



Casimir Pulaski School No. 8
(31-3970-120)
Grades Offered: PK-08
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Passaic City School District
Principal Name	Mr. Emmanuel Morales
Address	100 Fourth St. Passaic, NJ 07055-7604
Phone Number	973-470-5508
Email Address	emmorales@passaicschools.org
Website	https://passaicschools.org
Facebook	https://www.facebook.com/PassaicPublicSchools
Twitter	https://twitter.com/passaicschools



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade	Enrollment Trends by Student Group	Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	31	103	71
KG	124	58	64
1	123	106	57
2	139	94	56
Total	417	361	576

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.7%	47.6%	47.7%
Male	52.3%	52.4%	52.3%
Economically Disadvantaged Students	100.0%	100.0%	100.0%
Students with Disabilities	8.4%	10.0%	17.0%
English Learners	52.3%	41.3%	34.0%
Homeless Students	0.0%	2.8%	1.7%
Students in Foster Care	0.2%	0.8%	0.7%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.2%	0.6%	0.3%
Hispanic	94.5%	93.9%	92.5%
Black or African American	5.0%	5.0%	6.4%
Asian	0.2%	0.6%	0.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	31	103	71
KG - Half Day	0	0	0
KG - Full Day	124	58	64

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	78.6%
English	21.0%
Other Languages	0.3%



