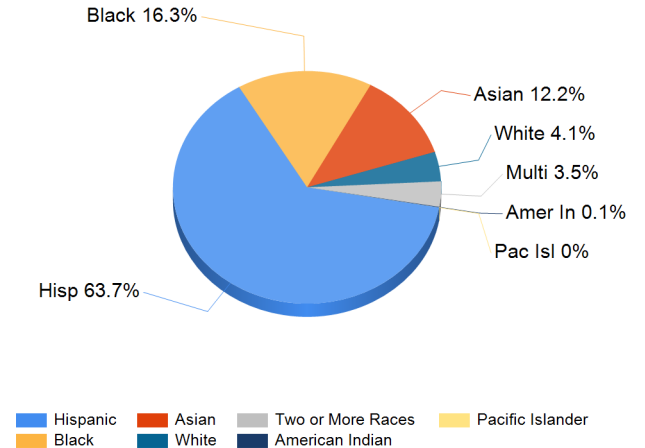
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



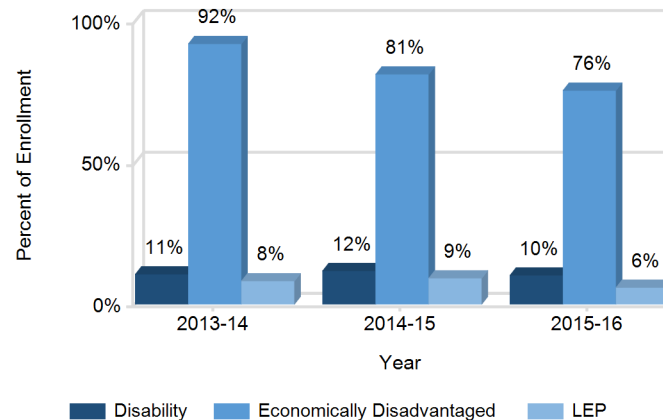
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	62.7%
Spanish	24.9%
Bengali	10.0%
Urdu	1.7%
Arabic	0.7%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KF-07

31-4010-300
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 27
250 RICHMOND AVE
PATERSON, NJ 07502

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	31%	66	14
Mathematics Met or Exceeded Expectations	36%	83	29

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	502	31%	14	99%	✓	502	36%	29	99%	✓
White	S	S	S	S		S	S	S	S	
African American	79	23%	23	98%	✓	79	18%	30	98%	✓
Hispanic	317	29%	23	99%	✓	317	35%	49	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	69	45%	11	100%	✓	69	61%	26	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	71	7%	18	100%	✓	71	3%	11	99%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	501	31%	36	99%	✓	501	36%	67	99%	✓



State of New Jersey
2015-2016

Grade Span KF-07

31-4010-300
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 27
250 RICHMOND AVE
PATERSON, NJ 07502

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	107	730	720	746	21%	25%	22%	31%	1%	32%	48%
White	S	S	729	756	S	S	S	S	S	S	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	84	728	719	730	23%	24%	21%	31%	1%	32%	31%
Asian	S	S	743	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	107	730	720	727	21%	25%	22%	31%	1%	32%	28%
PARCC MATH											
Schoolwide	107	740	729	749	10%	21%	24%	40%	5%	45%	52%
White	S	S	735	757	S	S	S	S	S	S	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	84	739	729	736	10%	21%	25%	42%	2%	44%	35%
Asian	S	S	747	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	S	S	719	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	107	740	729	732	10%	21%	24%	40%	5%	45%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-07

31-4010-300
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 27
250 RICHMOND AVE
PATERSON, NJ 07502

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	83	738	726	750	10%	16%	39%	35%	1%	36%	54%
White	S	S	731	759	S	S	S	S	S	S	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	47	735	725	737	9%	21%	36%	34%	N	34%	37%
Asian	19	741	748	773	16%	11%	37%	32%	5%	37%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	83	738	726	734	10%	16%	39%	35%	1%	36%	33%
PARCC MATH											
Schoolwide	84	742	727	745	6%	19%	37%	36%	2%	38%	47%
White	S	S	728	752	S	S	S	S	S	S	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	47	737	727	733	4%	30%	38%	23%	4%	28%	30%
Asian	20	748	745	771	10%	N	35%	55%	N	55%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	84	742	727	730	6%	19%	37%	36%	2%	38%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-07

31-4010-300
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 27
250 RICHMOND AVE
PATERSON, NJ 07502

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	120	736	726	751	7%	25%	38%	29%	1%	30%	53%
White	S	S	732	758	S	S	S	S	S	S	64%
African American	18	728	719	733	N	44%	28%	28%	N	28%	32%
Hispanic	77	738	726	738	7%	22%	40%	30%	1%	31%	37%
Asian	12	737	736	773	8%	25%	33%	33%	N	33%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	744	759	S	S	S	S	S	S	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	120	736	726	735	7%	25%	38%	29%	1%	30%	33%
PARCC MATH											
Schoolwide	121	738	726	747	7%	25%	37%	31%	N	31%	47%
White	S	S	734	753	S	S	S	S	S	S	57%
African American	18	725	719	728	11%	39%	39%	11%	N	11%	24%
Hispanic	78	741	726	735	4%	22%	37%	37%	N	37%	31%
Asian	12	744	740	774	17%	17%	17%	50%	N	50%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	746	754	S	S	S	S	S	S	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	121	738	726	732	7%	25%	37%	31%	N	31%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-07

31-4010-300
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 27
250 RICHMOND AVE
PATERSON, NJ 07502

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	732	729	750	19%	20%	34%	25%	3%	28%	52%
White	S	S	743	756	S	S	S	S	S	S	61%
African American	25	723	723	732	20%	36%	28%	12%	4%	16%	31%
Hispanic	75	732	729	738	19%	15%	41%	23%	3%	25%	37%
Asian	S	S	742	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	S	719	S	S	S	S	S	S	15%
English Language Learners	S	S	691	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	122	732	729	735	19%	20%	34%	25%	3%	28%	33%
PARCC MATH											
Schoolwide	126	738	723	743	14%	22%	25%	31%	8%	39%	43%
White	S	S	735	750	S	S	S	S	S	S	53%
African American	25	730	716	724	12%	28%	40%	12%	8%	20%	20%
Hispanic	79	736	723	730	15%	23%	27%	29%	6%	35%	26%
Asian	S	S	745	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	702	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	126	738	723	728	14%	22%	25%	31%	8%	39%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-07

31-4010-300
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 27
250 RICHMOND AVE
PATERSON, NJ 07502

PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	98	730	730	753	15%	29%	27%	27%	3%	30%	56%
White	S	S	737	760	S	S	S	S	S	S	65%
African American	21	719	728	733	33%	19%	29%	19%	N	19%	35%
Hispanic	54	727	728	739	13%	39%	26%	19%	4%	22%	41%
Asian	18	752	751	781	6%	6%	28%	56%	6%	61%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	738	759	S	S	S	S	S	S	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	98	730	730	735	15%	29%	27%	27%	3%	30%	37%
PARCC MATH											
Schoolwide	98	728	724	740	17%	28%	32%	20%	3%	24%	39%
White	S	S	S	747	S	S	S	S	S	S	47%
African American	S	S	721	724	S	S	S	S	S	S	19%
Hispanic	54	724	723	729	17%	35%	30%	17%	2%	19%	23%
Asian	18	745	740	763	11%	17%	17%	50%	6%	56%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	732	744	S	S	S	S	S	S	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	98	728	724	727	17%	28%	32%	20%	3%	24%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



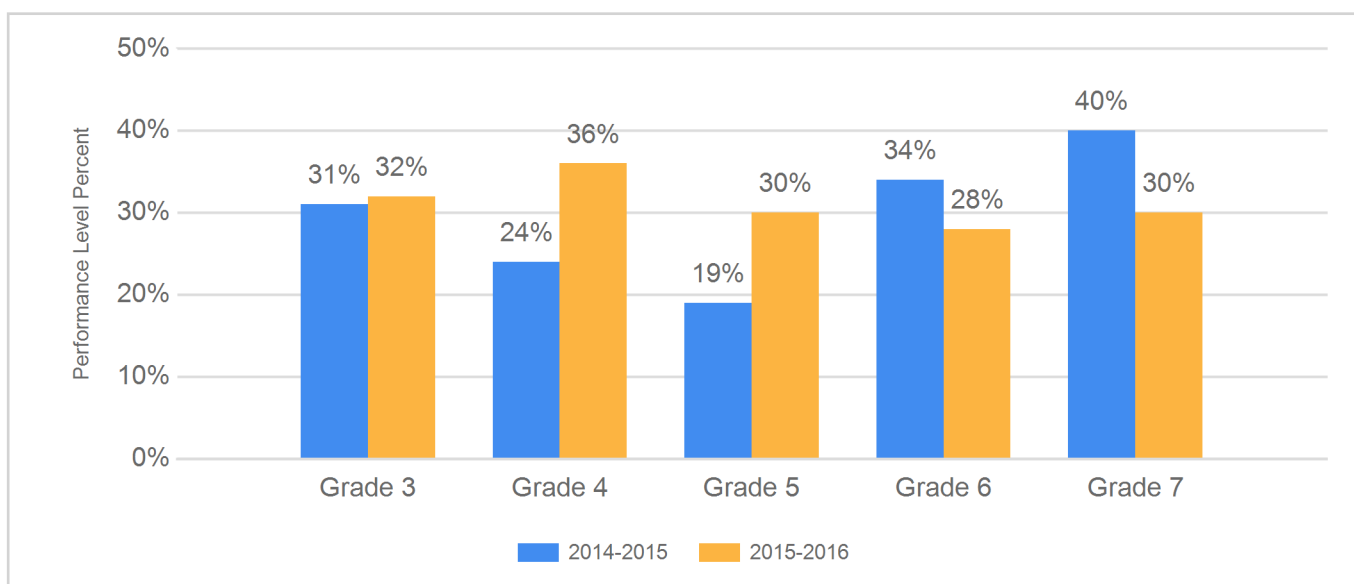
State of New Jersey
2015-2016

Grade Span KF-07

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





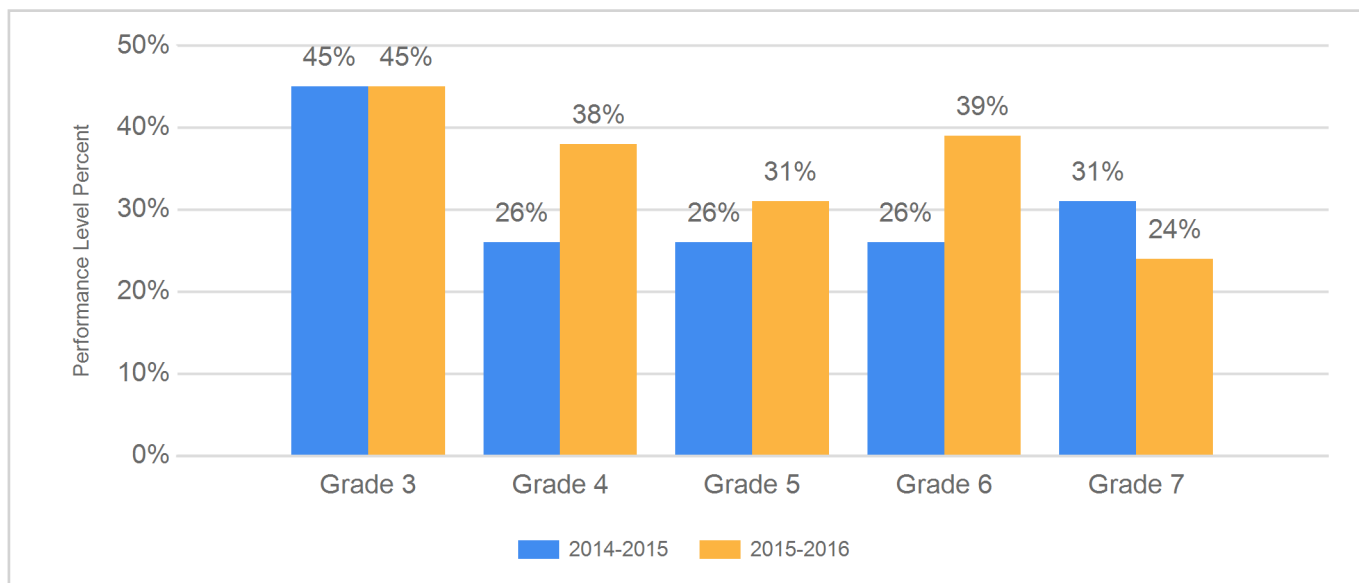
State of New Jersey
2015-2016

Grade Span KF-07

31-4010-300
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-07

31-4010-300
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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

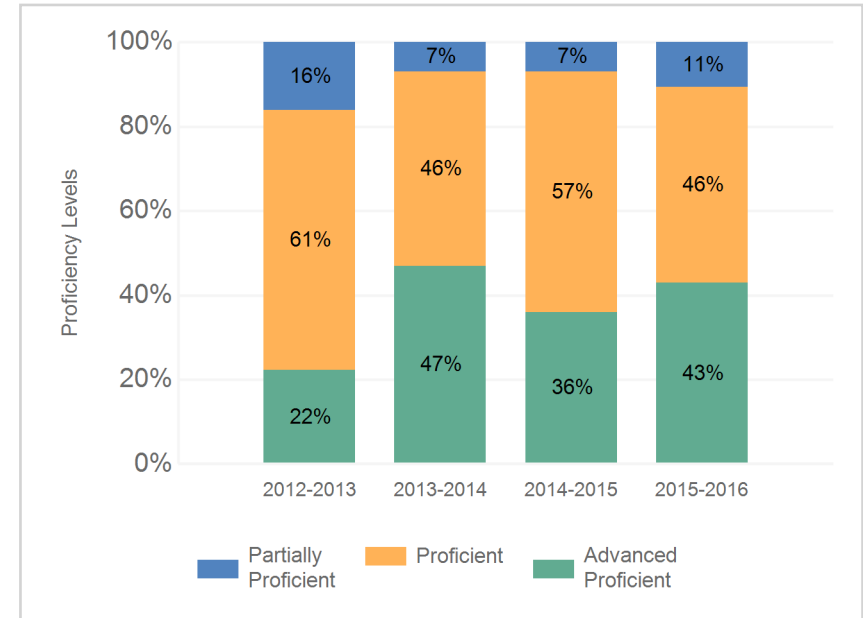
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	43%	46%	11%
White	S	S	S
African American	55%	36%	9%
Hispanic	38%	50%	13%
American Indian	N	N	N
Asian	41%	50%	9%
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	43%	46%	11%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-07

31-4010-300
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 27
250 RICHMOND AVE
PATERSON, NJ 07502

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-07

31-4010-300
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 27
250 RICHMOND AVE
PATERSON, NJ 07502

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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	45	48	50
Student Growth on Math	49	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	6%	4%
Partially Met (L2)	6%	10%	9%
Approached (L3)	14%	8%	11%
Met (L4)	15%	5%	8%
Exceeded (L5)	0%	1%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	1%	2%
Partially Met (L2)	7%	9%	9%
Approached (L3)	14%	10%	12%
Met (L4)	7%	8%	15%
Exceeded (L5)	0%	1%	0%



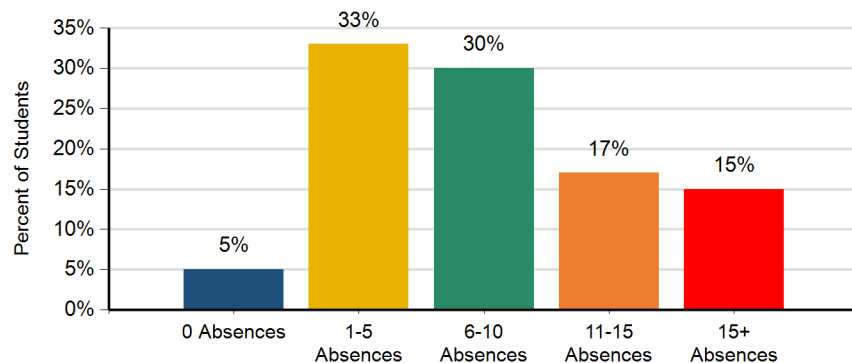
State of New Jersey
2015-2016

Grade Span KF-07

31-4010-300
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 27
250 RICHMOND AVE
PATERSON, NJ 07502

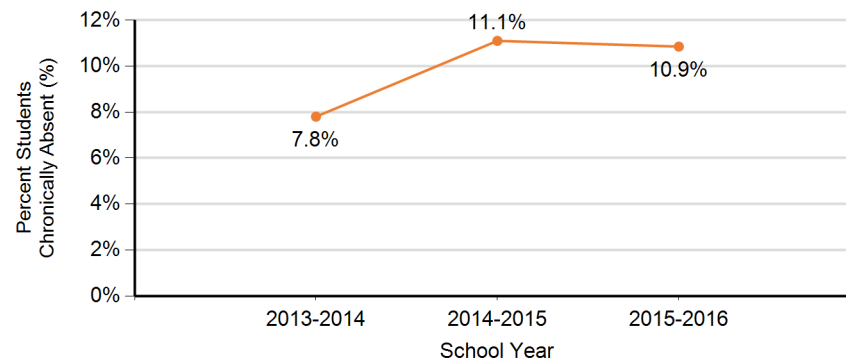
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-07

31-4010-300
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 27
250 RICHMOND AVE
PATERSON, NJ 07502

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	13:1
Administrator	205:1

Student Suspension Rate

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

	School
2015-16	9.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-310
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 28
200 PRESIDENTIAL BOULEVARD
PATERSON, NJ 07522

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-310
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 28
200 PRESIDENTIAL BOULEVARD
PATERSON, NJ 07522

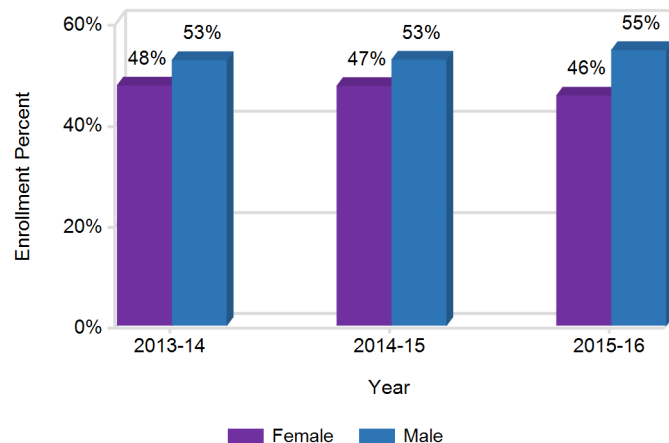
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	44	60	56
Grade KG	82	99	75
Grade 01	67	64	80
Grade 02	64	72	11
Grade 03	36	18	21
Grade 04	1	15	21
Grade 05	0	33	36
Grade 06	0	38	38
Grade 07	0	50	37
Grade 08	0	39	51
UG	3	37	66
Total	297	525	492

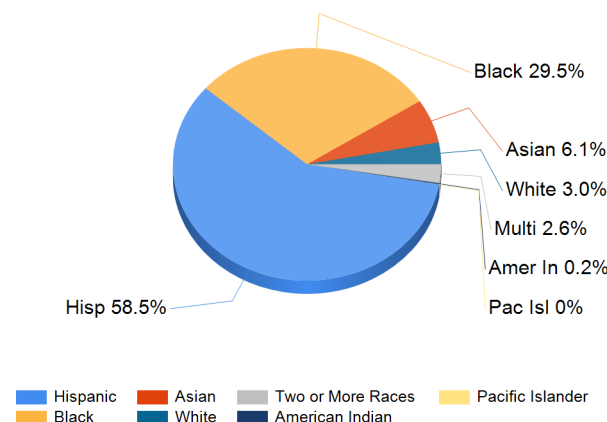
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



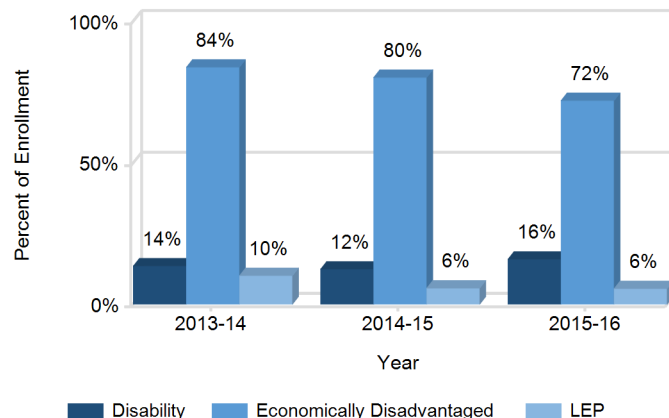
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	65.7%
Spanish	26.6%
Bengali	3.5%
Arabic	2.4%
English, Old (ca.450-1100)	0.8%
Other	1.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-310

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 28

200 PRESIDENTIAL BOULEVARD

PATERSON, NJ 07522

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	95%	100	100
Mathematics Met or Exceeded Expectations	95%	100	100

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	194	95%	100	100%	✓	194	95%	100	100%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	118	99%	98	100%	✓	118	99%	99	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	191	97%	99	100%	✓	191	97%	99	100%	✓



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-310
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 28
200 PRESIDENTIAL BOULEVARD
PATERSON, NJ 07522

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	21	793	720	746	N	N	N	81%	19%	100%	48%
White	S	S	729	756	S	S	S	S	S	S	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	16	789	719	730	N	N	N	88%	13%	100%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	N	N	N	718	N	N	N	N	N	N	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	21	793	720	727	N	N	N	81%	19%	100%	28%
PARCC MATH											
Schoolwide	21	788	729	749	N	N	N	57%	43%	100%	52%
White	S	S	735	757	S	S	S	S	S	S	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	16	786	729	736	N	N	N	63%	38%	100%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	N	N	N	727	N	N	N	N	N	N	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	21	788	729	732	N	N	N	57%	43%	100%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-310
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 28
200 PRESIDENTIAL BOULEVARD
PATERSON, NJ 07522

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	21	811	726	750	N	N	N	10%	91%	100%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	17	812	725	737	N	N	N	12%	88%	100%	37%
Asian	S	S	748	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	N	N	N	723	N	N	N	N	N	N	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	21	811	726	734	N	N	N	10%	91%	100%	33%
PARCC MATH											
Schoolwide	21	806	727	745	N	N	N	19%	81%	100%	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	17	807	727	733	N	N	N	18%	82%	100%	30%
Asian	S	S	745	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	N	N	N	724	N	N	N	N	N	N	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	21	806	727	730	N	N	N	19%	81%	100%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-310
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 28
200 PRESIDENTIAL BOULEVARD
PATERSON, NJ 07522

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	795	726	751	N	N	3%	56%	42%	97%	53%
White	S	S	732	758	S	S	S	S	S	S	64%
African American	S	S	719	733	S	S	S	S	S	S	32%
Hispanic	21	791	726	738	N	N	5%	57%	38%	95%	37%
Asian	S	S	736	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	744	759	S	S	S	S	S	S	63%
Students with Disability	N	N	N	723	N	N	N	N	N	N	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	36	795	726	735	N	N	3%	56%	42%	97%	33%
PARCC MATH											
Schoolwide	36	801	726	747	N	N	N	19%	81%	100%	47%
White	S	S	734	753	S	S	S	S	S	S	57%
African American	S	S	719	728	S	S	S	S	S	S	24%
Hispanic	21	802	726	735	N	N	N	14%	86%	100%	31%
Asian	S	S	740	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	746	754	S	S	S	S	S	S	56%
Students with Disability	N	N	N	725	N	N	N	N	N	N	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	36	801	726	732	N	N	N	19%	81%	100%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-310
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 28
200 PRESIDENTIAL BOULEVARD
PATERSON, NJ 07522

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	38	797	729	750	N	N	3%	42%	55%	97%	52%
White	S	S	743	756	S	S	S	S	S	S	61%
African American	S	S	723	732	S	S	S	S	S	S	31%
Hispanic	16	801	729	738	N	N	N	44%	56%	100%	37%
Asian	S	S	742	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	751	755	S	S	S	S	S	S	60%
Students with Disability	N	N	N	719	N	N	N	N	N	N	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	38	797	729	735	N	N	3%	42%	55%	97%	33%
PARCC MATH											
Schoolwide	38	794	723	743	N	N	3%	26%	71%	97%	43%
White	S	S	735	750	S	S	S	S	S	S	53%
African American	S	S	716	724	S	S	S	S	S	S	20%
Hispanic	16	800	723	730	N	N	N	19%	81%	100%	26%
Asian	S	S	745	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	748	748	S	S	S	S	S	S	49%
Students with Disability	N	N	N	717	N	N	N	N	N	N	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	38	794	723	728	N	N	3%	26%	71%	97%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-310
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 28
200 PRESIDENTIAL BOULEVARD
PATERSON, NJ 07522

PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	38	790	730	753	N	N	3%	32%	66%	97%	56%
White	S	S	737	760	S	S	S	S	S	S	65%
African American	S	S	728	733	S	S	S	S	S	S	35%
Hispanic	21	787	728	739	N	N	N	38%	62%	100%	41%
Asian	S	S	751	781	S	S	S	S	S	S	84%
American Indian	S	S	S	748	S	S	S	S	S	S	54%
Two or More Races	S	S	738	759	S	S	S	S	S	S	63%
Students with Disability	N	N	N	716	N	N	N	N	N	N	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	38	790	730	735	N	N	3%	32%	66%	97%	37%
PARCC MATH											
Schoolwide	24	774	724	740	N	N	N	92%	8%	100%	39%
White	N	N	N	747	N	N	N	N	N	N	47%
African American	S	S	721	724	S	S	S	S	S	S	19%
Hispanic	16	775	723	729	N	N	N	88%	13%	100%	23%
Asian	S	S	740	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	732	744	S	S	S	S	S	S	44%
Students with Disability	N	N	N	713	N	N	N	N	N	N	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	24	774	724	727	N	N	N	92%	8%	100%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-310
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 28
200 PRESIDENTIAL BOULEVARD
PATERSON, NJ 07522

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	53	791	732	753	2%	2%	N	49%	47%	96%	55%
White	S	S	748	759	S	S	S	S	S	S	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	37	795	731	740	N	N	N	46%	54%	100%	43%
Asian	S	S	745	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	53	791	732	736	2%	2%	N	49%	47%	96%	38%
**PARCC MATH											
Schoolwide	S	S	708	726	S	S	S	S	S	S	26%
White	S	S	714	732	S	S	S	S	S	S	32%
African American	S	S	702	712	S	S	S	S	S	S	14%
Hispanic	N	N	N	721	N	N	N	N	N	N	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	708	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



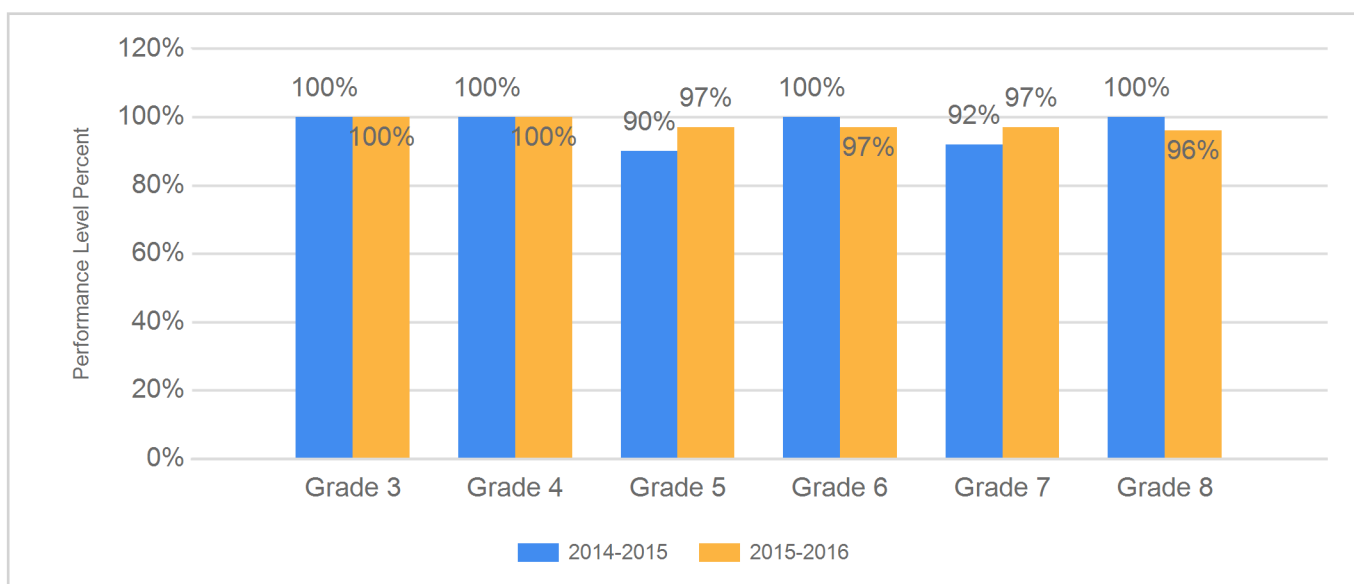
State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-310
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 28
200 PRESIDENTIAL BOULEVARD
PATERSON, NJ 07522

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-310

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 28

200 PRESIDENTIAL BOULEVARD

PATERSON, NJ 07522

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	778	752	769	N	N	2%	92%	6%	98%	41%
White	S	S	761	772	S	S	S	S	S	S	51%
African American	S	S	747	748	S	S	S	S	S	S	20%
Hispanic	32	778	751	746	N	N	3%	91%	6%	97%	25%
Asian	S	S	757	789	S	S	S	S	S	S	76%
American Indian	S	S	777	769	S	S	S	S	S	S	38%
Two or More Races	S	S	757	776	S	S	S	S	S	S	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	50	778	752	746	N	N	2%	92%	6%	98%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-310

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PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 28

200 PRESIDENTIAL BOULEVARD

PATERSON, NJ 07522

PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	15	776	776	776	N	N	7%	80%	13%	93%	27%
White	S	S	S	772	S	S	S	S	S	S	34%
African American	S	S	S	755	S	S	S	S	S	S	9%
Hispanic	S	S	S	761	S	S	S	S	S	S	13%
Asian	S	S	S	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	15	776	776	759	N	N	7%	80%	13%	93%	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



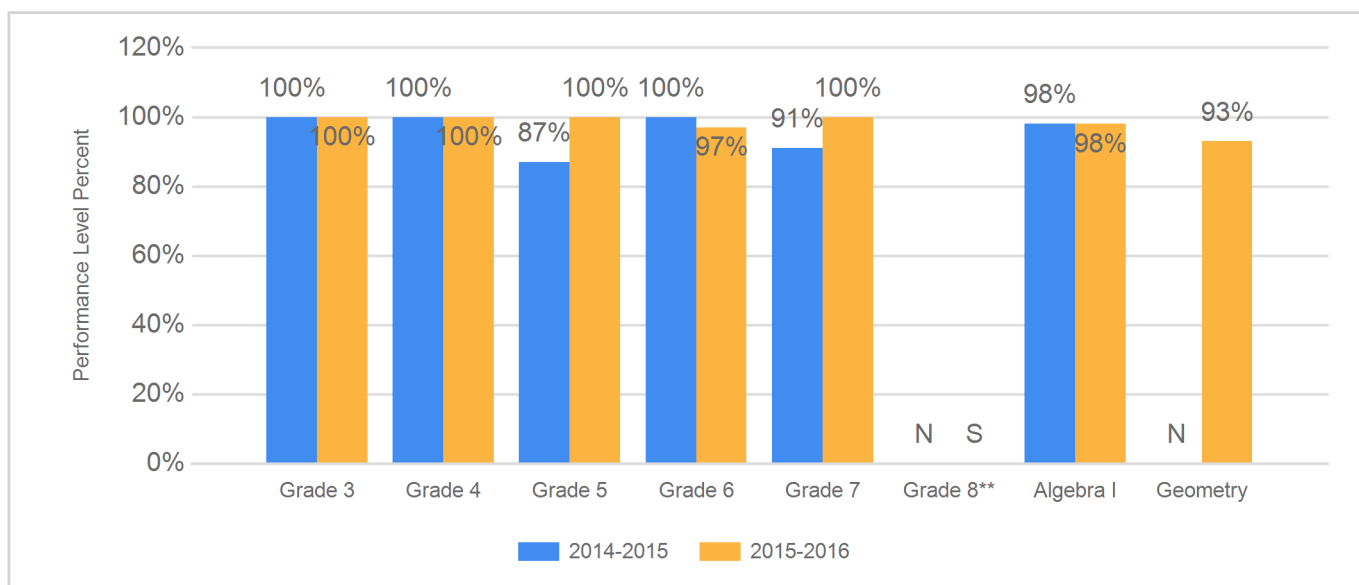
State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-310
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PATERSON, NJ 07522

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-310

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PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 28

200 PRESIDENTIAL BOULEVARD

PATERSON, NJ 07522

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

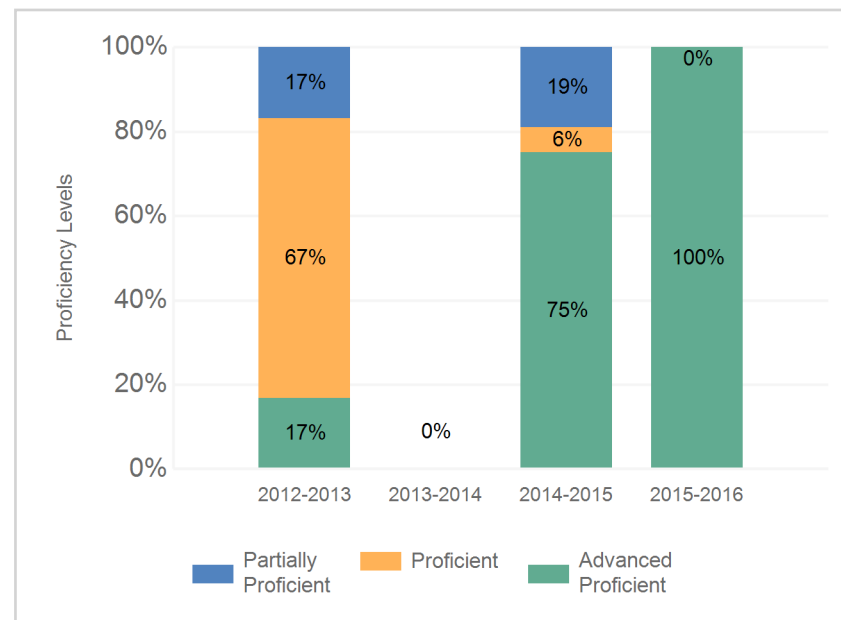
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	100%	N	N
White	S	S	S
African American	S	S	S
Hispanic	100%	N	N
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	N	N
English Language Learners	N	N	N
Economically Disadvantaged Students	100%	N	N

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-310
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 28
200 PRESIDENTIAL BOULEVARD
PATERSON, NJ 07522

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

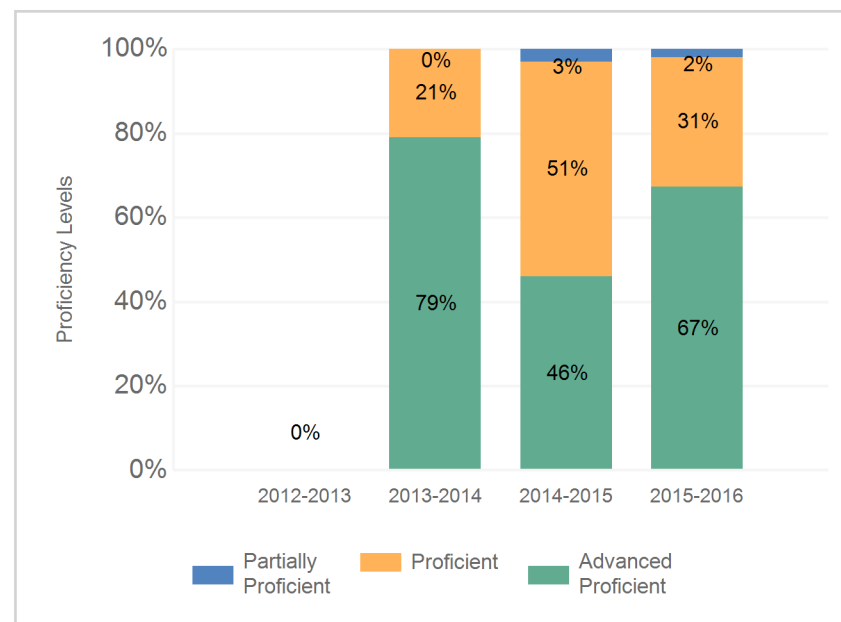
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	67%	31%	2%
White	S	S	S
African American	S	S	S
Hispanic	70%	30%	N
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	67%	31%	2%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-310

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 28

200 PRESIDENTIAL BOULEVARD

PATERSON, NJ 07522

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-310

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 28

200 PRESIDENTIAL BOULEVARD

PATERSON, NJ 07522

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	78	48	50
Student Growth on Math	79	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	0%	0%	0%
Approached (L3)	0%	1%	2%
Met (L4)	4%	12%	39%
Exceeded (L5)	5%	13%	24%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	0%	0%	0%
Approached (L3)	0%	0%	4%
Met (L4)	3%	18%	32%
Exceeded (L5)	7%	10%	26%



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-310

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PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 28

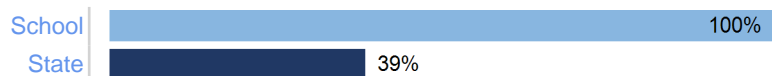
200 PRESIDENTIAL BOULEVARD

PATERSON, NJ 07522

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



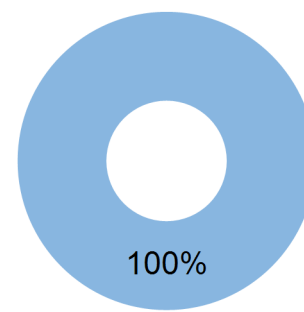
DANCE



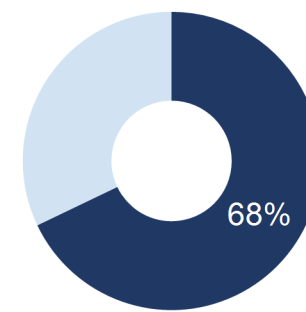
VISUAL ARTS



Any Visual and Performing Arts



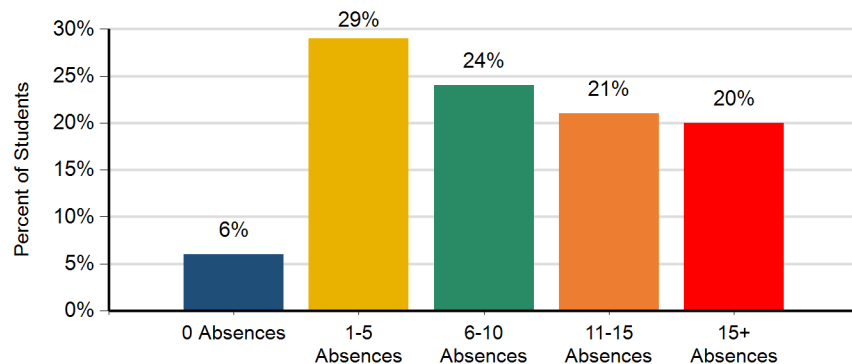
School



State

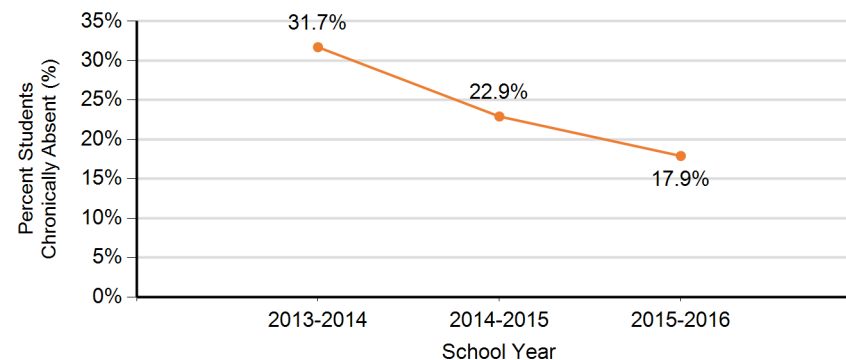
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-310
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 28
200 PRESIDENTIAL BOULEVARD
PATERSON, NJ 07522

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	10:1
Administrator	123:1

Student Suspension Rate

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

	School
2015-16	4.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-311
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 29
88 DANFORTH AVENUE
PATERSON, NJ 07501

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-311
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PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 29
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PATERSON, NJ 07501

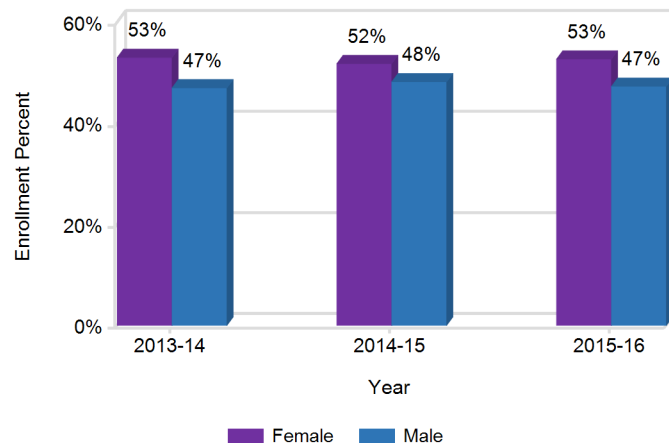
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	38	67	71
Grade 01	46	48	59
Grade 02	65	41	52
Grade 03	52	62	50
Grade 04	67	56	64
UG	15	6	15
Total	283	280	311

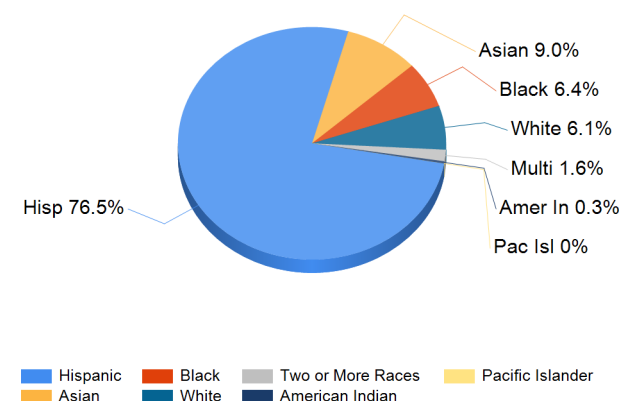
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



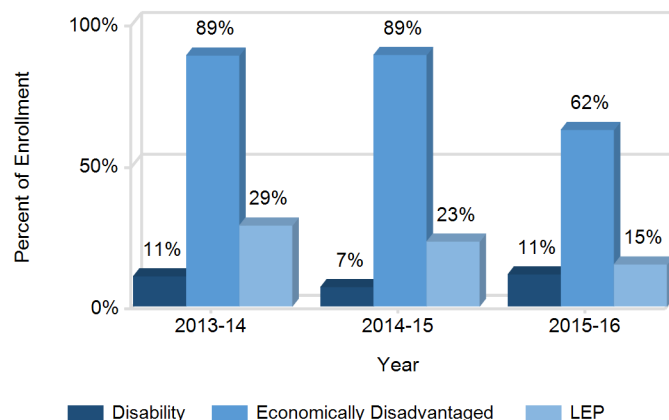
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	45.7%
English	42.1%
Bengali	8.7%
Arabic	2.3%
Afar	0.6%
Other	0.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-311
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 29
88 DANFORTH AVENUE
PATERSON, NJ 07501

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	34%	80	17
Mathematics Met or Exceeded Expectations	26%	66	14

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	93	34%	17	99%	✓	97	26%	14	99%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	70	30%	26	99%	✓	72	22%	23	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	92	35%	43	99%	✓	96	26%	35	99%	✓



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-311
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 29
88 DANFORTH AVENUE
PATERSON, NJ 07501

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	48	726	720	746	13%	40%	23%	25%	N	25%	48%
White	S	S	729	756	S	S	S	S	S	S	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	35	720	719	730	14%	43%	26%	17%	N	17%	31%
Asian	S	S	743	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	47	726	720	727	13%	38%	23%	26%	N	26%	28%
PARCC MATH											
Schoolwide	52	729	729	749	14%	23%	40%	23%	N	23%	52%
White	S	S	735	757	S	S	S	S	S	S	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	37	727	729	736	14%	22%	46%	19%	N	19%	35%
Asian	S	S	747	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	S	S	719	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	51	729	729	732	14%	22%	41%	24%	N	24%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-311
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 29
88 DANFORTH AVENUE
PATERSON, NJ 07501

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	61	734	726	750	13%	21%	26%	39%	N	39%	54%
White	S	S	731	759	S	S	S	S	S	S	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	46	735	725	737	9%	24%	26%	41%	N	41%	37%
Asian	S	S	748	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	61	734	726	734	13%	21%	26%	39%	N	39%	33%
PARCC MATH											
Schoolwide	64	728	727	745	16%	28%	31%	25%	N	25%	47%
White	S	S	728	752	S	S	S	S	S	S	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	48	730	727	733	10%	31%	33%	25%	N	25%	30%
Asian	S	S	745	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	64	728	727	730	16%	28%	31%	25%	N	25%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



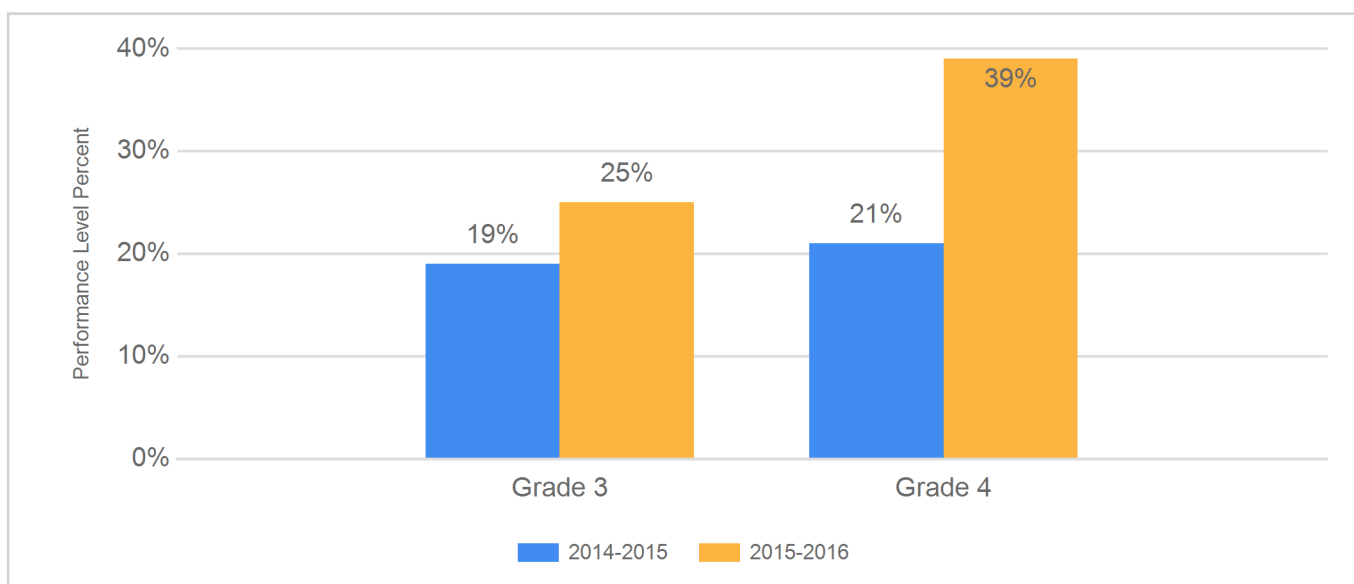
State of New Jersey
2015-2016

Grade Span KF-04

31-4010-311
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 29
88 DANFORTH AVENUE
PATERSON, NJ 07501

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





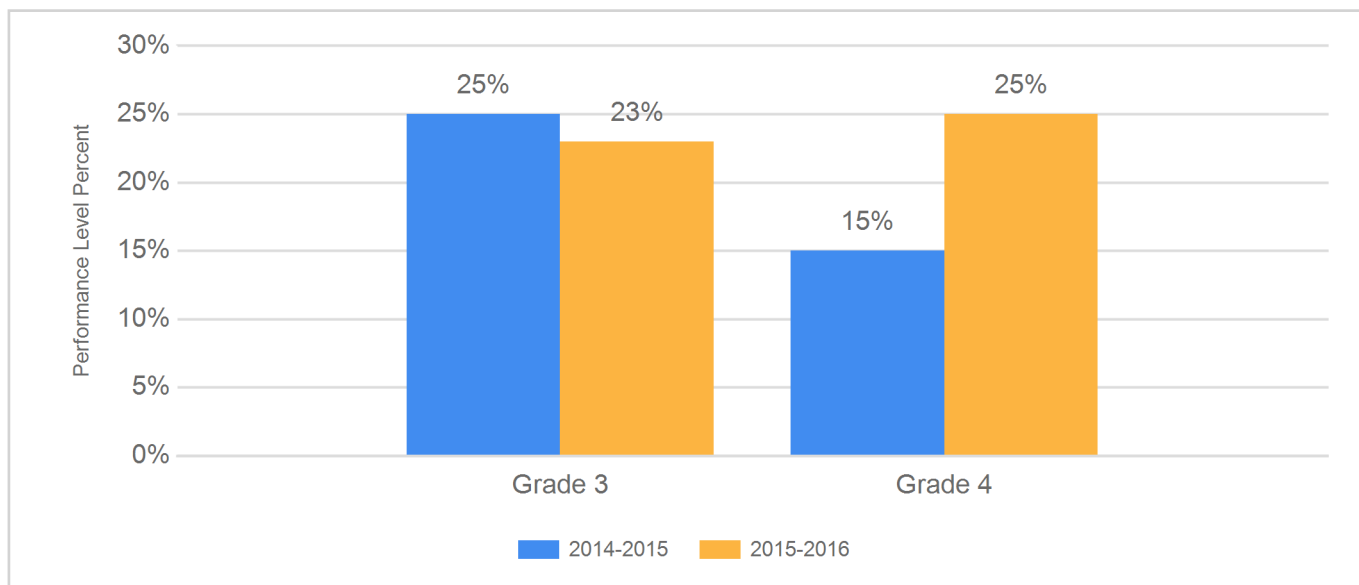
State of New Jersey
2015-2016

Grade Span KF-04

31-4010-311
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 29
88 DANFORTH AVENUE
PATERSON, NJ 07501

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-04

31-4010-311

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 29

88 DANFORTH AVENUE

PATERSON, NJ 07501

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

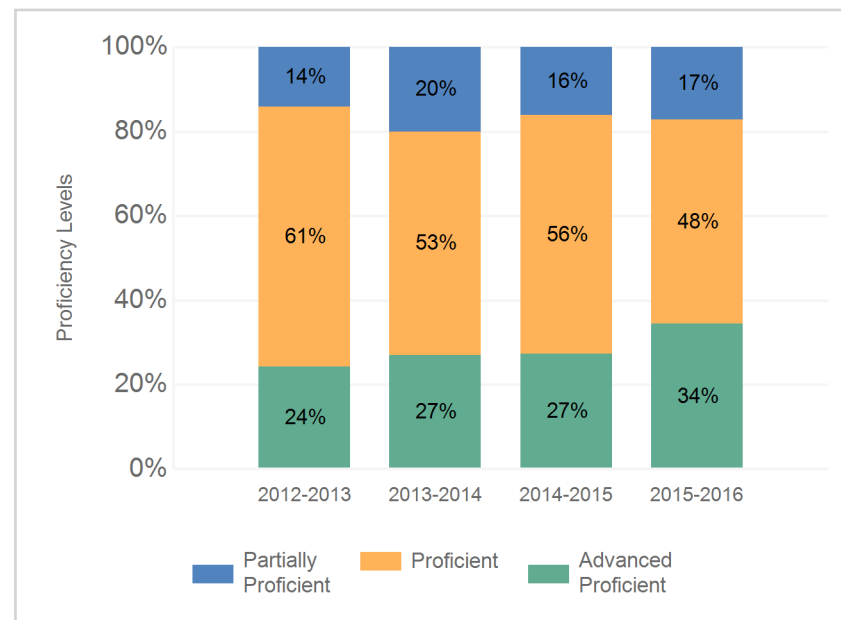
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	34%	48%	17%
White	S	S	S
African American	S	S	S
Hispanic	38%	48%	15%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	34%	48%	17%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-04

31-4010-311
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 29
88 DANFORTH AVENUE
PATERSON, NJ 07501

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-311
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 29
88 DANFORTH AVENUE
PATERSON, NJ 07501

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	44	48	50
Student Growth on Math	42	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	9%	0%
Partially Met (L2)	7%	12%	5%
Approached (L3)	9%	14%	14%
Met (L4)	14%	7%	2%
Exceeded (L5)	0%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	5%	2%
Partially Met (L2)	14%	7%	9%
Approached (L3)	7%	12%	16%
Met (L4)	9%	7%	5%
Exceeded (L5)	2%	0%	0%



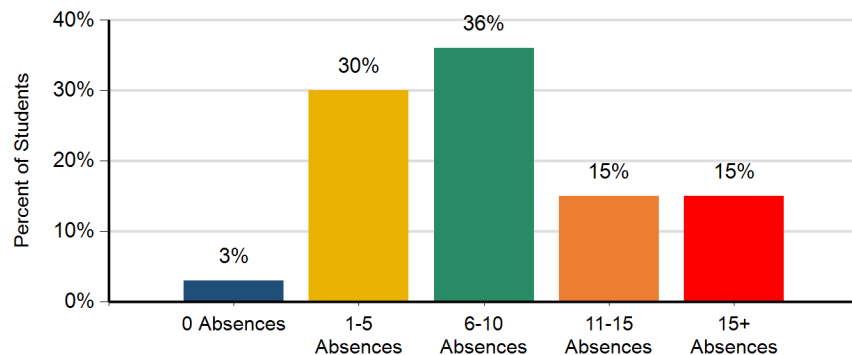
State of New Jersey
2015-2016

Grade Span KF-04

31-4010-311
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 29
88 DANFORTH AVENUE
PATERSON, NJ 07501

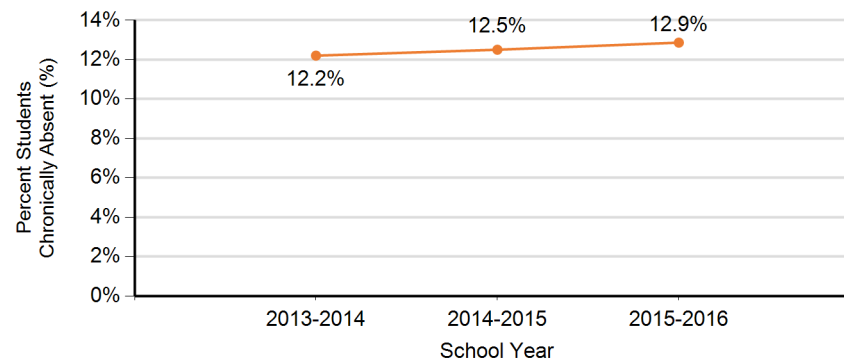
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-04

31-4010-311
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 29
88 DANFORTH AVENUE
PATERSON, NJ 07501

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	14:1
Administrator	104:1

Student Suspension Rate

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

	School
2015-16	4.2%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-070
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 3
448 MAIN STREET
PATERSON, NJ 07501-2818

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-070
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 3
448 MAIN STREET
PATERSON, NJ 07501-2818

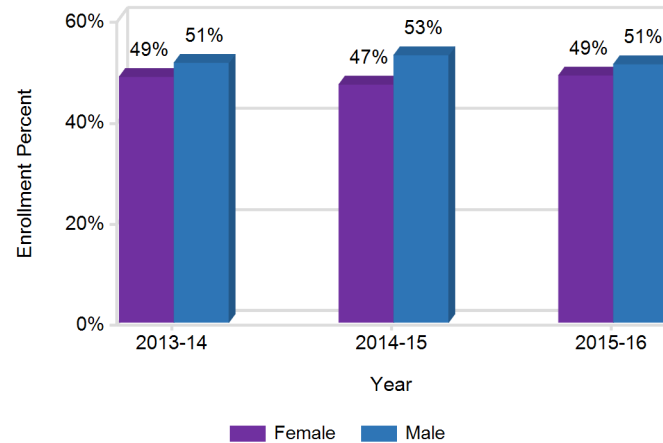
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	21	22	21
Grade 01	49	44	39
Grade 02	56	47	43
Grade 03	60	56	47
Grade 04	50	58	57
Grade 05	50	49	52
Grade 06	51	47	48
Grade 07	57	46	40
Grade 08	44	45	46
UG	0	0	0
Total	438	414	393

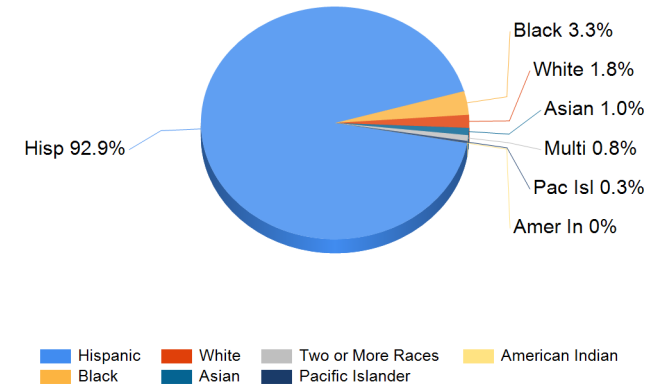
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



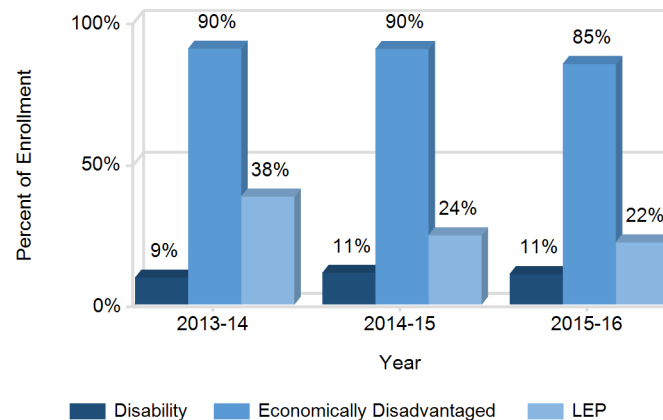
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	72.3%
English	24.9%
Bengali	1.3%
Arabic	0.8%
Serbian	0.8%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-070
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 3
448 MAIN STREET
PATERSON, NJ 07501-2818

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	28%	60	12
Mathematics Met or Exceeded Expectations	23%	60	13

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	277	28%	12	99%	✓	276	23%	13	98%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	256	29%	23	99%	✓	255	24%	25	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	276	28%	28	99%	✓	275	23%	31	98%	✓



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-070
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 3
448 MAIN STREET
PATERSON, NJ 07501-2818

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	45	725	720	746	27%	29%	20%	22%	2%	24%	48%
White	S	S	729	756	S	S	S	S	S	S	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	41	726	719	730	24%	32%	17%	24%	2%	27%	31%
Asian	S	S	743	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	45	725	720	727	27%	29%	20%	22%	2%	24%	28%
PARCC MATH											
Schoolwide	45	734	729	749	2%	33%	40%	24%	N	24%	52%
White	S	S	735	757	S	S	S	S	S	S	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	41	735	729	736	2%	34%	37%	27%	N	27%	35%
Asian	S	S	747	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	S	S	719	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	45	734	729	732	2%	33%	40%	24%	N	24%	32%

■ Did Not Yet Meet Expectations
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State of New Jersey
2015-2016

Grade Span KF-08

31-4010-070
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 3
448 MAIN STREET
PATERSON, NJ 07501-2818

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	56	714	726	750	32%	29%	29%	11%	N	11%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	51	713	725	737	33%	29%	26%	12%	N	12%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	S	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	56	714	726	734	32%	29%	29%	11%	N	11%	33%
PARCC MATH											
Schoolwide	56	728	727	745	13%	29%	39%	20%	N	20%	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	51	729	727	733	12%	28%	41%	20%	N	20%	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	56	728	727	730	13%	29%	39%	20%	N	20%	27%

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State of New Jersey
2015-2016

Grade Span KF-08

31-4010-070
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 3
448 MAIN STREET
PATERSON, NJ 07501-2818

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	52	734	726	751	10%	25%	40%	23%	2%	25%	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	S	S	719	733	S	S	S	S	S	S	32%
Hispanic	S	S	726	738	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	52	734	726	735	10%	25%	40%	23%	2%	25%	33%
PARCC MATH											
Schoolwide	51	732	726	747	8%	28%	41%	22%	2%	24%	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	S	S	719	728	S	S	S	S	S	S	24%
Hispanic	S	S	726	735	S	S	S	S	S	S	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	51	732	726	732	8%	28%	41%	22%	2%	24%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-070
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 3
448 MAIN STREET
PATERSON, NJ 07501-2818

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	47	736	729	750	2%	28%	47%	23%	N	23%	52%
White	S	S	743	756	S	S	S	S	S	S	61%
African American	S	S	723	732	S	S	S	S	S	S	31%
Hispanic	44	736	729	738	2%	27%	48%	23%	N	23%	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	S	S	691	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	47	736	729	735	2%	28%	47%	23%	N	23%	33%
PARCC MATH											
Schoolwide	47	734	723	743	4%	28%	45%	23%	N	23%	43%
White	S	S	735	750	S	S	S	S	S	S	53%
African American	S	S	716	724	S	S	S	S	S	S	20%
Hispanic	44	734	723	730	5%	27%	43%	25%	N	25%	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	702	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	47	734	723	728	4%	28%	45%	23%	N	23%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-070
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 3
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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	39	738	730	753	5%	28%	33%	33%	N	33%	56%
White	N	N	N	760	N	N	N	N	N	N	65%
African American	S	S	728	733	S	S	S	S	S	S	35%
Hispanic	36	739	728	739	6%	25%	33%	36%	N	36%	41%
Asian	S	S	751	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	39	738	730	735	5%	28%	33%	33%	N	33%	37%
PARCC MATH											
Schoolwide	39	733	724	740	5%	26%	44%	26%	N	26%	39%
White	N	N	N	747	N	N	N	N	N	N	47%
African American	S	S	721	724	S	S	S	S	S	S	19%
Hispanic	36	733	723	729	6%	25%	44%	25%	N	25%	23%
Asian	S	S	740	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	39	733	724	727	5%	26%	44%	26%	N	26%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-070
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 3
448 MAIN STREET
PATERSON, NJ 07501-2818

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	44	747	732	753	2%	21%	23%	55%	N	55%	55%
White	S	S	748	759	S	S	S	S	S	S	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	39	748	731	740	3%	18%	21%	59%	N	59%	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	44	747	732	736	2%	21%	23%	55%	N	55%	38%
**PARCC MATH											
Schoolwide	S	S	708	726	S	S	S	S	S	S	26%
White	S	S	714	732	S	S	S	S	S	S	32%
African American	S	S	702	712	S	S	S	S	S	S	14%
Hispanic	26	724	710	721	19%	31%	39%	12%	N	12%	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	708	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



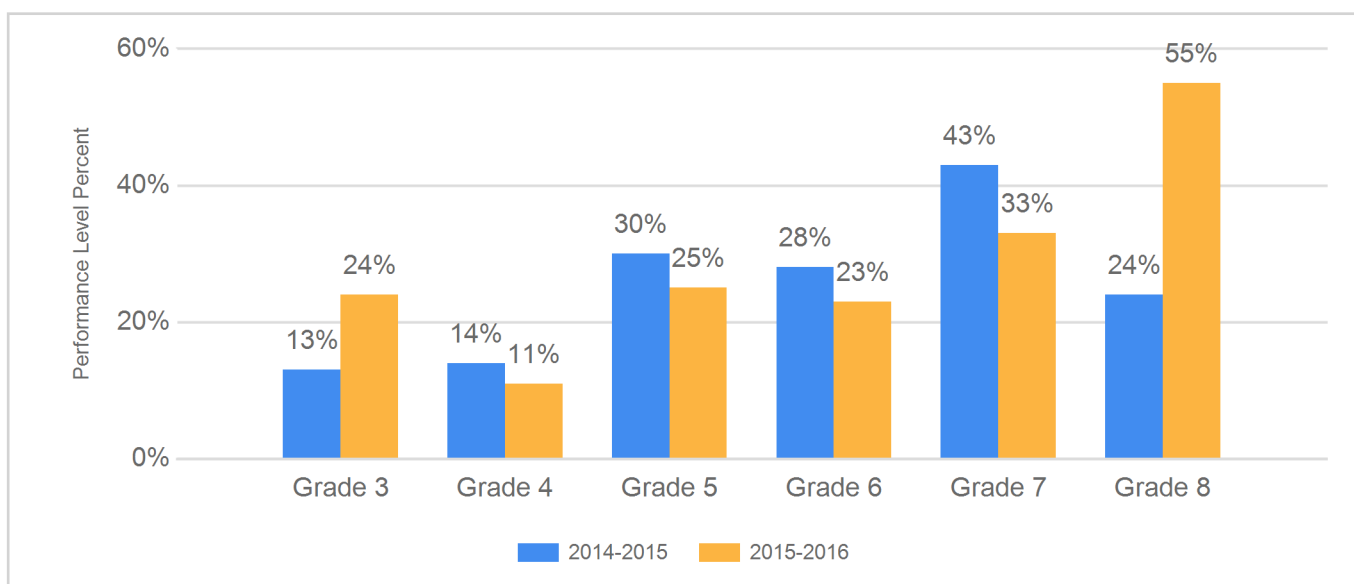
State of New Jersey
2015-2016

Grade Span KF-08

31-4010-070
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 3
448 MAIN STREET
PATERSON, NJ 07501-2818

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-070
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 3
448 MAIN STREET
PATERSON, NJ 07501-2818

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	14	749	752	769	N	N	57%	43%	N	43%	41%
White	S	S	761	772	S	S	S	S	S	S	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	751	746	S	S	S	S	S	S	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	14	749	752	746	N	N	57%	43%	N	43%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



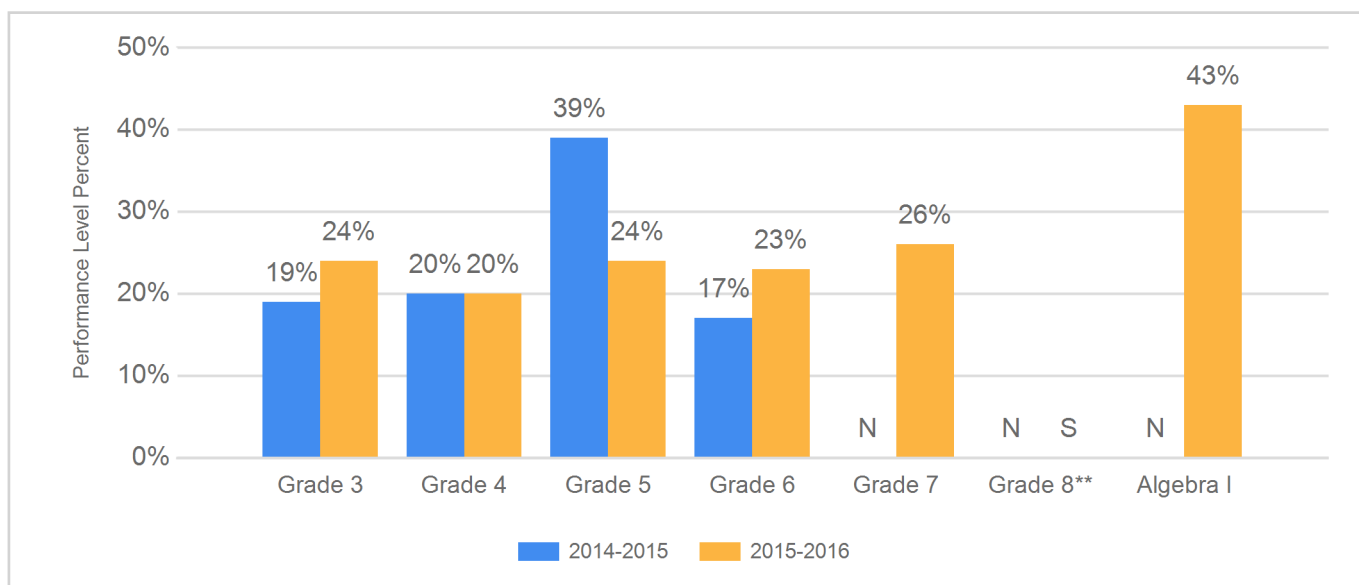
State of New Jersey
2015-2016

Grade Span KF-08

31-4010-070
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 3
448 MAIN STREET
PATERSON, NJ 07501-2818

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-070

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 3

448 MAIN STREET

PATERSON, NJ 07501-2818

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

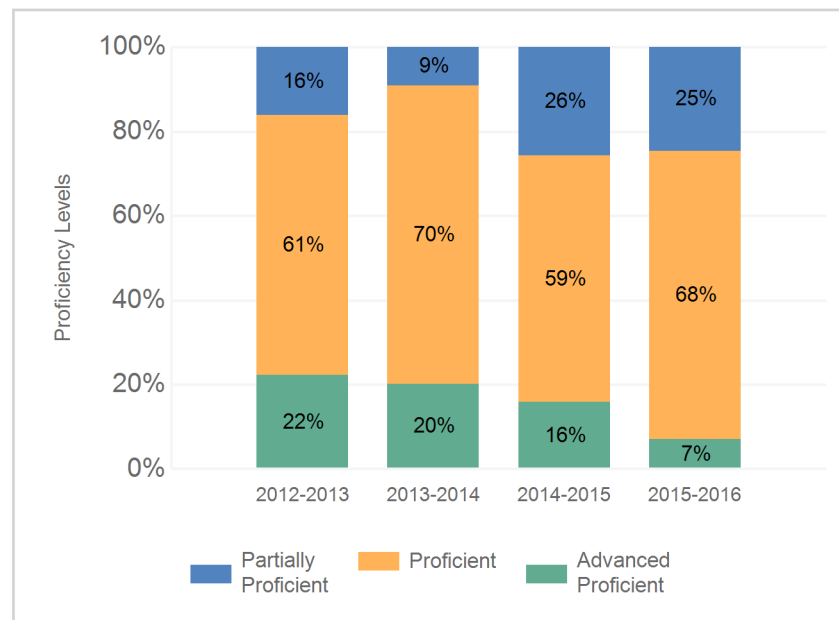
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	7%	68%	25%
White	S	S	S
African American	S	S	S
Hispanic	8%	65%	27%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	7%	68%	25%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-070
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 3
448 MAIN STREET
PATERSON, NJ 07501-2818

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

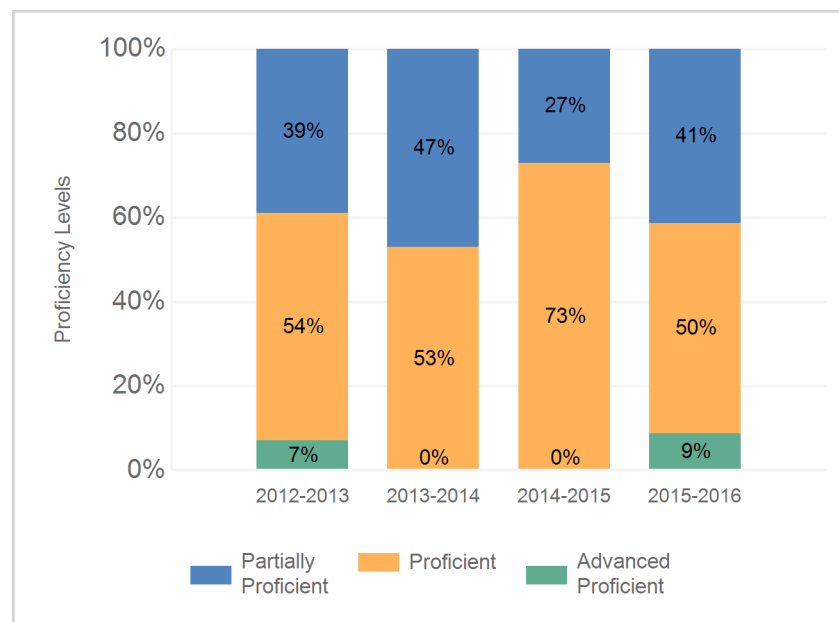
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	9%	50%	41%
White	S	S	S
African American	S	S	S
Hispanic	7%	54%	39%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	9%	50%	41%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-070
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 3
448 MAIN STREET
PATERSON, NJ 07501-2818

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-070
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 3
448 MAIN STREET
PATERSON, NJ 07501-2818

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	46	48	50
Student Growth on Math	43	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	4%	3%
Partially Met (L2)	8%	10%	8%
Approached (L3)	15%	11%	10%
Met (L4)	8%	7%	9%
Exceeded (L5)	0%	1%	1%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	3%	3%
Partially Met (L2)	14%	6%	9%
Approached (L3)	16%	14%	8%
Met (L4)	11%	8%	4%
Exceeded (L5)	0%	1%	0%



State of New Jersey
2015-2016

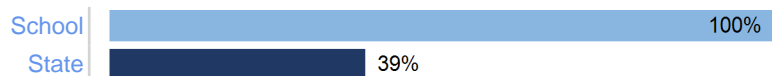
Grade Span KF-08

31-4010-070
PASSAIC
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448 MAIN STREET
PATERSON, NJ 07501-2818

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



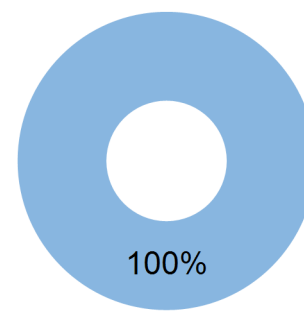
DANCE



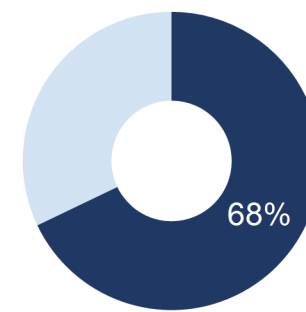
VISUAL ARTS



Any Visual and Performing Arts



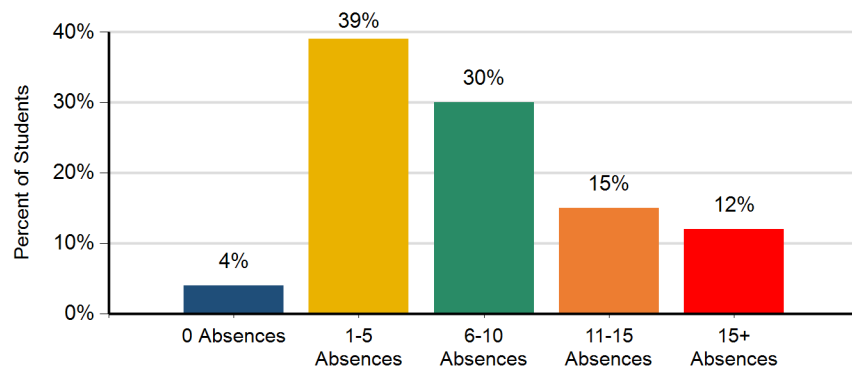
School



State

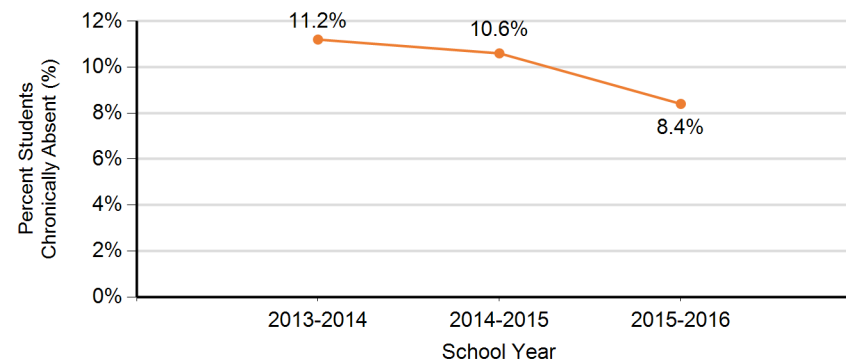
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-070
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 3
448 MAIN STREET
PATERSON, NJ 07501-2818

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	13:1
Administrator	197:1

Student Suspension Rate

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

	School
2015-16	27.7%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span KF-06

31-4010-090
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 5
430 TOTOWA AVENUE
PATERSON, NJ 07502-2135

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-06

31-4010-090
PASSAIC
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SCHOOL 5
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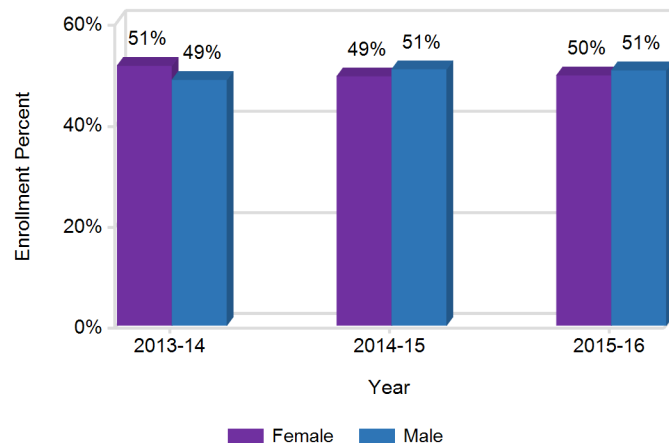
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	61	64	67
Grade 01	136	100	104
Grade 02	110	127	96
Grade 03	109	113	124
Grade 04	102	109	107
Grade 05	213	187	165
Grade 06	99	116	99
UG	0	16	15
Total	830	832	777

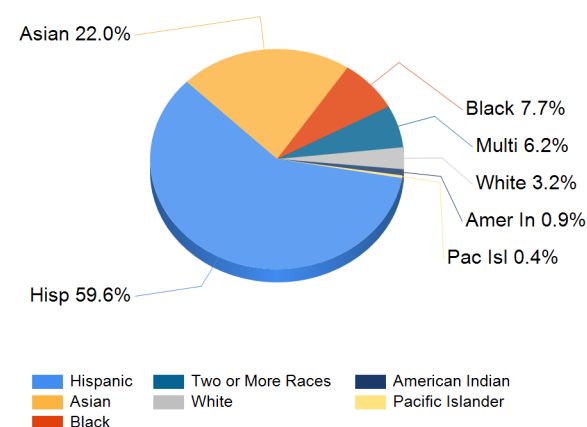
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



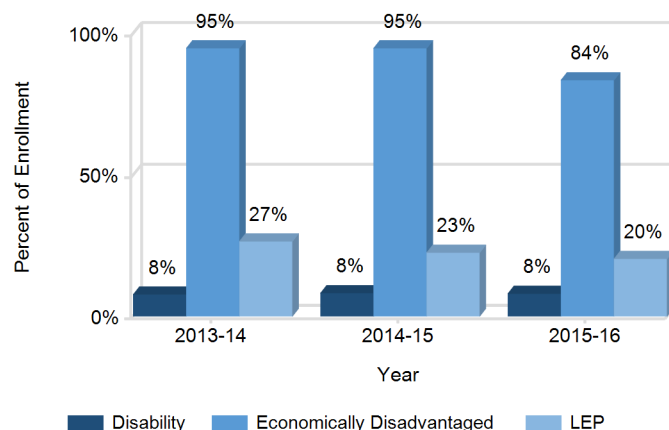
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	34.9%
Spanish	34.7%
Bengali	30.1%
Arabic	0.1%
Creoles and pidgins, English based	0.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KF-06

31-4010-090
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 5
430 TOTOWA AVENUE
PATERSON, NJ 07502-2135

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	26%	57	11
Mathematics Met or Exceeded Expectations	30%	77	18

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	458	26%	11	99%	✓	467	30%	18	99%	✓
White	S	S	S	S		S	S	S	S	
African American	38	11%	9	96%	✓	38	3%	11	96%	✓
Hispanic	291	25%	18	99%	✓	293	27%	30	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	83	35%	9	100%	✓	90	43%	9	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	44	7%	20	100%	✓	44	11%	34	100%	✓
English Learner Students	52	4%	54	100%	✓	60	10%	43	100%	✓
Economically Disadvantaged Students	458	26%	26	99%	✓	467	30%	47	99%	✓



State of New Jersey
2015-2016

Grade Span KF-06

31-4010-090
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 5
430 TOTOWA AVENUE
PATERSON, NJ 07502-2135

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	727	720	746	21%	22%	31%	26%	N	26%	48%
White	S	S	729	756	S	S	S	S	S	S	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	81	725	719	730	22%	21%	31%	26%	N	26%	31%
Asian	15	737	743	772	13%	20%	33%	33%	N	33%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	16	730	731	753	13%	31%	25%	31%	N	31%	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	121	727	720	727	21%	22%	31%	26%	N	26%	28%
PARCC MATH											
Schoolwide	126	733	729	749	13%	22%	36%	27%	2%	29%	52%
White	S	S	735	757	S	S	S	S	S	S	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	84	731	729	736	13%	24%	35%	26%	2%	29%	35%
Asian	17	738	747	777	12%	24%	29%	29%	6%	35%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	16	748	739	754	N	6%	50%	44%	N	44%	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	20	719	719	724	30%	25%	30%	15%	N	15%	20%
Economically Disadvantaged Students	126	733	729	732	13%	22%	36%	27%	2%	29%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-06

31-4010-090
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 5
430 TOTOWA AVENUE
PATERSON, NJ 07502-2135

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	103	733	726	750	9%	31%	32%	27%	1%	28%	54%
White	S	S	731	759	S	S	S	S	S	S	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	73	733	725	737	6%	36%	32%	26%	1%	27%	37%
Asian	21	737	748	773	14%	14%	33%	38%	N	38%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	103	733	726	734	9%	31%	32%	27%	1%	28%	33%
PARCC MATH											
Schoolwide	107	740	727	745	10%	22%	27%	36%	5%	40%	47%
White	S	S	728	752	S	S	S	S	S	S	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	73	742	727	733	7%	26%	27%	36%	4%	40%	30%
Asian	25	742	745	771	16%	12%	24%	40%	8%	48%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	107	740	727	730	10%	22%	27%	36%	5%	40%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-06

31-4010-090
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 5
430 TOTOWA AVENUE
PATERSON, NJ 07502-2135

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	726	726	751	18%	27%	33%	22%	N	22%	53%
White	S	S	S	758	S	S	S	S	S	S	64%
African American	S	S	719	733	S	S	S	S	S	S	32%
Hispanic	103	725	726	738	18%	29%	31%	22%	N	22%	37%
Asian	21	728	736	773	24%	14%	33%	29%	N	29%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	12	746	744	759	N	8%	50%	42%	N	42%	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	165	726	726	735	18%	27%	33%	22%	N	22%	33%
PARCC MATH											
Schoolwide	173	728	726	747	13%	30%	37%	19%	1%	20%	47%
White	S	S	S	753	S	S	S	S	S	S	57%
African American	S	S	S	728	S	S	S	S	S	S	24%
Hispanic	104	725	726	735	14%	35%	33%	18%	N	18%	31%
Asian	28	734	740	774	7%	29%	36%	29%	N	29%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	12	758	746	754	N	N	42%	42%	17%	58%	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	173	728	726	732	13%	30%	37%	19%	1%	20%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-06

31-4010-090
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 5
430 TOTOWA AVENUE
PATERSON, NJ 07502-2135

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	98	731	729	750	18%	19%	31%	31%	1%	32%	52%
White	S	S	743	756	S	S	S	S	S	S	61%
African American	S	S	723	732	S	S	S	S	S	S	31%
Hispanic	53	728	729	738	19%	23%	32%	26%	N	26%	37%
Asian	31	734	742	772	19%	16%	26%	36%	3%	39%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	751	755	S	S	S	S	S	S	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	S	S	691	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	98	731	729	735	18%	19%	31%	31%	1%	32%	33%
PARCC MATH											
Schoolwide	104	730	723	743	16%	19%	37%	28%	N	28%	43%
White	S	S	735	750	S	S	S	S	S	S	53%
African American	S	S	716	724	S	S	S	S	S	S	20%
Hispanic	54	725	723	730	17%	24%	43%	17%	N	17%	26%
Asian	36	736	745	768	14%	17%	25%	44%	N	44%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	748	748	S	S	S	S	S	S	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	702	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	104	730	723	728	16%	19%	37%	28%	N	28%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



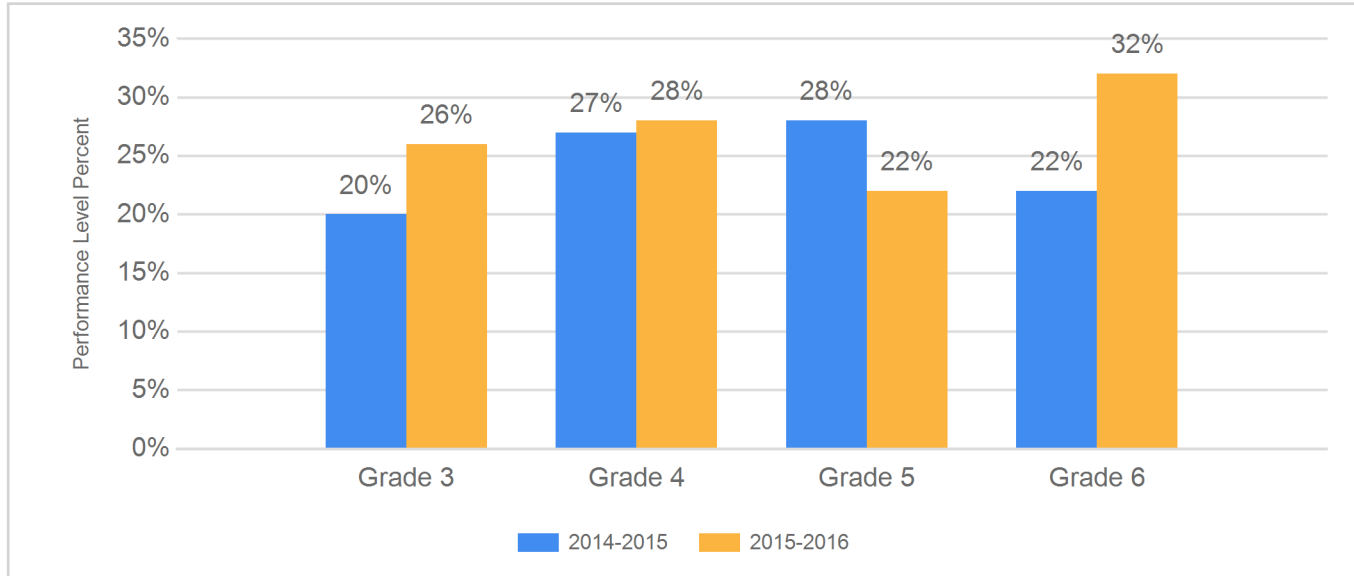
State of New Jersey
2015-2016

Grade Span KF-06

31-4010-090
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 5
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PATERSON, NJ 07502-2135

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





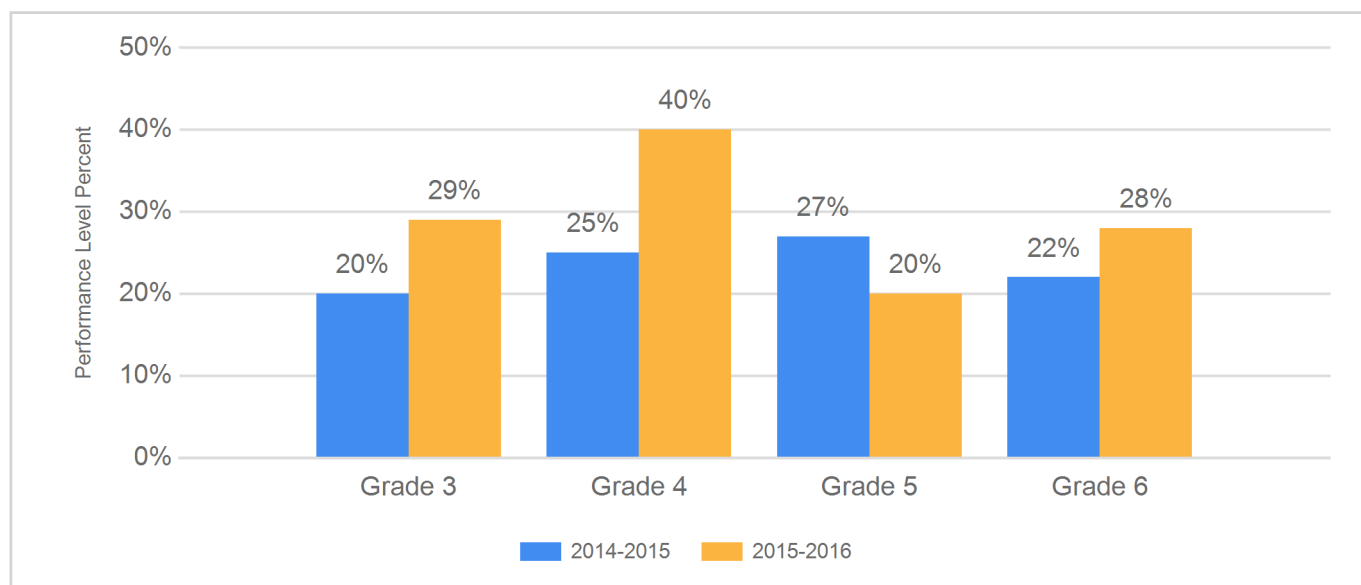
State of New Jersey
2015-2016

Grade Span KF-06

31-4010-090
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 5
430 TOTOWA AVENUE
PATERSON, NJ 07502-2135

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-06

31-4010-090

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 5

430 TOTOWA AVENUE

PATERSON, NJ 07502-2135

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

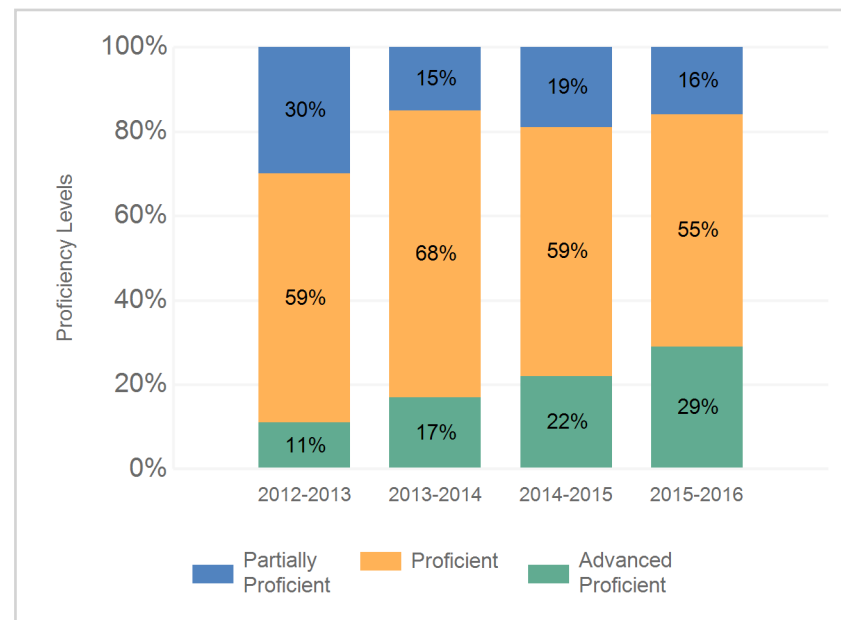
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	29%	55%	16%
White	N	N	N
African American	S	S	S
Hispanic	28%	62%	10%
American Indian	N	N	N
Asian	33%	40%	28%
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	20%	80%
Economically Disadvantaged Students	29%	55%	16%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-06

31-4010-090
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 5
430 TOTOWA AVENUE
PATERSON, NJ 07502-2135

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-06

31-4010-090
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 5
430 TOTOWA AVENUE
PATERSON, NJ 07502-2135

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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	42	48	50
Student Growth on Math	40	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	7%	5%
Partially Met (L2)	9%	9%	7%
Approached (L3)	12%	12%	7%
Met (L4)	12%	9%	6%
Exceeded (L5)	0%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	3%	2%
Partially Met (L2)	10%	8%	9%
Approached (L3)	14%	12%	12%
Met (L4)	14%	8%	6%
Exceeded (L5)	0%	0%	0%



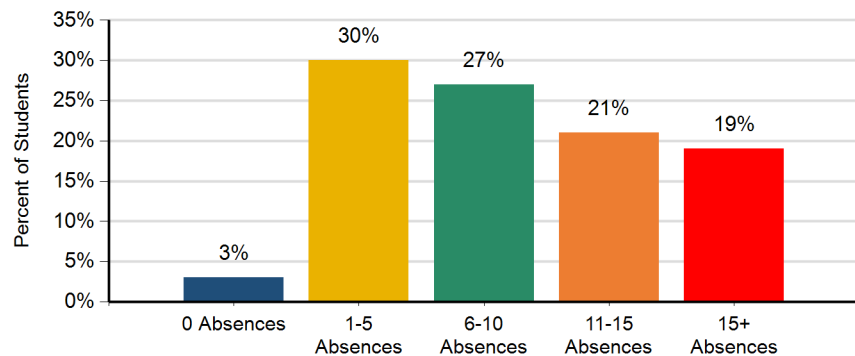
State of New Jersey
2015-2016

Grade Span KF-06

31-4010-090
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 5
430 TOTOWA AVENUE
PATERSON, NJ 07502-2135

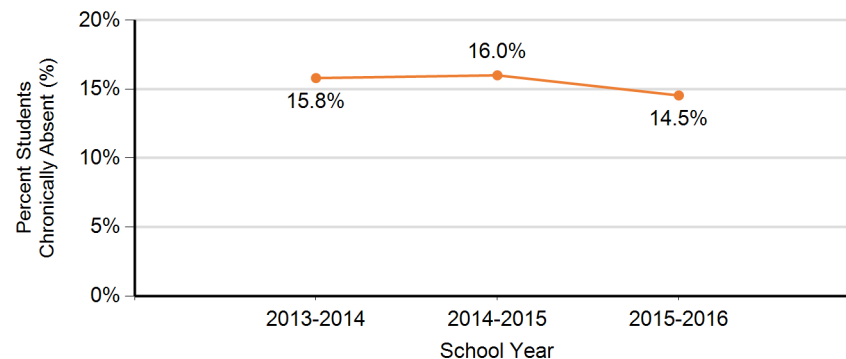
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-06

31-4010-090
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 5
430 TOTOWA AVENUE
PATERSON, NJ 07502-2135

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	13:1
Administrator	195:1

Student Suspension Rate

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

	School
2015-16	16.6%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-100

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 6/ACADEMY OF PERFORMING ARTS

137 CARROLL STREET
PATERSON, NJ 07501

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-100

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 6/ACADEMY OF PERFORMING ARTS
137 CARROLL STREET
PATERSON, NJ 07501

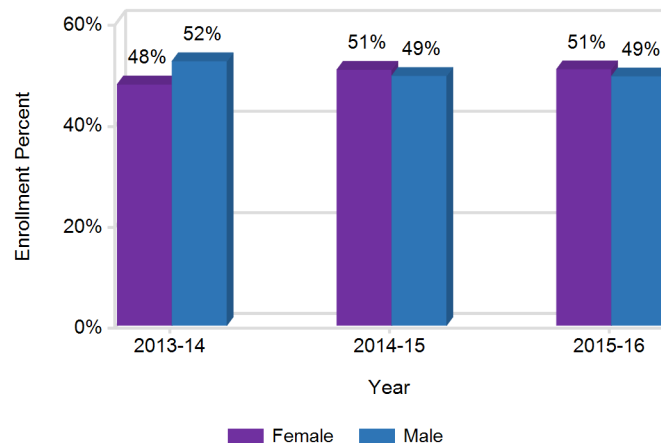
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	34	39	0
Grade KG	52	64	52
Grade 01	58	50	71
Grade 02	46	65	46
Grade 03	37	39	58
Grade 04	23	35	60
Grade 05	33	53	53
Grade 06	34	34	54
Grade 07	55	31	35
Grade 08	46	54	35
UG	14	10	29
Total	432	474	493

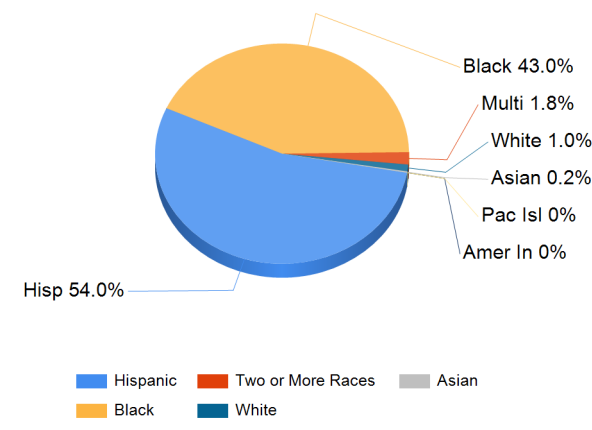
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



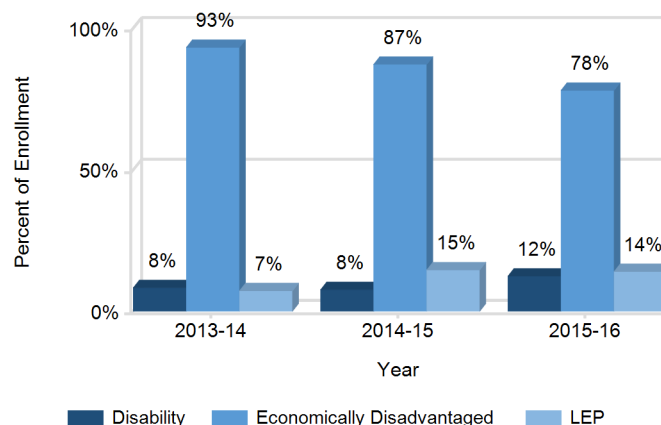
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	70.4%
Spanish	29.2%
Bengali	0.2%
English, Old (ca.450-1100)	0.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-100

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 6/ACADEMY OF PERFORMING ARTS
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PATERSON, NJ 07501

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	11%	17	1
Mathematics Met or Exceeded Expectations	8%	14	1

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	225	11%	1	95%	✓	224	8%	1	95%	✓
White	S	S	S	S		S	S	S	S	
African American	101	8%	8	96%	✓	100	6%	13	95%	✓
Hispanic	117	15%	4	96%	✓	117	10%	3	96%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	35	29%	15	98%	✓	36	22%	4	98%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	219	10%	4	94%	✓	218	7%	5	95%	✓



State of New Jersey
2015-2016

Grade Span 3F-08

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SCHOOL 6/ACADEMY OF PERFORMING ARTS
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PATERSON, NJ 07501

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	720	746	S	S	S	S	S	S	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	S	S	719	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	720	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	S	S	729	749	S	S	S	S	S	S	52%
White	N	N	N	757	N	N	N	N	N	N	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	S	S	729	736	S	S	S	S	S	S	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	S	S	719	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	729	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	726	750	S	S	S	S	S	S	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	S	S	725	737	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	726	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	727	745	S	S	S	S	S	S	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	S	S	727	733	S	S	S	S	S	S	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	727	730	S	S	S	S	S	S	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	726	751	S	S	S	S	S	S	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	S	S	719	733	S	S	S	S	S	S	32%
Hispanic	S	S	726	738	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	726	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	726	747	S	S	S	S	S	S	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	S	S	719	728	S	S	S	S	S	S	24%
Hispanic	S	S	726	735	S	S	S	S	S	S	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	726	732	S	S	S	S	S	S	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	729	750	S	S	S	S	S	S	52%
White	N	N	N	756	N	N	N	N	N	N	61%
African American	S	S	723	732	S	S	S	S	S	S	31%
Hispanic	S	S	729	738	S	S	S	S	S	S	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	S	S	691	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	729	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	723	743	S	S	S	S	S	S	43%
White	N	N	N	750	N	N	N	N	N	N	53%
African American	S	S	716	724	S	S	S	S	S	S	20%
Hispanic	S	S	723	730	S	S	S	S	S	S	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	702	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	723	728	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