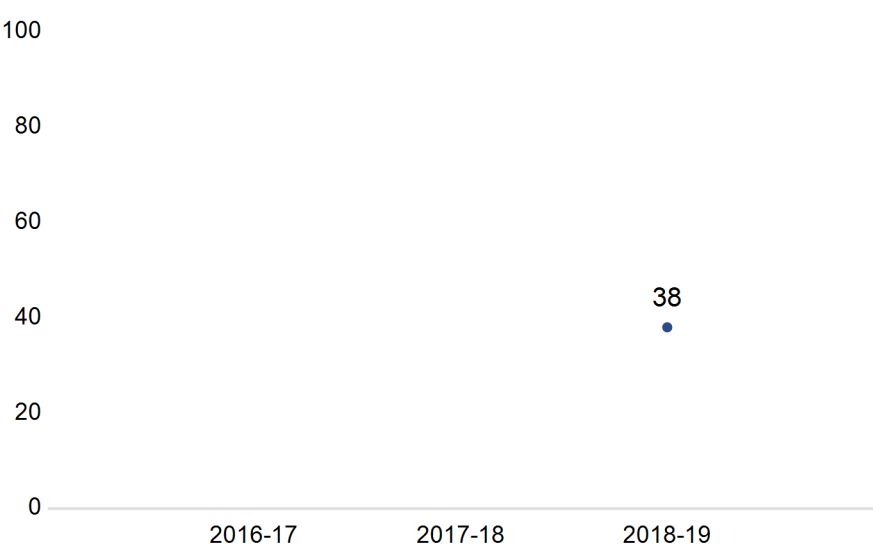
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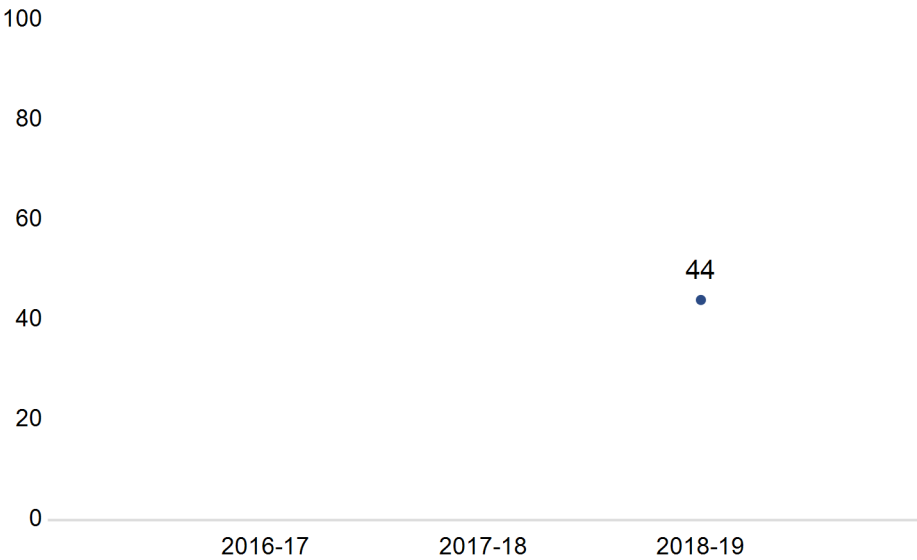
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	N	N	38	N	N	44
Met Standard (40-59.5)?	N	N	Not Met	N	N	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	38	47	50	Not Met	44	47	50	Met Standard
White	N	50	50	**	N	55	52	**
Hispanic	38	47	49	Not Met	44	47	47	Met Standard
Black or African American	27	44	45	**	58	36	43	**
Asian, Native Hawaiian, or Pacific Islander	N	59	59	**	N	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	40	50	53	N	46	47	50	N
Male	34	44	47	N	42	46	51	N
Economically Disadvantaged Students	38	47	48	Not Met	44	47	46	Met Standard
Students with Disabilities	27.5	37	43	Not Met	48	42	45	Met Standard
English Learners	40.5	46	52	Met Standard	41	47	50	Met Standard
Homeless Students	*	38	43	N	*	33.5	44	N
Students in Foster Care	*	33	42	N	*	46	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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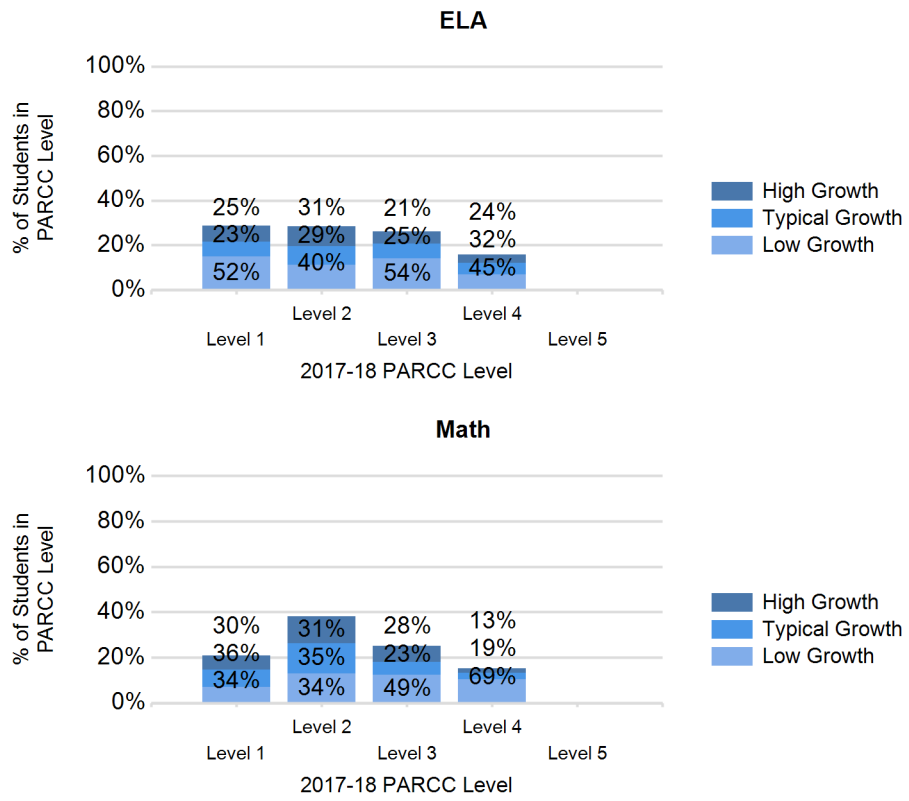
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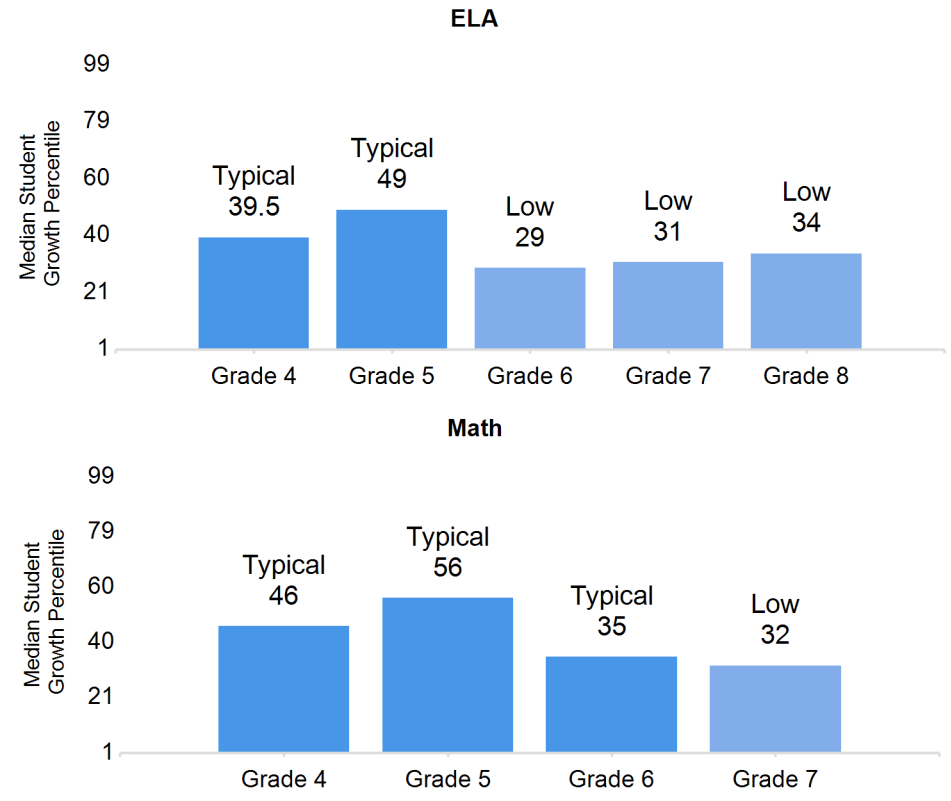
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



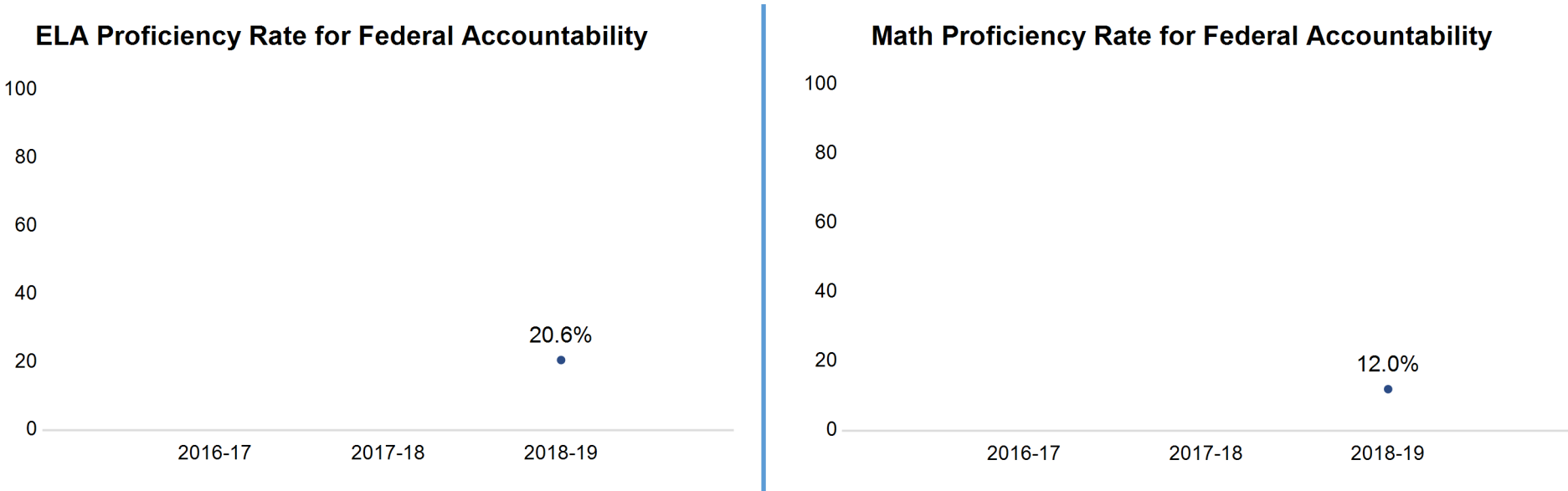


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	N	N	98.8%	N	N	98.8%
Proficiency Rate for Federal Accountability	N	N	20.6%	N	N	12.0%
Annual Target	N	N	N	N	N	N
Met Annual Target?			N			N
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	311	98.8	20.6	32.4	57.9	20.6	N	N
White	N	N	N	40.4	66.9	N	**	**
Hispanic	289	98.7	20.8	32.1	43.9	20.8	N	N
Black or African American	*	*	*	28.0	38.5	*	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	145	98.7	24.8	*	64.8	24.8		
Male	166	98.8	16.9	*	51.3	16.9		
Economically Disadvantaged Students	*	*	*	*	40.0	*	N	N
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	71	98.6	*	*	22.7	*	N	N
Students without Disabilities	240	98.8	*	*	65.1	*		
English Learners	185	99.0	13.5	*	29.3	13.5	N	N
Non-English Learners	126	98.5	31.0	*	60.6	31.0		
Homeless Students	*	*	*	22.4	29.1	*		
Students In Foster Care	*	*	*	10.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