State of New Jersey
2015-2016

Grade Span 3F-08

PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	32	721	730	753	16%	34%	38%	13%	N	13%	56%
White	N	N	N	760	N	N	N	N	N	N	65%
African American	S	S	728	733	S	S	S	S	S	S	35%
Hispanic	S	S	728	739	S	S	S	S	S	S	41%
Asian	N	N	N	781	N	N	N	N	N	N	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	32	721	730	735	16%	34%	38%	13%	N	13%	37%
PARCC MATH											
Schoolwide	S	S	724	740	S	S	S	S	S	S	39%
White	N	N	N	747	N	N	N	N	N	N	47%
African American	S	S	721	724	S	S	S	S	S	S	19%
Hispanic	S	S	723	729	S	S	S	S	S	S	23%
Asian	N	N	N	763	N	N	N	N	N	N	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	724	727	S	S	S	S	S	S	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-100

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SCHOOL 6/ACADEMY OF PERFORMING ARTS
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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	34	720	732	753	21%	41%	21%	15%	3%	18%	55%
White	S	S	748	759	S	S	S	S	S	S	63%
African American	19	715	727	732	26%	47%	11%	11%	5%	16%	34%
Hispanic	13	734	731	740	8%	31%	39%	23%	N	23%	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	737	756	S	S	S	S	S	S	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	S	S	686	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	33	722	732	736	18%	42%	21%	15%	3%	18%	38%
**PARCC MATH											
Schoolwide	S	S	708	726	S	S	S	S	S	S	26%
White	S	S	714	732	S	S	S	S	S	S	32%
African American	19	699	702	712	63%	11%	16%	11%	N	11%	14%
Hispanic	S	S	710	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	699	726	S	S	S	S	S	S	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	S	S	697	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	708	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-100

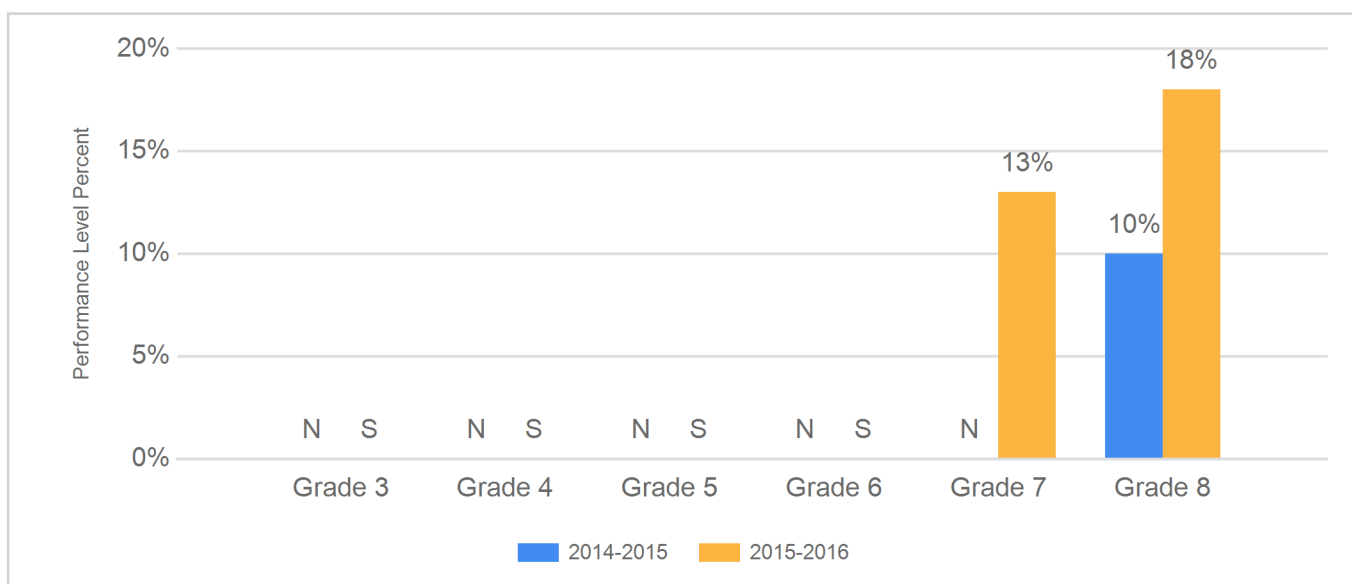
PASSAIC

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-100

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PATERSON, NJ 07501

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	N	N	N	769	N	N	N	N	N	N	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

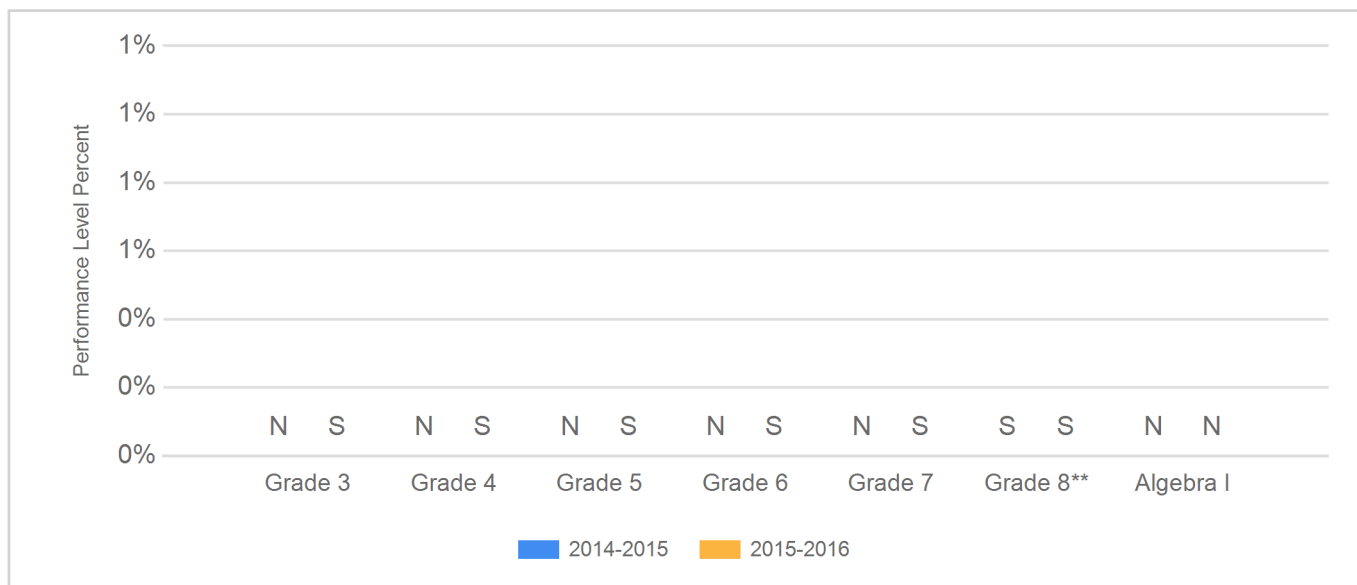
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-100

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

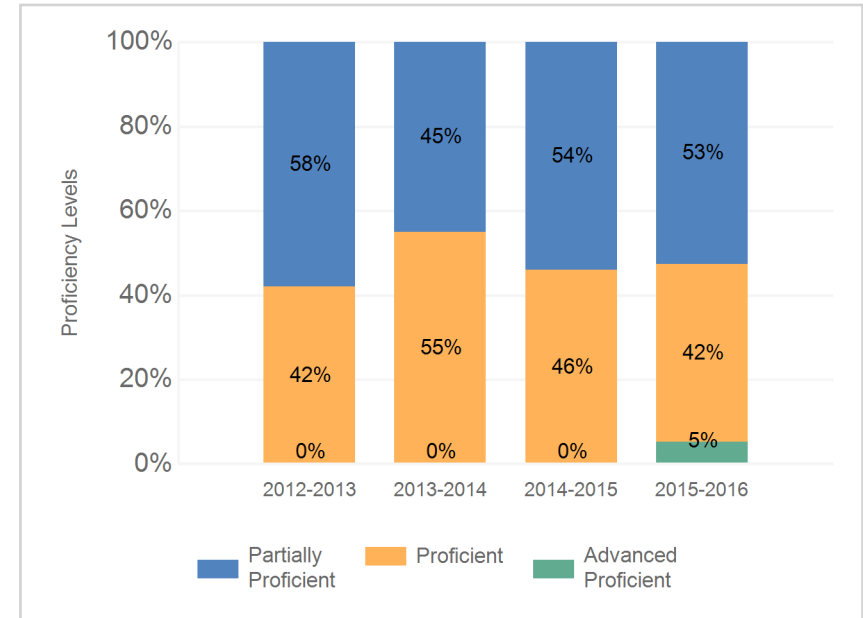
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	5%	42%	53%
White	S	S	S
African American	20%	33%	47%
Hispanic	N	44%	56%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	5%	42%	53%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-100

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SCHOOL 6/ACADEMY OF PERFORMING ARTS
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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

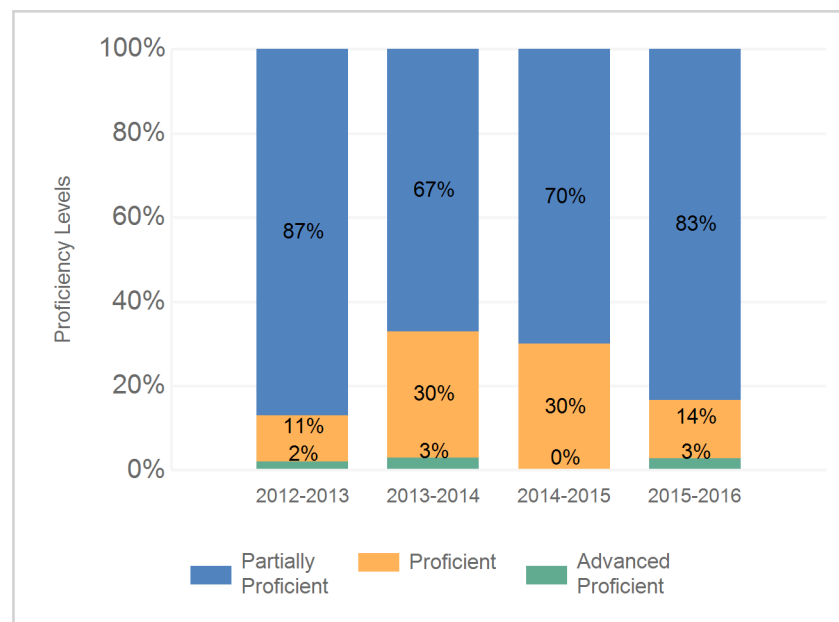
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	3%	14%	83%
White	N	N	N
African American	5%	10%	86%
Hispanic	N	20%	80%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	3%	14%	83%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-100

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PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 6/ACADEMY OF PERFORMING ARTS
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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-100

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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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	42	48	50
Student Growth on Math	35	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	13%	18%	15%
Partially Met (L2)	10%	15%	8%
Approached (L3)	8%	7%	4%
Met (L4)	1%	1%	0%
Exceeded (L5)	0%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	13%	10%	4%
Partially Met (L2)	21%	13%	11%
Approached (L3)	12%	10%	2%
Met (L4)	3%	1%	2%
Exceeded (L5)	0%	0%	0%



State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-100

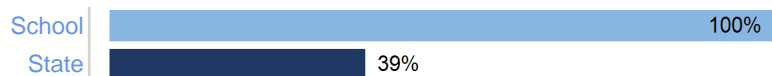
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137 CARROLL STREET
PATERSON, NJ 07501

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



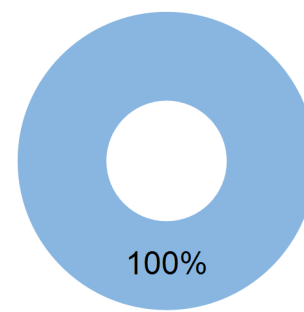
DANCE



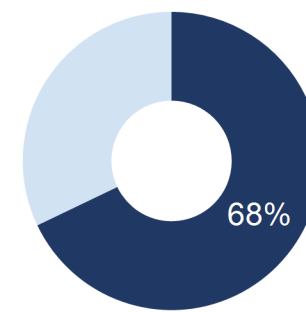
VISUAL ARTS



Any Visual and Performing Arts



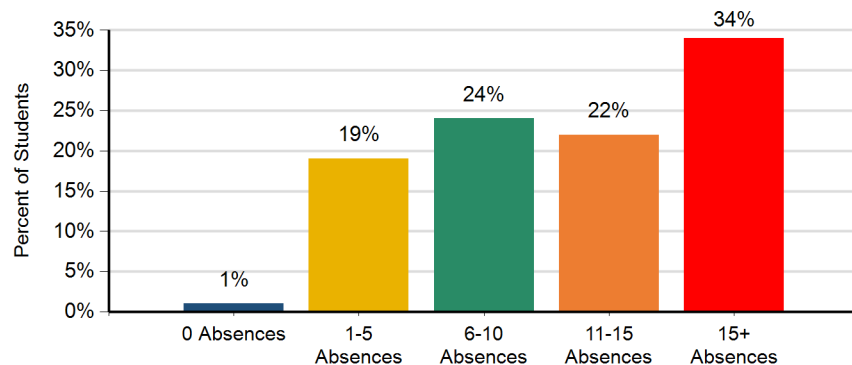
School



State

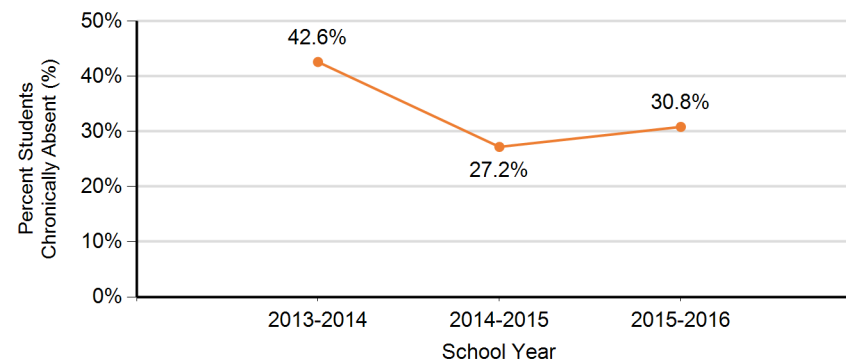
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 3F-08

31-4010-100

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PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 6/ACADEMY OF PERFORMING ARTS
137 CARROLL STREET
PATERSON, NJ 07501

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
2015-16	8 Hrs. 0 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	7 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	10:1
Administrator	71:1

Student Suspension Rate

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

	School
2015-16	19.9%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span 05-08

31-4010-110
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 7
106 RAMSEY STREET
PATERSON, NJ 07501

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 05-08

31-4010-110
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SCHOOL 7
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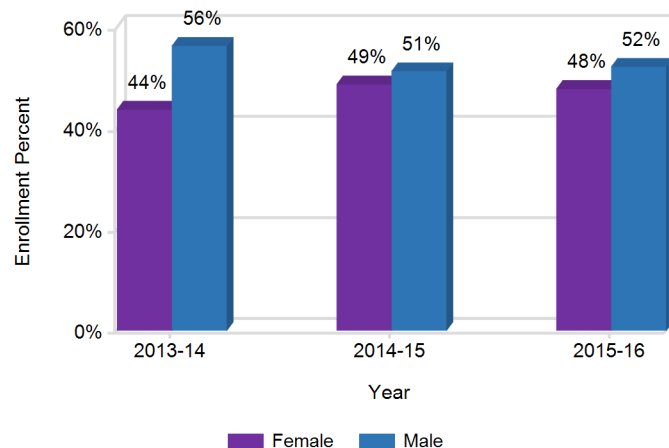
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 05	55	66	54
Grade 06	47	61	65
Grade 07	58	48	57
Grade 08	48	59	47
UG	39	27	28
Total	247	261	251

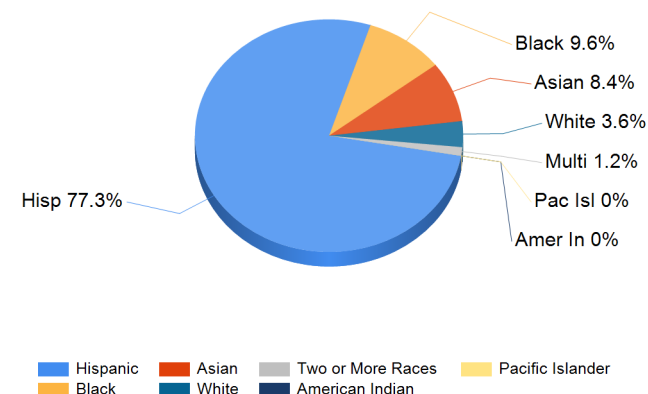
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



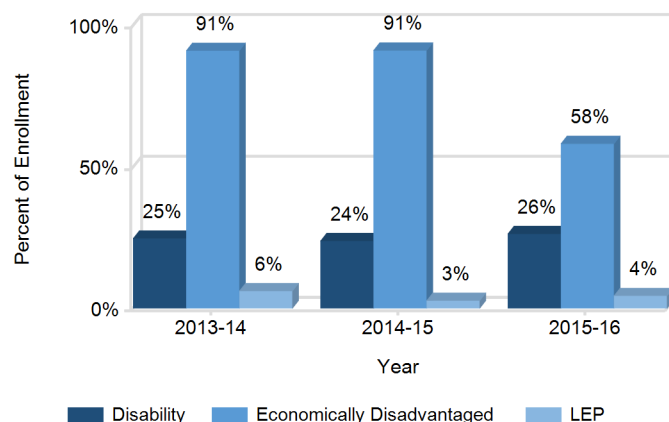
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	55.4%
Spanish	33.5%
Bengali	9.2%
Arabic	1.2%
English, Old (ca.450-1100)	0.4%
Other	0.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 05-08

31-4010-110

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SCHOOL 7

106 RAMSEY STREET

PATERSON, NJ 07501

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	23%	46	9
Mathematics Met or Exceeded Expectations	10%	26	4

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	227	23%	9	97%	✓	228	10%	4	97%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	174	24%	15	98%	✓	175	10%	6	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	54	4%	13	97%	✓	54	2%	9	97%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	226	23%	19	97%	✓	227	10%	8	97%	✓



State of New Jersey
2015-2016

Grade Span 05-08

31-4010-110
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SCHOOL 7
106 RAMSEY STREET
PATERSON, NJ 07501

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	726	751	S	S	S	S	S	S	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	S	S	719	733	S	S	S	S	S	S	32%
Hispanic	S	S	726	738	S	S	S	S	S	S	37%
Asian	S	S	736	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	744	759	S	S	S	S	S	S	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	726	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	726	747	S	S	S	S	S	S	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	S	S	719	728	S	S	S	S	S	S	24%
Hispanic	S	S	726	735	S	S	S	S	S	S	31%
Asian	S	S	740	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	746	754	S	S	S	S	S	S	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	S	S	707	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	726	732	S	S	S	S	S	S	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 05-08

31-4010-110
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SCHOOL 7
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PATERSON, NJ 07501

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	62	738	729	750	3%	32%	32%	29%	3%	32%	52%
White	S	S	743	756	S	S	S	S	S	S	61%
African American	S	S	723	732	S	S	S	S	S	S	31%
Hispanic	46	737	729	738	4%	33%	28%	33%	2%	35%	37%
Asian	S	S	742	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	62	738	729	735	3%	32%	32%	29%	3%	32%	33%
PARCC MATH											
Schoolwide	62	723	723	743	16%	37%	32%	15%	N	15%	43%
White	S	S	735	750	S	S	S	S	S	S	53%
African American	S	S	716	724	S	S	S	S	S	S	20%
Hispanic	46	723	723	730	17%	35%	35%	13%	N	13%	26%
Asian	S	S	745	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	62	723	723	728	16%	37%	32%	15%	N	15%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 05-08

31-4010-110
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 7
106 RAMSEY STREET
PATERSON, NJ 07501

PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	75	720	730	753	25%	28%	28%	17%	1%	19%	56%
White	S	S	737	760	S	S	S	S	S	S	65%
African American	S	S	728	733	S	S	S	S	S	S	35%
Hispanic	57	719	728	739	26%	30%	26%	18%	N	18%	41%
Asian	S	S	751	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	75	720	730	735	25%	28%	28%	17%	1%	19%	37%
PARCC MATH											
Schoolwide	S	S	724	740	S	S	S	S	S	S	39%
White	S	S	731	747	S	S	S	S	S	S	47%
African American	S	S	721	724	S	S	S	S	S	S	19%
Hispanic	S	S	723	729	S	S	S	S	S	S	23%
Asian	S	S	740	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	724	727	S	S	S	S	S	S	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 05-08

31-4010-110
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 7
106 RAMSEY STREET
PATERSON, NJ 07501

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	726	732	753	29%	26%	15%	24%	7%	31%	55%
White	S	S	748	759	S	S	S	S	S	S	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	43	728	731	740	26%	23%	16%	30%	5%	35%	43%
Asian	S	S	745	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	S	715	S	S	S	S	S	S	16%
English Language Learners	S	S	686	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	55	726	732	736	29%	26%	15%	24%	7%	31%	38%
**PARCC MATH											
Schoolwide	S	S	708	726	S	S	S	S	S	S	26%
White	S	S	714	732	S	S	S	S	S	S	32%
African American	S	S	702	712	S	S	S	S	S	S	14%
Hispanic	S	S	710	721	S	S	S	S	S	S	20%
Asian	S	S	713	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	S	S	697	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	708	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



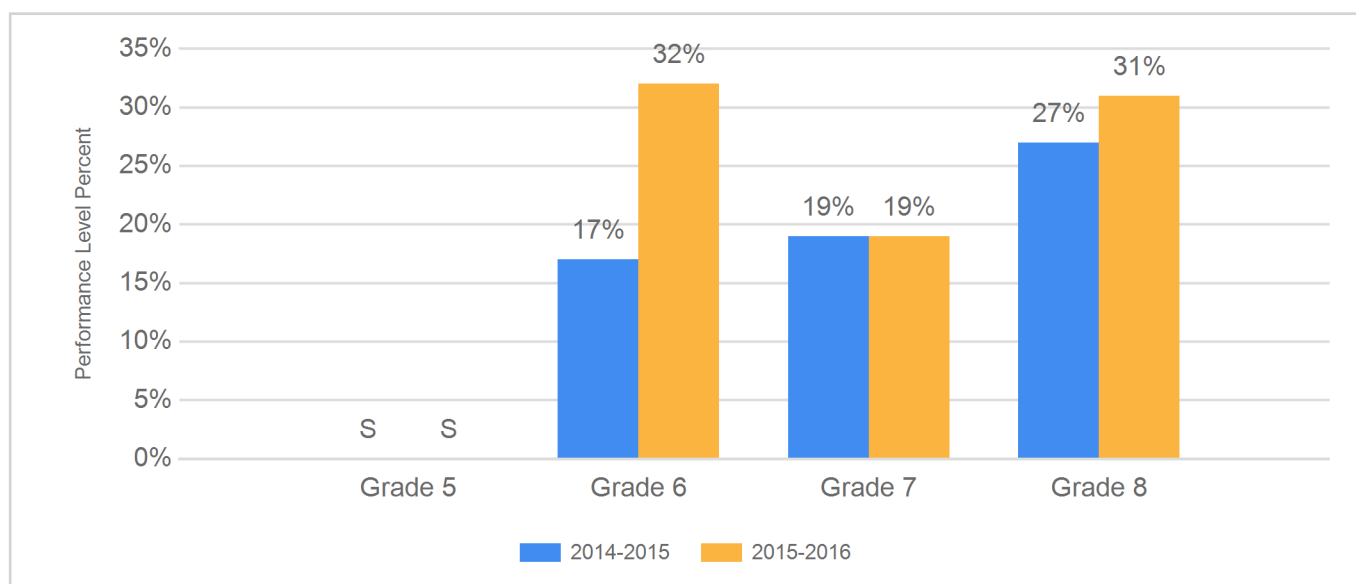
State of New Jersey
2015-2016

Grade Span 05-08

31-4010-110
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 05-08

31-4010-110
PASSAIC
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SCHOOL 7
106 RAMSEY STREET
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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	15	751	752	769	7%	N	47%	47%	N	47%	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	S	S	747	748	S	S	S	S	S	S	20%
Hispanic	13	750	751	746	8%	N	46%	46%	N	46%	25%
Asian	S	S	757	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	S	S	S	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	15	751	752	746	7%	N	47%	47%	N	47%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



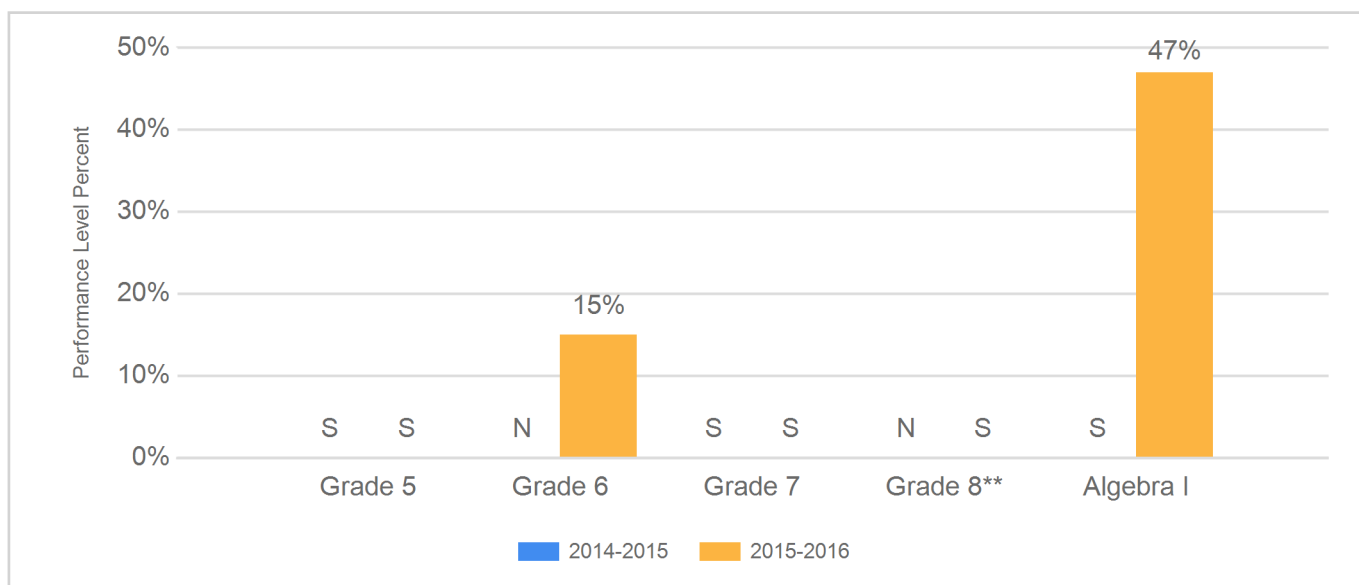
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2015-2016

Grade Span 05-08

31-4010-110
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span 05-08

31-4010-110
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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

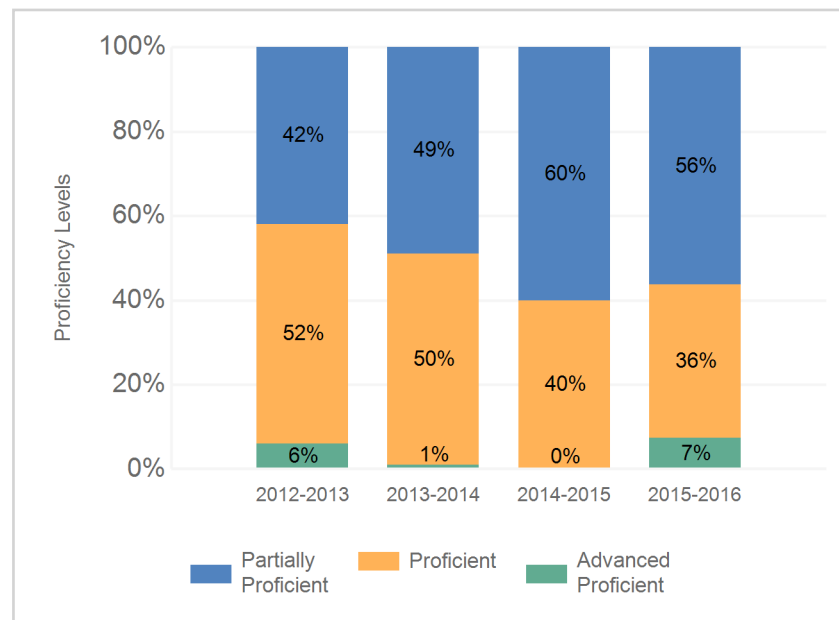
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	7%	36%	56%
White	S	S	S
African American	S	S	S
Hispanic	7%	41%	52%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	25%	75%
English Language Learners	S	S	S
Economically Disadvantaged Students	7%	36%	56%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 05-08

31-4010-110
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 7
106 RAMSEY STREET
PATERSON, NJ 07501

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 05-08

31-4010-110
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 7
106 RAMSEY STREET
PATERSON, NJ 07501

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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	45	48	50
Student Growth on Math	35	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	9%	7%
Partially Met (L2)	9%	14%	9%
Approached (L3)	7%	7%	13%
Met (L4)	6%	2%	11%
Exceeded (L5)	0%	0%	1%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	5%	5%
Partially Met (L2)	18%	15%	7%
Approached (L3)	18%	14%	7%
Met (L4)	4%	4%	2%
Exceeded (L5)	0%	0%	0%



State of New Jersey
2015-2016

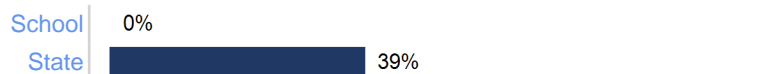
Grade Span 05-08

31-4010-110
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 7
106 RAMSEY STREET
PATERSON, NJ 07501

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



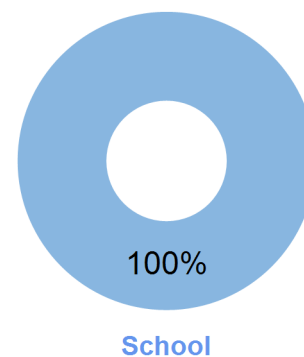
DANCE



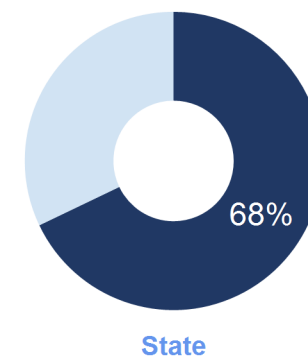
VISUAL ARTS



Any Visual and Performing Arts



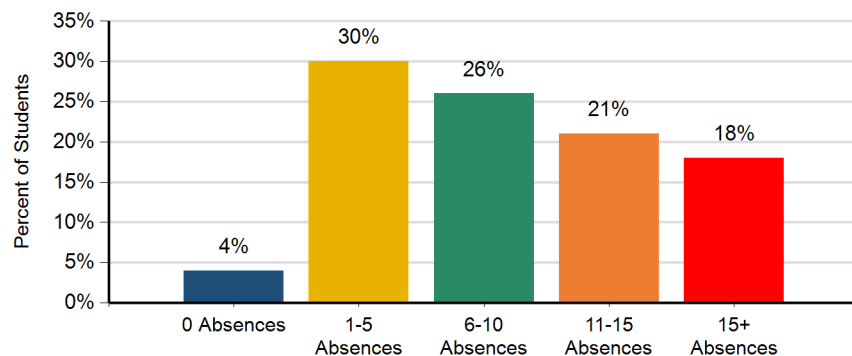
School



State

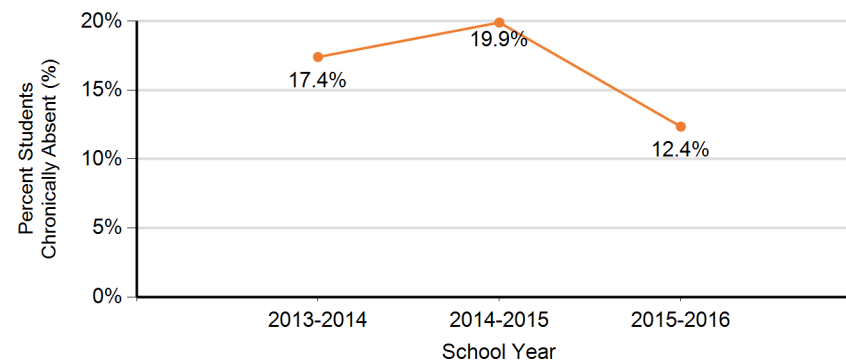
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 05-08

31-4010-110
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 7
106 RAMSEY STREET
PATERSON, NJ 07501

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	9:1
Administrator	126:1

Student Suspension Rate

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

	School
2015-16	6.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-120
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 8
35 CHADWICK STREET
PATERSON, NJ 07503-3107

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-120
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 8
35 CHADWICK STREET
PATERSON, NJ 07503-3107

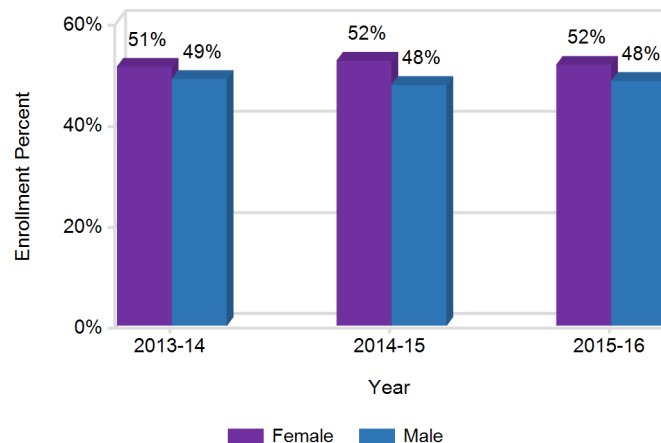
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	61	68	50
Grade 01	69	57	61
Grade 02	53	70	50
Grade 03	66	47	66
Grade 04	56	69	52
Grade 05	48	65	65
Grade 06	46	75	69
Grade 07	66	58	76
Grade 08	47	88	72
UG	11	6	5
Total	523	603	566

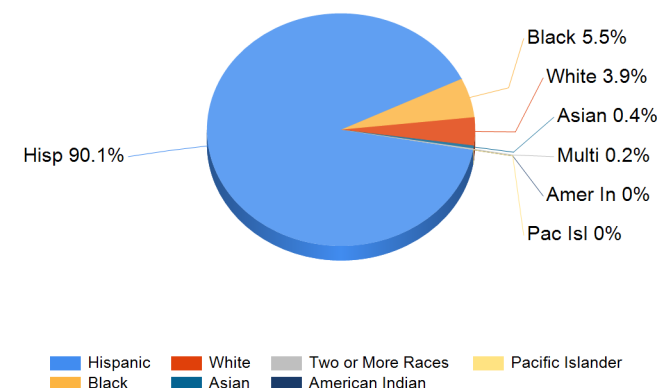
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



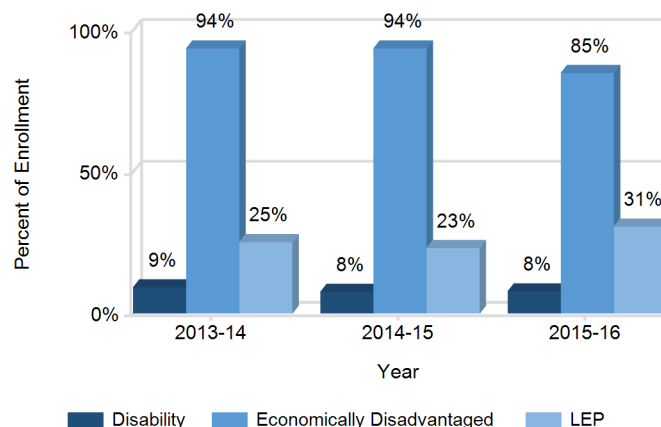
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	67.5%
English	29.2%
Arabic	2.3%
Bengali	0.5%
English, Middle (1100-1500)	0.2%
Other	0.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-120
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 8
35 CHADWICK STREET
PATERSON, NJ 07503-3107

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	10%	23	2
Mathematics Met or Exceeded Expectations	14%	34	6

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	335	10%	2	97%	✓	334	14%	6	97%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	306	10%	3	97%	✓	305	14%	9	97%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	101	1%	51	98%	✓	100	6%	39	98%	✓
Economically Disadvantaged Students	332	10%	4	97%	✓	331	14%	11	97%	✓



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-120
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 8
35 CHADWICK STREET
PATERSON, NJ 07503-3107

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	720	746	S	S	S	S	S	S	48%
White	S	S	729	756	S	S	S	S	S	S	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	S	S	719	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	720	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	66	720	729	749	26%	30%	24%	17%	3%	20%	52%
White	S	S	735	757	S	S	S	S	S	S	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	61	721	729	736	26%	28%	25%	18%	3%	21%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	18	719	719	724	17%	39%	28%	17%	N	17%	20%
Economically Disadvantaged Students	66	720	729	732	26%	30%	24%	17%	3%	20%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-120
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 8
35 CHADWICK STREET
PATERSON, NJ 07503-3107

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	51	717	726	750	28%	35%	26%	10%	2%	12%	54%
White	S	S	731	759	S	S	S	S	S	S	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	S	S	725	737	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	S	S	698	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	51	717	726	734	28%	35%	26%	10%	2%	12%	33%
PARCC MATH											
Schoolwide	52	725	727	745	14%	40%	29%	17%	N	17%	47%
White	S	S	728	752	S	S	S	S	S	S	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	48	725	727	733	13%	44%	27%	17%	N	17%	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	52	725	727	730	14%	40%	29%	17%	N	17%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-120
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 8
35 CHADWICK STREET
PATERSON, NJ 07503-3107

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	726	751	S	S	S	S	S	S	53%
White	S	S	732	758	S	S	S	S	S	S	64%
African American	S	S	719	733	S	S	S	S	S	S	32%
Hispanic	S	S	726	738	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	S	S	692	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	726	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	726	747	S	S	S	S	S	S	47%
White	S	S	734	753	S	S	S	S	S	S	57%
African American	S	S	719	728	S	S	S	S	S	S	24%
Hispanic	S	S	726	735	S	S	S	S	S	S	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	S	S	S	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	726	732	S	S	S	S	S	S	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-120
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 8
35 CHADWICK STREET
PATERSON, NJ 07503-3107

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	729	750	S	S	S	S	S	S	52%
White	S	S	743	756	S	S	S	S	S	S	61%
African American	S	S	723	732	S	S	S	S	S	S	31%
Hispanic	S	S	729	738	S	S	S	S	S	S	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	699	719	S	S	S	S	S	S	15%
English Language Learners	S	S	691	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	729	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	66	721	723	743	21%	27%	41%	11%	N	11%	43%
White	S	S	735	750	S	S	S	S	S	S	53%
African American	S	S	716	724	S	S	S	S	S	S	20%
Hispanic	S	S	723	730	S	S	S	S	S	S	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	699	717	S	S	S	S	S	S	13%
English Language Learners	S	S	702	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	66	721	723	728	21%	27%	41%	11%	N	11%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-120
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 8
35 CHADWICK STREET
PATERSON, NJ 07503-3107

PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	68	709	730	753	41%	29%	18%	12%	N	12%	56%
White	S	S	737	760	S	S	S	S	S	S	65%
African American	S	S	728	733	S	S	S	S	S	S	35%
Hispanic	62	708	728	739	44%	31%	15%	11%	N	11%	41%
Asian	S	S	751	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	700	716	S	S	S	S	S	S	16%
English Language Learners	S	S	691	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	68	709	730	735	41%	29%	18%	12%	N	12%	37%
PARCC MATH											
Schoolwide	S	S	724	740	S	S	S	S	S	S	39%
White	S	S	731	747	S	S	S	S	S	S	47%
African American	S	S	721	724	S	S	S	S	S	S	19%
Hispanic	S	S	723	729	S	S	S	S	S	S	23%
Asian	S	S	740	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	701	713	S	S	S	S	S	S	9%
English Language Learners	S	S	707	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	724	727	S	S	S	S	S	S	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-120
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 8
35 CHADWICK STREET
PATERSON, NJ 07503-3107

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	68	709	732	753	49%	15%	21%	13%	3%	16%	55%
White	S	S	748	759	S	S	S	S	S	S	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	58	707	731	740	52%	17%	14%	14%	3%	17%	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	697	715	S	S	S	S	S	S	16%
English Language Learners	S	S	686	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	68	709	732	736	49%	15%	21%	13%	3%	16%	38%
**PARCC MATH											
Schoolwide	S	S	708	726	S	S	S	S	S	S	26%
White	S	S	714	732	S	S	S	S	S	S	32%
African American	S	S	702	712	S	S	S	S	S	S	14%
Hispanic	S	S	710	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	689	704	S	S	S	S	S	S	8%
English Language Learners	S	S	697	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	708	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



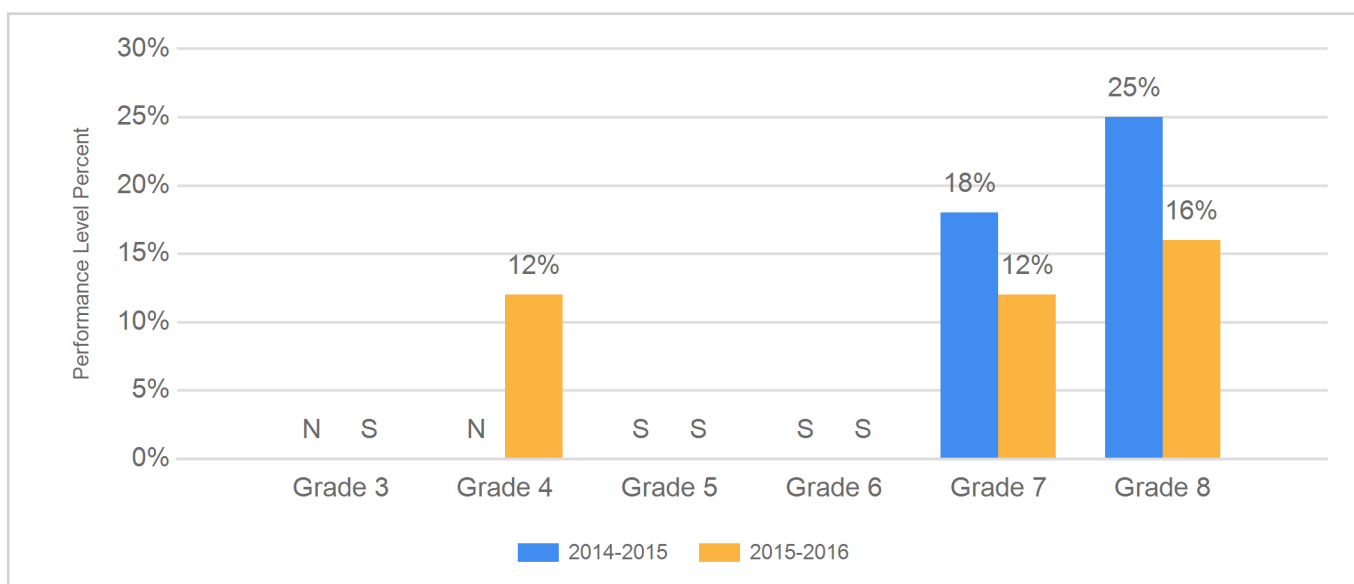
State of New Jersey
2015-2016

Grade Span KF-08

31-4010-120
PASSAIC
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SCHOOL 8
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-120
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SCHOOL 8
35 CHADWICK STREET
PATERSON, NJ 07503-3107

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	752	769	S	S	S	S	S	S	41%
White	S	S	761	772	S	S	S	S	S	S	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	751	746	S	S	S	S	S	S	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	752	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



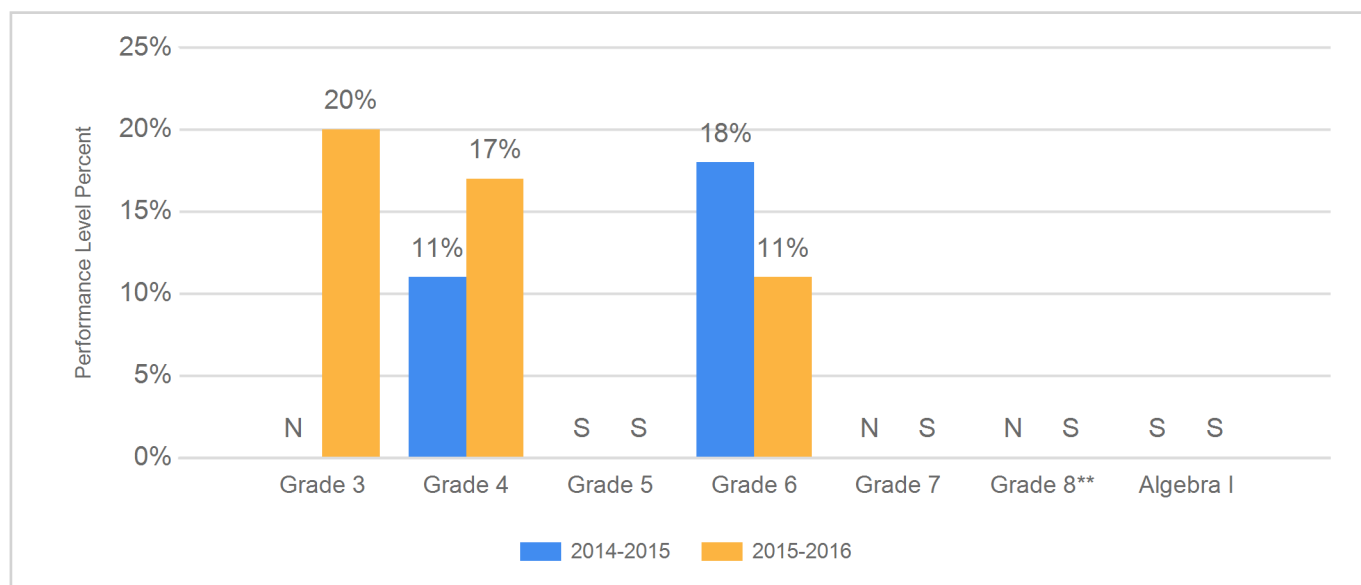
State of New Jersey
2015-2016

Grade Span KF-08

31-4010-120
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SCHOOL 8
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PATERSON, NJ 07503-3107

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-120

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 8

35 CHADWICK STREET
PATERSON, NJ 07503-3107

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

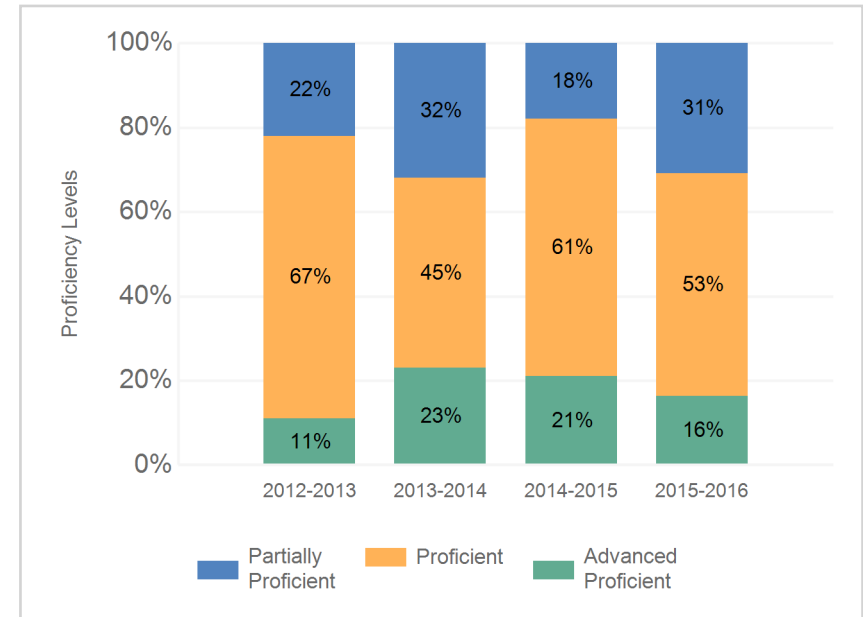
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	16%	53%	31%
White	S	S	S
African American	S	S	S
Hispanic	16%	51%	33%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	56%	44%
Economically Disadvantaged Students	16%	53%	31%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-120

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL 8

35 CHADWICK STREET

PATERSON, NJ 07503-3107

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

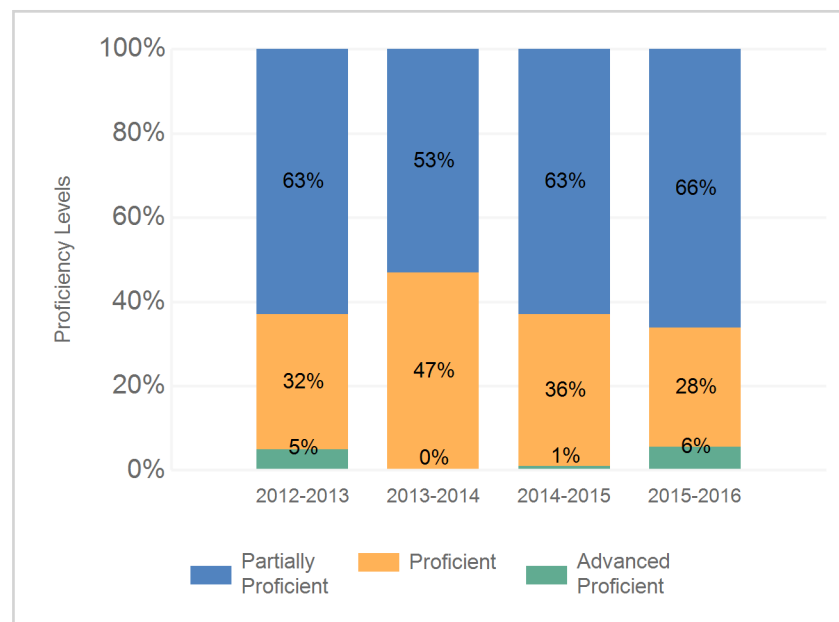
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	6%	28%	66%
White	S	S	S
African American	S	S	S
Hispanic	5%	26%	69%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	100%
Economically Disadvantaged Students	6%	28%	66%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-120
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 8
35 CHADWICK STREET
PATERSON, NJ 07503-3107

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-120
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 8
35 CHADWICK STREET
PATERSON, NJ 07503-3107