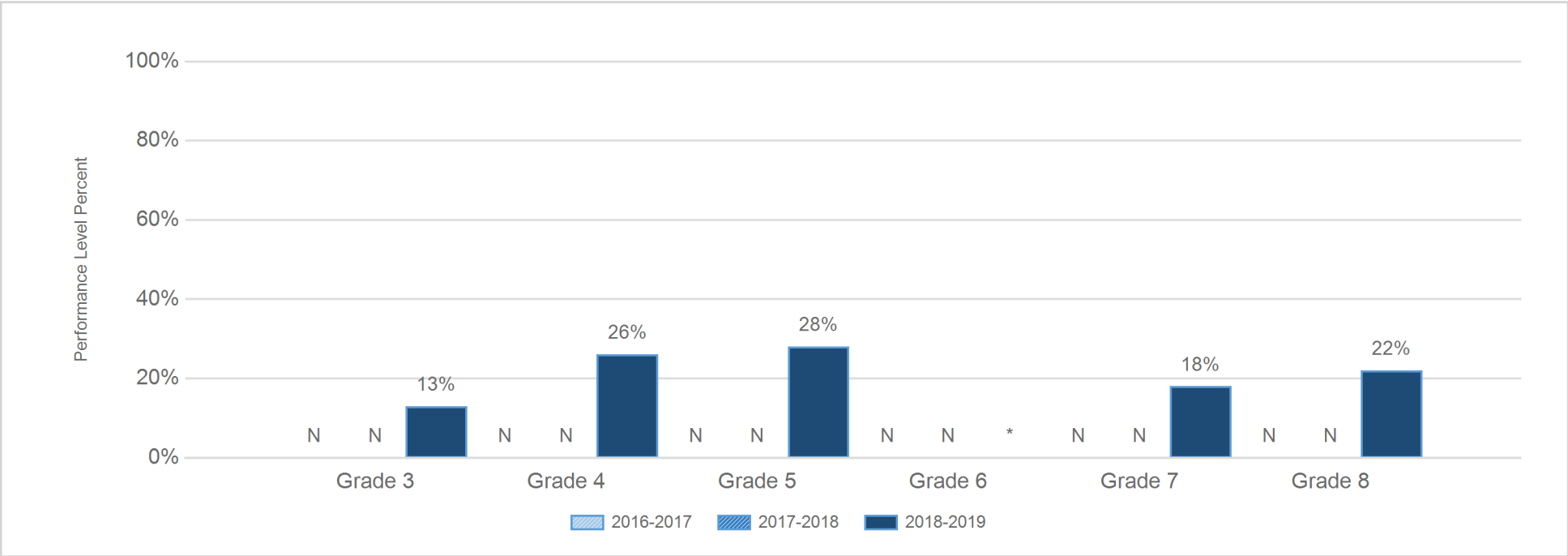


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	709	725	748	40%	32%	15%	*	*	13%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	*	*	724	734	*	*	*	*	*	*	36%
Black or African American	*	*	727	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	758	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	33	712	731	753	*	*	*	*	*	*	55%
Male	35	706	720	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	68	709	*	731	40%	32%	15%	*	*	13%	33%
Non-Economically Disadvantaged Students	N	N	*	759	N	N	N	N	N	N	61%
Students with Disabilities	*	*	686	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	39	699	704	713	*	*	*	*	*	*	17%
Non-English Learners	29	723	743	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	727	734	755	20%	29%	26%	*	*	26%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	*	*	734	743	*	*	*	*	*	*	44%
Black or African American	*	*	724	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	761	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	34	732	740	760	*	*	*	*	*	24%	62%
Male	32	721	729	750	*	*	*	*	*	28%	53%
Economically Disadvantaged Students	66	727	*	740	20%	29%	26%	*	*	26%	40%
Non-Economically Disadvantaged Students	N	N	*	765	N	N	N	N	N	N	69%
Students with Disabilities	14	695	701	725	*	*	*	*	*	*	25%
Students without Disabilities	52	735	740	761	*	*	*	*	*	*	64%
English Learners	17	710	710	720	*	*	*	*	*	*	17%
Non-English Learners	49	732	747	758	*	*	*	*	*	*	60%
Homeless Students	*	*	713	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	729	732	756	22%	20%	30%	*	*	28%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	732	743	*	*	*	*	*	*	44%
Black or African American	*	*	731	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	25	743	739	761	*	*	*	*	*	44%	64%
Male	35	719	726	750	*	*	*	*	*	17%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	13	684	697	724	*	*	*	*	*	*	23%
Students without Disabilities	47	741	739	762	*	*	*	*	*	*	65%
English Learners	22	716	*	713	*	*	*	*	*	14%	11%
Non-English Learners	38	736	*	758	*	*	*	*	*	37%	60%
Homeless Students	N	N	720	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	712	735	754	*	*	*	*	*	*	56%
White	N	N	*	762	N	N	N	N	N	N	65%
Hispanic	*	*	735	743	*	*	*	*	*	*	43%
Black or African American	*	*	735	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	770	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	23	715	744	762	*	*	*	*	*	*	64%
Male	25	709	727	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	48	712	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	N	N	*	763	N	N	N	N	N	N	67%
Students with Disabilities	12	683	702	722	*	*	*	*	*	*	19%
Students without Disabilities	36	722	742	761	*	*	*	*	*	*	64%
English Learners	12	688	703	710	*	*	*	*	*	*	*
Non-English Learners	36	720	742	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Casimir Pulaski School No. 8
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 2018-2019

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 N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	710	738	761	43%	25%	*	*	*	18%	63%
White	N	N	*	769	N	N	N	N	N	N	72%
Hispanic	*	*	738	747	*	*	*	*	*	*	50%
Black or African American	*	*	738	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	775	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	16	718	747	769	*	*	*	*	*	25%	71%
Male	24	704	731	753	*	*	*	*	*	13%	55%
Economically Disadvantaged Students	40	710	*	743	43%	25%	*	*	*	18%	45%
Non-Economically Disadvantaged Students	N	N	*	771	N	N	N	N	N	N	73%
Students with Disabilities	16	687	697	720	*	*	*	*	*	*	22%
Students without Disabilities	24	724	746	769	*	*	*	*	*	*	71%
English Learners	*	*	704	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	743	763	*	*	*	*	*	*	65%
Homeless Students	N	N	735	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	715	735	762	33%	28%	*	*	*	22%	63%
White	N	N	*	770	N	N	N	N	N	N	72%
Hispanic	36	715	734	747	33%	28%	*	*	*	22%	49%
Black or African American	N	N	737	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	762	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	17	723	744	771	*	*	*	*	*	29%	71%
Male	19	708	726	753	*	*	*	*	*	16%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	701	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	741	770	*	*	*	*	*	*	71%
English Learners	*	*	701	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	316	98.8	12.0	*	44.5	12.0	N	N
White	N	N	N	28.0	54.1	N	**	**
Hispanic	294	98.7	12.6	*	28.8	12.6	N	N
Black or African American	*	*	*	*	23.0	*	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	51.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	145	98.1	11.0	19.1	44.9	11.0		
Male	171	99.4	12.9	19.1	44.2	12.9		
Economically Disadvantaged Students	*	*	*	*	26.3	*	N	N
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	71	98.6	*	*	17.4	*	N	N
Students without Disabilities	245	98.9	*	*	50.0	*		
English Learners	191	99.5	12.0	15.8	25.0	12.0	N	N
Non-English Learners	125	97.7	12.0	21.8	46.5	12.0		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