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	44	48	50
Student Growth on Math	46	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	12%	9%	11%
Partially Met (L2)	12%	13%	6%
Approached (L3)	13%	8%	6%
Met (L4)	3%	3%	3%
Exceeded (L5)	0%	0%	1%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	4%	6%
Partially Met (L2)	15%	11%	11%
Approached (L3)	22%	10%	5%
Met (L4)	5%	5%	3%
Exceeded (L5)	0%	0%	0%



State of New Jersey
2015-2016

Grade Span KF-08

31-4010-120
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 8
35 CHADWICK STREET
PATERSON, NJ 07503-3107

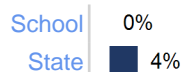
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



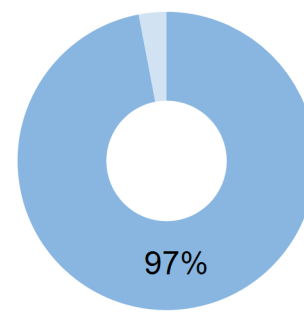
DANCE



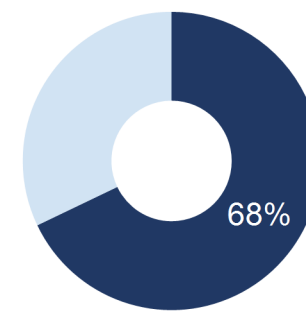
VISUAL ARTS



Any Visual and Performing Arts



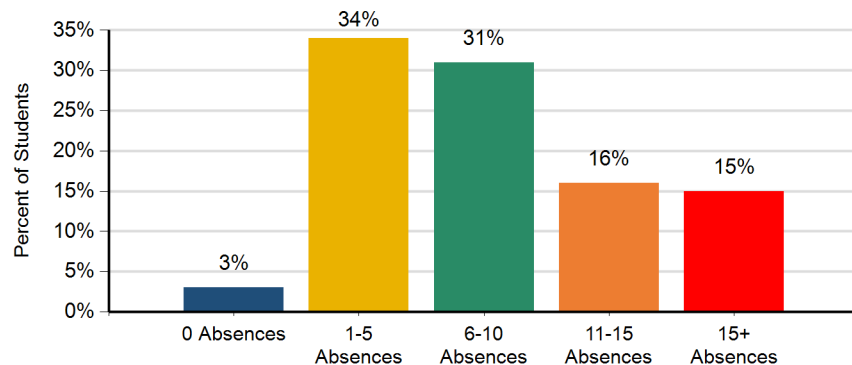
School



State

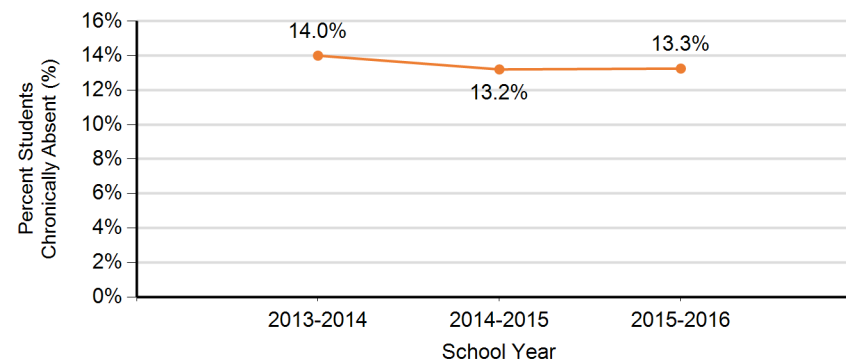
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-08

31-4010-120
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL 8
35 CHADWICK STREET
PATERSON, NJ 07503-3107

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	12:1
Administrator	142:1

Student Suspension Rate

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

	School
2015-16	11.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-307

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL OF ARCHITECTURE AND CONSTRUCTION TRADES

61-127 PREAKNESS AVENUE

PATERSON, NJ 07502

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey 2015-2016

Grade Span 09-12

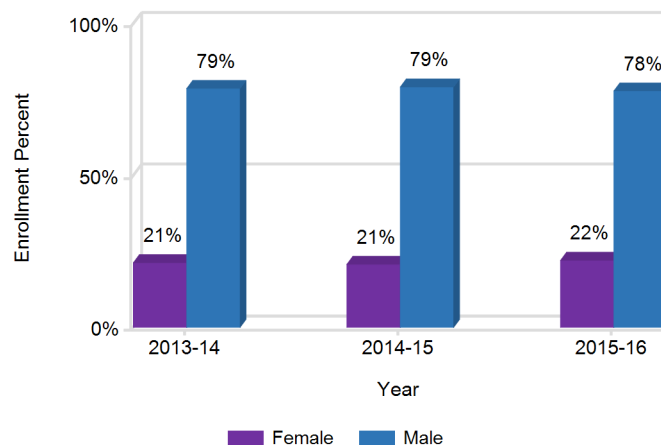
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	145	126	136
Grade 10	144	141	114
Grade 11	74	114	131
Grade 12	94	116	100
UG	27	32	35
Total	484	529	516

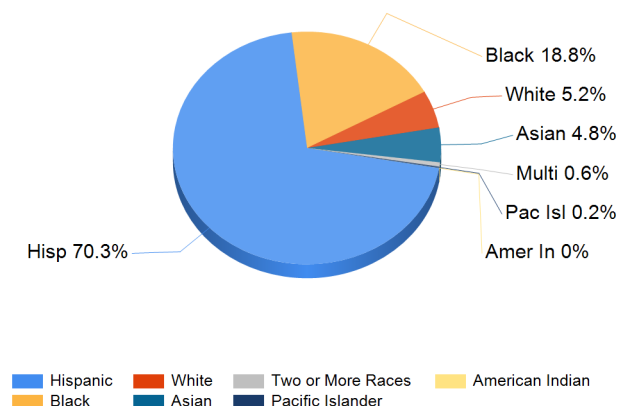
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



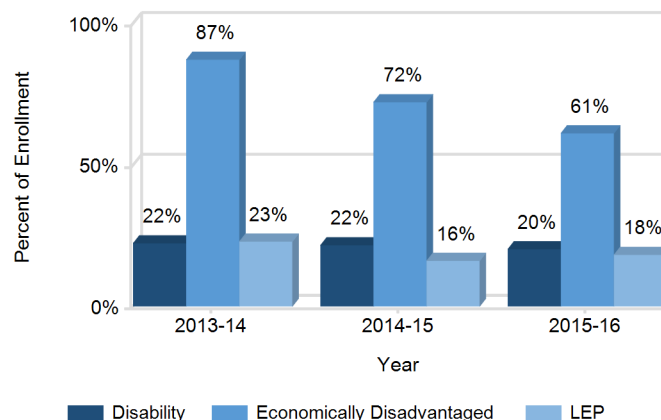
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	48.4%
English	43.2%
Arabic	3.9%
Bengali	3.1%
Urdu	0.4%
Other	1.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 09-12

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	2%	21	2
Mathematics Met or Exceeded Expectations	1%	14	3

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	222	2%	2	93%	X	220	1%	3	91%	X
White	S	S	S	S		S	S	S	S	
African American	44	N	3	84%	X	45	N	9	84%	X
Hispanic	161	3%	3	95%	✓	160	N	3	95%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	57	N	4	86%	X	58	N	11	84%	X
English Learner Students	36	N	33	100%	✓	35	N	28	96%	✓
Economically Disadvantaged Students	222	2%	3	93%	X	220	1%	5	91%	X



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-307

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PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL OF ARCHITECTURE AND CONSTRUCTION TRADES
61-127 PREAKNESS AVENUE
PATERSON, NJ 07502

PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	S	S	714	746	S	S	S	S	S	S	49%
White	S	S	719	754	S	S	S	S	S	S	58%
African American	S	S	714	729	S	S	S	S	S	S	30%
Hispanic	S	S	713	730	S	S	S	S	S	S	34%
Asian	S	S	726	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	724	748	S	S	S	S	S	S	53%
Students with Disability	S	S	695	713	S	S	S	S	S	S	12%
English Language Learners	S	S	691	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	S	S	714	729	S	S	S	S	S	S	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-307

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SCHOOL OF ARCHITECTURE AND CONSTRUCTION TRADES

61-127 PREAKNESS AVENUE

PATERSON, NJ 07502

PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	S	S	704	740	S	S	S	S	S	S	44%
White	S	S	709	747	S	S	S	S	S	S	50%
African American	S	S	703	722	S	S	S	S	S	S	28%
Hispanic	S	S	704	726	S	S	S	S	S	S	33%
Asian	S	S	708	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	699	741	S	S	S	S	S	S	45%
Students with Disability	S	S	680	702	S	S	S	S	S	S	11%
English Language Learners	S	S	679	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	S	S	704	723	S	S	S	S	S	S	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-307

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PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL OF ARCHITECTURE AND CONSTRUCTION TRADES
61-127 PREAKNESS AVENUE
PATERSON, NJ 07502

**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	S	S	720	736	S	S	S	S	S	S	40%
White	S	S	715	739	S	S	S	S	S	S	42%
African American	S	S	713	728	S	S	S	S	S	S	30%
Hispanic	S	S	723	732	S	S	S	S	S	S	37%
Asian	S	S	717	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	713	736	S	S	S	S	S	S	39%
Students with Disability	S	S	699	710	S	S	S	S	S	S	13%
English Language Learners	S	S	692	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	S	S	720	730	S	S	S	S	S	S	33%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-307

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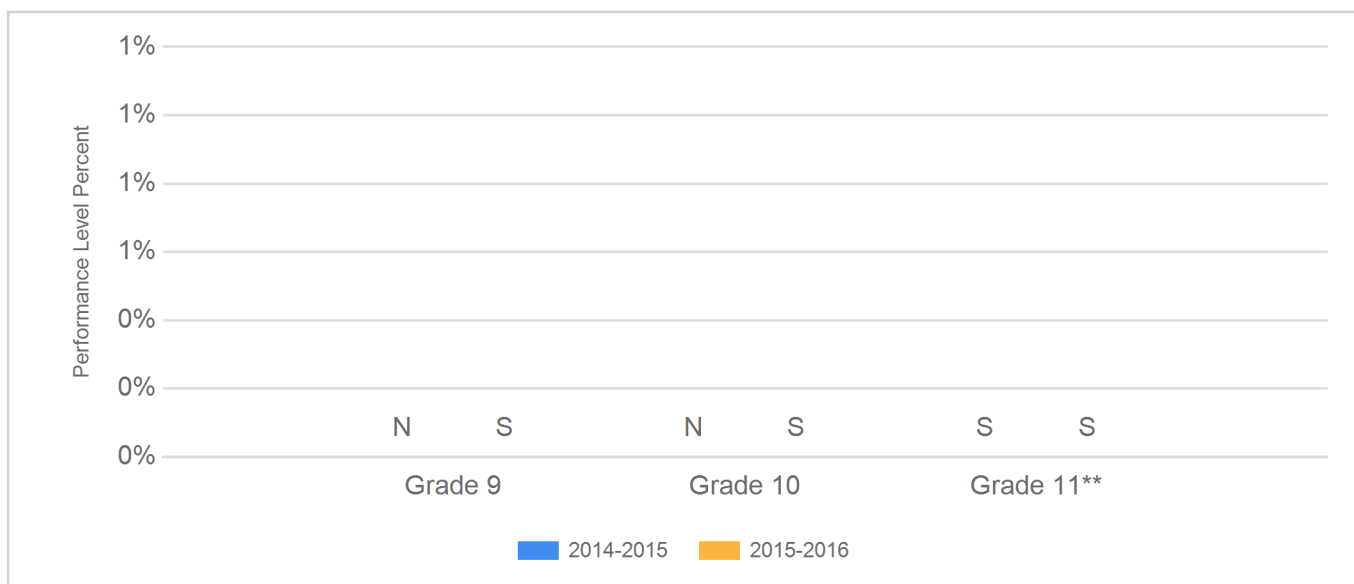
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PATERSON, NJ 07502

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-307

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SCHOOL OF ARCHITECTURE AND CONSTRUCTION TRADES
61-127 PREAKNESS AVENUE
PATERSON, NJ 07502

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	710	727	S	S	S	S	S	S	41%
White	S	S	715	734	S	S	S	S	S	S	51%
African American	S	S	708	717	S	S	S	S	S	S	20%
Hispanic	S	S	710	720	S	S	S	S	S	S	25%
Asian	S	S	726	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	723	727	S	S	S	S	S	S	47%
Students with Disability	S	S	697	708	S	S	S	S	S	S	10%
English Language Learners	S	S	708	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	710	719	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-307

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL OF ARCHITECTURE AND CONSTRUCTION TRADES
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PATERSON, NJ 07502

PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	708	730	S	S	S	S	S	S	27%
White	S	S	722	736	S	S	S	S	S	S	34%
African American	S	S	704	717	S	S	S	S	S	S	9%
Hispanic	S	S	708	720	S	S	S	S	S	S	13%
Asian	S	S	716	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	695	709	S	S	S	S	S	S	5%
English Language Learners	S	S	703	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	708	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-307

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PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL OF ARCHITECTURE AND CONSTRUCTION TRADES
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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	691	722	S	S	S	S	S	S	27%
White	S	S	695	728	S	S	S	S	S	S	31%
African American	S	S	685	700	S	S	S	S	S	S	8%
Hispanic	S	S	692	707	S	S	S	S	S	S	12%
Asian	S	S	700	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	696	727	S	S	S	S	S	S	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	676	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	691	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-307

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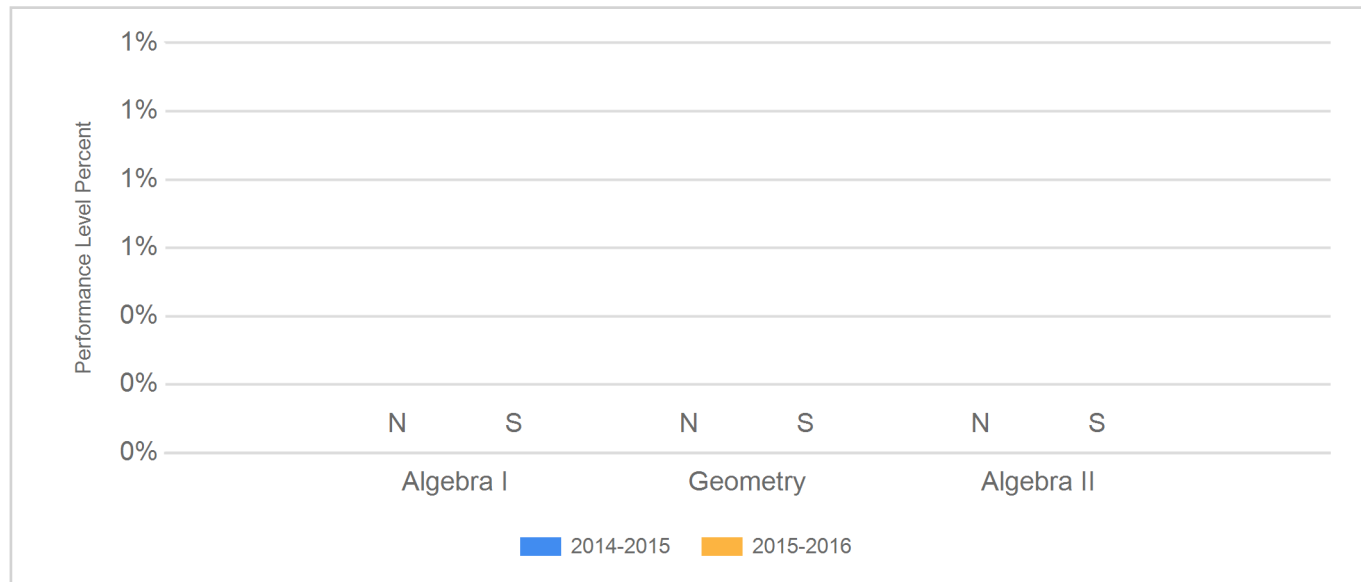
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-307

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SCHOOL OF ARCHITECTURE AND CONSTRUCTION TRADES
61-127 PREAKNESS AVENUE
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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

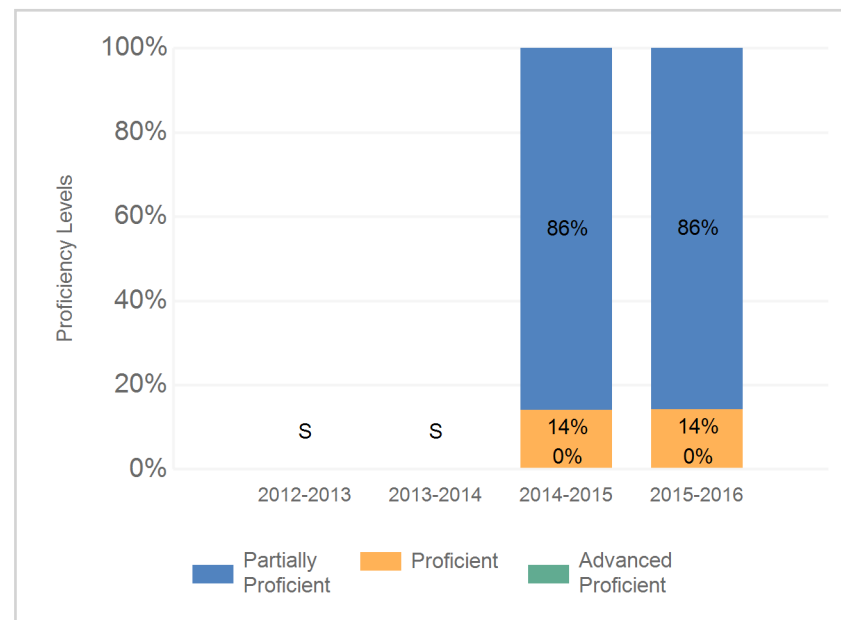
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	N	14%	86%
White	S	S	S
African American	N	4%	96%
Hispanic	N	14%	86%
American Indian	N	N	N
Asian	N	36%	64%
Two or More Races	S	S	S
Students with Disability	N	3%	97%
English Language Learners	N	N	100%
Economically Disadvantaged Students	N	14%	86%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-307

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SCHOOL OF ARCHITECTURE AND CONSTRUCTION TRADES
61-127 PREAKNESS AVENUE
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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.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	39.8%	58.0%
Percent of Students Participating in ACT	3.0%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	753	950
SAT	-	-
Reading and Writing	411	537
Math	441	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	17%	71%
Math	530	15%	53%
ACT	-	-	-
Reading	22	33%	58%
English	18	33%	74%
Math	22	33%	61%
Science	23	N	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	800	750	700
SAT	-	-	-
Reading and Writing	440	410	370
Math	490	430	390
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

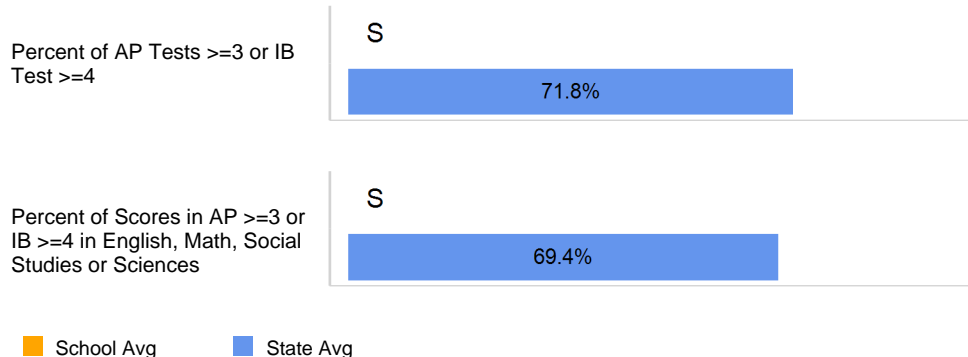


State of New Jersey
2015-2016

Grade Span 09-12

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	1	2
AP Chemistry	1	1
AP English Language and Composition	2	2
AP English Literature and Composition	2	1
AP Microeconomics	0	1
AP U.S. History	0	1
Student AP Tests ≥ 3 and IB Tests ≥ 4		2

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	1.7%	39.1%
One of More Test	2.2%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	2.2%	26.6%
Participating in Dual Enrollment	0.4%	15.4%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-307

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SCHOOL OF ARCHITECTURE AND CONSTRUCTION TRADES

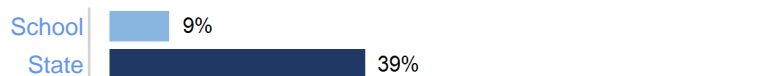
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



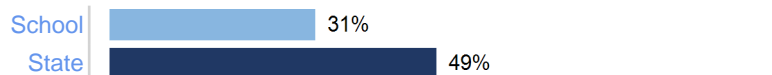
DRAMA



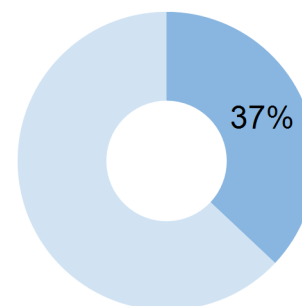
DANCE



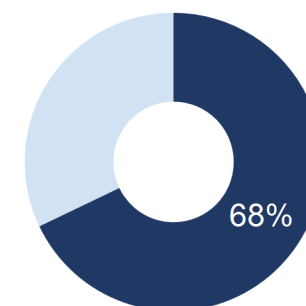
VISUAL ARTS



Any Visual and Performing Arts



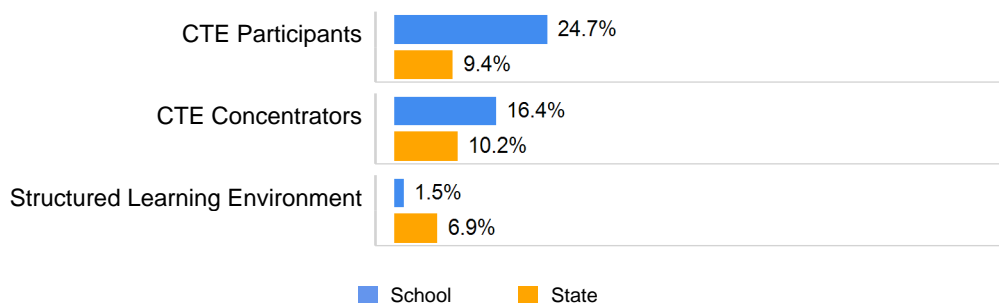
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



School State



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-307

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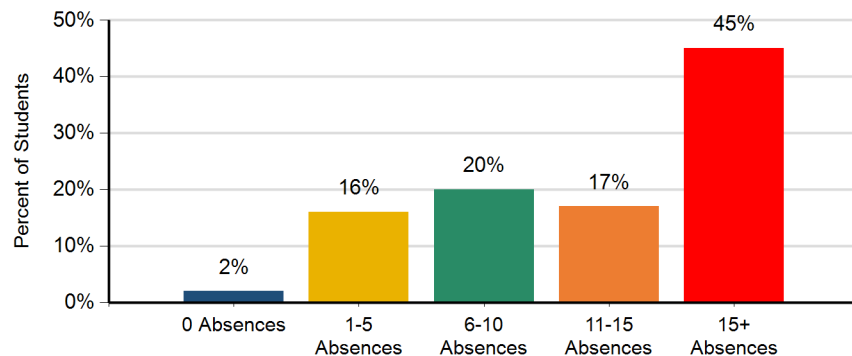
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61-127 PREAKNESS AVENUE

PATERSON, NJ 07502

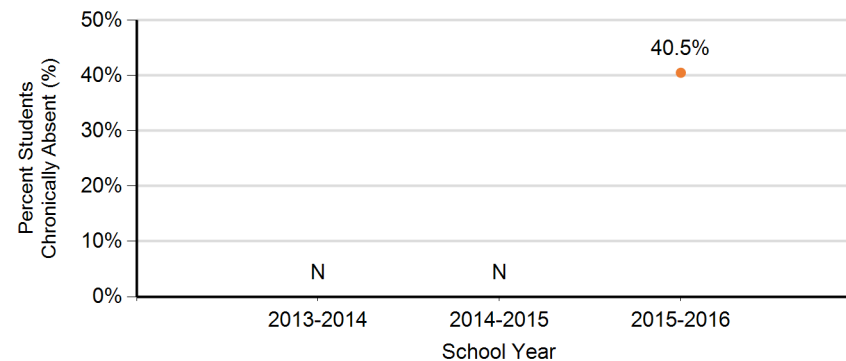
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 09-12

Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	81.3%	15	81%
White	S	S	
African American	S	S	
Hispanic	81.7%	23	
American Indian	S	S	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	81.1%	40	
Economically Disadvantaged Students	78.9%	21	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	3.7%	1.2%
White	S	0.6%
African American	3.6%	2.6%
Hispanic	4.1%	2.2%
American Indian	N	3.4%
Asian	S	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	1.4%	0.1%
Economically Disadvantaged Students	1.7%	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-307

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PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL OF ARCHITECTURE AND CONSTRUCTION TRADES

61-127 PREAKNESS AVENUE

PATERSON, NJ 07502

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	70%	78%
2014	75%	77%
2015	78%	80%
2016	81%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	55.0%	78.2%	21.8%
White	S	S	S
African American	S	S	S
Hispanic	55.6%	77.5%	22.5%
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	55.3%	81.0%	19.0%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-307

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PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL OF ARCHITECTURE AND CONSTRUCTION TRADES
61-127 PREAKNESS AVENUE
PATERSON, NJ 07502

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	10:1
Administrator	74:1

Student Suspension Rate

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

	School
2015-16	18.6%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-306

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PATERSON PUBLIC SCHOOL DISTRICT

SCHOOL OF BUSINESS TECHNOLOGY

61-127 PREAKNESS AVENUE

PATERSON, NJ 07502

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey 2015-2016

Grade Span 09-12

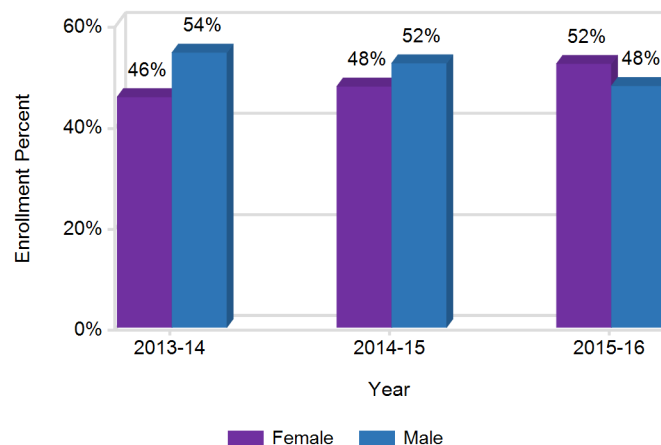
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	201	135	172
Grade 10	159	144	125
Grade 11	113	133	130
Grade 12	95	131	116
UG	24	40	36
Total	592	583	579

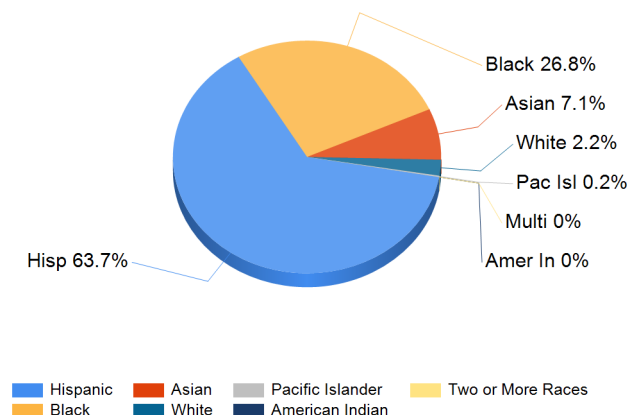
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



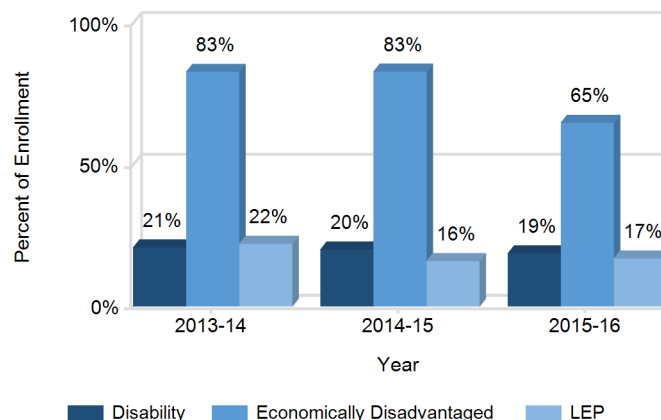
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	49.4%
Spanish	42.8%
Bengali	6.7%
Arabic	0.5%
Turkish	0.3%
Other	0.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 09-12

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	6%	29	4
Mathematics Met or Exceeded Expectations	3%	43	6

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	244	6%	4	84%	X	246	3%	6	86%	X
White	S	S	S	S		S	S	S	S	
African American	65	8%	6	81%	X	67	2%	15	82%	X
Hispanic	164	4%	5	84%	X	165	4%	8	86%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	54	N	3	87%	X	46	N	11	74%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	244	6%	6	84%	X	246	3%	8	86%	X



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-306

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SCHOOL OF BUSINESS TECHNOLOGY

61-127 PREAKNESS AVENUE

PATERSON, NJ 07502

PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	S	S	714	746	S	S	S	S	S	S	49%
White	S	S	719	754	S	S	S	S	S	S	58%
African American	S	S	714	729	S	S	S	S	S	S	30%
Hispanic	S	S	713	730	S	S	S	S	S	S	34%
Asian	S	S	726	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	S	S	695	713	S	S	S	S	S	S	12%
English Language Learners	S	S	691	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	S	S	714	729	S	S	S	S	S	S	31%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-306

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SCHOOL OF BUSINESS TECHNOLOGY

61-127 PREAKNESS AVENUE

PATERSON, NJ 07502

PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	S	S	704	740	S	S	S	S	S	S	44%
White	S	S	709	747	S	S	S	S	S	S	50%
African American	27	696	703	722	56%	22%	11%	11%	N	11%	28%
Hispanic	S	S	704	726	S	S	S	S	S	S	33%
Asian	14	698	708	767	79%	N	7%	14%	N	14%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	680	702	S	S	S	S	S	S	11%
English Language Learners	S	S	679	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	S	S	704	723	S	S	S	S	S	S	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-306

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SCHOOL OF BUSINESS TECHNOLOGY

61-127 PREAKNESS AVENUE

PATERSON, NJ 07502

**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	111	715	720	736	33%	28%	23%	15%	N	15%	40%
White	S	S	715	739	S	S	S	S	S	S	42%
African American	S	S	713	728	S	S	S	S	S	S	30%
Hispanic	73	716	723	732	32%	29%	25%	15%	N	15%	37%
Asian	11	718	717	753	36%	9%	27%	27%	N	27%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	713	736	S	S	S	S	S	S	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	S	S	692	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	111	715	720	730	33%	28%	23%	15%	N	15%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

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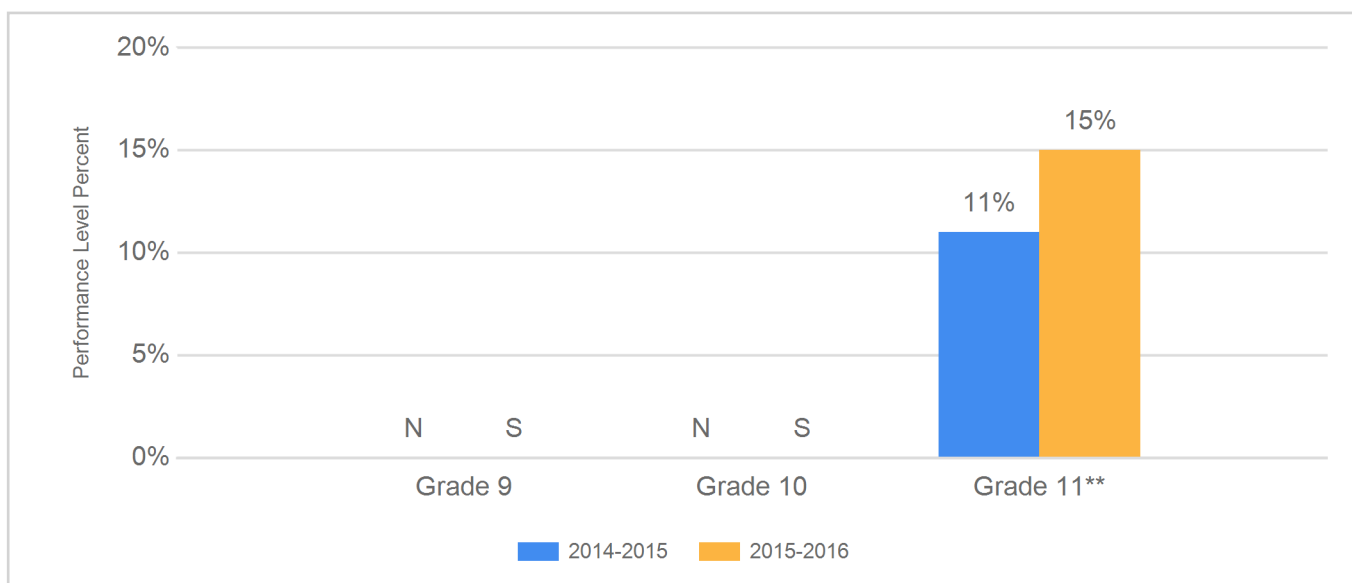
SCHOOL OF BUSINESS TECHNOLOGY

61-127 PREAKNESS AVENUE

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	710	727	S	S	S	S	S	S	41%
White	S	S	715	734	S	S	S	S	S	S	51%
African American	S	S	708	717	S	S	S	S	S	S	20%
Hispanic	S	S	710	720	S	S	S	S	S	S	25%
Asian	S	S	726	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	697	708	S	S	S	S	S	S	10%
English Language Learners	S	S	708	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	710	719	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	708	730	S	S	S	S	S	S	27%
White	S	S	722	736	S	S	S	S	S	S	34%
African American	S	S	704	717	S	S	S	S	S	S	9%
Hispanic	S	S	708	720	S	S	S	S	S	S	13%
Asian	S	S	716	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	695	709	S	S	S	S	S	S	5%
English Language Learners	S	S	703	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	708	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	691	722	S	S	S	S	S	S	27%
White	S	S	695	728	S	S	S	S	S	S	31%
African American	S	S	685	700	S	S	S	S	S	S	8%
Hispanic	S	S	692	707	S	S	S	S	S	S	12%
Asian	S	S	700	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	696	727	S	S	S	S	S	S	34%
Students with Disability	S	S	676	690	S	S	S	S	S	S	5%
English Language Learners	S	S	676	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	691	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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2015-2016

Grade Span 09-12

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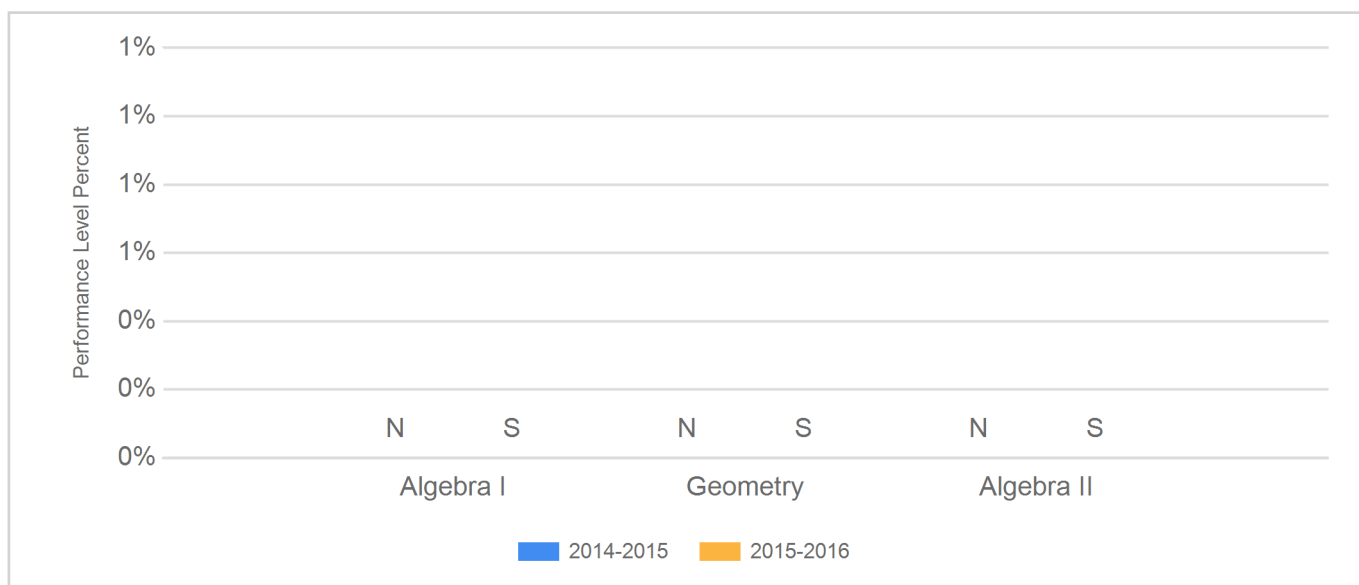
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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2015-2016

Grade Span 09-12

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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

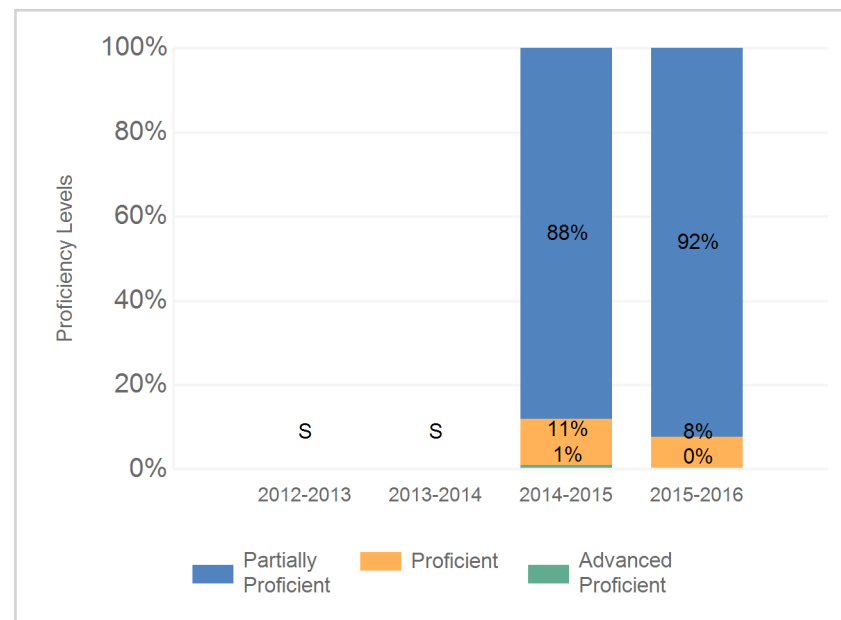
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	N	8%	92%
White	S	S	S
African American	N	4%	96%
Hispanic	N	6%	94%
American Indian	N	N	N
Asian	N	25%	75%
Two or More Races	N	N	N
Students with Disability	N	N	100%
English Language Learners	N	5%	96%
Economically Disadvantaged Students	N	8%	92%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-306

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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.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	58.1%	58.0%
Percent of Students Participating in ACT	7.8%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	768	950
SAT	-	-
Reading and Writing	410	537
Math	412	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	17%	71%
Math	530	6%	53%
ACT	-	-	-
Reading	22	22%	58%
English	18	33%	74%
Math	22	N	61%
Science	23	N	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	830	760	700
SAT	-	-	-
Reading and Writing	450	400	360
Math	450	410	360
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

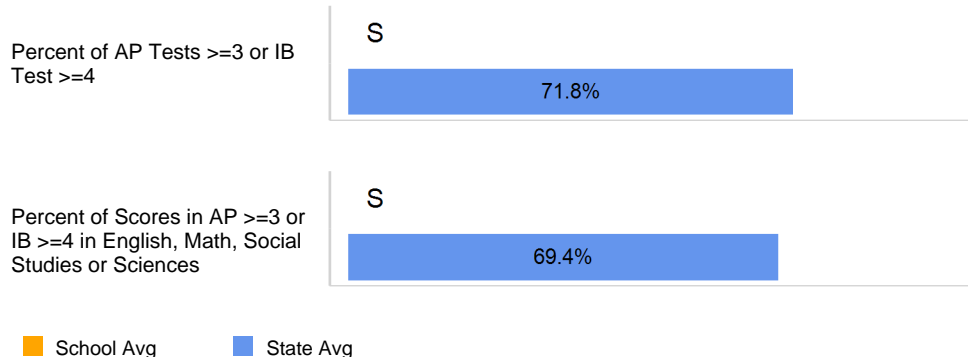


State of New Jersey
2015-2016

Grade Span 09-12

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Chemistry	2	2
AP English Language and Composition	7	7
AP English Literature and Composition	3	4
Student AP Tests ≥ 3 and IB Tests ≥ 4		1

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	4.1%	39.1%
One of More Test	4.5%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	4.5%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-306

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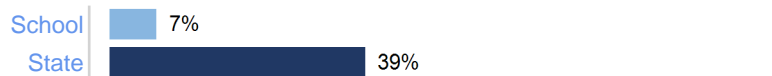
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



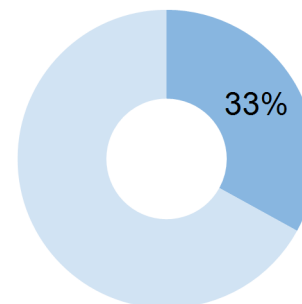
DANCE



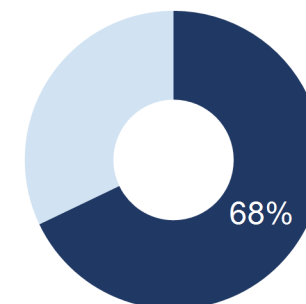
VISUAL ARTS



Any Visual and Performing Arts



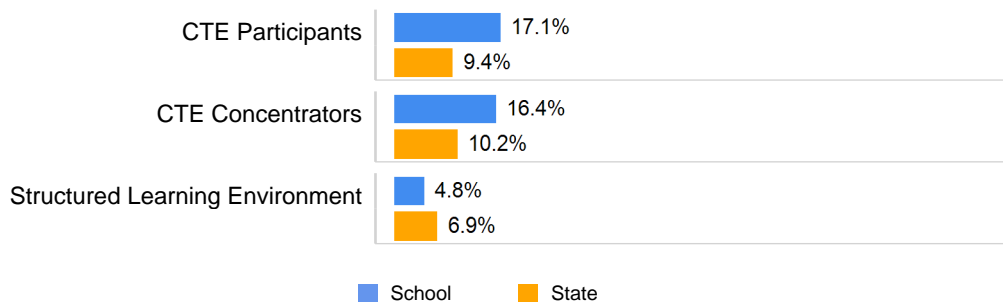
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



School

State



State of New Jersey
2015-2016

Grade Span 09-12

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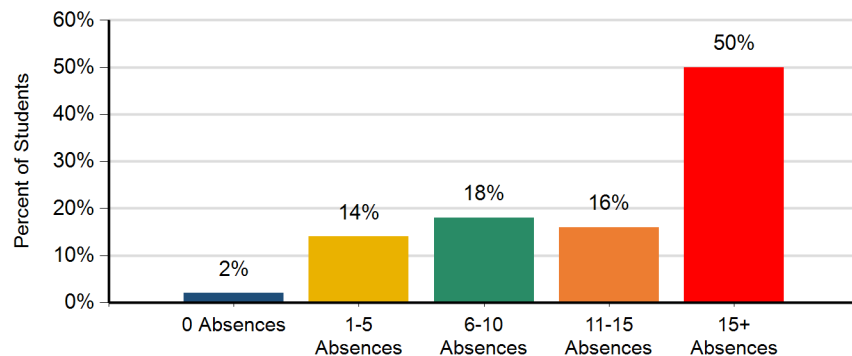
SCHOOL OF BUSINESS TECHNOLOGY

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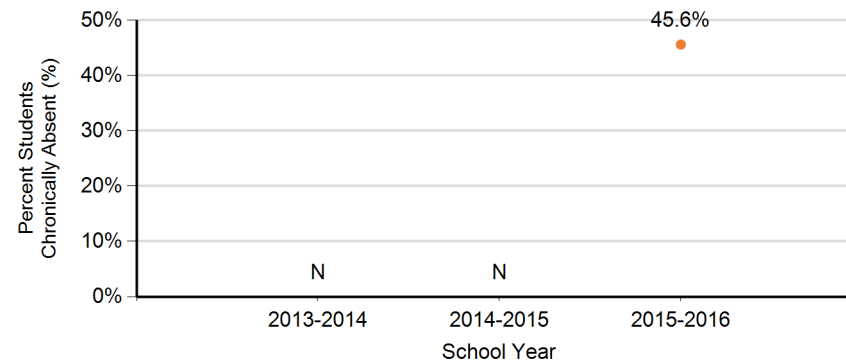
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 09-12

Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	71.4%	6	81%
White	S	S	
African American	69.4%	10	
Hispanic	72.8%	12	
American Indian	S	S	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	54.8%	4	
English Language Learners	87.9%	46	
Economically Disadvantaged Students	70.5%	7	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	2.4%	1.2%
White	S	0.6%
African American	1.4%	2.6%
Hispanic	2.6%	2.2%
American Indian	N	3.4%
Asian	4.9%	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	1.4%	1.7%
English Language Learners	0.6%	0.1%
Economically Disadvantaged Students	1.1%	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	65%	72%
2014	80%	80%
2015	83%	84%
2016	71%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	71.2%	64.0%	36.0%
White	S	S	S
African American	63.4%	53.8%	46.2%
Hispanic	72.1%	71.4%	28.6%
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S



State of New Jersey
2015-2016

Grade Span 09-12

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	11:1
Administrator	97:1

Student Suspension Rate

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

	School
2015-16	15.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-002
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 09-12

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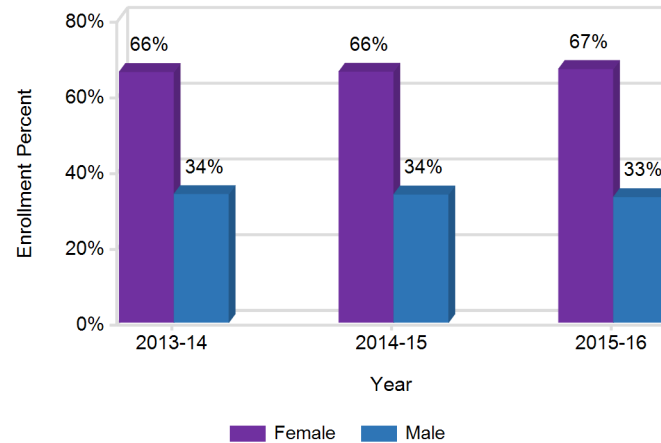
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	209	171	201
Grade 10	175	194	179
Grade 11	110	156	169
Grade 12	109	145	143
UG	41	24	33
Total	644	690	725

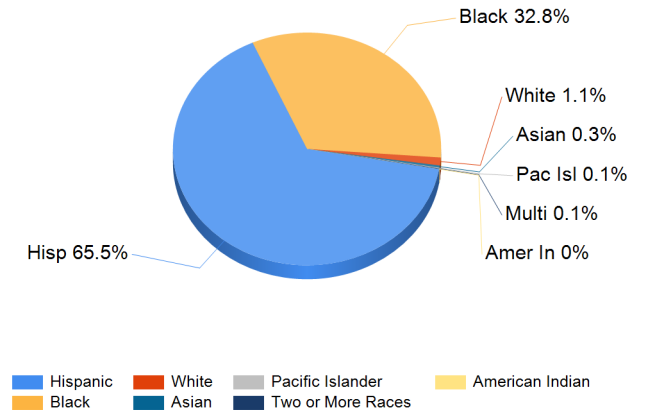
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



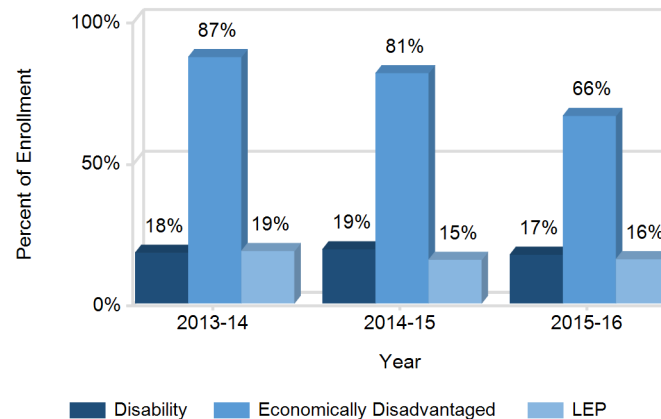
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	50.5%
Spanish	48.7%
Bengali	0.3%
English, Old (ca.450-1100)	0.1%
Turkish	0.1%
Other	0.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 09-12

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	17%	79	12
Mathematics Met or Exceeded Expectations	3%	36	6

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	361	17%	12	96%	✓	366	3%	6	98%	✓
White	S	S	S	S		S	S	S	S	
African American	130	9%	13	95%	✓	132	N	14	96%	✓
Hispanic	225	21%	31	97%	✓	228	4%	9	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	73	N	17	95%	✓	74	N	9	96%	✓
English Learner Students	36	N	66	98%	✓	36	3%	47	98%	✓
Economically Disadvantaged Students	361	17%	26	97%	✓	366	3%	8	98%	✓



State of New Jersey
2015-2016

Grade Span 09-12

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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	208	717	714	746	28%	30%	27%	13%	1%	14%	49%
White	S	S	719	754	S	S	S	S	S	S	58%
African American	S	S	714	729	S	S	S	S	S	S	30%
Hispanic	126	721	713	730	25%	28%	27%	18%	2%	20%	34%
Asian	N	N	N	774	N	N	N	N	N	N	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	S	S	695	713	S	S	S	S	S	S	12%
English Language Learners	S	S	691	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	208	717	714	729	28%	30%	27%	13%	1%	14%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	709	704	740	41%	23%	18%	18%	1%	19%	44%
White	S	S	709	747	S	S	S	S	S	S	50%
African American	53	710	703	722	43%	25%	17%	13%	2%	15%	28%
Hispanic	121	710	704	726	40%	22%	17%	21%	N	21%	33%
Asian	S	S	708	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	699	741	S	S	S	S	S	S	45%
Students with Disability	S	S	680	702	S	S	S	S	S	S	11%
English Language Learners	S	S	679	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	177	709	704	723	41%	23%	18%	18%	1%	19%	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-002

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL OF CULINARY ARTS HOSPITALITY AND TOURISM
150 PARK AVENUE
PATERSON, NJ 07501

**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	169	727	720	736	25%	20%	23%	31%	1%	32%	40%
White	S	S	715	739	S	S	S	S	S	S	42%
African American	S	S	713	728	S	S	S	S	S	S	30%
Hispanic	120	729	723	732	24%	17%	23%	34%	2%	36%	37%
Asian	N	N	N	753	N	N	N	N	N	N	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	21	700	699	710	67%	10%	10%	14%	N	14%	13%
English Language Learners	S	S	692	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	169	727	720	730	25%	20%	23%	31%	1%	32%	33%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

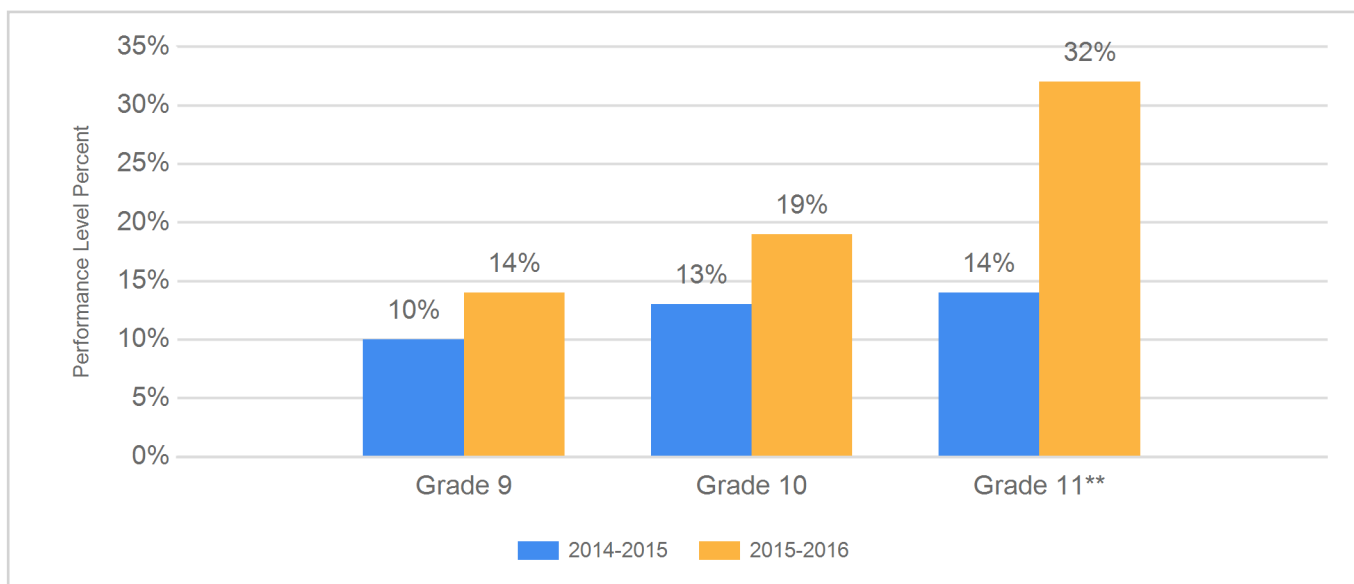
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PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL OF CULINARY ARTS HOSPITALITY AND TOURISM
150 PARK AVENUE
PATERSON, NJ 07501

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-002

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PATERSON, NJ 07501

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	710	727	S	S	S	S	S	S	41%
White	S	S	715	734	S	S	S	S	S	S	51%
African American	S	S	708	717	S	S	S	S	S	S	20%
Hispanic	S	S	S	720	S	S	S	S	S	S	25%
Asian	N	N	N	746	N	N	N	N	N	N	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	S	S	708	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	710	719	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	708	730	S	S	S	S	S	S	27%
White	S	S	722	736	S	S	S	S	S	S	34%
African American	S	S	704	717	S	S	S	S	S	S	9%
Hispanic	S	S	708	720	S	S	S	S	S	S	13%
Asian	N	N	N	750	N	N	N	N	N	N	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	695	709	S	S	S	S	S	S	5%
English Language Learners	S	S	703	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	708	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-002

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL OF CULINARY ARTS HOSPITALITY AND TOURISM

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PATERSON, NJ 07501

PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	691	722	S	S	S	S	S	S	27%
White	S	S	695	728	S	S	S	S	S	S	31%
African American	S	S	685	700	S	S	S	S	S	S	8%
Hispanic	S	S	692	707	S	S	S	S	S	S	12%
Asian	S	S	700	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	696	727	S	S	S	S	S	S	34%
Students with Disability	S	S	676	690	S	S	S	S	S	S	5%
English Language Learners	S	S	676	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	691	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



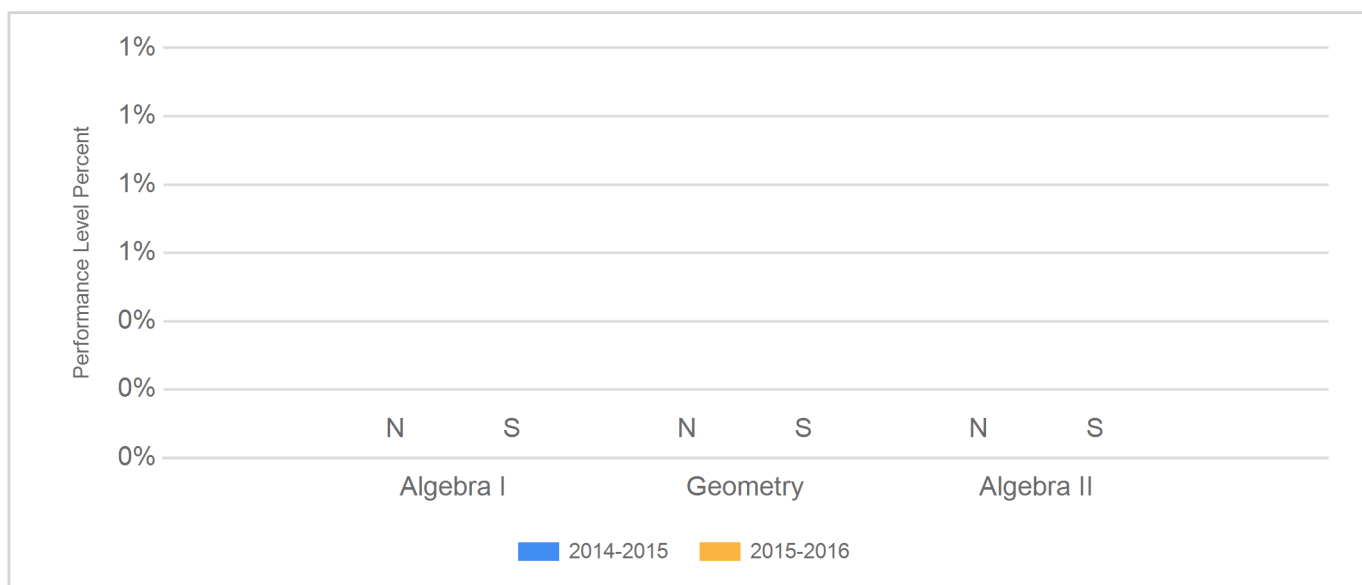
State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-002

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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

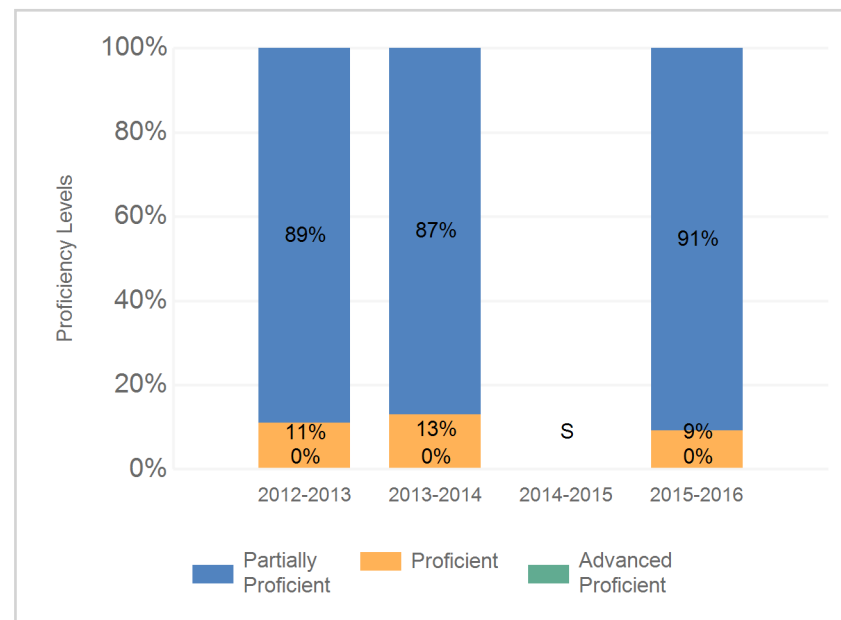
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	N	9%	91%
White	S	S	S
African American	N	7%	93%
Hispanic	N	9%	91%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	N	100%
English Language Learners	N	5%	95%
Economically Disadvantaged Students	N	9%	91%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-002

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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.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	42.3%	58.0%
Percent of Students Participating in ACT	4.9%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	774	950
SAT	-	-
Reading and Writing	430	537
Math	411	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	20%	71%
Math	530	5%	53%
ACT	-	-	-
Reading	22	N	58%
English	18	N	74%
Math	22	N	61%
Science	23	N	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	830	770	720
SAT	-	-	-
Reading and Writing	470	430	390
Math	460	410	380
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

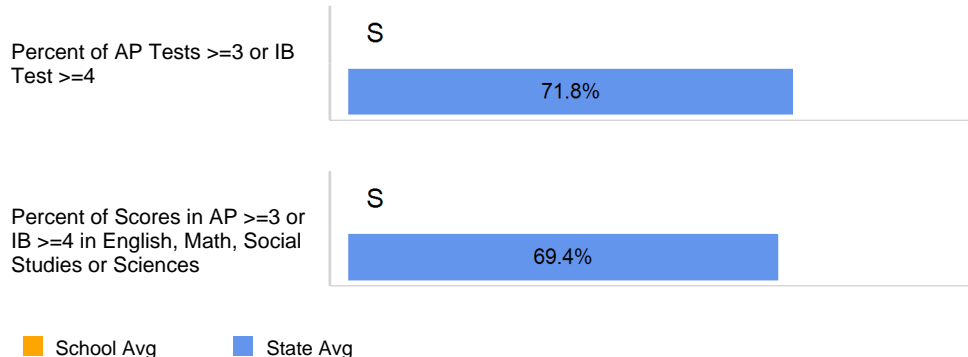


State of New Jersey
2015-2016

Grade Span 09-12

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	6	6
AP English Language and Composition	32	25
AP U.S. History	18	10
Student AP Tests ≥ 3 and IB Tests ≥ 4		1

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	16.0%	39.1%
One of More Test	11.9%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	11.9%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



State of New Jersey
2015-2016

Grade Span 09-12

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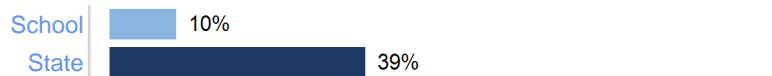
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PATERSON, NJ 07501

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



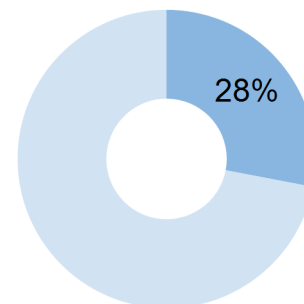
DANCE



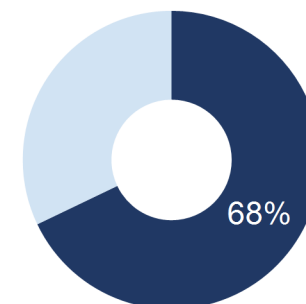
VISUAL ARTS



Any Visual and Performing Arts



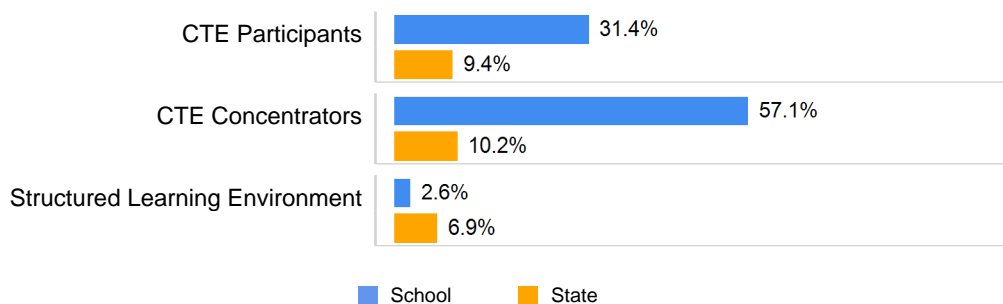
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



School State



State of New Jersey
2015-2016

Grade Span 09-12

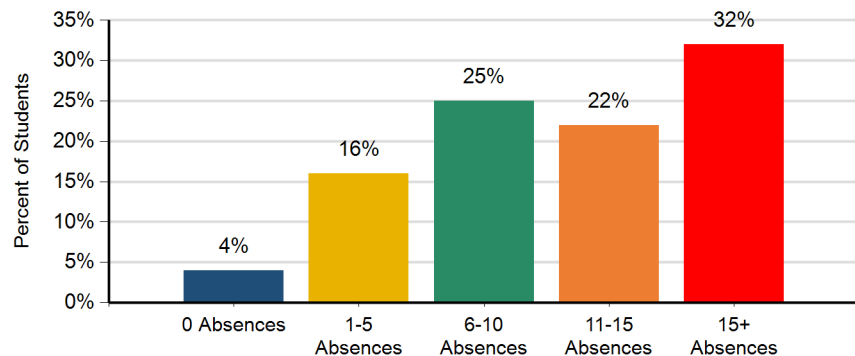
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PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL OF CULINARY ARTS HOSPITALITY AND TOURISM
150 PARK AVENUE
PATERSON, NJ 07501

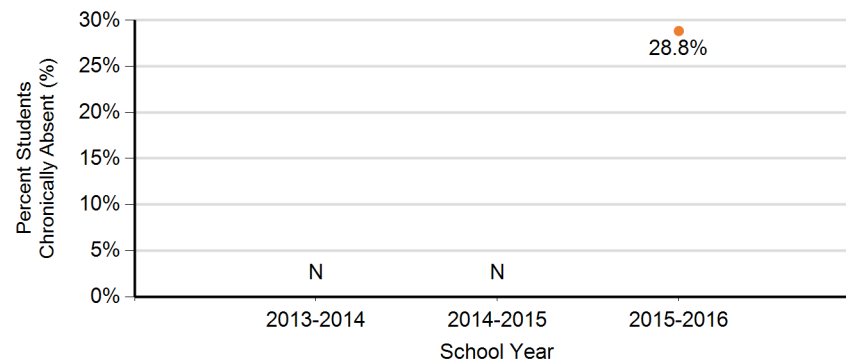
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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



State of New Jersey
2015-2016

Grade Span 09-12

Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	87.1%	26	81%
White	S	S	
African American	91.1%	53	
Hispanic	85.6%	38	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	82.1%	41	
Economically Disadvantaged Students	88%	53	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	2.5%	1.2%
White	N	0.6%
African American	1.8%	2.6%
Hispanic	3.1%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	2.2%	1.7%
English Language Learners	0.3%	0.1%
Economically Disadvantaged Students	0.7%	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	67%	73%
2014	77%	76%
2015	78%	81%
2016	87%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	57.6%	62.5%	37.5%
White	S	S	S
African American	57.1%	70.8%	29.2%
Hispanic	57.3%	58.2%	41.8%
American Indian	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	41.9%	84.6%	15.4%
Economically Disadvantaged Students	56.6%	60.9%	39.1%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-002

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SCHOOL OF CULINARY ARTS HOSPITALITY AND TOURISM
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PATERSON, NJ 07501

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	13:1
Administrator	145:1

Student Suspension Rate

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

	School
2015-16	7.2%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-005

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL OF EARTH AND SPACE SCIENCE

201 MEMORIAL DRIVE
PATERSON, NJ 07505

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-005

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SCHOOL OF EARTH AND SPACE SCIENCE
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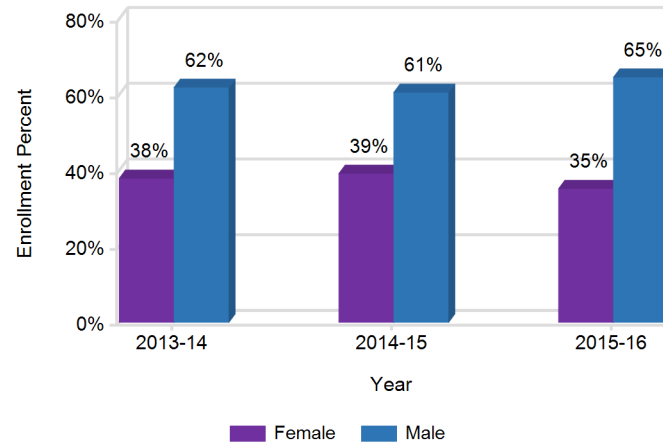
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	37	44	47
Grade 10	62	44	48
Grade 11	52	51	42
Grade 12	63	46	41
UG	7	6	12
Total	221	191	190

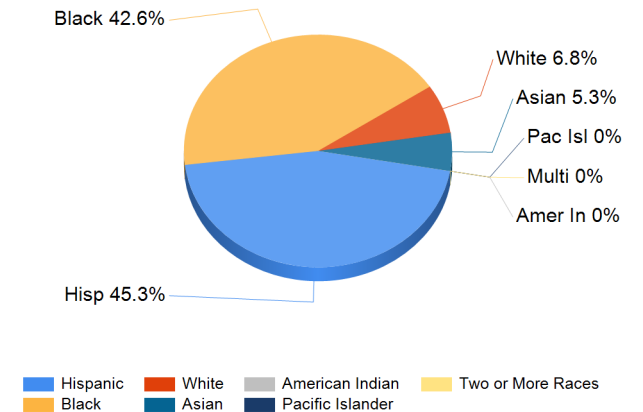
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



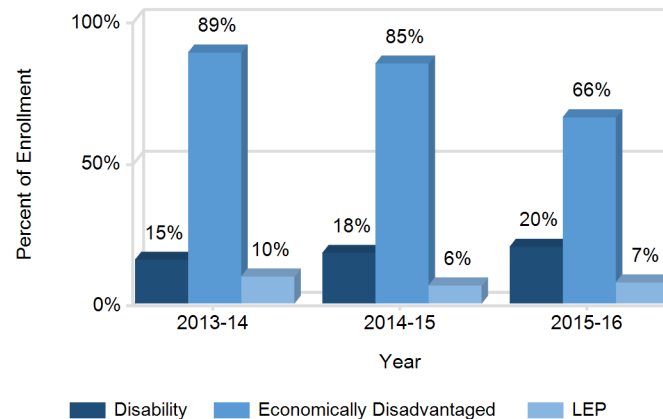
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	62.6%
Spanish	28.4%
Arabic	5.8%
Bengali	3.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 09-12

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SCHOOL OF EARTH AND SPACE SCIENCE
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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	15%	57	8
Mathematics Met or Exceeded Expectations	8%	64	13

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	102	15%	8	97%	✓	102	8%	13	97%	✓
White	S	S	S	S		S	S	S	S	
African American	40	13%	15	98%	✓	40	8%	30	98%	✓
Hispanic	50	12%	10	98%	✓	50	4%	9	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	102	15%	15	97%	✓	102	8%	20	97%	✓



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-005

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL OF EARTH AND SPACE SCIENCE
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PATERSON, NJ 07505

PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	52	721	714	746	27%	29%	25%	19%	N	19%	49%
White	S	S	719	754	S	S	S	S	S	S	58%
African American	S	S	714	729	S	S	S	S	S	S	30%
Hispanic	30	722	713	730	17%	40%	30%	13%	N	13%	34%
Asian	N	N	N	774	N	N	N	N	N	N	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	S	S	695	713	S	S	S	S	S	S	12%
English Language Learners	S	S	691	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	52	721	714	729	27%	29%	25%	19%	N	19%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-005

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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	S	S	704	740	S	S	S	S	S	S	44%
White	S	S	709	747	S	S	S	S	S	S	50%
African American	S	S	703	722	S	S	S	S	S	S	28%
Hispanic	S	S	704	726	S	S	S	S	S	S	33%
Asian	S	S	708	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	680	702	S	S	S	S	S	S	11%
English Language Learners	S	S	679	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	S	S	704	723	S	S	S	S	S	S	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	45	717	720	736	36%	27%	18%	16%	4%	20%	40%
White	S	S	715	739	S	S	S	S	S	S	42%
African American	19	703	713	728	47%	32%	5%	11%	5%	16%	30%
Hispanic	21	728	723	732	33%	14%	29%	19%	5%	24%	37%
Asian	S	S	717	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	699	710	S	S	S	S	S	S	13%
English Language Learners	S	S	692	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	45	717	720	730	36%	27%	18%	16%	4%	20%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

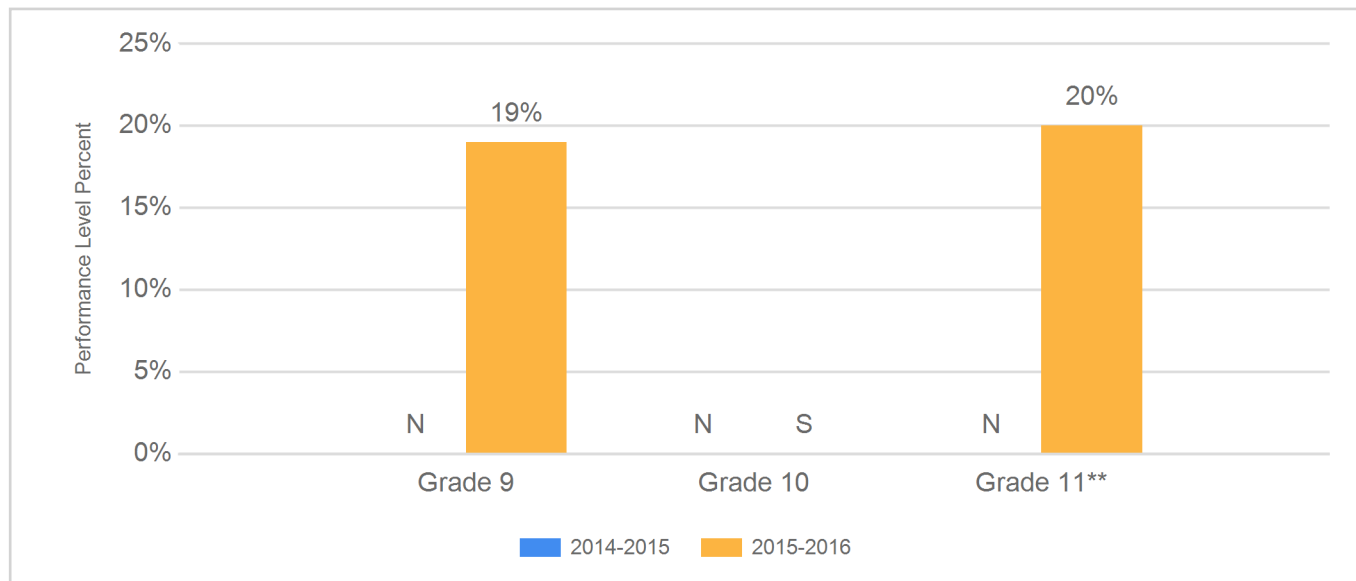
31-4010-005

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SCHOOL OF EARTH AND SPACE SCIENCE
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	54	718	710	727	30%	26%	33%	11%	N	11%	41%
White	S	S	715	734	S	S	S	S	S	S	51%
African American	20	714	708	717	40%	20%	25%	15%	N	15%	20%
Hispanic	S	S	710	720	S	S	S	S	S	S	25%
Asian	N	N	N	746	N	N	N	N	N	N	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	697	708	S	S	S	S	S	S	10%
English Language Learners	S	S	708	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	54	718	710	719	30%	26%	33%	11%	N	11%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	708	730	S	S	S	S	S	S	27%
White	S	S	722	736	S	S	S	S	S	S	34%
African American	S	S	704	717	S	S	S	S	S	S	9%
Hispanic	S	S	708	720	S	S	S	S	S	S	13%
Asian	S	S	716	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	695	709	S	S	S	S	S	S	5%
English Language Learners	S	S	703	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	708	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	691	722	S	S	S	S	S	S	27%
White	S	S	695	728	S	S	S	S	S	S	31%
African American	S	S	685	700	S	S	S	S	S	S	8%
Hispanic	S	S	692	707	S	S	S	S	S	S	12%
Asian	S	S	700	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	676	690	S	S	S	S	S	S	5%
English Language Learners	S	S	676	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	691	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-005

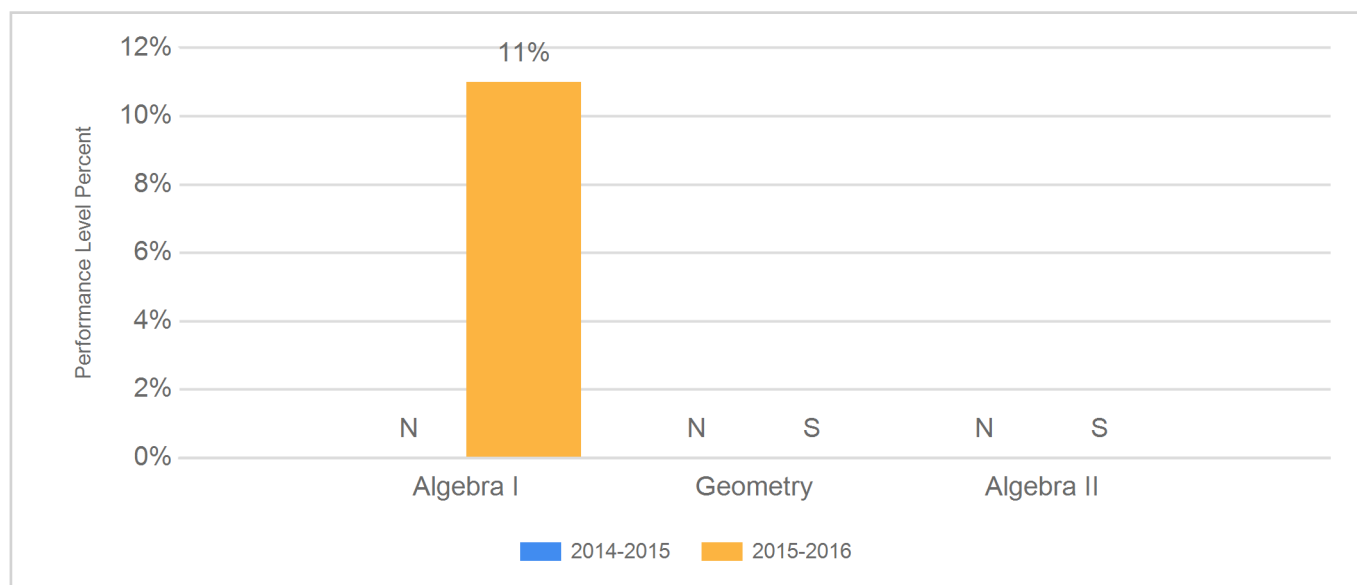
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 09-12

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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

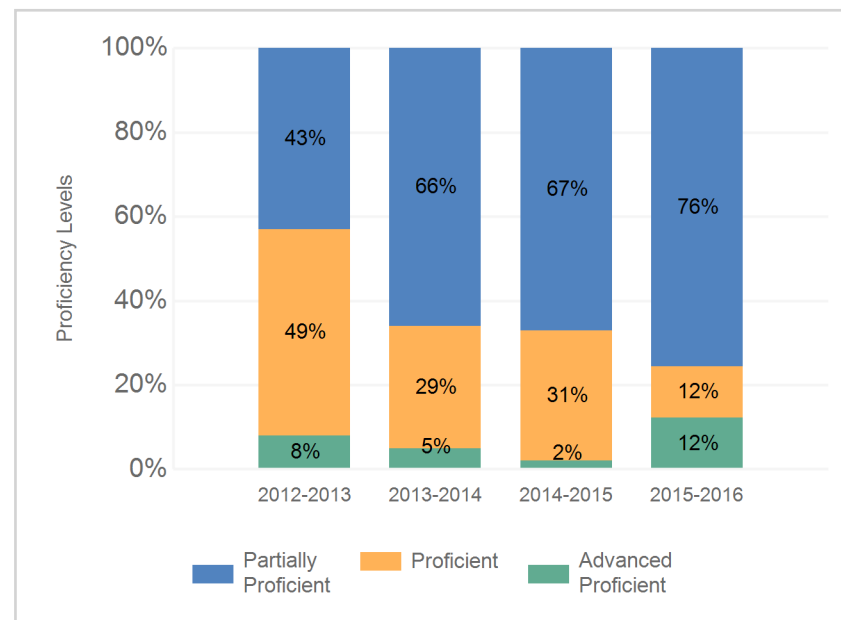
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	12%	12%	76%
White	N	N	N
African American	11%	11%	78%
Hispanic	10%	15%	75%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	12%	12%	76%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





State of New Jersey
2015-2016

Grade Span 09-12

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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.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	72.3%	58.0%
Percent of Students Participating in ACT	7.3%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	778	950
SAT	-	-
Reading and Writing	449	537
Math	434	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	32%	71%
Math	530	15%	53%
ACT	-	-	-
Reading	22	33%	58%
English	18	N	74%
Math	22	N	61%
Science	23	N	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	830	770	710
SAT	-	-	-
Reading and Writing	505	435	405
Math	495	425	380
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

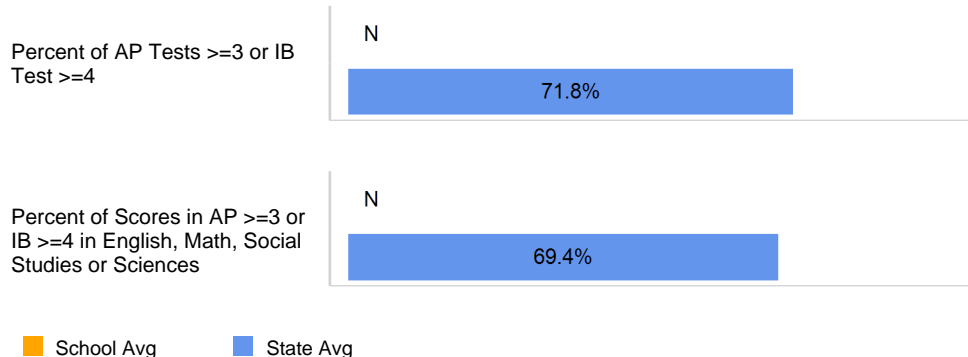


State of New Jersey
2015-2016

Grade Span 09-12

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
N	N	N

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	N	39.1%
One of More Test	N	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	N	26.6%
Participating in Dual Enrollment	N	15.4%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-005

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PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL OF EARTH AND SPACE SCIENCE

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PATERSON, NJ 07505

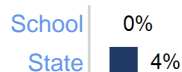
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



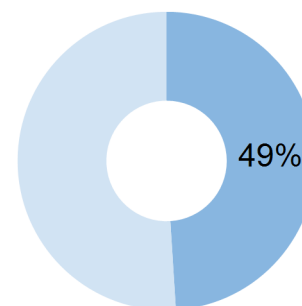
DANCE



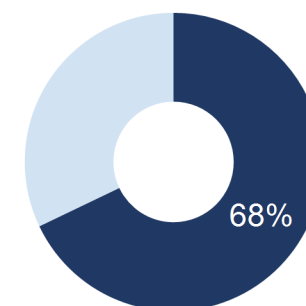
VISUAL ARTS



Any Visual and Performing Arts



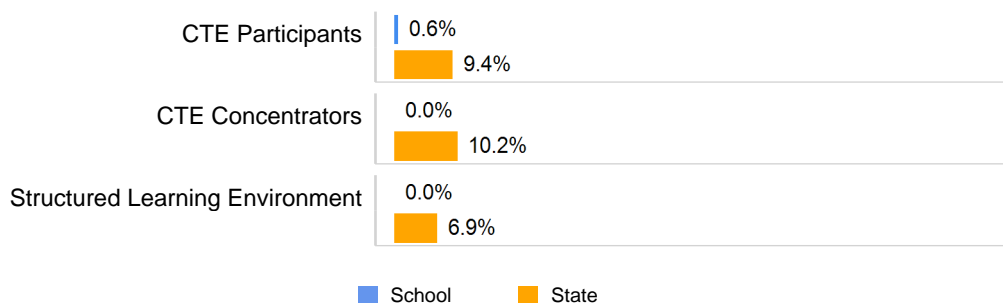
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



School State

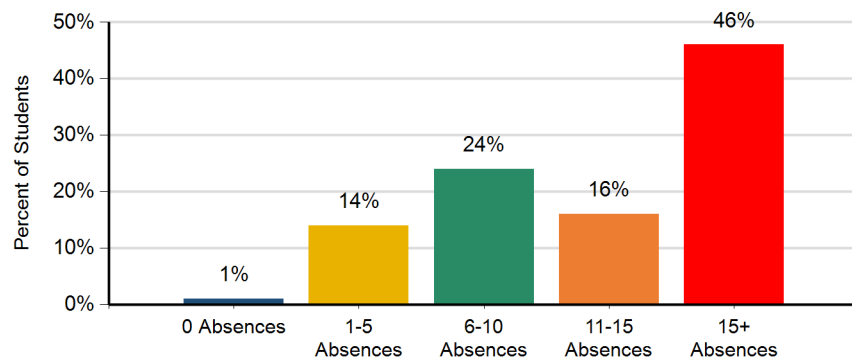


State of New Jersey
2015-2016

Grade Span 09-12

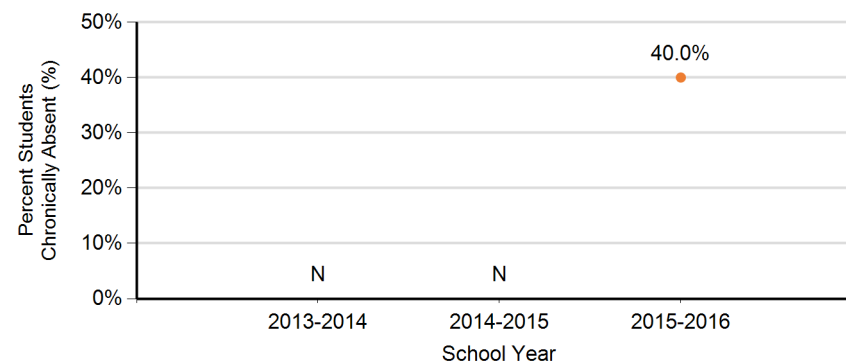
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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



Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	91.1%	40	81%
White	S	S	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	S	S	
Economically Disadvantaged Students	89.7%	62	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	1.6%	1.2%
White	N	0.6%
African American	2.7%	2.6%
Hispanic	1.2%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	2.5%	1.7%

State of New Jersey
2015-2016

Grade Span 09-12

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	88%	97%
2014	89%	95%
2015	84%	95%
2016	91%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	58.3%	71.4%	28.6%
White	S	S	S
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S



State of New Jersey
2015-2016

Grade Span 09-12

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	7:1
Administrator	190:1

Student Suspension Rate

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

	School
2015-16	10.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	93%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-305

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SCHOOL OF EDUCATION AND TRAINING

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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey 2015-2016

Grade Span 09-12

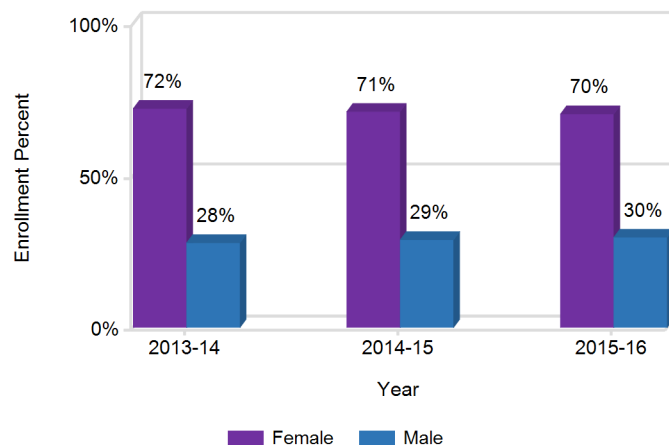
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	154	140	124
Grade 10	165	134	130
Grade 11	100	127	108
Grade 12	146	124	128
UG	19	18	12
Total	584	543	502

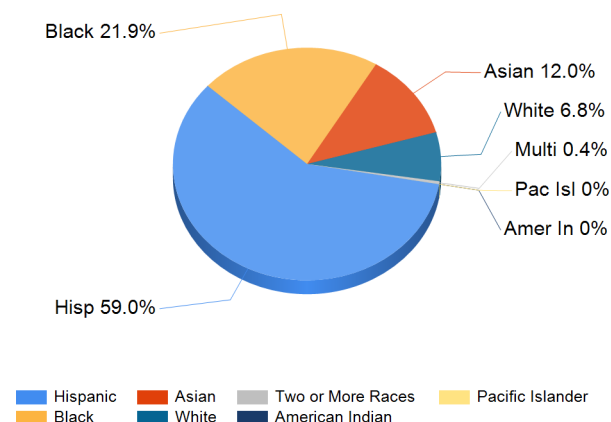
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



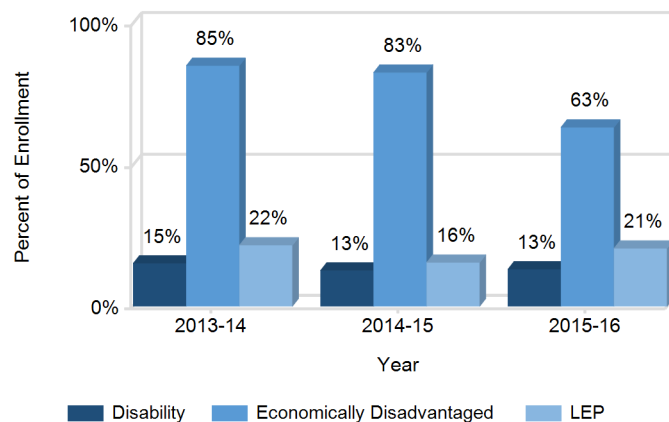
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	44.2%
Spanish	40.0%
Bengali	10.4%
Arabic	4.6%
Albanian	0.4%
Other	0.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 09-12

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	11%	64	9
Mathematics Met or Exceeded Expectations	1%	29	4

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	214	11%	9	92%	X	214	1%	4	91%	X
White	S	S	S	S		S	S	S	S	
African American	36	6%	9	84%	X	35	3%	17	80%	X
Hispanic	140	11%	16	92%	X	140	1%	5	92%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	36	N	3	91%	X	34	N	10	84%	X
English Learner Students	35	N	32	100%	✓	35	N	28	98%	✓
Economically Disadvantaged Students	214	11%	17	91%	X	214	1%	6	91%	X



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-305

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PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL OF EDUCATION AND TRAINING
61-127 PREAKNESS AVENUE
PATERSON, NJ 07502

PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	S	S	714	746	S	S	S	S	S	S	49%
White	S	S	719	754	S	S	S	S	S	S	58%
African American	S	S	714	729	S	S	S	S	S	S	30%
Hispanic	S	S	713	730	S	S	S	S	S	S	34%
Asian	17	707	726	774	59%	18%	12%	12%	N	12%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	724	748	S	S	S	S	S	S	53%
Students with Disability	S	S	695	713	S	S	S	S	S	S	12%
English Language Learners	S	S	691	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	S	S	714	729	S	S	S	S	S	S	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	127	705	704	740	49%	24%	16%	11%	1%	12%	44%
White	S	S	709	747	S	S	S	S	S	S	50%
African American	S	S	703	722	S	S	S	S	S	S	28%
Hispanic	87	705	704	726	52%	20%	15%	13%	1%	14%	33%
Asian	S	S	708	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	680	702	S	S	S	S	S	S	11%
English Language Learners	S	S	679	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	127	705	704	723	49%	24%	16%	11%	1%	12%	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	107	733	720	736	19%	15%	33%	34%	N	34%	40%
White	S	S	715	739	S	S	S	S	S	S	42%
African American	18	732	713	728	17%	17%	44%	22%	N	22%	30%
Hispanic	67	739	723	732	12%	13%	36%	39%	N	39%	37%
Asian	13	724	717	753	31%	23%	8%	39%	N	39%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	713	736	S	S	S	S	S	S	39%
Students with Disability	S	S	699	710	S	S	S	S	S	S	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	107	733	720	730	19%	15%	33%	34%	N	34%	33%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-305

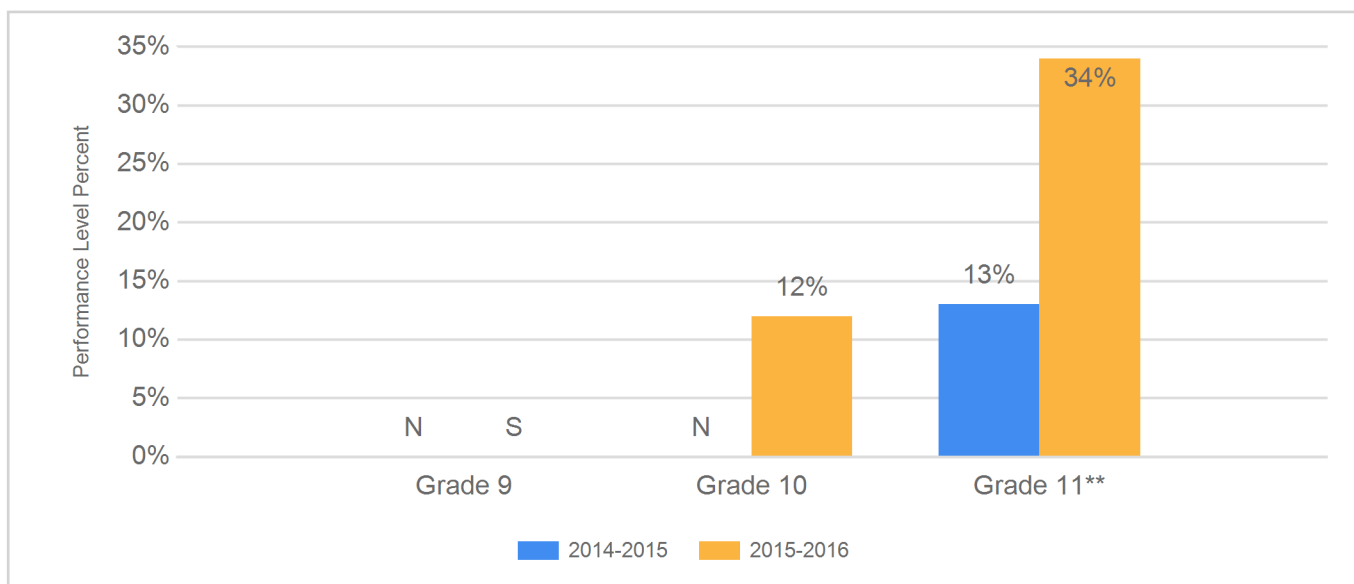
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



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2015-2016

Grade Span 09-12

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	710	727	S	S	S	S	S	S	41%
White	S	S	715	734	S	S	S	S	S	S	51%
African American	S	S	708	717	S	S	S	S	S	S	20%
Hispanic	S	S	710	720	S	S	S	S	S	S	25%
Asian	S	S	726	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	723	727	S	S	S	S	S	S	47%
Students with Disability	S	S	697	708	S	S	S	S	S	S	10%
English Language Learners	S	S	708	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	710	719	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	708	730	S	S	S	S	S	S	27%
White	S	S	722	736	S	S	S	S	S	S	34%
African American	S	S	704	717	S	S	S	S	S	S	9%
Hispanic	S	S	708	720	S	S	S	S	S	S	13%
Asian	S	S	716	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	695	709	S	S	S	S	S	S	5%
English Language Learners	S	S	703	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	708	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	691	722	S	S	S	S	S	S	27%
White	S	S	695	728	S	S	S	S	S	S	31%
African American	S	S	685	700	S	S	S	S	S	S	8%
Hispanic	S	S	692	707	S	S	S	S	S	S	12%
Asian	S	S	700	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	696	727	S	S	S	S	S	S	34%
Students with Disability	S	S	676	690	S	S	S	S	S	S	5%
English Language Learners	S	S	676	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	691	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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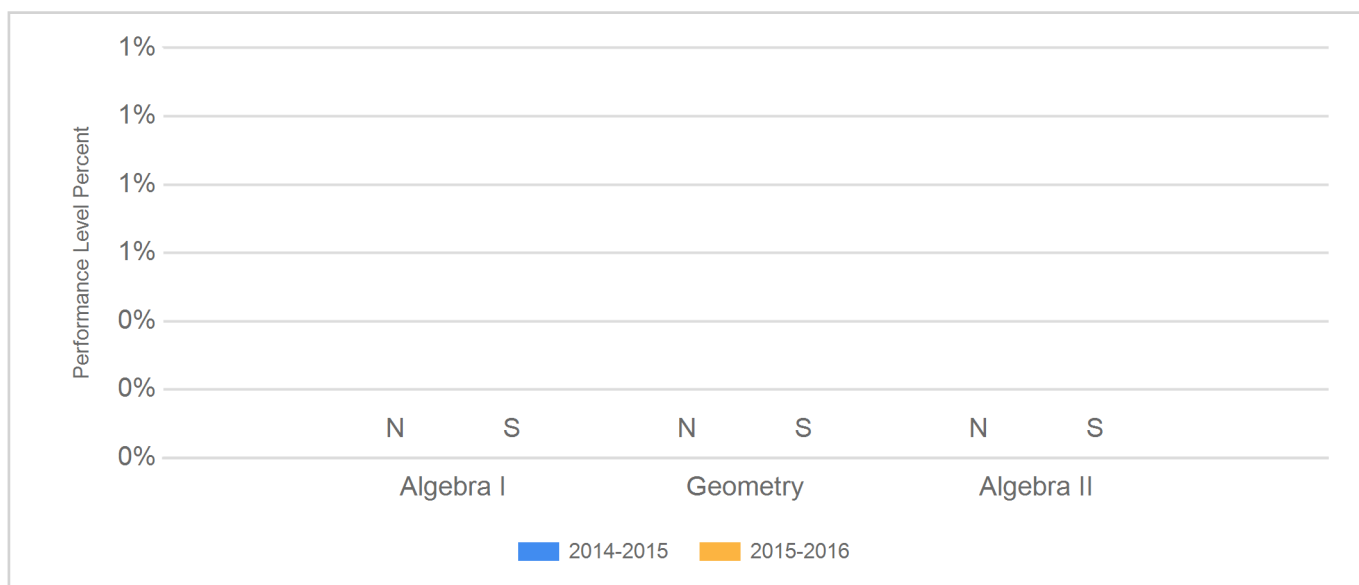
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 09-12

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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

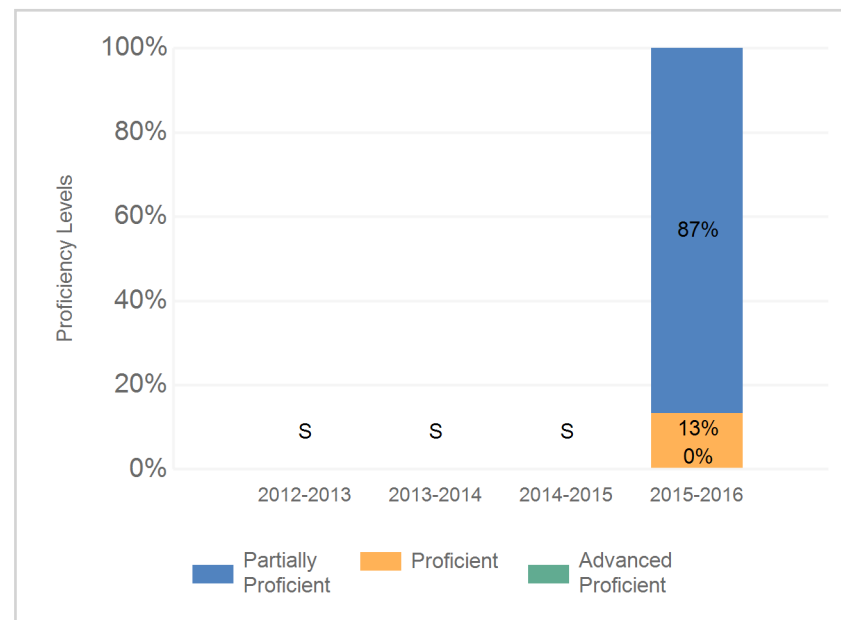
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	N	13%	87%
White	S	S	S
African American	N	19%	81%
Hispanic	N	13%	87%
American Indian	N	N	N
Asian	N	9%	91%
Two or More Races	N	N	N
Students with Disability	N	N	100%
English Language Learners	N	N	100%
Economically Disadvantaged Students	N	13%	87%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





State of New Jersey
2015-2016

Grade Span 09-12

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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.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	61.9%	58.0%
Percent of Students Participating in ACT	13.3%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	772	950
SAT	-	-
Reading and Writing	399	537
Math	387	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	12%	71%
Math	530	1%	53%
ACT	-	-	-
Reading	22	N	58%
English	18	N	74%
Math	22	N	61%
Science	23	N	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	830	770	710
SAT	-	-	-
Reading and Writing	440	400	360
Math	430	390	360
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