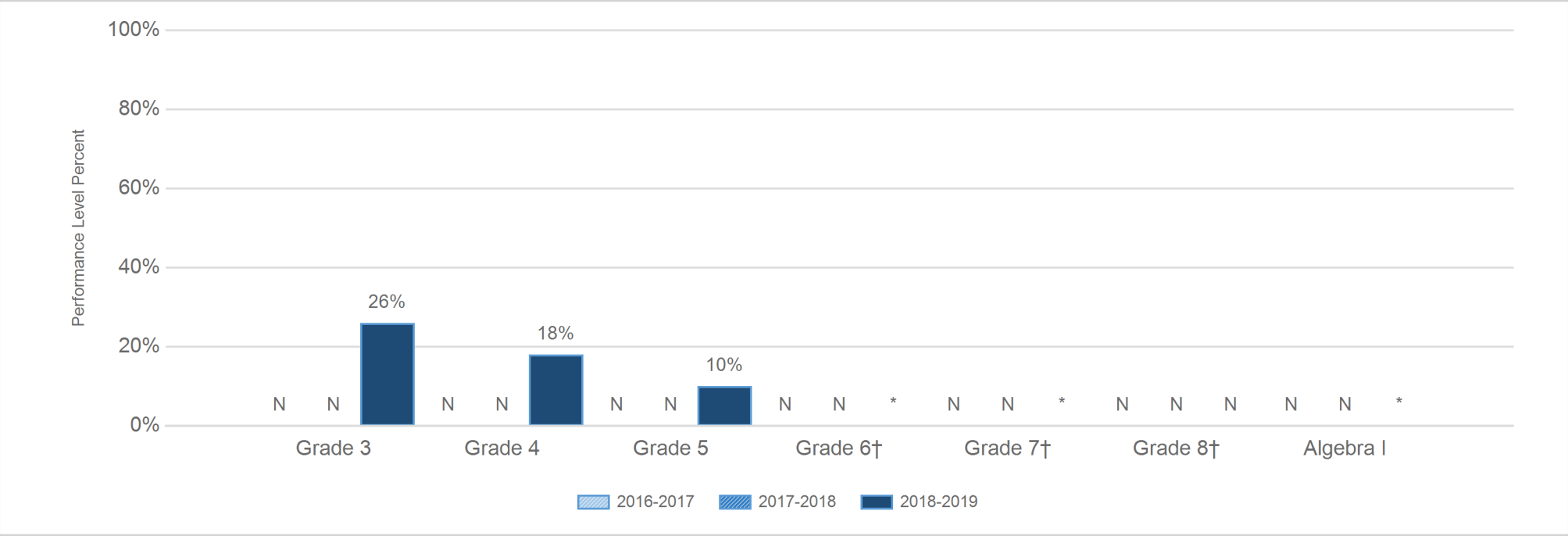


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	725	732	752	16%	38%	19%	*	*	26%	55%
White	N	N	*	760	N	N	N	N	N	N	66%
Hispanic	*	*	732	739	*	*	*	*	*	*	40%
Black or African American	*	*	721	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	763	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	33	726	732	751	*	42%	*	*	*	27%	54%
Male	35	725	733	752	*	34%	*	*	*	26%	56%
Economically Disadvantaged Students	68	725	*	737	16%	38%	19%	*	*	26%	37%
Non-Economically Disadvantaged Students	N	N	*	761	N	N	N	N	N	N	67%
Students with Disabilities	*	*	713	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	735	756	*	*	*	*	*	*	60%
English Learners	39	719	720	728	*	38%	*	*	*	21%	26%
Non-English Learners	29	733	743	754	*	38%	*	*	*	34%	58%
Homeless Students	*	*	722	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	724	731	749	26%	20%	36%	18%	0%	18%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	*	*	731	737	*	*	*	*	*	*	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	34	721	729	749	*	*	*	*	*	12%	50%
Male	32	727	732	749	*	*	*	*	*	25%	52%
Economically Disadvantaged Students	66	724	*	734	26%	20%	36%	18%	0%	18%	32%
Non-Economically Disadvantaged Students	N	N	*	759	N	N	N	N	N	N	63%
Students with Disabilities	14	704	710	726	*	*	*	*	*	*	25%
Students without Disabilities	52	729	734	754	*	*	*	*	*	*	56%
English Learners	17	713	716	722	*	*	*	*	*	12%	18%
Non-English Learners	49	727	740	751	*	*	*	*	*	20%	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	716	729	747	19%	51%	19%	*	*	10%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	*	*	728	735	*	*	*	*	*	*	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	27	722	730	747	*	44%	*	*	*	11%	47%
Male	40	712	727	747	*	55%	*	*	*	10%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	13	718	714	725	*	*	*	*	*	*	19%
Students without Disabilities	54	716	731	752	*	*	*	*	*	*	52%
English Learners	29	703	*	718	*	*	*	*	*	*	12%
Non-English Learners	38	726	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	707	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	711	722	741	*	*	*	*	*	*	41%
White	N	N	*	749	N	N	N	N	N	N	51%
Hispanic	*	*	722	729	*	*	*	*	*	*	24%
Black or African American	*	*	716	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	738	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	23	713	724	742	*	*	*	*	*	*	42%
Male	27	708	721	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	50	711	*	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	N	N	*	750	N	N	N	N	N	N	53%
Students with Disabilities	12	702	706	716	*	*	*	*	*	*	12%
Students without Disabilities	38	713	725	746	*	*	*	*	*	*	46%
English Learners	14	698	704	709	*	*	*	*	*	*	*
Non-English Learners	36	715	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	705	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	716	727	744	*	*	*	*	*	*	42%
White	N	N	*	751	N	N	N	N	N	N	53%
Hispanic	*	*	727	733	*	*	*	*	*	*	26%
Black or African American	*	*	716	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	16	721	729	744	*	*	*	*	*	*	42%
Male	24	713	725	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	40	716	*	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	N	N	*	751	N	N	N	N	N	N	53%
Students with Disabilities	16	703	705	718	*	*	*	*	*	*	13%
Students without Disabilities	24	725	731	749	*	*	*	*	*	*	48%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	745	*	*	*	*	*	*	44%
Homeless Students	N	N	714	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	*	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	*	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	*	730	N	N	N	N	N	N	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	705	716	744	*	*	*	*	*	*	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	37	705	715	728	*	*	*	*	*	*	24%
Black or African American	N	N	714	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	736	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	17	703	718	745	*	*	*	*	*	*	44%
Male	20	707	714	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	704	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	718	748	*	*	*	*	*	*	47%
English Learners	*	*	704	710	*	*	*	*	*	*	*
Non-English Learners	*	*	717	745	*	*	*	*	*	*	*
Homeless Students	*	*	700	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Casimir Pulaski School No. 8