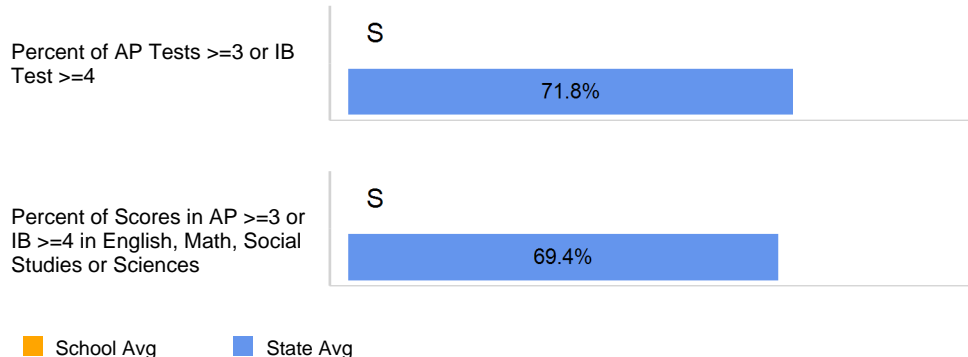


State of New Jersey
2015-2016

Grade Span 09-12

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Chemistry	2	2
AP English Literature and Composition	11	9
AP Microeconomics	18	15
AP Psychology	0	1
AP U.S. History	16	13
Student AP Tests ≥ 3 and IB Tests ≥ 4		2

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	12.3%	39.1%
One of More Test	11.4%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	9.3%	26.6%
Participating in Dual Enrollment	3.8%	15.4%



State of New Jersey
2015-2016

Grade Span 09-12

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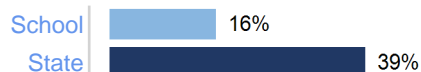
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PATERSON, NJ 07502

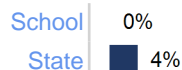
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



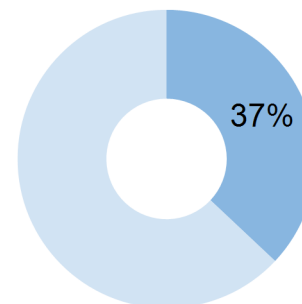
DANCE



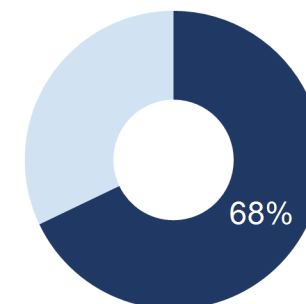
VISUAL ARTS



Any Visual and Performing Arts



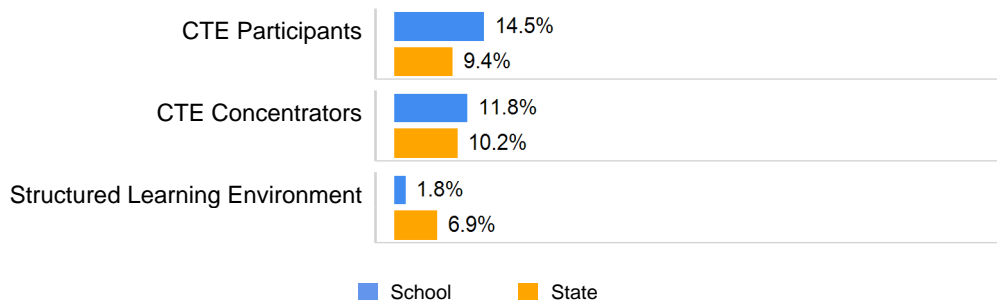
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



State of New Jersey
2015-2016

Grade Span 09-12

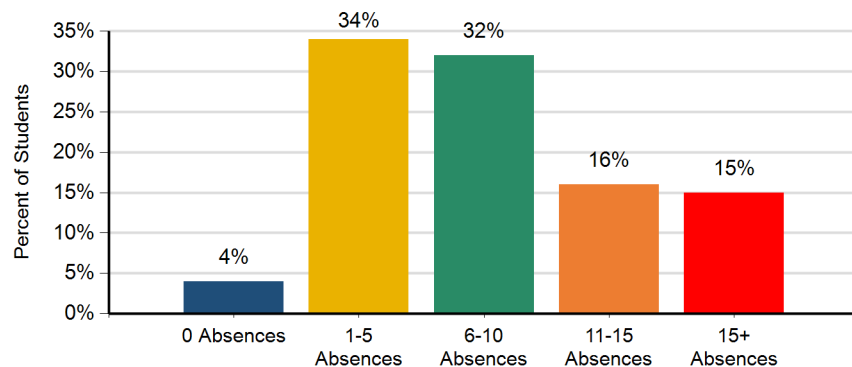
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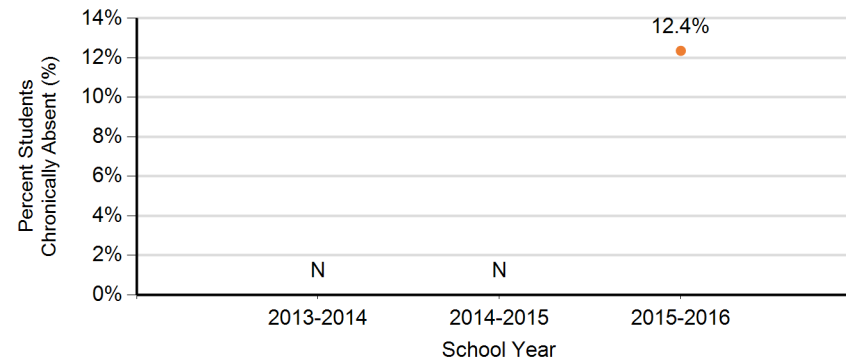
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 09-12

Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	84.7%	19	81%
White	S	S	
African American	95.1%	67	
Hispanic	81.8%	24	
American Indian	S	S	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	S	S	
English Language Learners	74.4%	30	
Economically Disadvantaged Students	87.3%	49	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	4.2%	1.2%
White	9.7%	0.6%
African American	3.7%	2.6%
Hispanic	4.5%	2.2%
American Indian	N	3.4%
Asian	1.7%	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	1.5%	0.1%
Economically Disadvantaged Students	3.2%	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-305

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PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL OF EDUCATION AND TRAINING

61-127 PREAKNESS AVENUE

PATERSON, NJ 07502

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	73%	78%
2014	84%	88%
2015	79%	80%
2016	85%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	75.0%	61.5%	38.5%
White	S	S	S
African American	S	S	S
Hispanic	75.0%	61.4%	38.6%
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	79.3%	60.9%	39.1%

State of New Jersey
2015-2016

Grade Span 09-12

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	11:1
Administrator	101:1

Student Suspension Rate

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

	School
2015-16	12.4%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-003

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PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL OF GOVERNMENT & PUBLIC ADMINISTRATION

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PATERSON, NJ 07501

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-003

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL OF GOVERNMENT & PUBLIC ADMINISTRATION
150 PARK AVENUE
PATERSON, NJ 07501

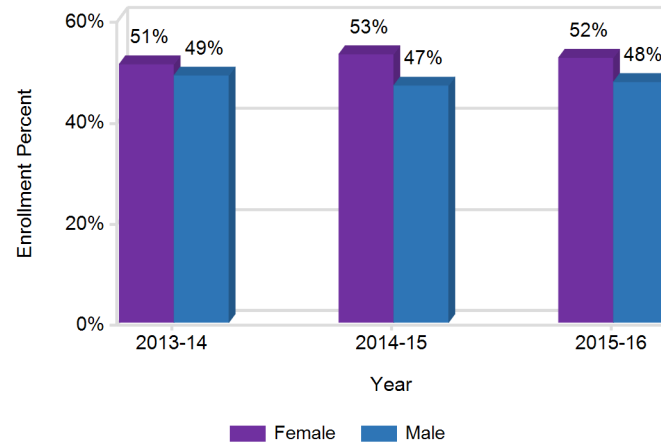
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	213	176	195
Grade 10	186	184	167
Grade 11	100	153	179
Grade 12	139	152	138
UG	22	20	27
Total	660	685	706

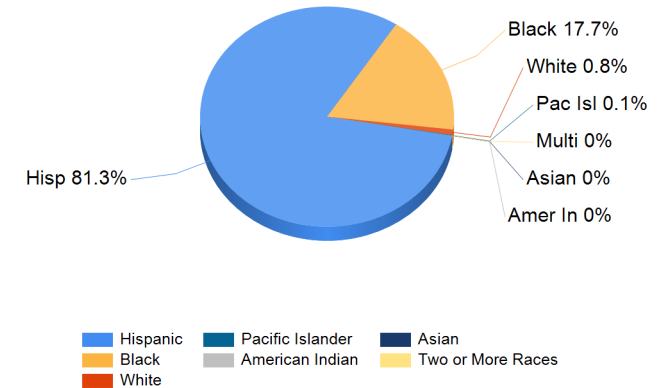
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



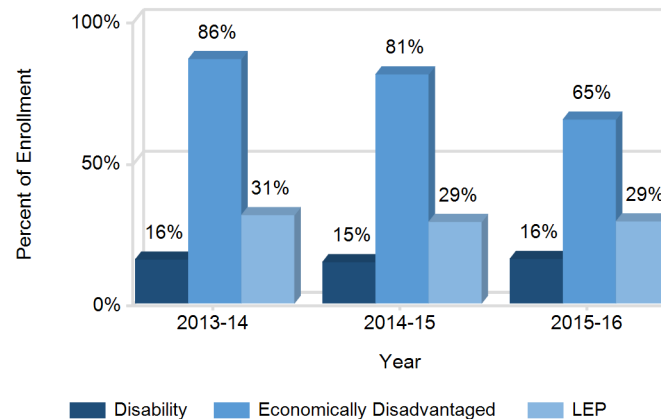
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	64.3%
English	35.1%
French	0.1%
Haitian	0.1%
Igbo	0.1%
Other	0.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 09-12

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	12%	50	8
Mathematics Met or Exceeded Expectations	4%	50	8

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	364	12%	8	96%	✓	368	4%	8	97%	✓
White	S	S	S	S		S	S	S	S	
African American	56	18%	23	94%	✗	57	2%	15	94%	✗
Hispanic	304	11%	9	96%	✓	307	4%	9	97%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	61	2%	9	94%	✗	62	2%	24	96%	✓
English Learner Students	122	N	30	99%	✓	121	2%	46	99%	✓
Economically Disadvantaged Students	364	12%	12	96%	✓	368	4%	9	97%	✓



PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	205	708	714	746	48%	20%	22%	10%	1%	11%	49%
White	S	S	719	754	S	S	S	S	S	S	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	169	707	713	730	49%	20%	22%	9%	1%	10%	34%
Asian	N	N	N	774	N	N	N	N	N	N	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	S	S	695	713	S	S	S	S	S	S	12%
English Language Learners	S	S	691	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	205	708	714	729	48%	20%	22%	10%	1%	11%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-003

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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	703	704	740	51%	18%	19%	12%	1%	13%	44%
White	S	S	709	747	S	S	S	S	S	S	50%
African American	S	S	703	722	S	S	S	S	S	S	28%
Hispanic	149	699	704	726	55%	17%	16%	11%	1%	11%	33%
Asian	N	N	N	767	N	N	N	N	N	N	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	680	702	S	S	S	S	S	S	11%
English Language Learners	S	S	679	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	175	703	704	723	51%	18%	19%	12%	1%	13%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	185	721	720	736	30%	24%	25%	19%	2%	21%	40%
White	N	N	N	739	N	N	N	N	N	N	42%
African American	34	723	713	728	21%	27%	35%	18%	N	18%	30%
Hispanic	151	721	723	732	33%	23%	23%	19%	3%	22%	37%
Asian	N	N	N	753	N	N	N	N	N	N	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	S	S	692	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	185	721	720	730	30%	24%	25%	19%	2%	21%	33%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

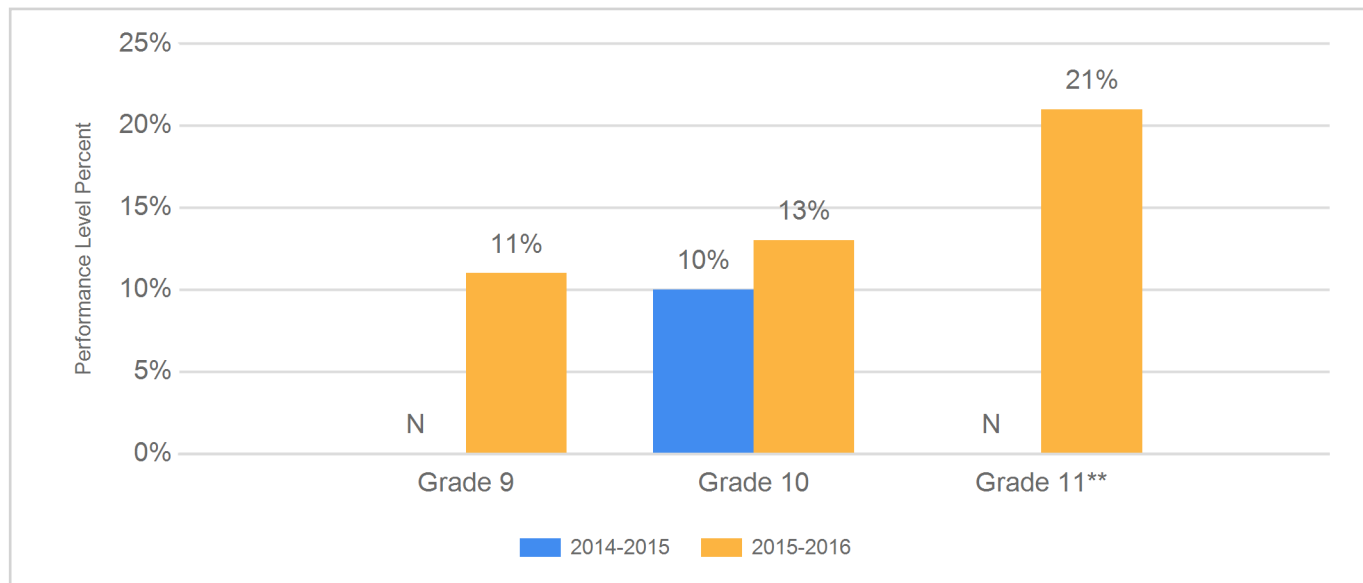
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	710	727	S	S	S	S	S	S	41%
White	S	S	715	734	S	S	S	S	S	S	51%
African American	S	S	708	717	S	S	S	S	S	S	20%
Hispanic	S	S	710	720	S	S	S	S	S	S	25%
Asian	N	N	N	746	N	N	N	N	N	N	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	697	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	710	719	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	S	730	S	S	S	S	S	S	27%
White	S	S	722	736	S	S	S	S	S	S	34%
African American	S	S	704	717	S	S	S	S	S	S	9%
Hispanic	S	S	S	720	S	S	S	S	S	S	13%
Asian	N	N	N	750	N	N	N	N	N	N	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	695	709	S	S	S	S	S	S	5%
English Language Learners	S	S	703	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	691	722	S	S	S	S	S	S	27%
White	N	N	N	728	N	N	N	N	N	N	31%
African American	S	S	685	700	S	S	S	S	S	S	8%
Hispanic	S	S	692	707	S	S	S	S	S	S	12%
Asian	N	N	N	754	N	N	N	N	N	N	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	676	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	691	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

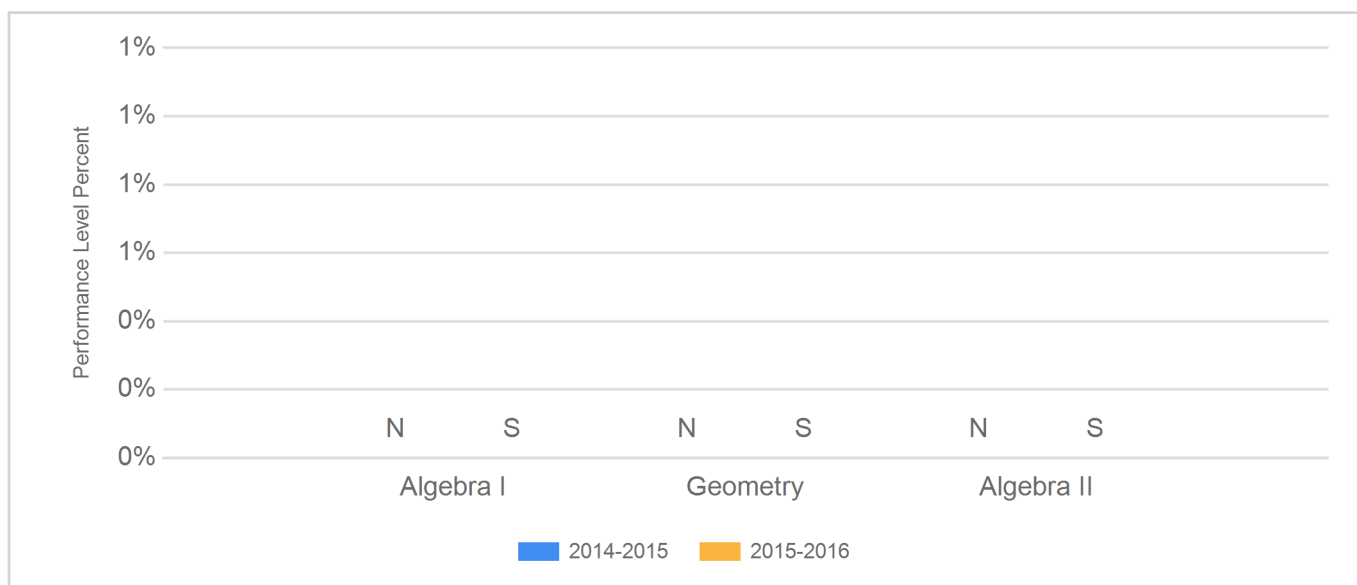
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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2015-2016

Grade Span 09-12

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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

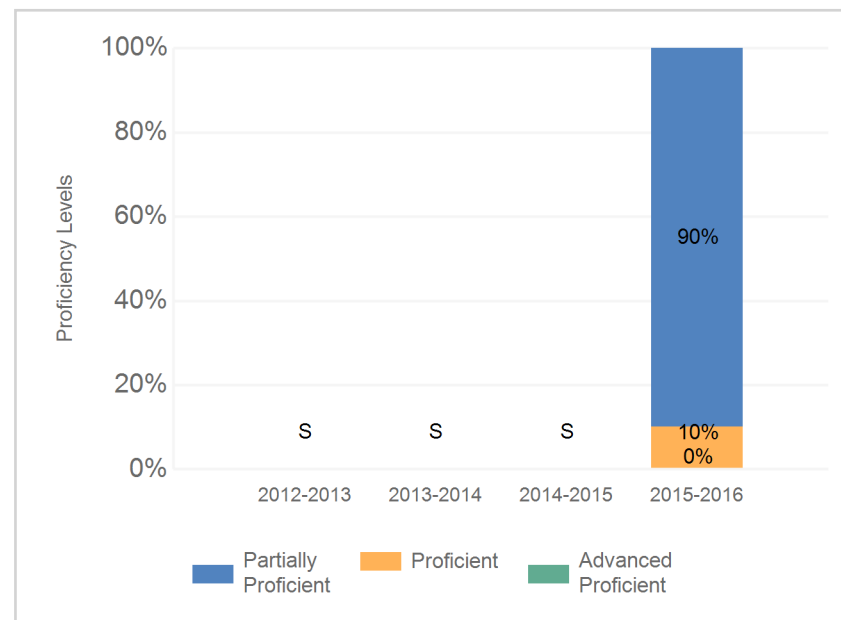
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	N	10%	90%
White	N	N	N
African American	N	N	100%
Hispanic	N	13%	87%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	4%	96%
English Language Learners	N	N	100%
Economically Disadvantaged Students	N	10%	90%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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2015-2016

Grade Span 09-12

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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.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	34.4%	58.0%
Percent of Students Participating in ACT	4.3%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	761	950
SAT	-	-
Reading and Writing	405	537
Math	410	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	16%	71%
Math	530	7%	53%
ACT	-	-	-
Reading	22	N	58%
English	18	N	74%
Math	22	N	61%
Science	23	N	49%

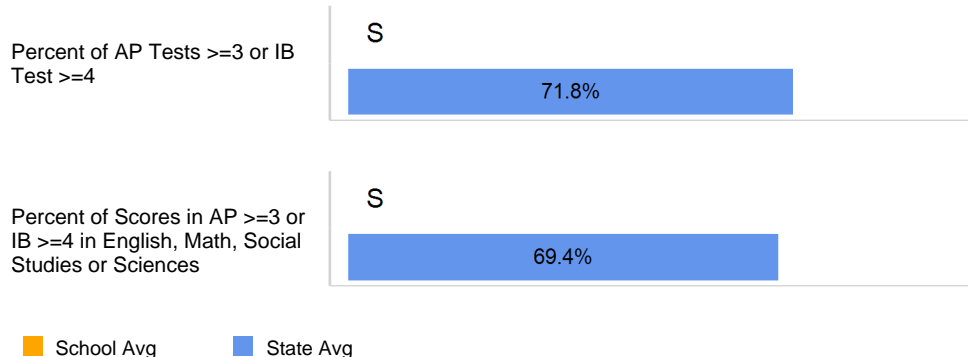
PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	820	750	700
SAT	-	-	-
Reading and Writing	440	400	350
Math	470	410	350
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	11	11
AP English Language and Composition	10	9
AP U.S. History	9	7
Student AP Tests ≥ 3 and IB Tests ≥ 4		1

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	8.5%	39.1%
One of More Test	7.9%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	7.9%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



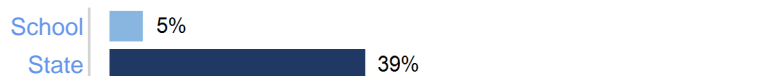
State of New Jersey
2015-2016

Grade Span 09-12

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



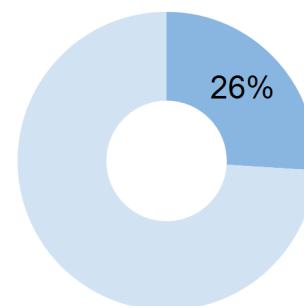
DANCE



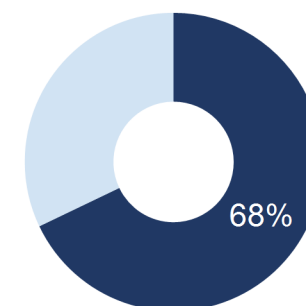
VISUAL ARTS



Any Visual and Performing Arts



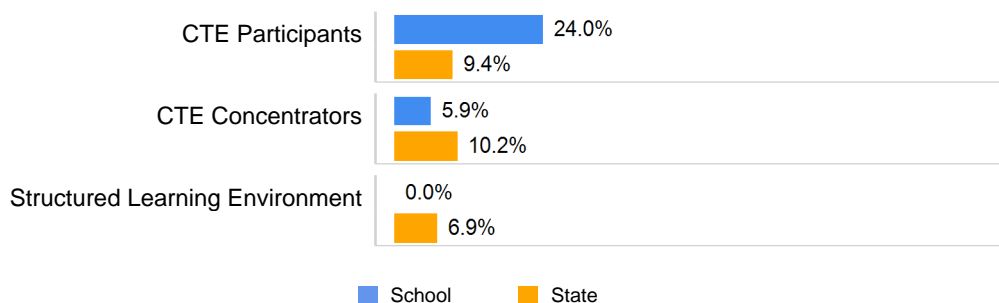
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



State of New Jersey
2015-2016

Grade Span 09-12

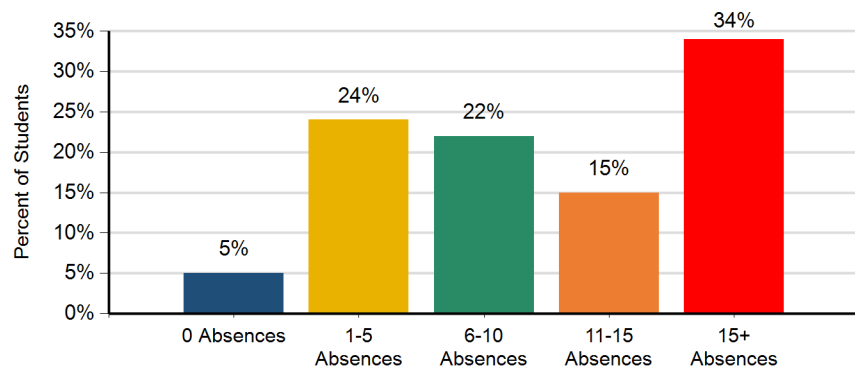
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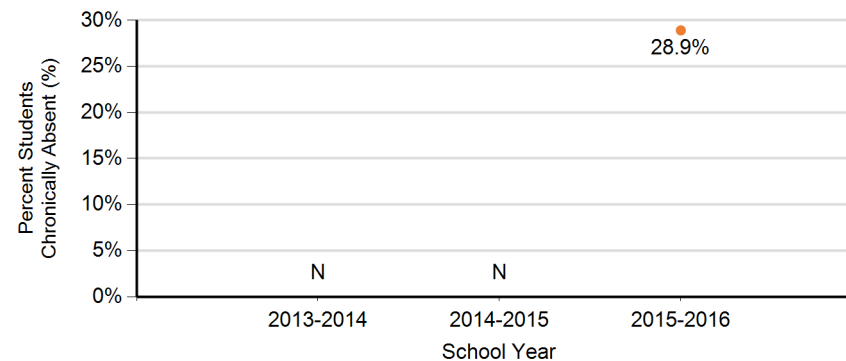
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 09-12

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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	87.8%	27	81%
White	S	S	
African American	96.9%	71	
Hispanic	85.2%	36	
American Indian	S	S	
Asian	N	N	
Native Hawaiian	S	S	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	87.3%	46	
Economically Disadvantaged Students	86.3%	46	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	3.7%	1.2%
White	N	0.6%
African American	1.7%	2.6%
Hispanic	4.3%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	1.8%	0.1%
Economically Disadvantaged Students	1.8%	1.7%



State of New Jersey
2015-2016

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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	88%	91%
2014	77%	78%
2015	86%	88%
2016	88%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	63.4%	54.1%	45.9%
White	0.0%	0.0%	0.0%
African American	S	S	S
Hispanic	64.5%	52.2%	47.8%
American Indian	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	65.7%	57.7%	42.3%

State of New Jersey
2015-2016

Grade Span 09-12

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	11:1
Administrator	101:1

Student Suspension Rate

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

	School
2015-16	5.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	88%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-004
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
School of Health Science
5-7 Colt St
PATERSON, NJ 07505

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-004
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
School of Health Science
5-7 Colt St
PATERSON, NJ 07505

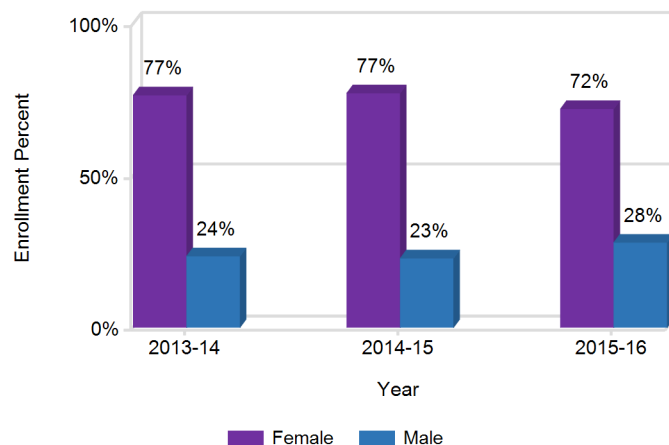
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	70	66	66
Grade 10	77	71	62
Grade 11	53	66	64
Grade 12	65	60	63
UG	3	13	9
Total	268	276	264

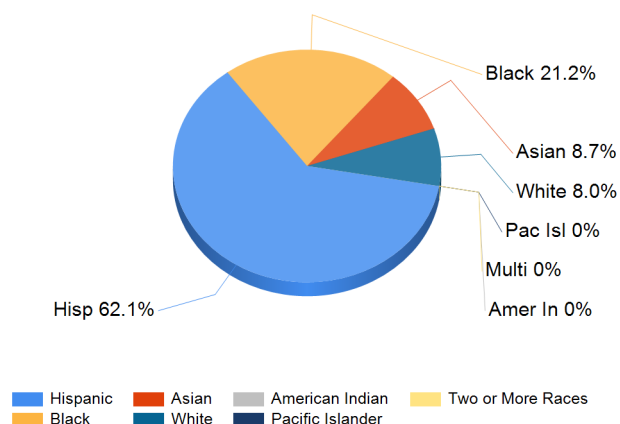
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



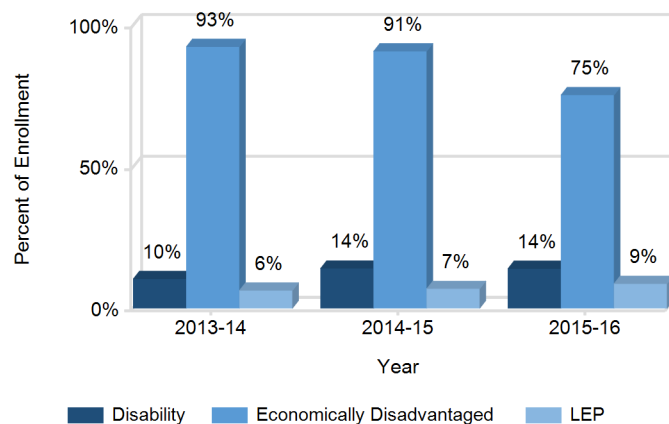
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	48.1%
Spanish	38.3%
Bengali	6.8%
Arabic	6.1%
French	0.4%
Other	0.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-004

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

School of Health Science

5-7 Colt St

PATERSON, NJ 07505

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	42%	93	50
Mathematics Met or Exceeded Expectations	21%	100	35

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	130	42%	50	97%	✓	131	21%	35	98%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	83	45%	78	99%	✓	84	23%	60	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	130	42%	81	97%	✓	131	21%	62	98%	✓



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-004

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

School of Health Science

5-7 Colt St

PATERSON, NJ 07505

PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	67	741	714	746	8%	18%	39%	33%	3%	36%	49%
White	S	S	719	754	S	S	S	S	S	S	58%
African American	15	735	714	729	7%	33%	27%	33%	N	33%	30%
Hispanic	38	742	713	730	11%	16%	37%	32%	5%	37%	34%
Asian	S	S	726	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	S	S	695	713	S	S	S	S	S	S	12%
English Language Learners	S	S	691	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	67	741	714	729	8%	18%	39%	33%	3%	36%	31%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-004

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School of Health Science

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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	66	736	704	740	24%	11%	17%	41%	8%	49%	44%
White	S	S	709	747	S	S	S	S	S	S	50%
African American	S	S	703	722	S	S	S	S	S	S	28%
Hispanic	47	738	704	726	23%	11%	15%	40%	11%	51%	33%
Asian	S	S	708	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	680	702	S	S	S	S	S	S	11%
English Language Learners	S	S	679	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	66	736	704	723	24%	11%	17%	41%	8%	49%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-004

PASSAIC

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School of Health Science

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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	53	745	720	736	9%	17%	26%	40%	8%	47%	40%
White	S	S	715	739	S	S	S	S	S	S	42%
African American	S	S	713	728	S	S	S	S	S	S	30%
Hispanic	34	751	723	732	6%	15%	27%	44%	9%	53%	37%
Asian	S	S	717	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	699	710	S	S	S	S	S	S	13%
English Language Learners	S	S	692	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	53	745	720	730	9%	17%	26%	40%	8%	47%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-004

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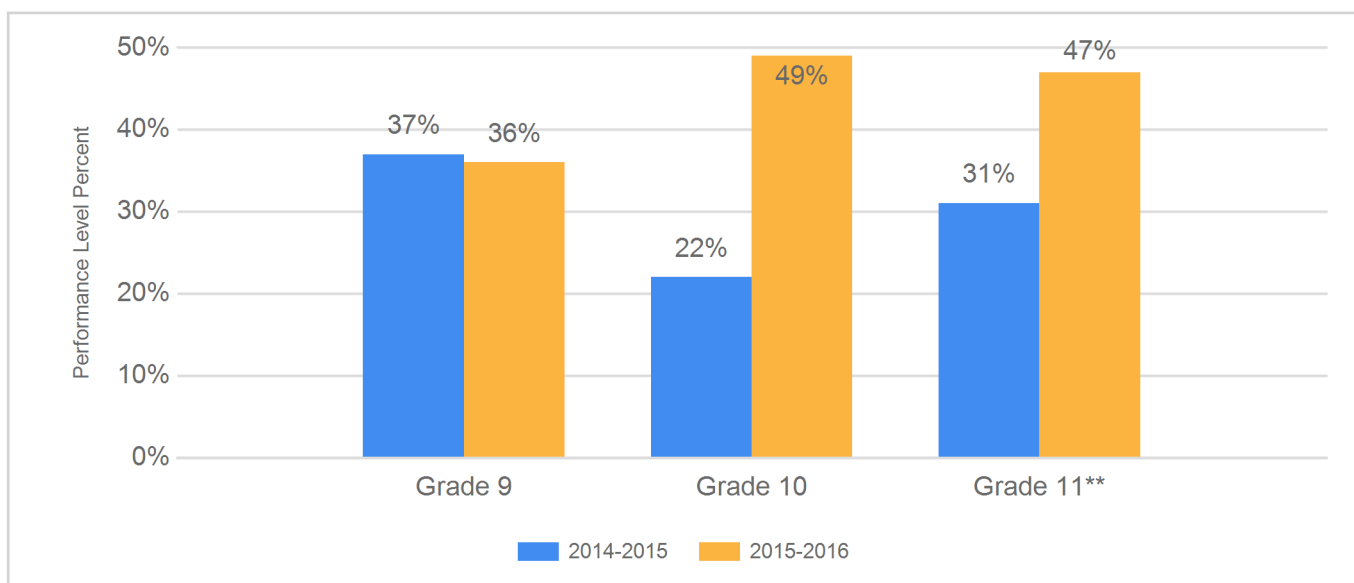
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-004

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School of Health Science

5-7 Colt St

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	62	727	710	727	11%	36%	34%	18%	2%	19%	41%
White	S	S	715	734	S	S	S	S	S	S	51%
African American	S	S	708	717	S	S	S	S	S	S	20%
Hispanic	34	728	710	720	18%	29%	29%	21%	3%	24%	25%
Asian	S	S	726	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	697	708	S	S	S	S	S	S	10%
English Language Learners	S	S	708	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	62	727	710	719	11%	36%	34%	18%	2%	19%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-004

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	61	724	708	730	12%	41%	31%	16%	N	16%	27%
White	S	S	722	736	S	S	S	S	S	S	34%
African American	S	S	704	717	S	S	S	S	S	S	9%
Hispanic	45	724	708	720	13%	40%	29%	18%	N	18%	13%
Asian	S	S	716	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	695	709	S	S	S	S	S	S	5%
English Language Learners	S	S	703	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	61	724	708	719	12%	41%	31%	16%	N	16%	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-004

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PATERSON PUBLIC SCHOOL DISTRICT

School of Health Science

5-7 Colt St

PATERSON, NJ 07505

PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	51	710	691	722	37%	39%	12%	12%	N	12%	27%
White	S	S	695	728	S	S	S	S	S	S	31%
African American	S	S	685	700	S	S	S	S	S	S	8%
Hispanic	35	710	692	707	37%	40%	11%	11%	N	11%	12%
Asian	S	S	700	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	676	690	S	S	S	S	S	S	5%
English Language Learners	S	S	676	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	51	710	691	705	37%	39%	12%	12%	N	12%	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



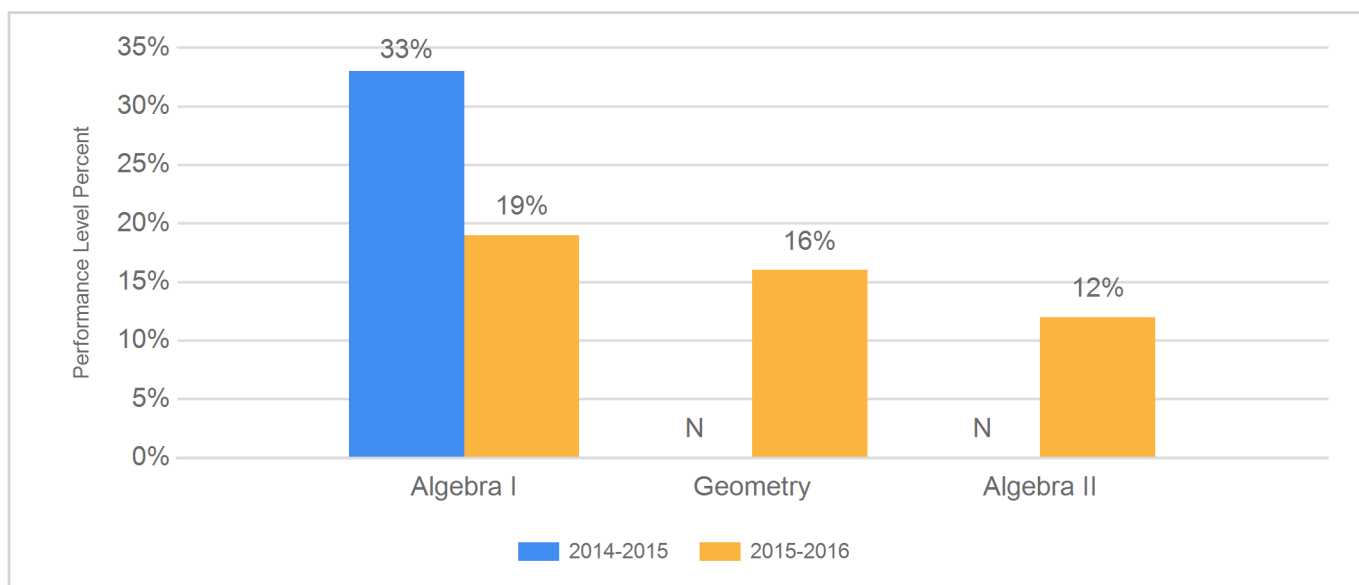
State of New Jersey
2015-2016

Grade Span 09-12

31-4010-004
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
School of Health Science
5-7 Colt St
PATERSON, NJ 07505

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-004

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

School of Health Science

5-7 Colt St

PATERSON, NJ 07505

The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

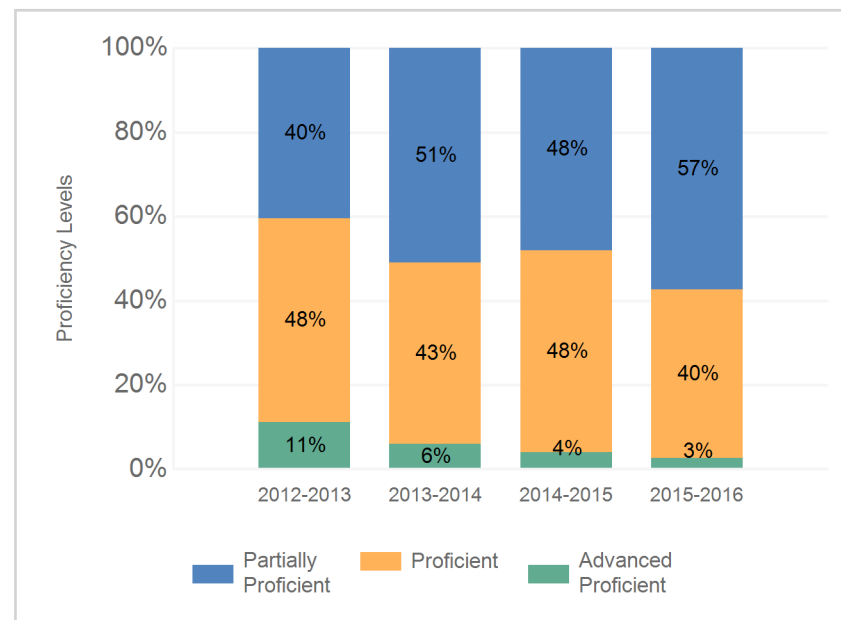
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	3%	40%	57%
White	S	S	S
African American	N	17%	83%
Hispanic	4%	39%	57%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	N	100%
English Language Learners	N	27%	73%
Economically Disadvantaged Students	3%	38%	59%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-004

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

School of Health Science

5-7 Colt St

PATERSON, NJ 07505

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.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	75.6%	58.0%
Percent of Students Participating in ACT	27.0%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	827	950
SAT	-	-
Reading and Writing	457	537
Math	457	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	36%	71%
Math	530	18%	53%
ACT	-	-	-
Reading	22	24%	58%
English	18	29%	74%
Math	22	18%	61%
Science	23	18%	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	900	800	740
SAT	-	-	-
Reading and Writing	500	445	410
Math	510	450	410
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

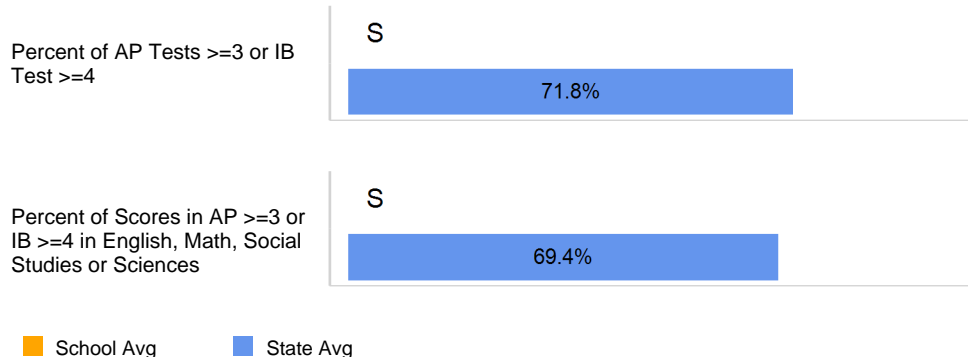


State of New Jersey
2015-2016

Grade Span 09-12

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	0	7
AP Chemistry	4	4
Student AP Tests ≥ 3 and IB Tests ≥ 4		2

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	3.1%	39.1%
One of More Test	8.7%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	8.7%	26.6%
Participating in Dual Enrollment	18.1%	15.4%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-004

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

School of Health Science

5-7 Colt St

PATERSON, NJ 07505

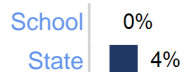
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



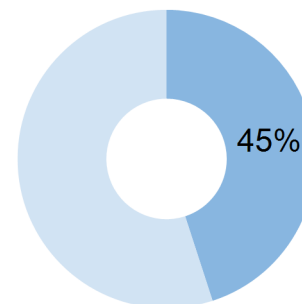
DANCE



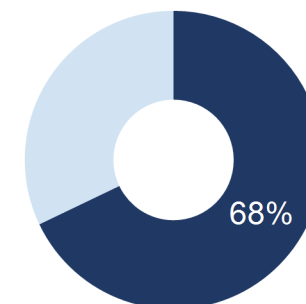
VISUAL ARTS



Any Visual and Performing Arts



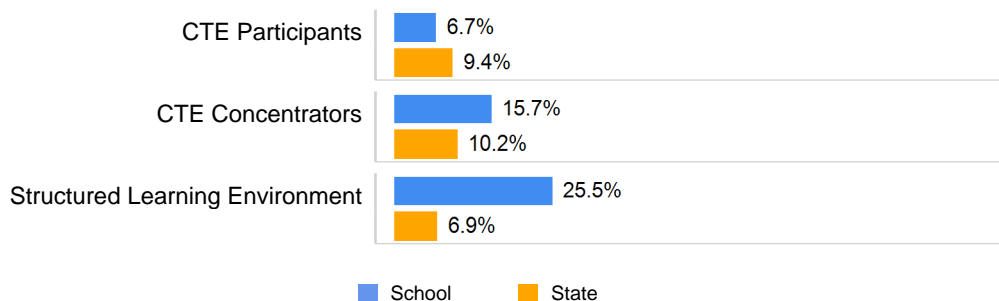
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



School State



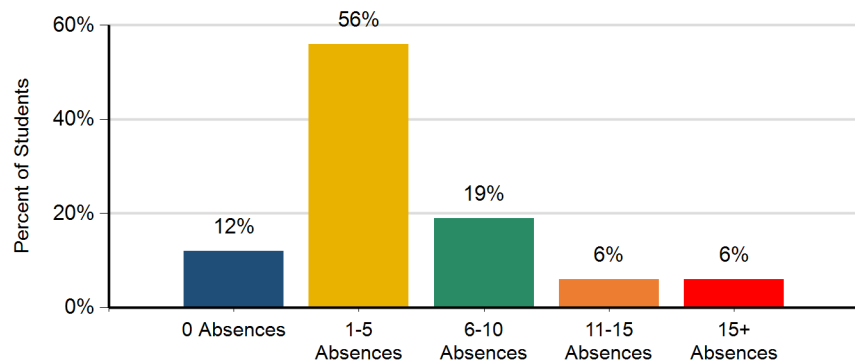
State of New Jersey
2015-2016

Grade Span 09-12

31-4010-004
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
School of Health Science
5-7 Colt St
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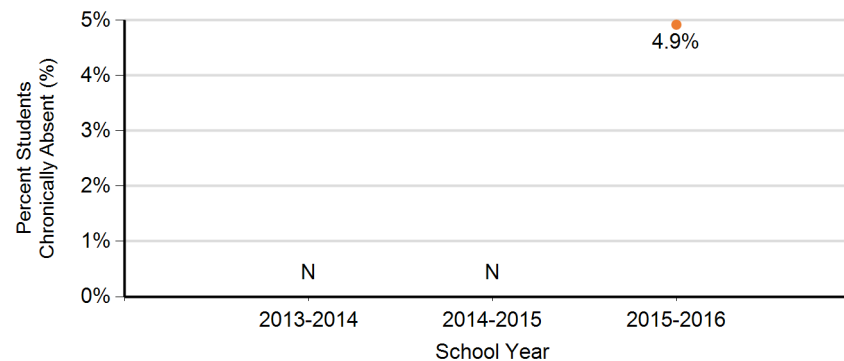
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-004

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

School of Health Science

5-7 Colt St

PATERSON, NJ 07505

Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	86.1%	23	81%
White	S	S	
African American	S	S	
Hispanic	85.7%	39	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	S	S	
Economically Disadvantaged Students	84.8%	39	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	1.5%	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	2.5%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	0.4%	0.1%
Economically Disadvantaged Students	1.5%	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-004
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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	96%	96%
2014	97%	99%
2015	100%	97%
2016	86%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	76.3%	55.6%	44.4%
White	S	S	S
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	75.5%	57.5%	42.5%



State of New Jersey
2015-2016

Grade Span 09-12

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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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	8:1
Administrator	88:1

Student Suspension Rate

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

	School
2015-16	3.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-001

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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 09-12

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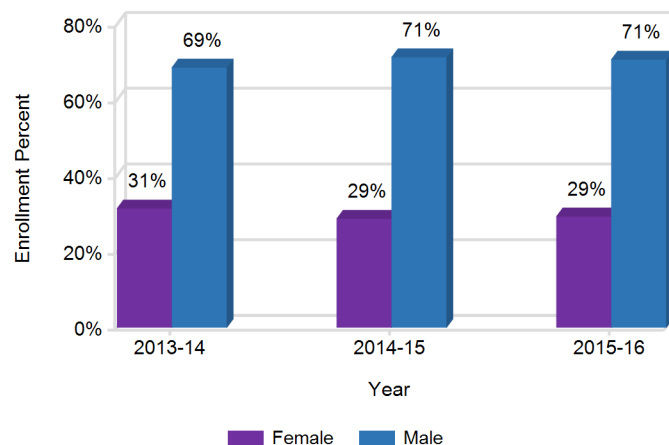
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	179	162	196
Grade 10	190	164	156
Grade 11	142	164	160
Grade 12	120	174	144
UG	32	18	38
Total	663	682	694

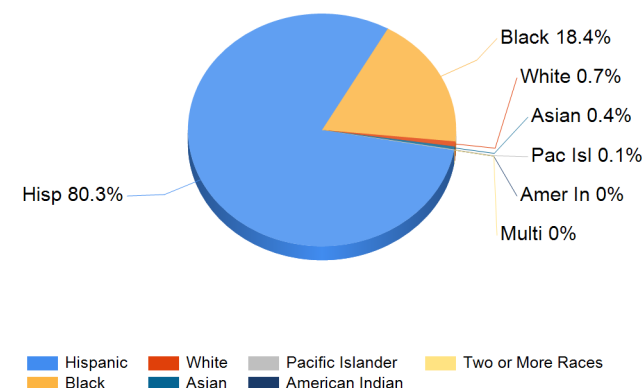
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



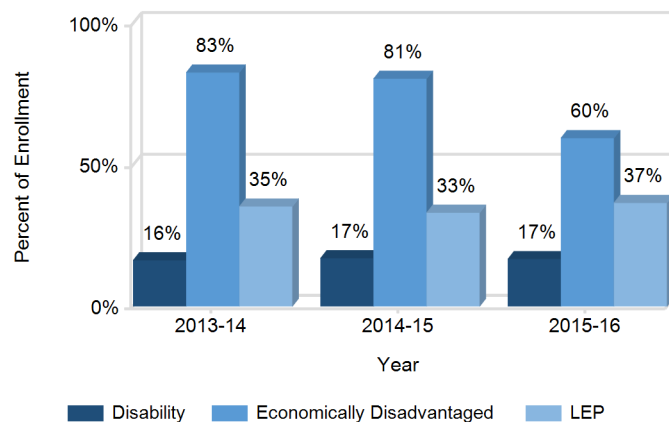
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	68.4%
English	31.1%
Bengali	0.1%
Turkish	0.1%
Urdu	0.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 09-12

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	6%	36	5
Mathematics Met or Exceeded Expectations	6%	57	12

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	345	6%	5	96%	✓	349	6%	12	97%	✓
White	S	S	S	S		S	S	S	S	
African American	56	13%	17	91%	✗	58	5%	26	94%	✗
Hispanic	284	5%	7	96%	✓	286	6%	14	97%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	56	N	3	92%	✗	58	N	9	95%	✓
English Learner Students	123	N	55	99%	✓	122	4%	52	98%	✓
Economically Disadvantaged Students	345	6%	7	96%	✓	349	6%	15	97%	✓

State of New Jersey
2015-2016

Grade Span 09-12

PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	S	S	714	746	S	S	S	S	S	S	49%
White	S	S	719	754	S	S	S	S	S	S	58%
African American	25	714	714	729	32%	28%	28%	12%	N	12%	30%
Hispanic	S	S	713	730	S	S	S	S	S	S	34%
Asian	S	S	726	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	S	S	695	713	S	S	S	S	S	S	12%
English Language Learners	S	S	691	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	S	S	714	729	S	S	S	S	S	S	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-001