(31-3970-120)

Grades Offered: PK-08

2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*
6	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	31.7%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	40	*	*
3-4	67	*	*
5 or more	84	89.3%	10.7%



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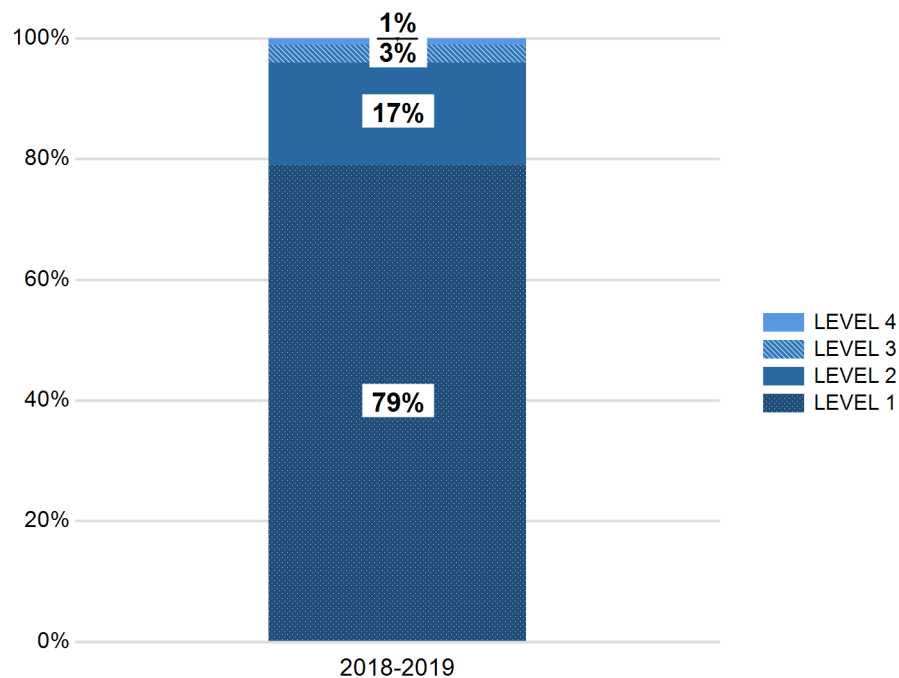
Report Key:

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	79	17	3	1
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	71	25	4	0
Male	84	11	2	2
Economically Disadvantaged Students	79	17	3	1
Non-Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	86	14	0	0
Non-English Learners	75	18	5	2
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Casimir Pulaski School No. 8

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2018-2019

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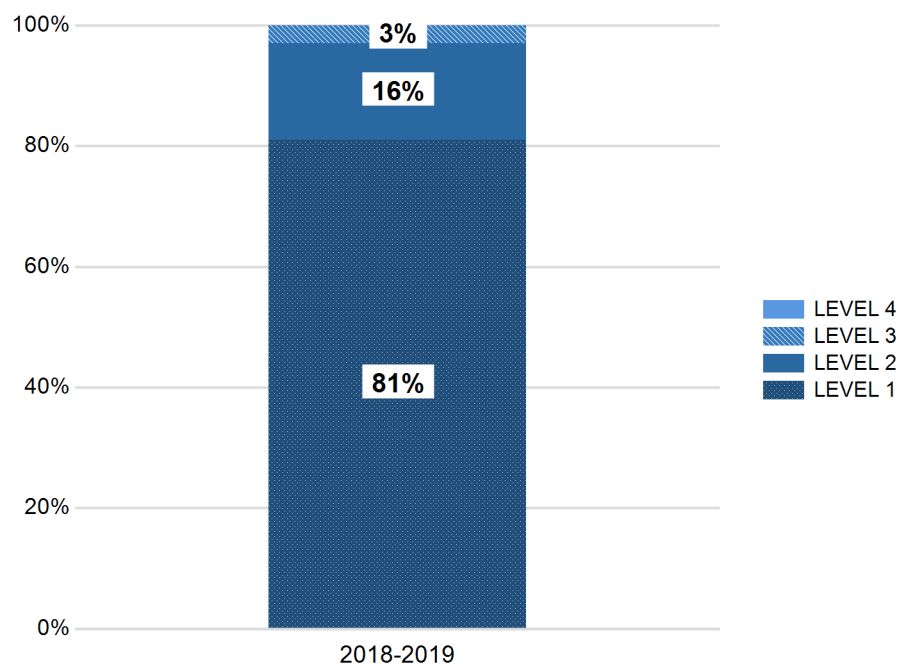
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	81	16	3	0
White	N	N	N	N
Hispanic	81	16	3	0
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	76	24	0	0
Male	85	10	5	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Casimir Pulaski School No. 8
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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	57
7	0	0	36
8	37	0	0
Total	37	0	93