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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	S	S	704	740	S	S	S	S	S	S	44%
White	N	N	N	747	N	N	N	N	N	N	50%
African American	32	703	703	722	53%	16%	19%	13%	N	13%	28%
Hispanic	S	S	704	726	S	S	S	S	S	S	33%
Asian	S	S	708	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	680	702	S	S	S	S	S	S	11%
English Language Learners	S	S	679	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	S	S	704	723	S	S	S	S	S	S	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	159	715	720	736	38%	20%	23%	18%	1%	18%	40%
White	S	S	715	739	S	S	S	S	S	S	42%
African American	35	723	713	728	29%	23%	29%	17%	3%	20%	30%
Hispanic	122	712	723	732	42%	20%	21%	18%	N	18%	37%
Asian	S	S	717	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	699	710	S	S	S	S	S	S	13%
English Language Learners	S	S	692	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	159	715	720	730	38%	20%	23%	18%	1%	18%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



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2015-2016

Grade Span 09-12

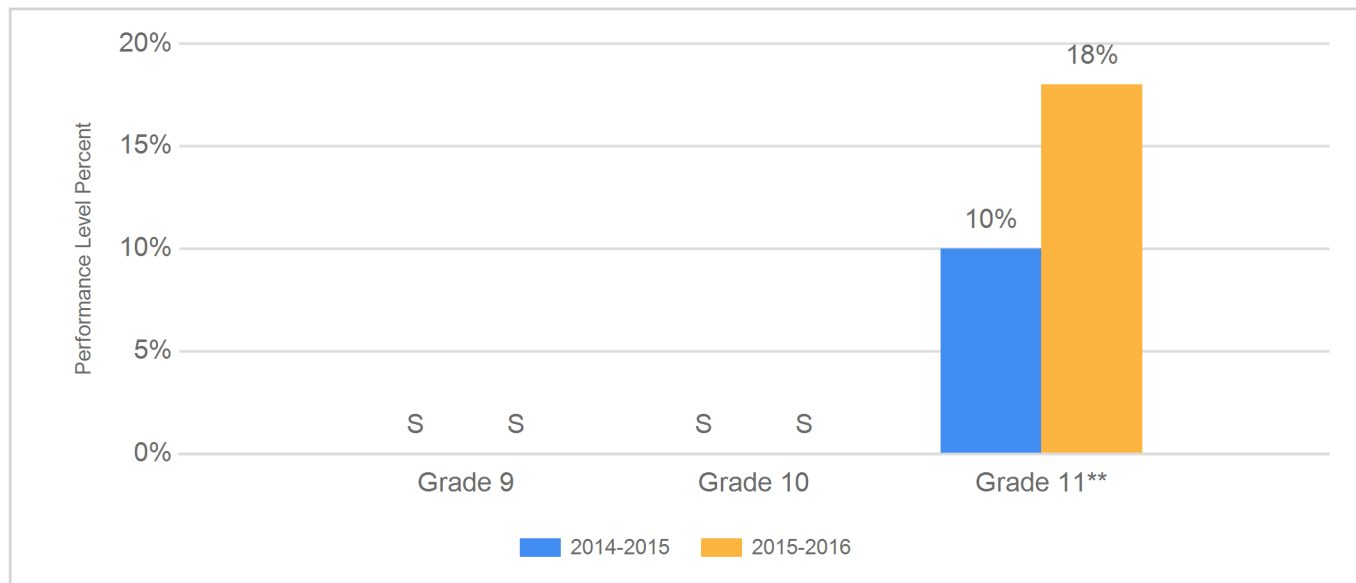
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-001

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	710	727	S	S	S	S	S	S	41%
White	S	S	715	734	S	S	S	S	S	S	51%
African American	S	S	708	717	S	S	S	S	S	S	20%
Hispanic	S	S	710	720	S	S	S	S	S	S	25%
Asian	S	S	726	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	697	708	S	S	S	S	S	S	10%
English Language Learners	S	S	708	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	710	719	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	708	730	S	S	S	S	S	S	27%
White	N	N	N	736	N	N	N	N	N	N	34%
African American	S	S	704	717	S	S	S	S	S	S	9%
Hispanic	S	S	708	720	S	S	S	S	S	S	13%
Asian	S	S	716	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	695	709	S	S	S	S	S	S	5%
English Language Learners	S	S	703	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	708	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	691	722	S	S	S	S	S	S	27%
White	S	S	695	728	S	S	S	S	S	S	31%
African American	S	S	685	700	S	S	S	S	S	S	8%
Hispanic	S	S	692	707	S	S	S	S	S	S	12%
Asian	S	S	700	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	676	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	691	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-001

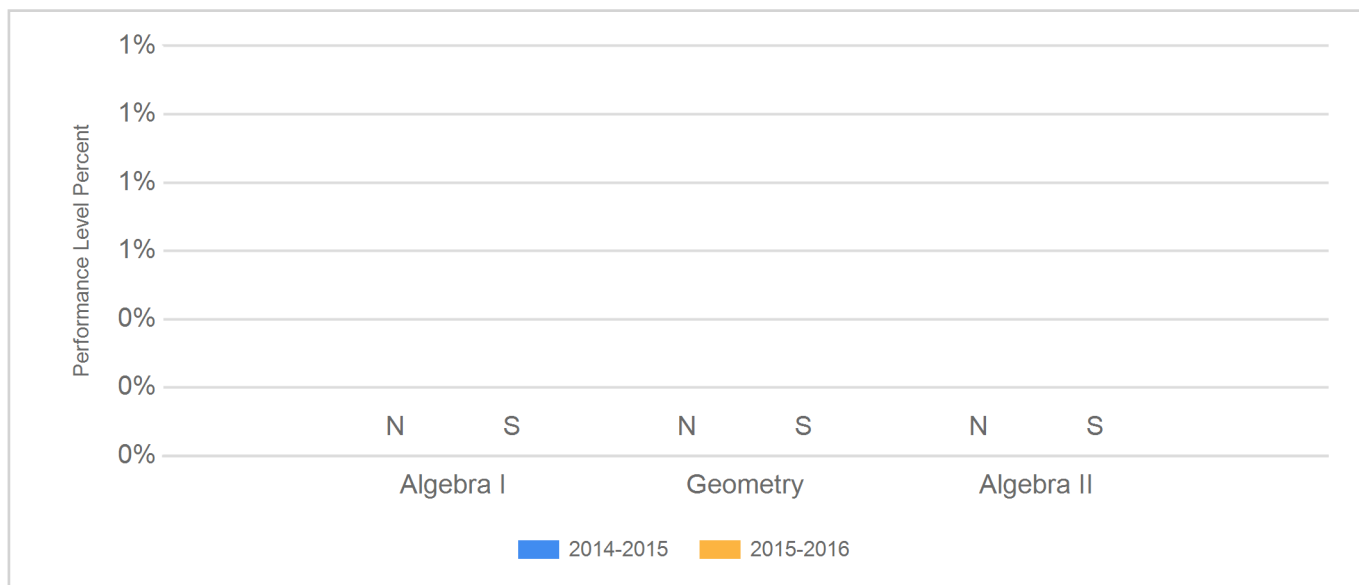
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 09-12

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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

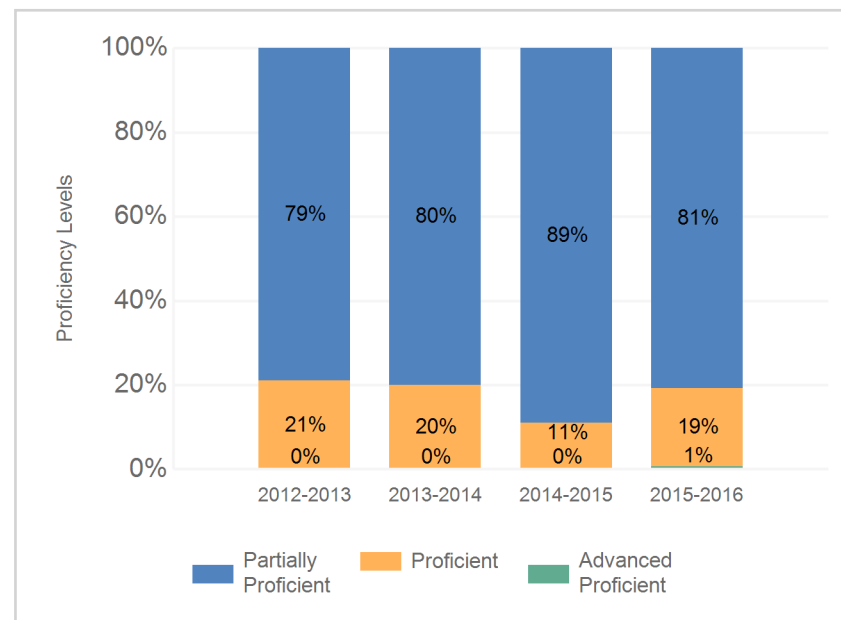
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	1%	19%	81%
White	S	S	S
African American	N	12%	88%
Hispanic	1%	20%	79%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	4%	N	96%
English Language Learners	N	2%	98%
Economically Disadvantaged Students	1%	19%	81%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-001

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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.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	30.6%	58.0%
Percent of Students Participating in ACT	2.1%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	751	950
SAT	-	-
Reading and Writing	401	537
Math	413	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	14%	71%
Math	530	5%	53%
ACT	-	-	-
Reading	22	N	58%
English	18	N	74%
Math	22	N	61%
Science	23	N	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

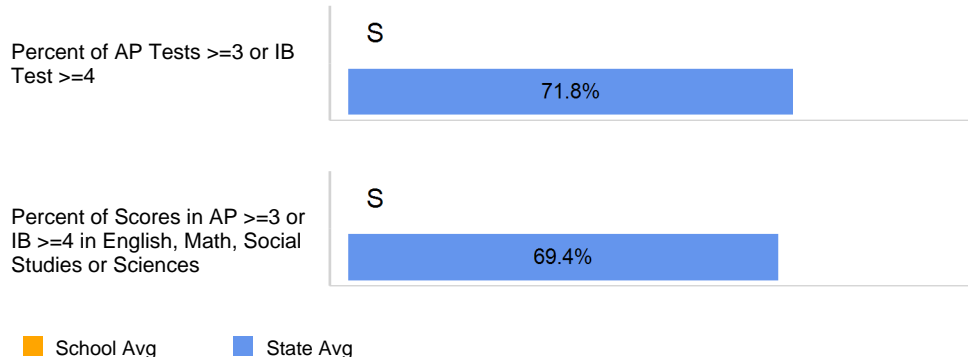
2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	800	740	690
SAT	-	-	-
Reading and Writing	440	400	360
Math	470	410	370
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

State of New Jersey
2015-2016

Grade Span 09-12

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP English Language and Composition	13	13
AP U.S. History	7	4
Student AP Tests ≥ 3 and IB Tests ≥ 4		1

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	6.3%	39.1%
One of More Test	4.9%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	4.9%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

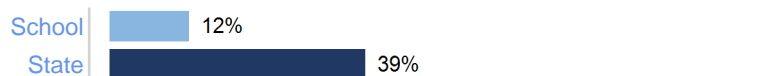
State of New Jersey
2015-2016

Grade Span 09-12

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



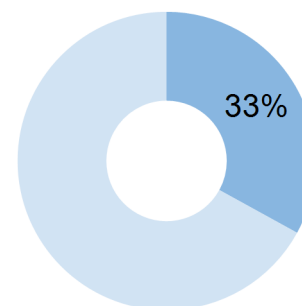
DANCE



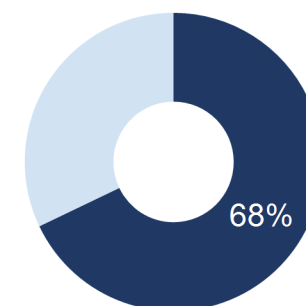
VISUAL ARTS



Any Visual and Performing Arts



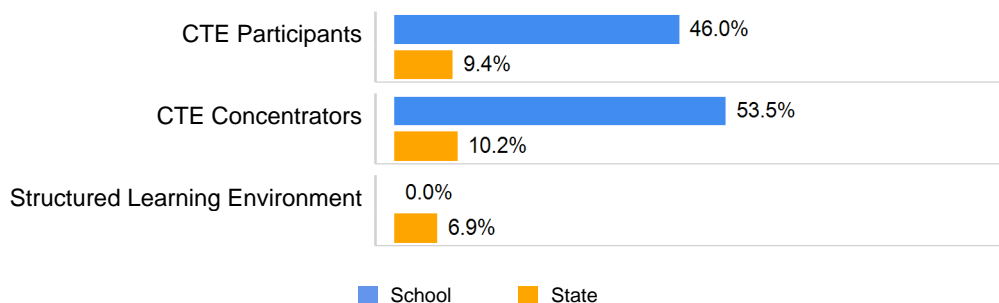
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-001

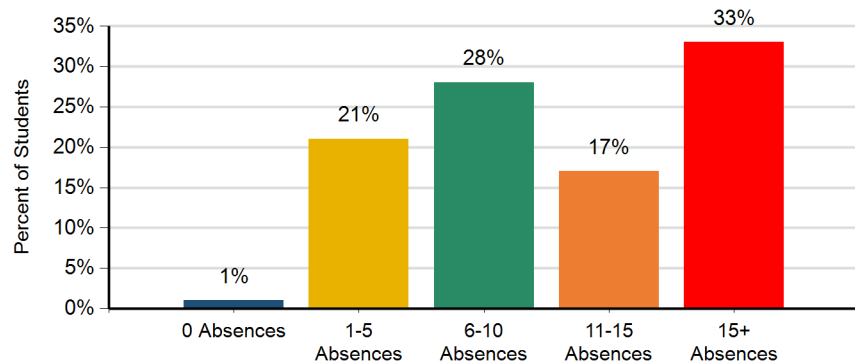
PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL OF INFORMATION TECHNOLOGY

150 PARK AVENUE
PATERSON, NJ 07501

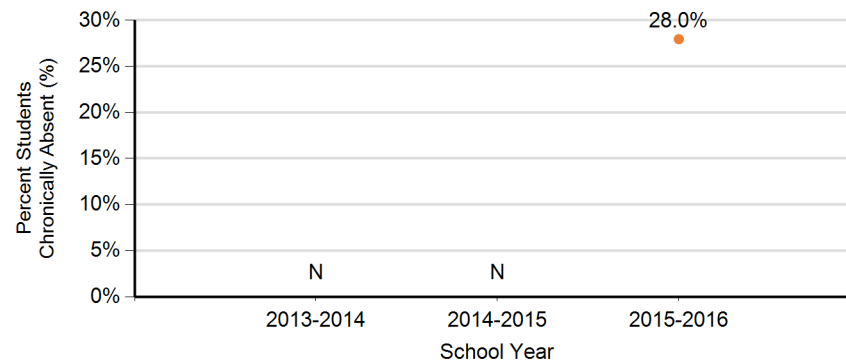
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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



State of New Jersey
2015-2016

Grade Span 09-12

Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	78.6%	12	81%
White	S	S	
African American	72.2%	15	
Hispanic	79.9%	19	
American Indian	N	N	
Asian	N	N	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	57.6%	6	
English Language Learners	86.5%	45	
Economically Disadvantaged Students	77.3%	16	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	2.4%	1.2%
White	S	0.6%
African American	2.7%	2.6%
Hispanic	2.4%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	1.3%	1.7%
English Language Learners	1.0%	0.1%
Economically Disadvantaged Students	1.6%	1.7%

State of New Jersey
2015-2016

Grade Span 09-12

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	78%	84%
2014	76%	78%
2015	85%	86%
2016	79%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	53.4%	67.4%	32.6%
White	0.0%	0.0%	0.0%
African American	48.6%	66.7%	33.3%
Hispanic	54.5%	67.2%	32.8%
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	41.5%	70.6%	29.4%
Economically Disadvantaged Students	58.1%	66.2%	33.8%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-001

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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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	12:1
Administrator	47:1

Student Suspension Rate

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

	School
2015-16	2.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-304
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-304

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SCHOOL OF SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS

61-127 PREAKNESS AVENUE

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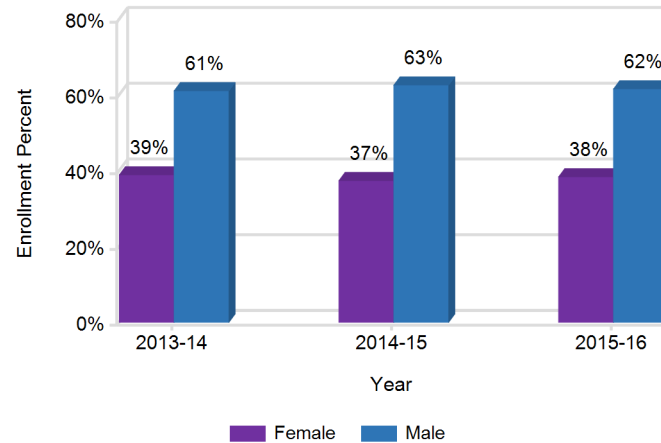
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	197	158	179
Grade 10	192	158	134
Grade 11	107	145	142
Grade 12	145	124	132
UG	7	14	6
Total	648	599	593

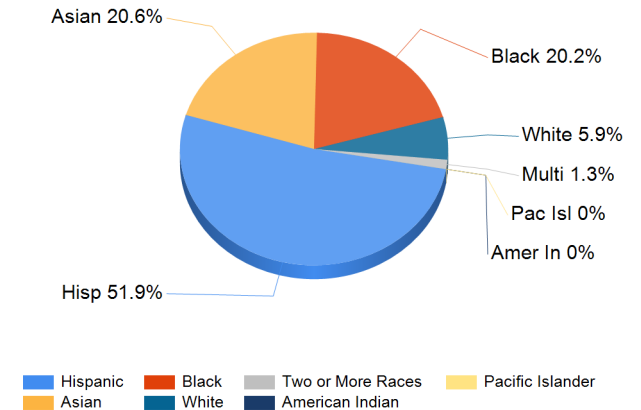
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



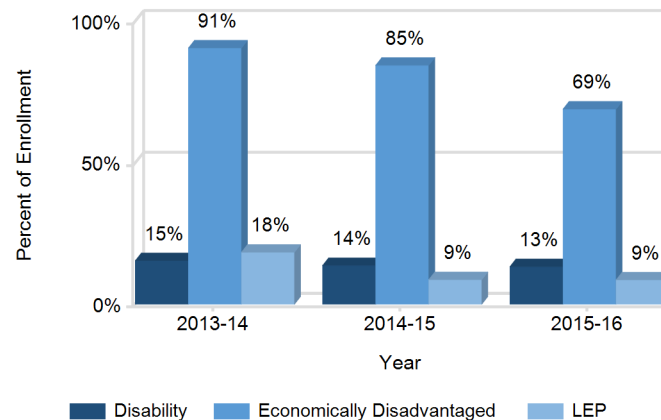
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	46.7%
Spanish	29.3%
Bengali	20.1%
Arabic	2.4%
Turkish	0.5%
Other	1.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 09-12

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	15%	71	11
Mathematics Met or Exceeded Expectations	13%	93	23

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	290	15%	11	93%	X	300	13%	23	97%	✓
White	S	S	S	S		S	S	S	S	
African American	59	5%	8	88%	X	63	5%	26	94%	X
Hispanic	148	16%	18	93%	X	153	11%	26	97%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	64	22%	7	97%	✓	65	26%	14	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	40	N	32	100%	✓	40	18%	74	100%	✓
Economically Disadvantaged Students	290	15%	19	93%	X	300	13%	40	97%	✓



State of New Jersey
2015-2016

Grade Span 09-12

PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	168	716	714	746	32%	30%	23%	15%	1%	16%	49%
White	S	S	719	754	S	S	S	S	S	S	58%
African American	S	S	714	729	S	S	S	S	S	S	30%
Hispanic	83	719	713	730	30%	28%	24%	17%	1%	18%	34%
Asian	35	726	726	774	17%	31%	31%	20%	N	20%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	724	748	S	S	S	S	S	S	53%
Students with Disability	S	S	695	713	S	S	S	S	S	S	12%
English Language Learners	S	S	691	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	168	716	714	729	32%	30%	23%	15%	1%	16%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-304
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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	713	704	740	42%	17%	26%	14%	N	14%	44%
White	S	S	709	747	S	S	S	S	S	S	50%
African American	S	S	703	722	S	S	S	S	S	S	28%
Hispanic	65	715	704	726	34%	20%	34%	12%	N	12%	33%
Asian	31	714	708	767	45%	16%	13%	26%	N	26%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	699	741	S	S	S	S	S	S	45%
Students with Disability	S	S	680	702	S	S	S	S	S	S	11%
English Language Learners	S	S	679	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	125	713	704	723	42%	17%	26%	14%	N	14%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-304

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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	728	720	736	16%	24%	34%	26%	N	26%	40%
White	S	S	715	739	S	S	S	S	S	S	42%
African American	14	726	713	728	21%	7%	43%	29%	N	29%	30%
Hispanic	77	733	723	732	10%	23%	36%	30%	N	30%	37%
Asian	27	714	717	753	30%	33%	19%	19%	N	19%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	713	736	S	S	S	S	S	S	39%
Students with Disability	17	716	699	710	24%	41%	18%	18%	N	18%	13%
English Language Learners	S	S	692	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	125	728	720	730	16%	24%	34%	26%	N	26%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



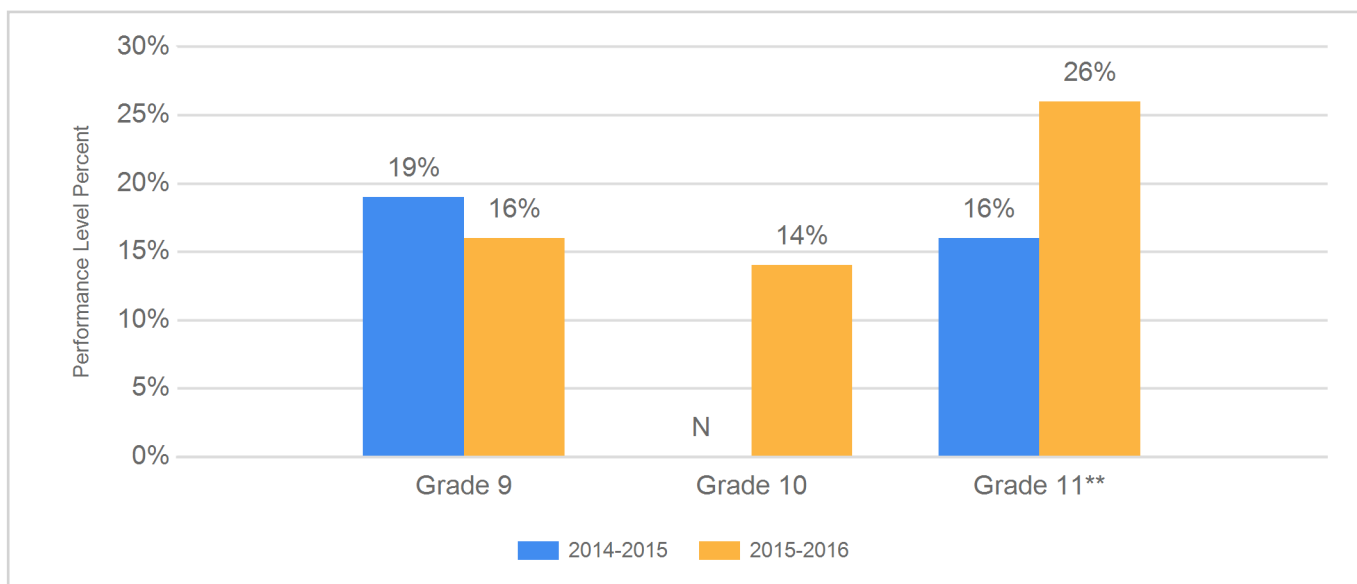
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2015-2016

Grade Span 09-12

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

State of New Jersey
2015-2016

Grade Span 09-12

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	170	725	710	727	19%	27%	36%	18%	N	18%	41%
White	S	S	715	734	S	S	S	S	S	S	51%
African American	S	S	708	717	S	S	S	S	S	S	20%
Hispanic	87	721	710	720	22%	30%	31%	17%	N	17%	25%
Asian	35	742	726	746	9%	9%	49%	34%	N	34%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	723	727	S	S	S	S	S	S	47%
Students with Disability	S	S	697	708	S	S	S	S	S	S	10%
English Language Learners	25	731	708	707	16%	24%	32%	28%	N	28%	9%
Economically Disadvantaged Students	170	725	710	719	19%	27%	36%	18%	N	18%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

State of New Jersey
2015-2016

Grade Span 09-12

PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	708	730	S	S	S	S	S	S	27%
White	S	S	722	736	S	S	S	S	S	S	34%
African American	S	S	704	717	S	S	S	S	S	S	9%
Hispanic	S	S	708	720	S	S	S	S	S	S	13%
Asian	25	718	716	750	24%	40%	20%	16%	N	16%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	697	730	S	S	S	S	S	S	29%
Students with Disability	S	S	695	709	S	S	S	S	S	S	5%
English Language Learners	S	S	703	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	708	719	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations
 Partially Met Expectations
 Approached Expectations
 Met Expectations
 Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	691	722	S	S	S	S	S	S	27%
White	S	S	695	728	S	S	S	S	S	S	31%
African American	S	S	685	700	S	S	S	S	S	S	8%
Hispanic	S	S	692	707	S	S	S	S	S	S	12%
Asian	S	S	700	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	696	727	S	S	S	S	S	S	34%
Students with Disability	S	S	676	690	S	S	S	S	S	S	5%
English Language Learners	S	S	676	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	691	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



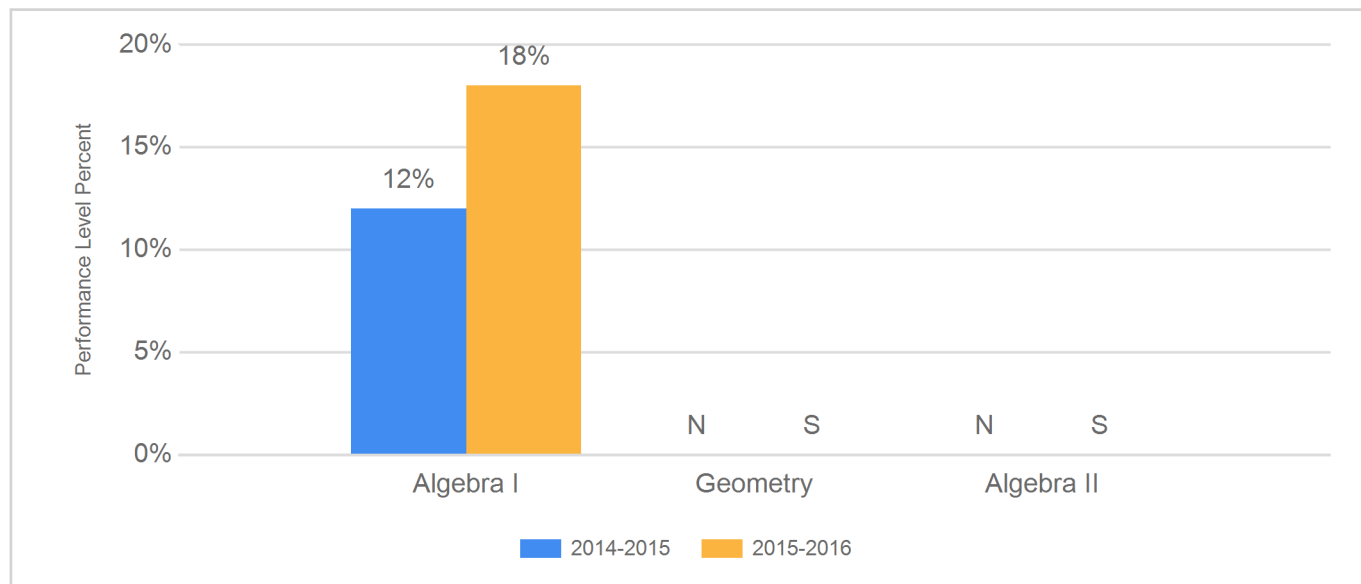
State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-304

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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

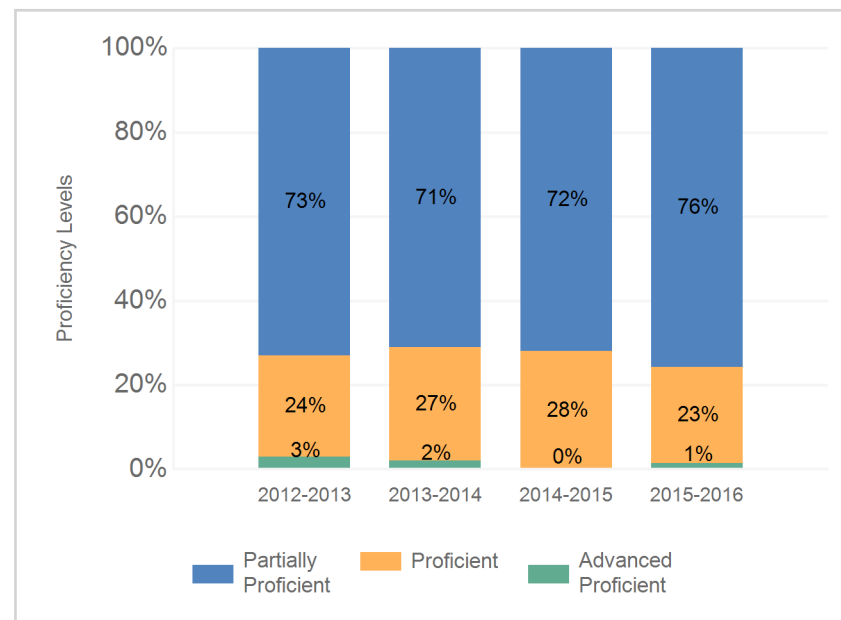
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	1%	23%	76%
White	S	S	S
African American	N	20%	80%
Hispanic	3%	21%	77%
American Indian	N	N	N
Asian	N	27%	74%
Two or More Races	N	N	N
Students with Disability	N	N	100%
English Language Learners	N	N	100%
Economically Disadvantaged Students	1%	23%	76%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-304

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SCHOOL OF SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS

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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.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	52.2%	58.0%
Percent of Students Participating in ACT	3.8%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	803	950
SAT	-	-
Reading and Writing	435	537
Math	452	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	30%	71%
Math	530	20%	53%
ACT	-	-	-
Reading	22	40%	58%
English	18	40%	74%
Math	22	40%	61%
Science	23	20%	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	870	790	730
SAT	-	-	-
Reading and Writing	480	430	380
Math	510	440	380
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

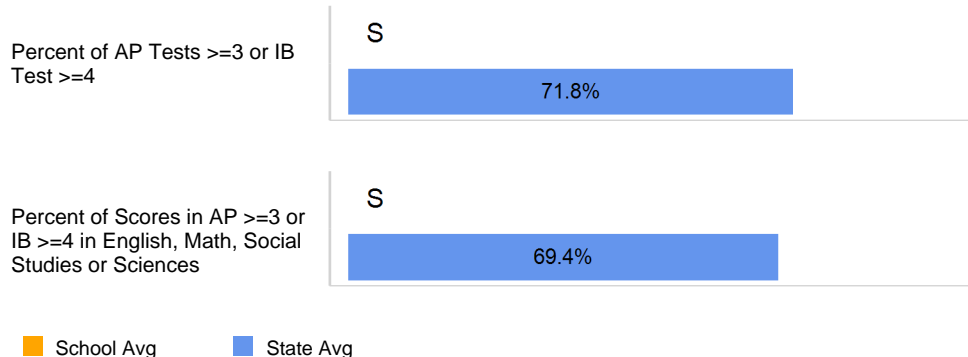


State of New Jersey
2015-2016

Grade Span 09-12

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	13	13
AP Chemistry	8	8
AP English Language and Composition	3	3
AP English Literature and Composition	12	10
AP Microeconomics	9	8
AP U.S. History	6	5
AP World History	0	1
Student AP Tests ≥ 3 and IB Tests ≥ 4		3

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	10.9%	39.1%
One of More Test	9.5%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	9.1%	26.6%
Participating in Dual Enrollment	15.7%	15.4%



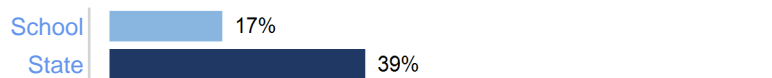
State of New Jersey
2015-2016

Grade Span 09-12

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



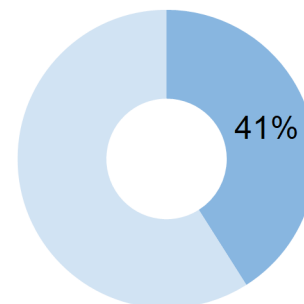
DANCE



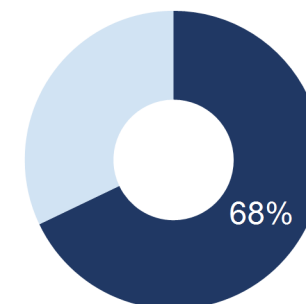
VISUAL ARTS



Any Visual and Performing Arts



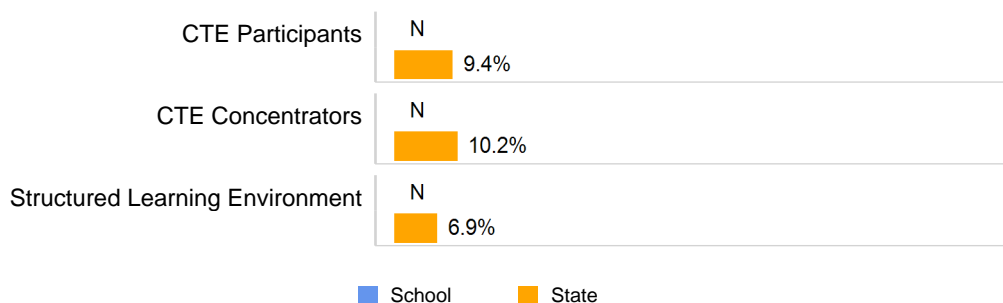
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.





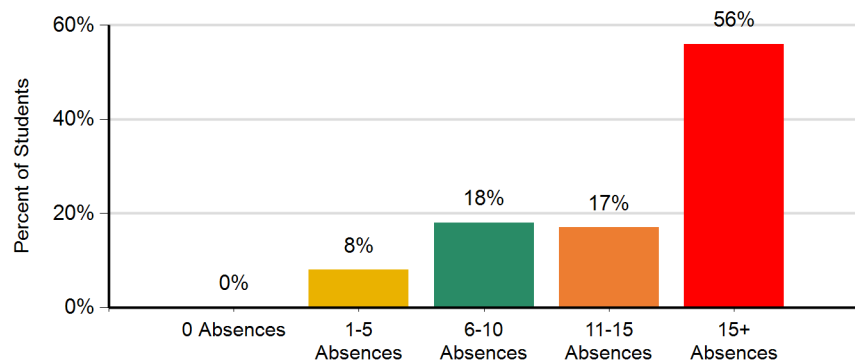
State of New Jersey
2015-2016

Grade Span 09-12

31-4010-304
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
SCHOOL OF SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS
61-127 PREAKNESS AVENUE
PATERSON, NJ 07502

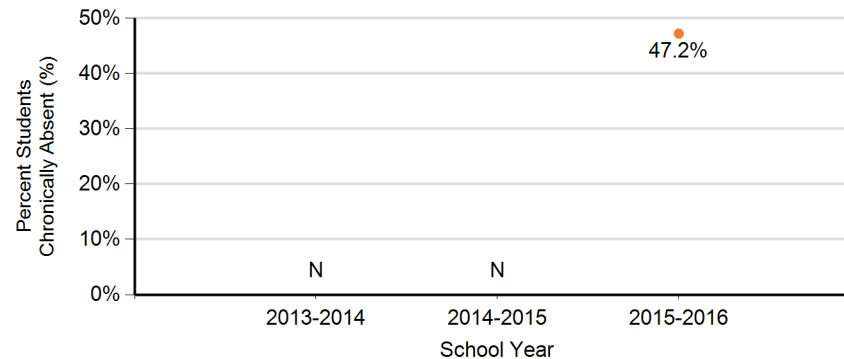
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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



State of New Jersey
2015-2016

Grade Span 09-12

Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	87.1%	25	81%
White	S	S	
African American	91.9%	55	
Hispanic	83.3%	29	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	S	S	
Economically Disadvantaged Students	88.5%	55	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	1.2%	1.2%
White	N	0.6%
African American	2.5%	2.6%
Hispanic	1.0%	2.2%
American Indian	N	3.4%
Asian	0.8%	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	0.2%	0.1%
Economically Disadvantaged Students	0.7%	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	83%	90%
2014	83%	88%
2015	86%	86%
2016	87%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	71.4%	48.2%	51.8%
White	S	S	S
African American	S	S	S
Hispanic	67.2%	56.1%	43.9%
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	75.5%	45.9%	54.1%



State of New Jersey
2015-2016

Grade Span 09-12

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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	12:1
Administrator	60:1

Student Suspension Rate

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

	School
2015-16	9.9%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span 03-05

31-4010-303
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
Single Gender Academy
45 SMITH STREET
PATERSON, NJ 07503

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 03-05

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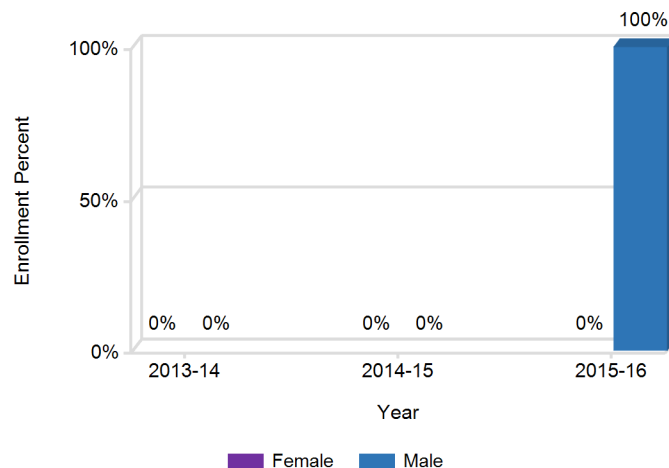
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 03	0	0	14
Grade 04	0	0	17
Grade 05	0	0	20
UG	0	0	0
Total	0	0	51

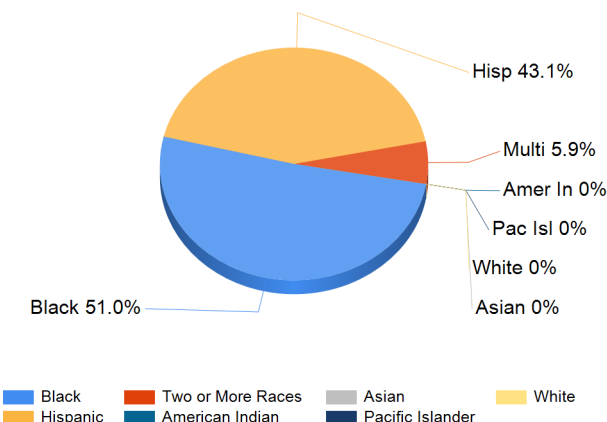
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



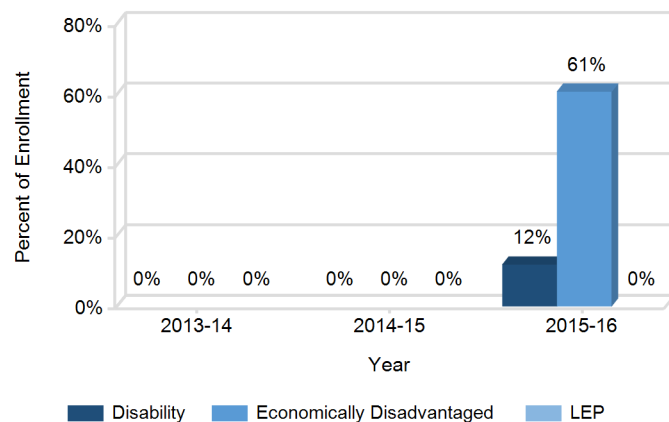
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	90.2%
Spanish	9.8%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 03-05

31-4010-303

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	S	26	S
Mathematics Met or Exceeded Expectations	S	9	S

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	S	S	S	S		S	S	S	S	
White	N	N	N	N		N	N	N	N	
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	N	N	N	N		N	N	N	N	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey
2015-2016

Grade Span 03-05

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	720	746	S	S	S	S	S	S	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	S	S	719	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	720	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	S	S	729	749	S	S	S	S	S	S	52%
White	N	N	N	757	N	N	N	N	N	N	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	S	S	729	736	S	S	S	S	S	S	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	729	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 03-05

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	17	710	726	750	35%	41%	12%	12%	N	12%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	S	S	725	737	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	17	710	726	734	35%	41%	12%	12%	N	12%	33%
PARCC MATH											
Schoolwide	S	S	727	745	S	S	S	S	S	S	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	S	S	727	733	S	S	S	S	S	S	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	727	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 03-05

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	726	751	S	S	S	S	S	S	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	13	708	719	733	46%	31%	8%	15%	N	15%	32%
Hispanic	S	S	726	738	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	744	759	S	S	S	S	S	S	63%
Students with Disability	S	S	700	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	726	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	726	747	S	S	S	S	S	S	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	S	S	719	728	S	S	S	S	S	S	24%
Hispanic	S	S	726	735	S	S	S	S	S	S	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	746	754	S	S	S	S	S	S	56%
Students with Disability	S	S	706	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	726	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 03-05

31-4010-303

PASSAIC

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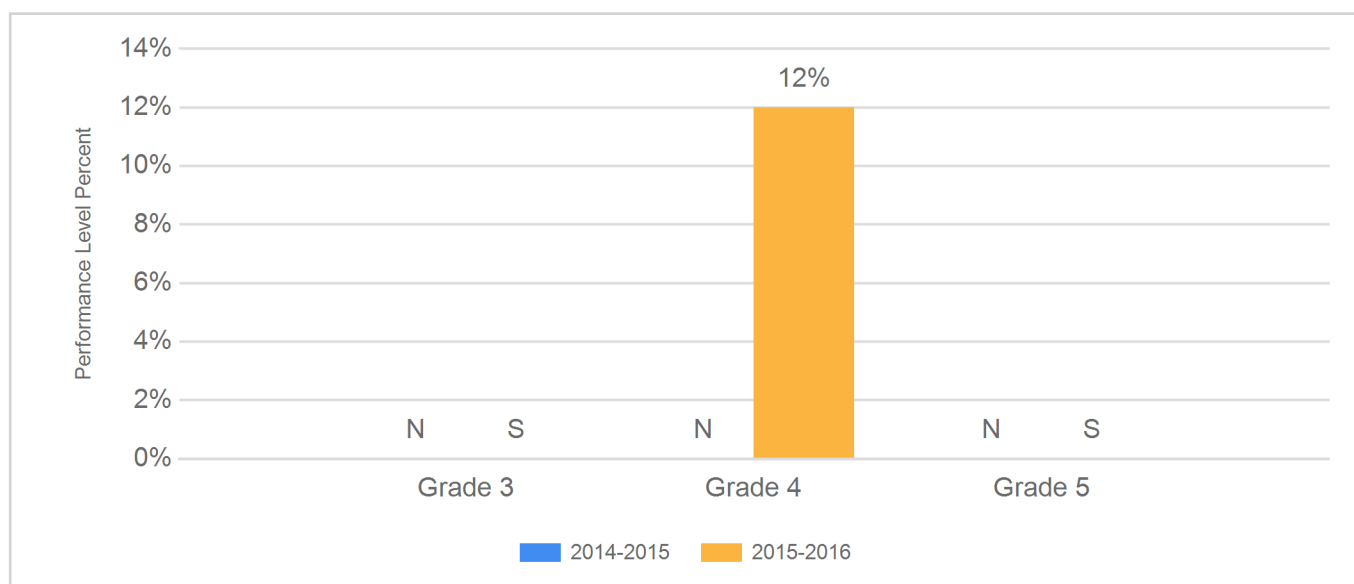
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 03-05

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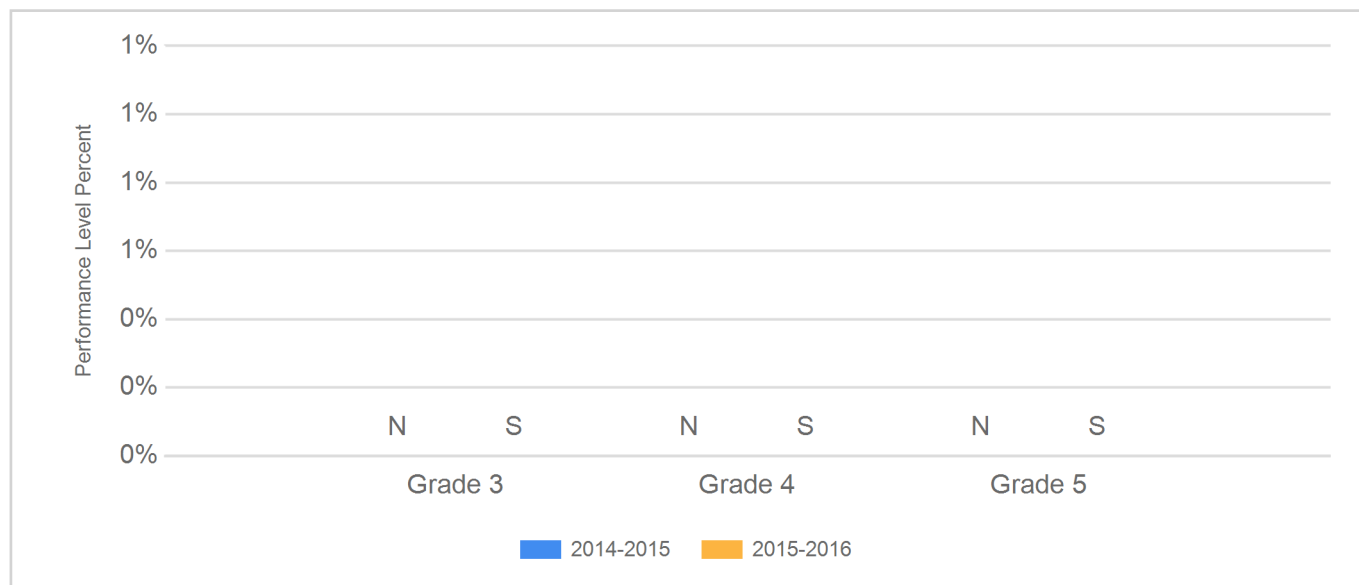
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 03-05

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

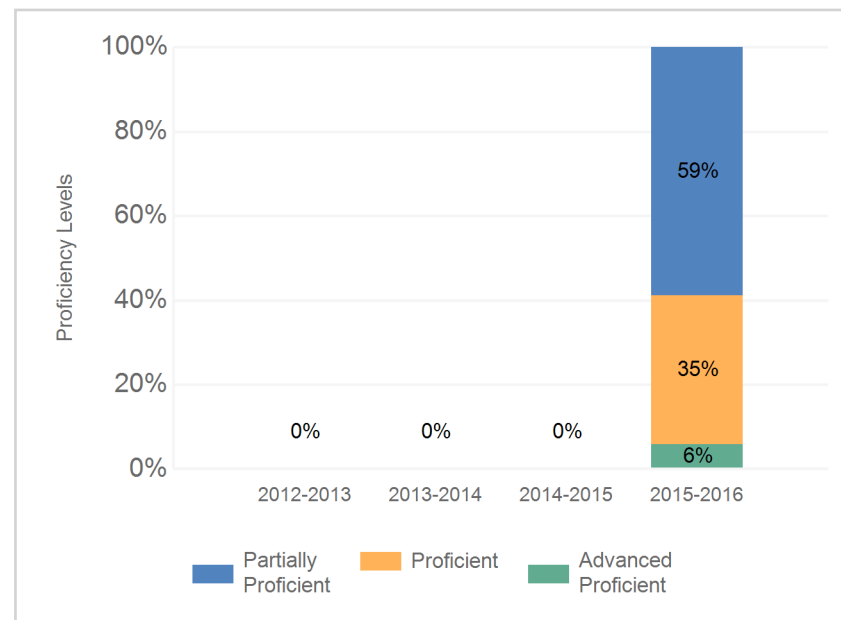
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	6%	35%	59%
White	N	N	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	6%	35%	59%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 03-05

31-4010-303

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 03-05

31-4010-303

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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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	26	48	50
Student Growth on Math	34	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	N	N	N
Partially Met (L2)	N	N	N
Approached (L3)	N	N	N
Met (L4)	N	N	N
Exceeded (L5)	N	N	N

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	N	N	N
Partially Met (L2)	N	N	N
Approached (L3)	N	N	N
Met (L4)	N	N	N
Exceeded (L5)	N	N	N



State of New Jersey
2015-2016

Grade Span 03-05

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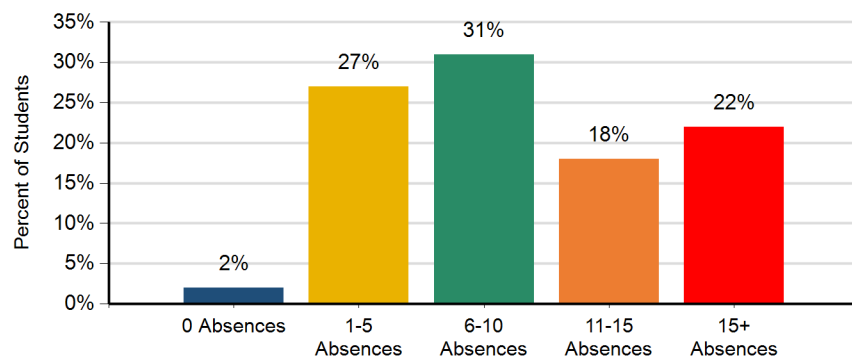
Single Gender Academy

45 SMITH STREET

PATERSON, NJ 07503

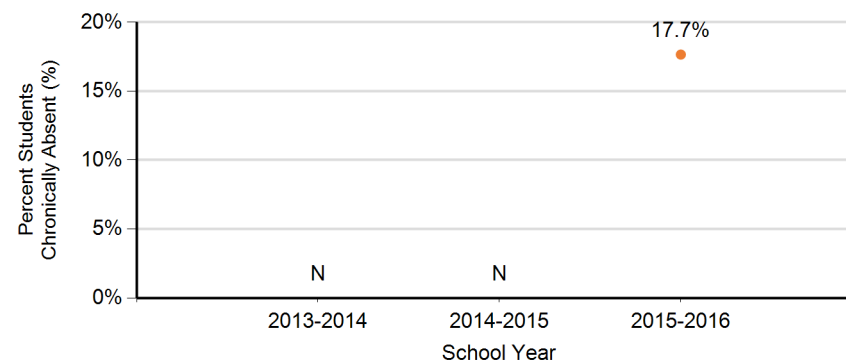
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 03-05

31-4010-303

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Single Gender Academy

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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
2015-16	N

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	N
Shared Time	N

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.

2015-16	School
Faculty	N
Administrator	N

Student Suspension Rate

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

	School
2015-16	N

Student Expulsions

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

	School
2015-16	N

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	N



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-025
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 09-12

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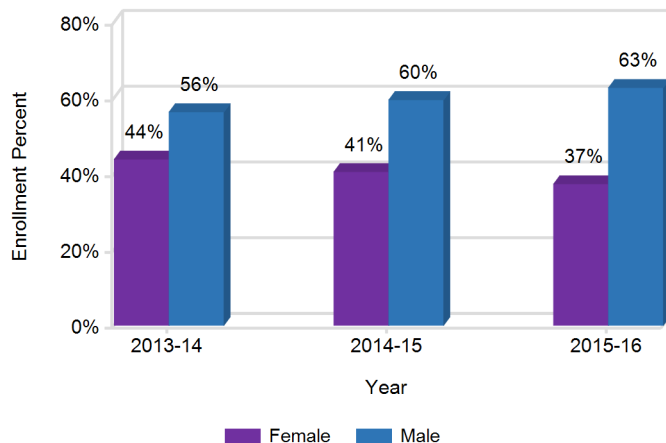
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	0	5	0
Grade 10	0	1	0
Grade 11	0	0	0
Grade 12	27	4	2
UG	69	64	81
Total	96	74	83

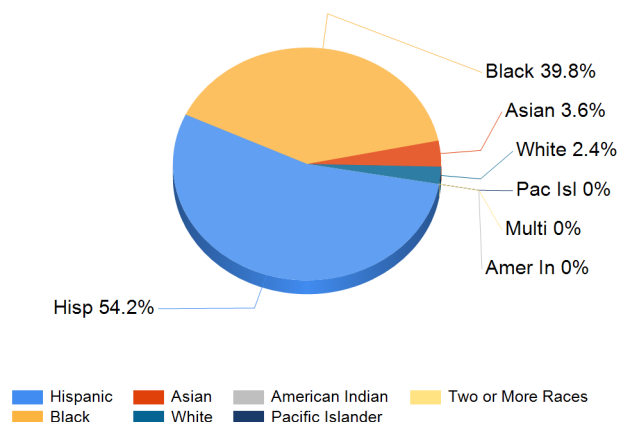
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



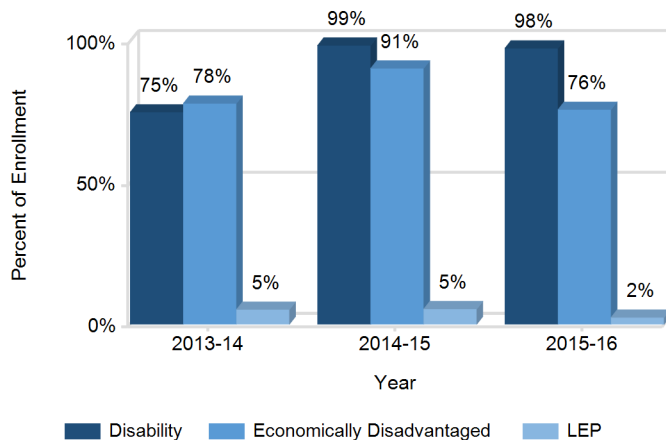
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	77.1%
Spanish	21.7%
Bengali	1.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-025

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	N	N	N
Mathematics Met or Exceeded Expectations	N	N	N

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	N	N	N	N		N	N	N	N	
White	N	N	N	N		N	N	N	N	
African American	N	N	N	N		N	N	N	N	
Hispanic	N	N	N	N		N	N	N	N	
American Indian	N	N	N	N		N	N	N	N	
Asian	N	N	N	N		N	N	N	N	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	N	N	N	N		N	N	N	N	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	N	N	N	N		N	N	N	N	



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-025

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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	N	N	N	746	N	N	N	N	N	N	49%
White	N	N	N	754	N	N	N	N	N	N	58%
African American	N	N	N	729	N	N	N	N	N	N	30%
Hispanic	N	N	N	730	N	N	N	N	N	N	34%
Asian	N	N	N	774	N	N	N	N	N	N	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	N	N	N	713	N	N	N	N	N	N	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-025

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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	N	N	N	740	N	N	N	N	N	N	44%
White	N	N	N	747	N	N	N	N	N	N	50%
African American	N	N	N	722	N	N	N	N	N	N	28%
Hispanic	N	N	N	726	N	N	N	N	N	N	33%
Asian	N	N	N	767	N	N	N	N	N	N	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	N	N	N	702	N	N	N	N	N	N	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	N	N	N	723	N	N	N	N	N	N	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	S	S	720	736	S	S	S	S	S	S	40%
White	N	N	N	739	N	N	N	N	N	N	42%
African American	S	S	713	728	S	S	S	S	S	S	30%
Hispanic	N	N	N	732	N	N	N	N	N	N	37%
Asian	N	N	N	753	N	N	N	N	N	N	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	N	N	N	710	N	N	N	N	N	N	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	33%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

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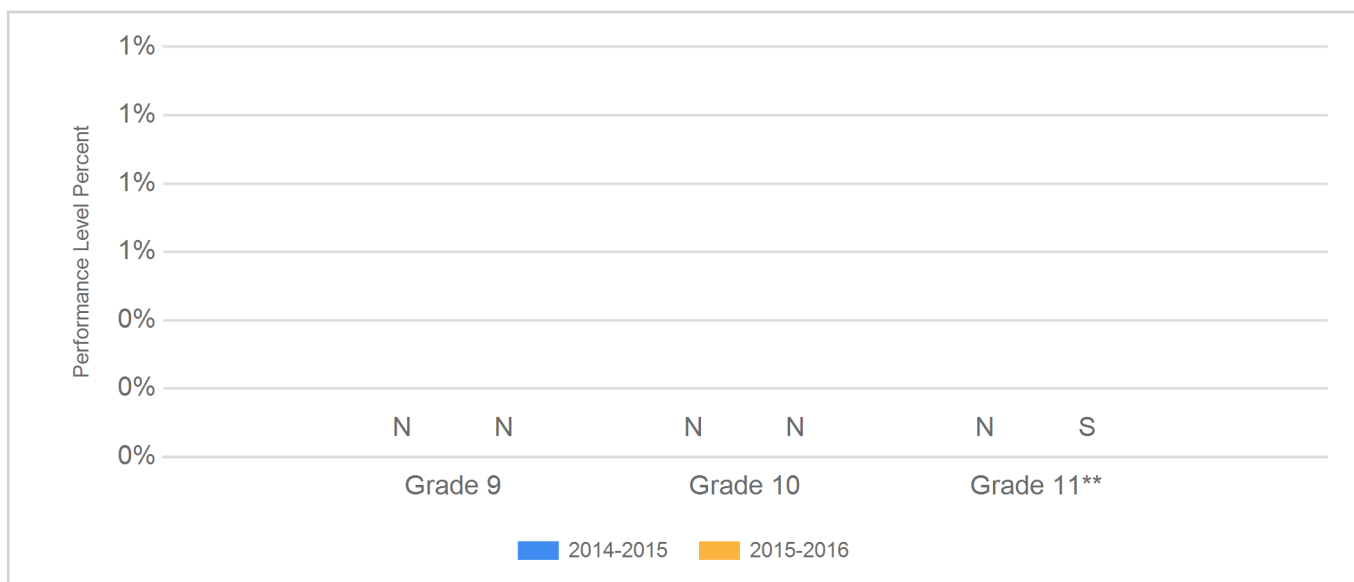
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-025

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	N	N	N	727	N	N	N	N	N	N	41%
White	N	N	N	734	N	N	N	N	N	N	51%
African American	N	N	N	717	N	N	N	N	N	N	20%
Hispanic	N	N	N	720	N	N	N	N	N	N	25%
Asian	N	N	N	746	N	N	N	N	N	N	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	N	N	N	708	N	N	N	N	N	N	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-025

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	N	N	N	730	N	N	N	N	N	N	27%
White	N	N	N	736	N	N	N	N	N	N	34%
African American	N	N	N	717	N	N	N	N	N	N	9%
Hispanic	N	N	N	720	N	N	N	N	N	N	13%
Asian	N	N	N	750	N	N	N	N	N	N	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	N	N	N	709	N	N	N	N	N	N	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	S	S	691	722	S	S	S	S	S	S	27%
White	N	N	N	728	N	N	N	N	N	N	31%
African American	S	S	685	700	S	S	S	S	S	S	8%
Hispanic	N	N	N	707	N	N	N	N	N	N	12%
Asian	N	N	N	754	N	N	N	N	N	N	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	N	N	N	690	N	N	N	N	N	N	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	N	N	N	705	N	N	N	N	N	N	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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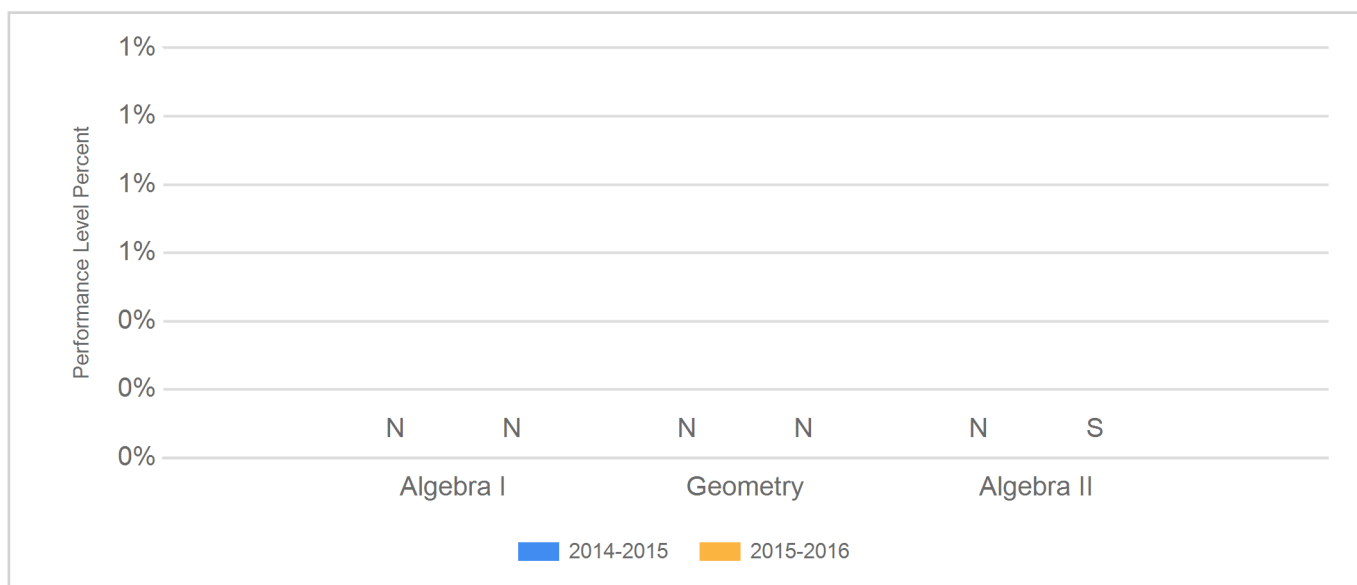
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-025

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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

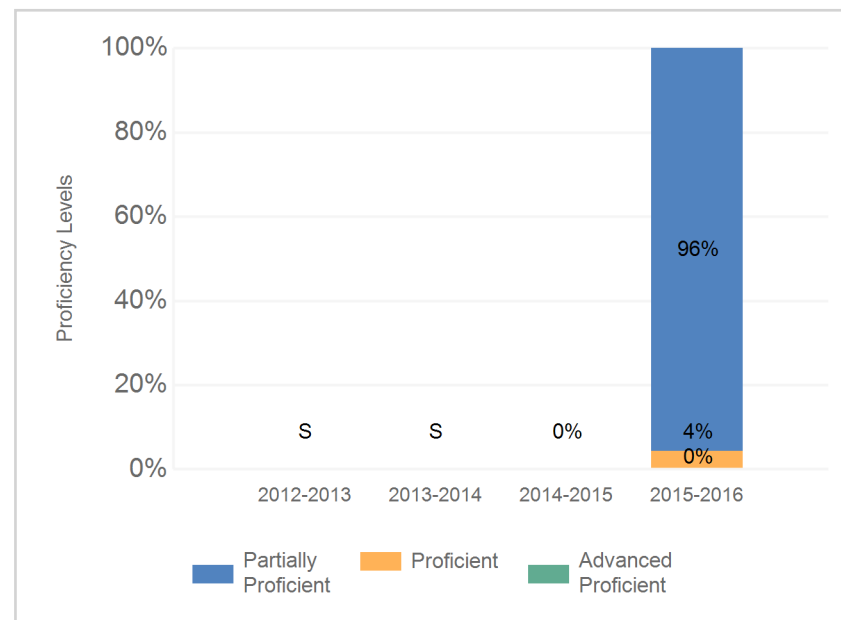
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	N	4%	96%
White	N	N	N
African American	N	N	100%
Hispanic	S	S	S
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	5%	95%
English Language Learners	N	N	N
Economically Disadvantaged Students	N	4%	96%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-025

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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.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	0.0%	95.5%
Percent of Students Participating in SAT	S	58.0%
Percent of Students Participating in ACT	S	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	33%	71%
Math	530	N	53%
ACT	-	-	-
Reading	N	N	58%
English	N	N	74%
Math	N	N	61%
Science	N	N	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	N	950
SAT	-	-
Reading and Writing	S	537
Math	S	538
ACT	-	-
Reading	N	23
English	N	22
Math	N	23
Science	N	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	S	S	S
Math	S	S	S
ACT	-	-	-
Reading	N	N	N
English	N	N	N
Math	N	N	N
Science	N	N	N

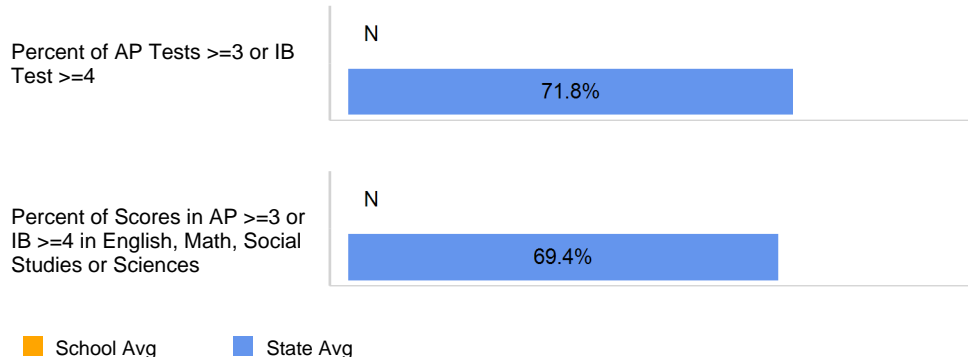


State of New Jersey
2015-2016

Grade Span 09-12

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
N	N	N

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	N	39.1%
One of More Test	N	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	N	26.6%
Participating in Dual Enrollment	N	15.4%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-025

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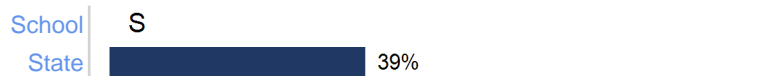
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



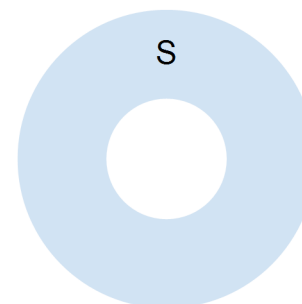
DANCE



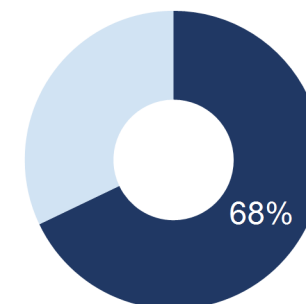
VISUAL ARTS



Any Visual and Performing Arts



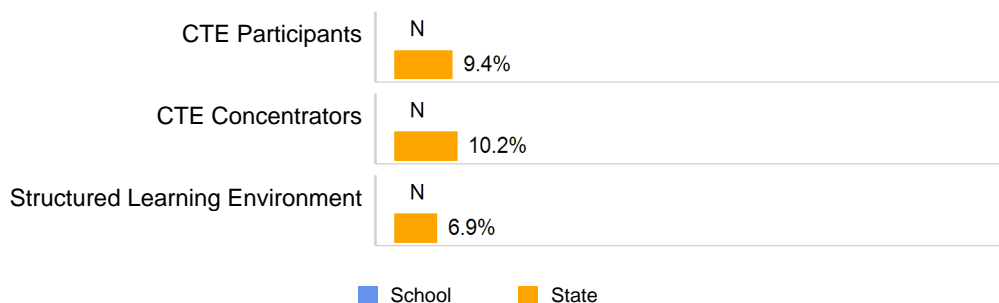
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.





State of New Jersey
2015-2016

Grade Span 09-12

31-4010-025

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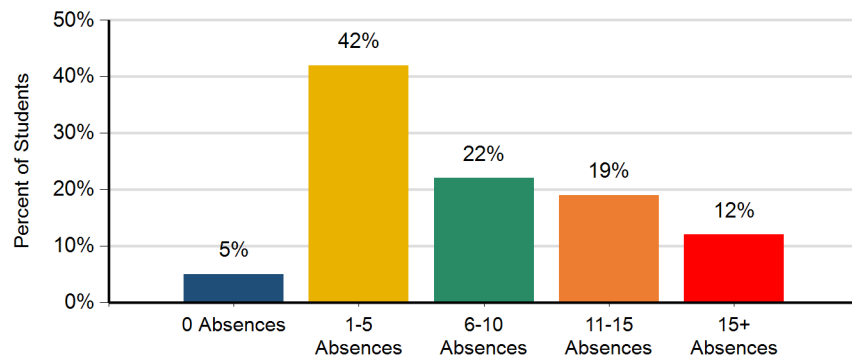
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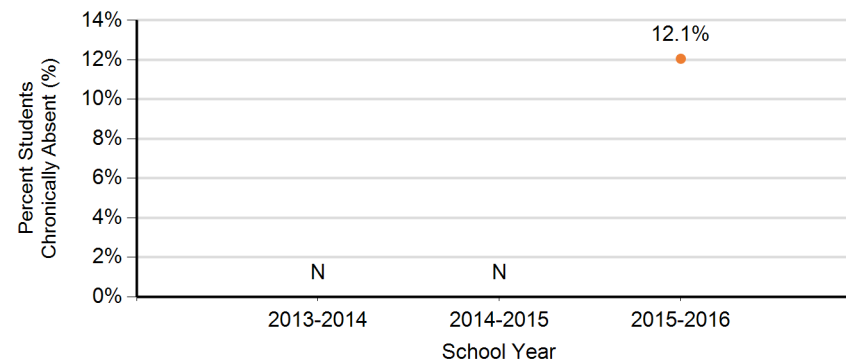
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 09-12

Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	N	N	N
White	N	N	
African American	N	N	
Hispanic	N	N	
American Indian	N	N	
Asian	N	N	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	N	N	
English Language Learners	N	N	
Economically Disadvantaged Students	N	N	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	1.2%	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	S	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

31-4010-025
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STARS ACADEMY
765 14TH AVENUE
PATERSON, NJ 07504

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	N	N
2014	N	N
2015	N	N
2016	N	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	N	N	N
White	N	N	N
African American	N	N	N
Hispanic	N	N	N
American Indian	N	N	N
Asian	N	N	N
Native Hawaiian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	N	N
English Language Learners	N	N	N
Economically Disadvantaged Students	N	N	N



State of New Jersey
2015-2016

Grade Span 09-12

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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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	6:1
Administrator	42:1

Student Suspension Rate

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

	School
2015-16	4.8%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span 07-08

31-4010-302
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 07-08

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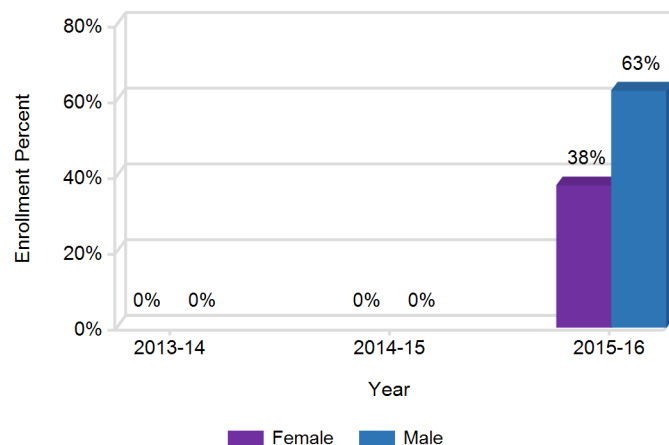
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 07	0	0	3
Grade 08	0	0	12
UG	0	0	2
Total	0	0	24

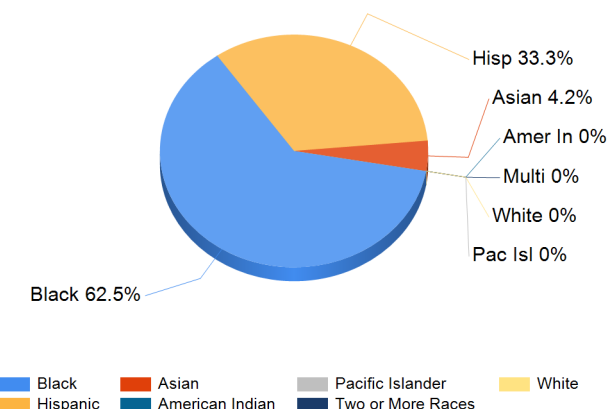
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



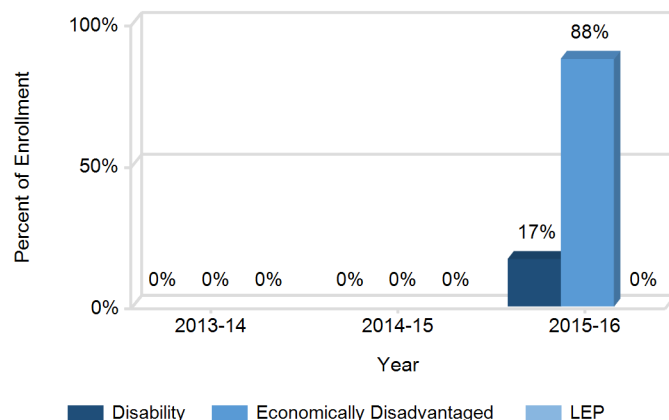
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	83.3%
Spanish	12.5%
English, Old (ca.450-1100)	4.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 07-08

31-4010-302

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	S	6	S
Mathematics Met or Exceeded Expectations	S	3	S

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	S	S	S	S		S	S	S	S	
White	N	N	N	N		N	N	N	N	
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	N	N	N	N		N	N	N	N	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey
2015-2016

Grade Span 07-08

31-4010-302

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	730	753	S	S	S	S	S	S	56%
White	N	N	N	760	N	N	N	N	N	N	65%
African American	S	S	728	733	S	S	S	S	S	S	35%
Hispanic	N	N	N	739	N	N	N	N	N	N	41%
Asian	N	N	N	781	N	N	N	N	N	N	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	N	N	N	716	N	N	N	N	N	N	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	730	735	S	S	S	S	S	S	37%
PARCC MATH											
Schoolwide	S	S	724	740	S	S	S	S	S	S	39%
White	N	N	N	747	N	N	N	N	N	N	47%
African American	S	S	721	724	S	S	S	S	S	S	19%
Hispanic	S	S	723	729	S	S	S	S	S	S	23%
Asian	N	N	N	763	N	N	N	N	N	N	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	N	N	N	713	N	N	N	N	N	N	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	724	727	S	S	S	S	S	S	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 07-08

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	732	753	S	S	S	S	S	S	55%
White	N	N	N	759	N	N	N	N	N	N	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	S	S	731	740	S	S	S	S	S	S	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	S	S	729	753	S	S	S	S	S	S	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	N	N	N	715	N	N	N	N	N	N	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	732	736	S	S	S	S	S	S	38%
**PARCC MATH											
Schoolwide	S	S	708	726	S	S	S	S	S	S	26%
White	N	N	N	732	N	N	N	N	N	N	32%
African American	S	S	702	712	S	S	S	S	S	S	14%
Hispanic	S	S	710	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	S	S	706	726	S	S	S	S	S	S	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	N	N	N	704	N	N	N	N	N	N	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	708	718	S	S	S	S	S	S	18%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 07-08

31-4010-302

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

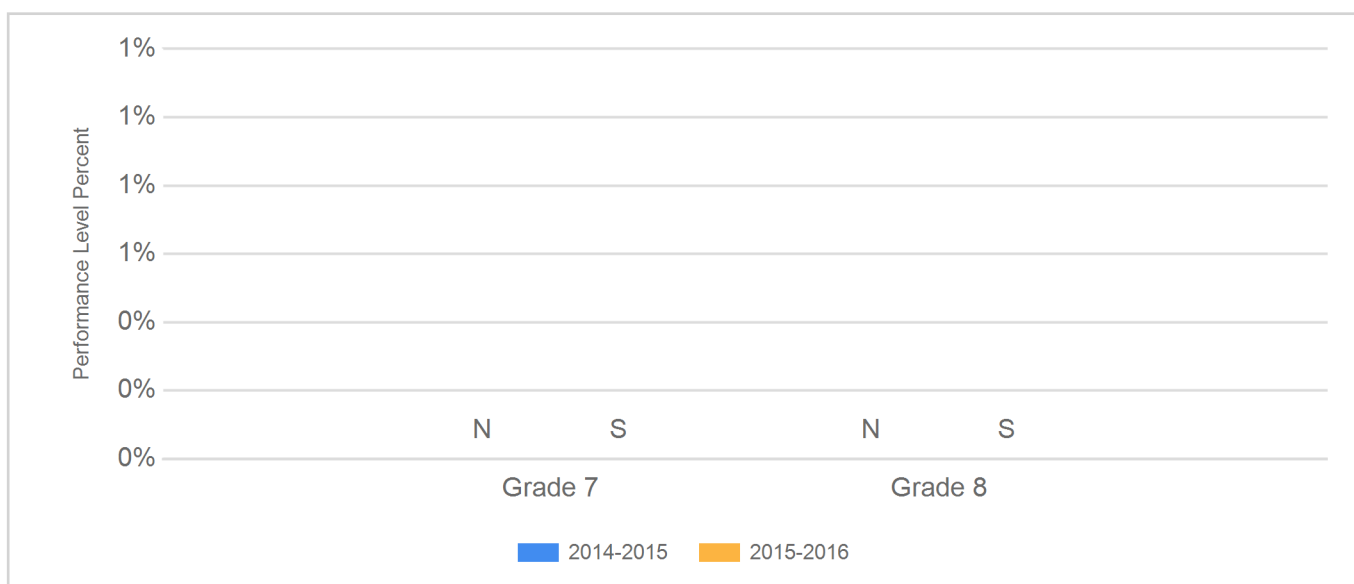
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 07-08

31-4010-302

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	N	N	N	769	N	N	N	N	N	N	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



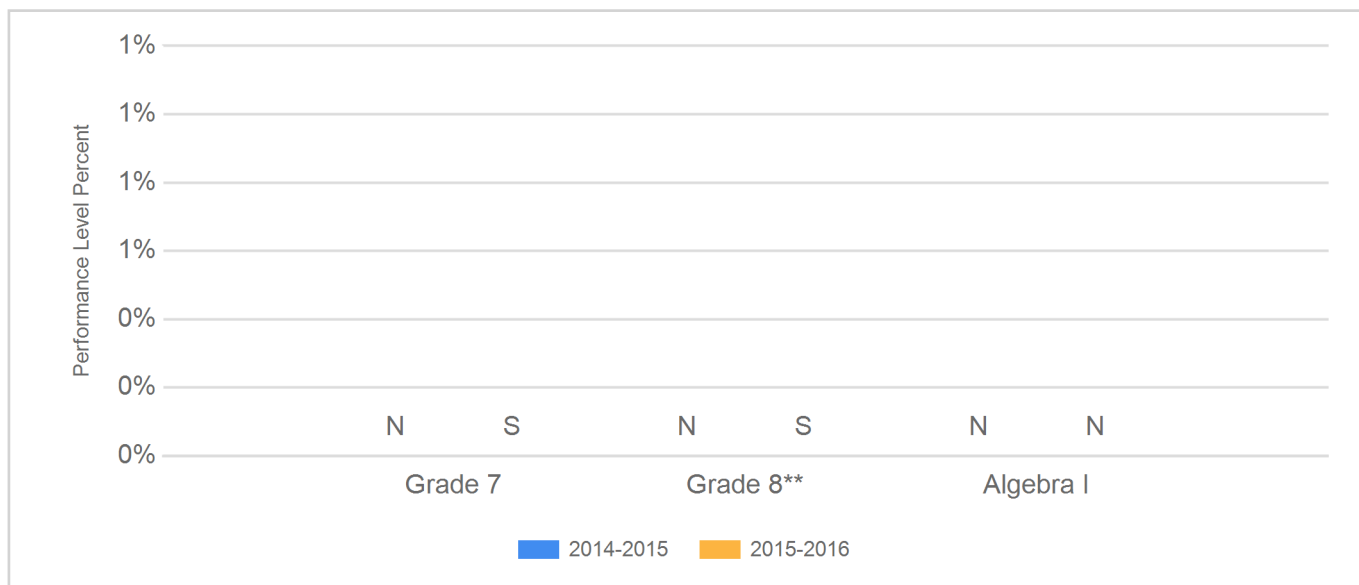
State of New Jersey
2015-2016

Grade Span 07-08

31-4010-302
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90 DELAWARE AVENUE
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 07-08

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

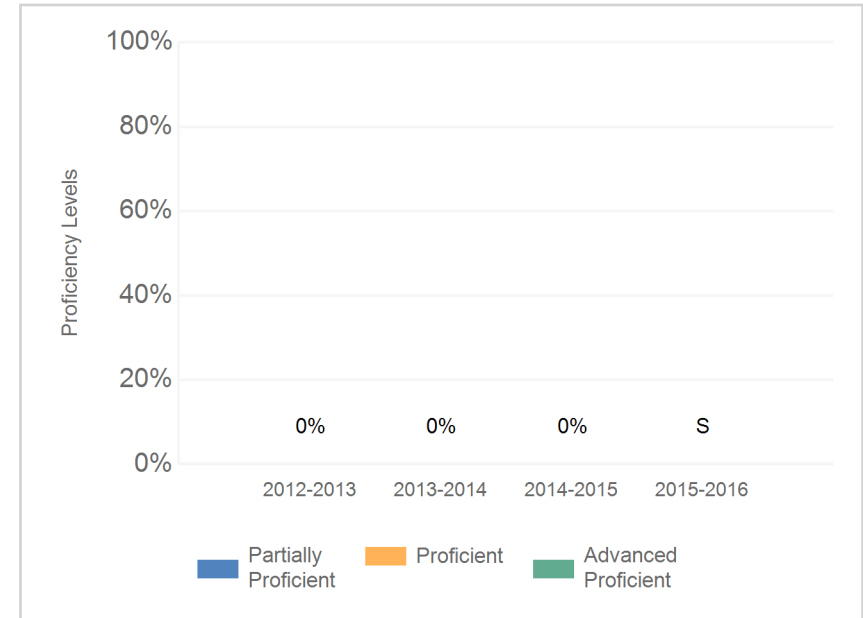
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	S	S	S
White	S	S	S
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 07-08

31-4010-302
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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 07-08

31-4010-302

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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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	S	48	50
Student Growth on Math	S	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	N	N	N
Partially Met (L2)	N	N	N
Approached (L3)	N	N	N
Met (L4)	N	N	N
Exceeded (L5)	N	N	N

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	N	N	N
Partially Met (L2)	N	N	N
Approached (L3)	N	N	N
Met (L4)	N	N	N
Exceeded (L5)	N	N	N



State of New Jersey
2015-2016

Grade Span 07-08

31-4010-302

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STRIVE Academy

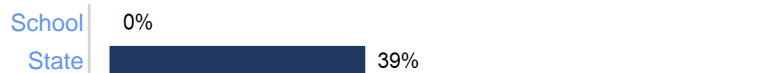
90 DELAWARE AVENUE

PATERSON, NJ 07503

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

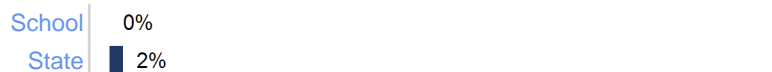
MUSIC



DRAMA



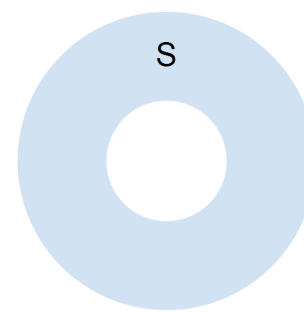
DANCE



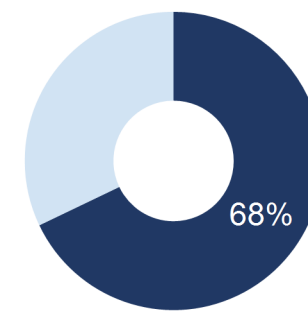
VISUAL ARTS



Any Visual and Performing Arts



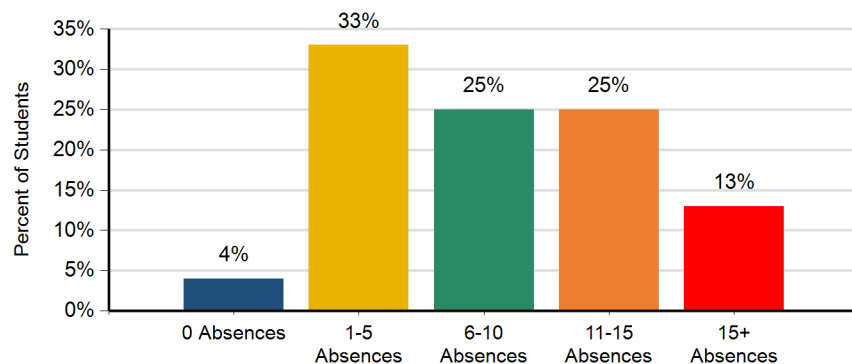
School



State

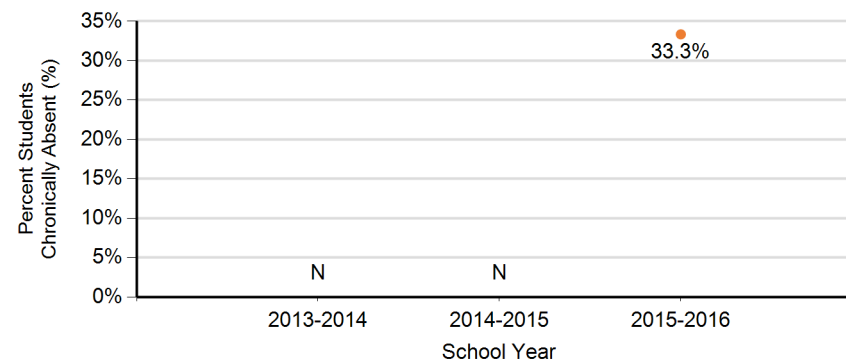
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 07-08

31-4010-302

PASSAIC

PATERSON PUBLIC SCHOOL DISTRICT

STRIVE Academy

90 DELAWARE AVENUE

PATERSON, NJ 07503

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
2015-16	N

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	N
Shared Time	N

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.

2015-16	School
Faculty	N
Administrator	N

Student Suspension Rate

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

	School
2015-16	N

Student Expulsions

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

	School
2015-16	N

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	N



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-061
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
URBAN LEADERSHIP ACADEMY
112 N 5TH STREET
PATERSON, NJ 07522

2015-2016 School Performance Reports

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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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-061
PASSAIC
PATERSON PUBLIC SCHOOL DISTRICT
URBAN LEADERSHIP ACADEMY
112 N 5TH STREET
PATERSON, NJ 07522

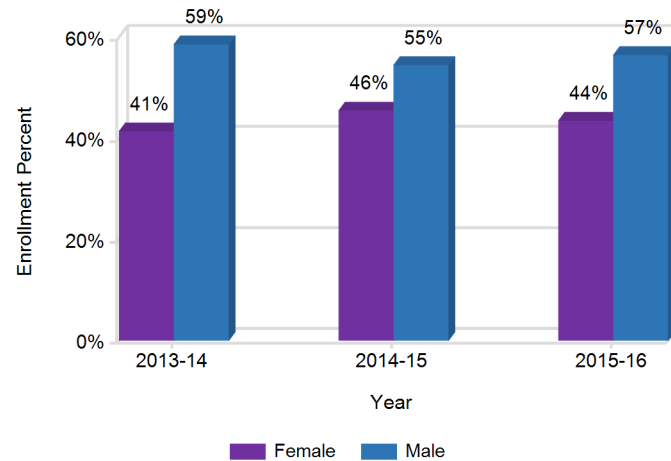
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	33	31	18
Grade 01	33	35	29
Grade 02	28	34	34
Grade 03	26	30	27
Grade 04	20	26	20
UG	0	0	10
Total	140	156	138

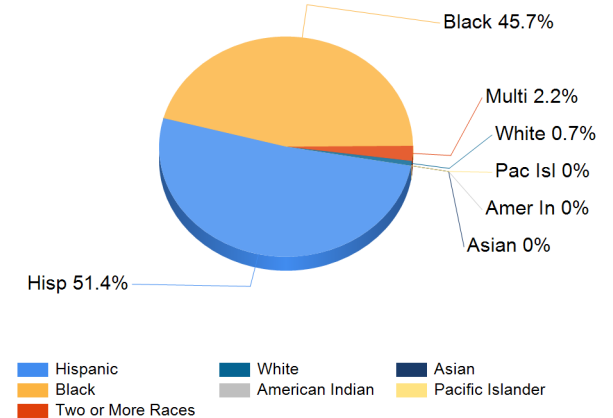
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



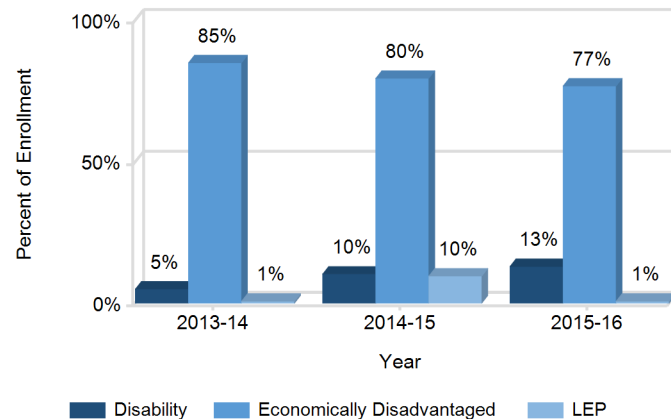
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	84.8%
Spanish	15.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KF-04

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	8%	9	1
Mathematics Met or Exceeded Expectations	21%	63	13

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	39	8%	1	94%	✓	39	21%	13	94%	✓
White	N	N	N	N		N	N	N	N	
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	N	N	N	N		N	N	N	N	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	39	8%	3	94%	✓	39	21%	31	94%	✓



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-061

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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	720	746	S	S	S	S	S	S	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	S	S	713	727	S	S	S	S	S	S	30%
Hispanic	S	S	719	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	731	753	S	S	S	S	S	S	55%
Students with Disability	S	S	687	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	720	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	25	734	729	749	12%	28%	28%	32%	N	32%	52%
White	N	N	N	757	N	N	N	N	N	N	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	13	730	729	736	15%	31%	23%	31%	N	31%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	739	754	S	S	S	S	S	S	57%
Students with Disability	S	S	702	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	25	734	729	732	12%	28%	28%	32%	N	32%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-04

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	S	S	S	750	S	S	S	S	S	S	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	S	S	720	733	S	S	S	S	S	S	33%
Hispanic	S	S	725	737	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	736	756	S	S	S	S	S	S	62%
Students with Disability	S	S	697	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	S	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	19	723	727	745	16%	42%	32%	11%	N	11%	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	716	727	S	S	S	S	S	S	24%
Hispanic	S	S	727	733	S	S	S	S	S	S	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	734	750	S	S	S	S	S	S	54%
Students with Disability	S	S	706	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	19	723	727	730	16%	42%	32%	11%	N	11%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



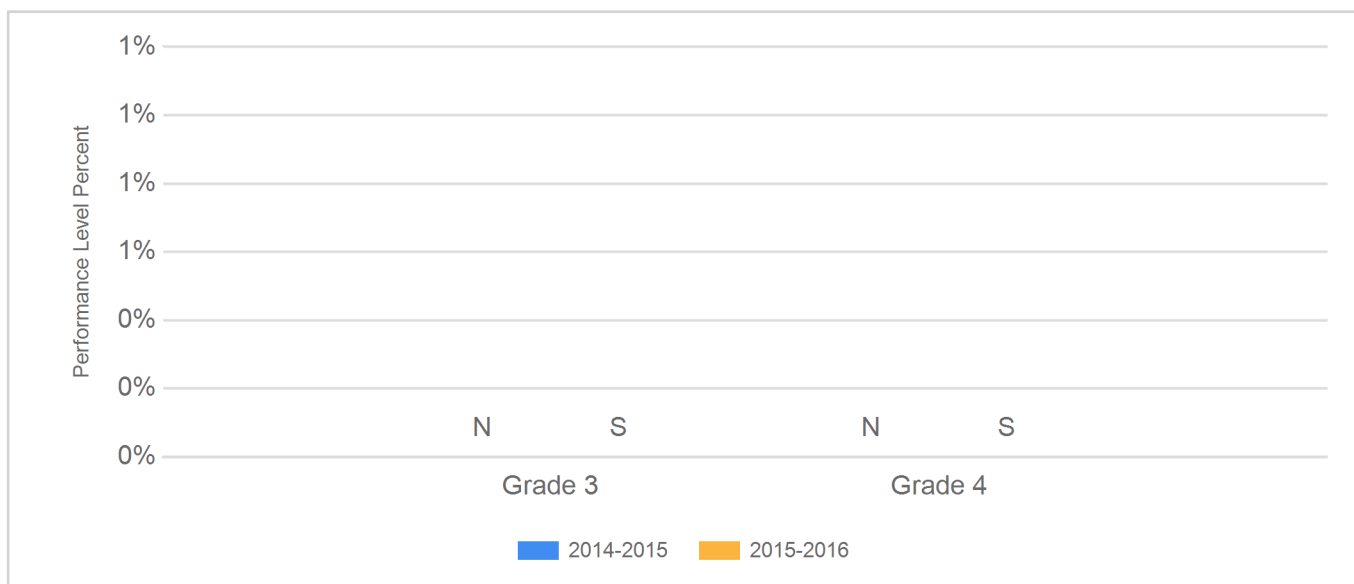
State of New Jersey
2015-2016

Grade Span KF-04

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-04

31-4010-061

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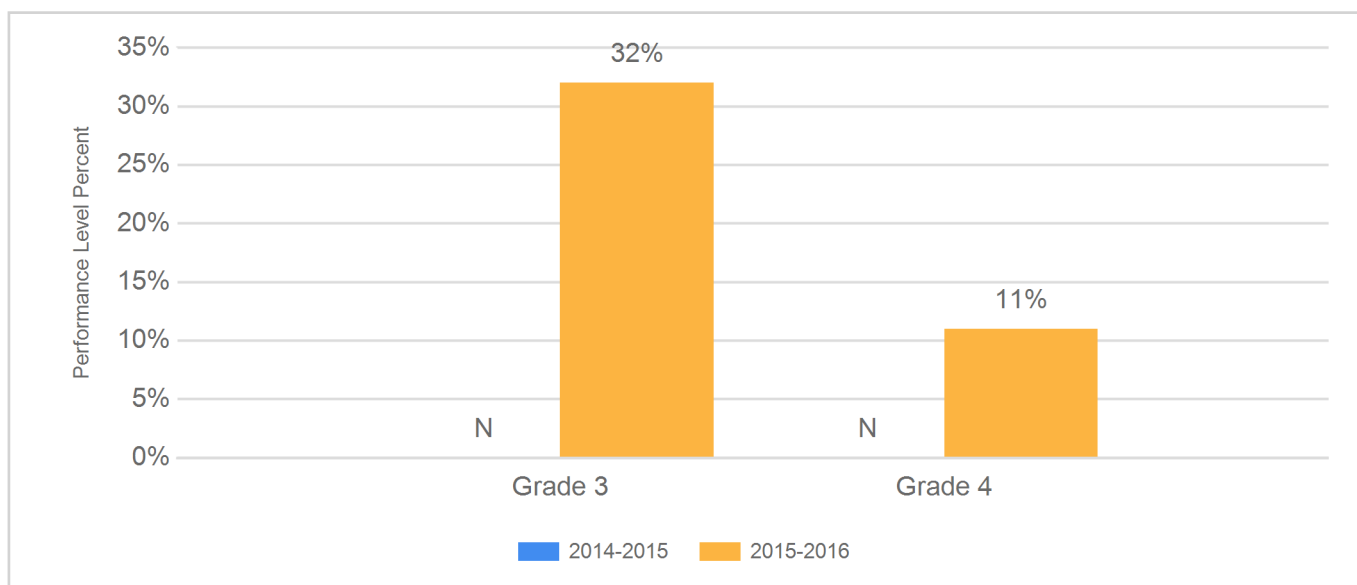
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-04

31-4010-061

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

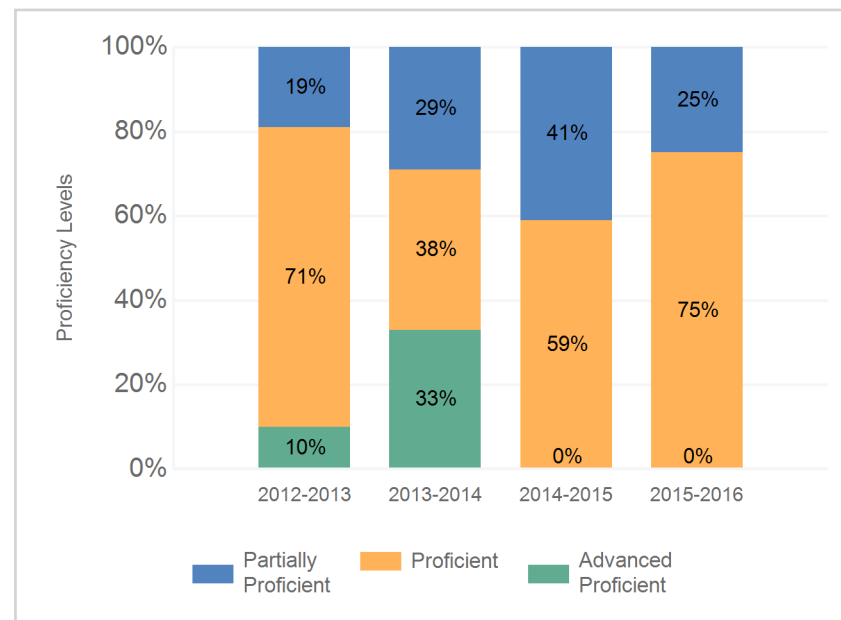
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	N	75%	25%
White	N	N	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	N	75%	25%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-04

31-4010-061

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-061

PASSAIC

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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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	S	48	50
Student Growth on Math	S	43	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	S	S	S
Partially Met (L2)	S	S	S
Approached (L3)	S	S	S
Met (L4)	0%	0%	0%
Exceeded (L5)	0%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	S	0%	S
Partially Met (L2)	S	S	S
Approached (L3)	0%	S	S
Met (L4)	S	0%	0%
Exceeded (L5)	0%	0%	0%



State of New Jersey
2015-2016

Grade Span KF-04

31-4010-061

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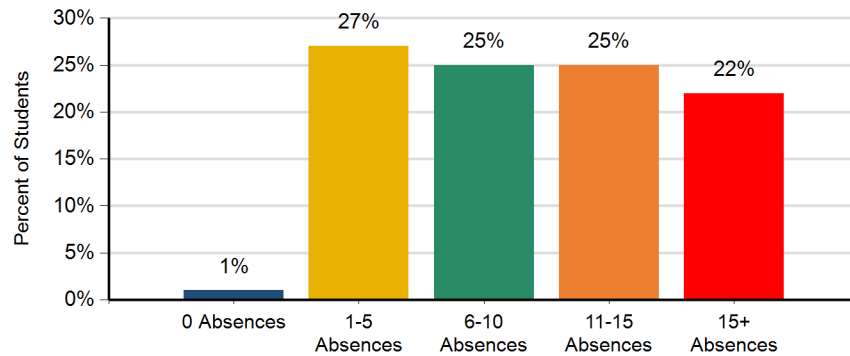
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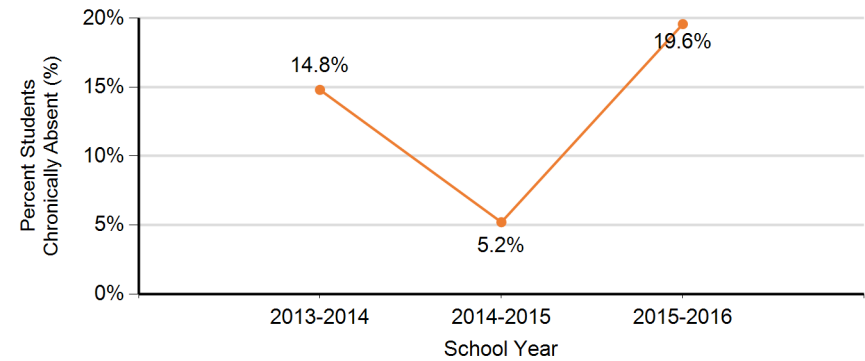
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





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2015-2016

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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
2015-16	6 Hrs. 40 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	12:1
Administrator	138:1

Student Suspension Rate

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

	School
2015-16	21.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	93%