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	57
7	0	0	0	0	0	0	33
8	0	0	0	0	0	0	36
Total	0	0	0	0	0	0	126



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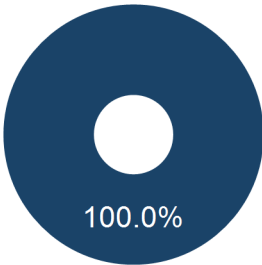
Report Key:
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Visual and Performing Arts – Course Participation

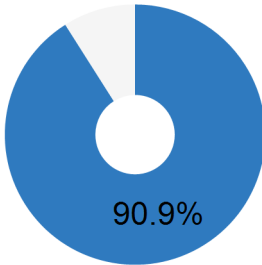
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

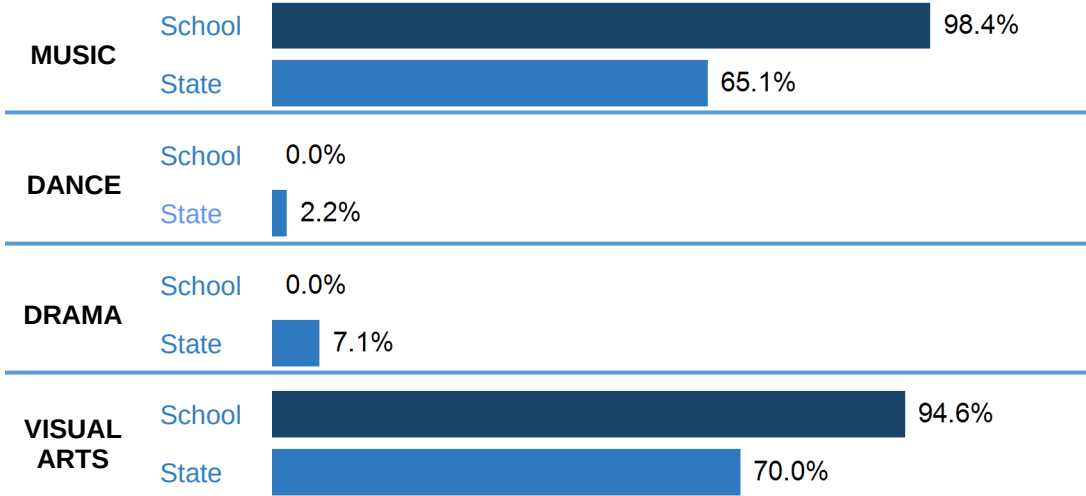


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

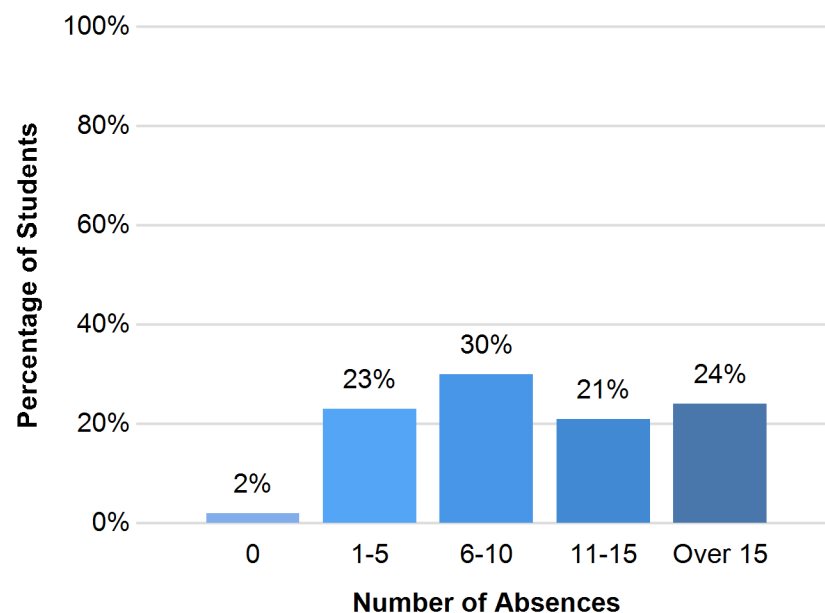
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	80	15.6	9.0	Not Met
White	*	*	**	**
Hispanic	66	14.0	9.0	Not Met
Black or African American	14	37.8	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	35	14.6		
Male	45	16.5		
Economically Disadvantaged Students	80	15.6	9.0	Not Met
Students with Disabilities	19	20.0	9.0	Not Met
English Learners	20	10.1	9.0	Not Met
Homeless Students	3	30.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





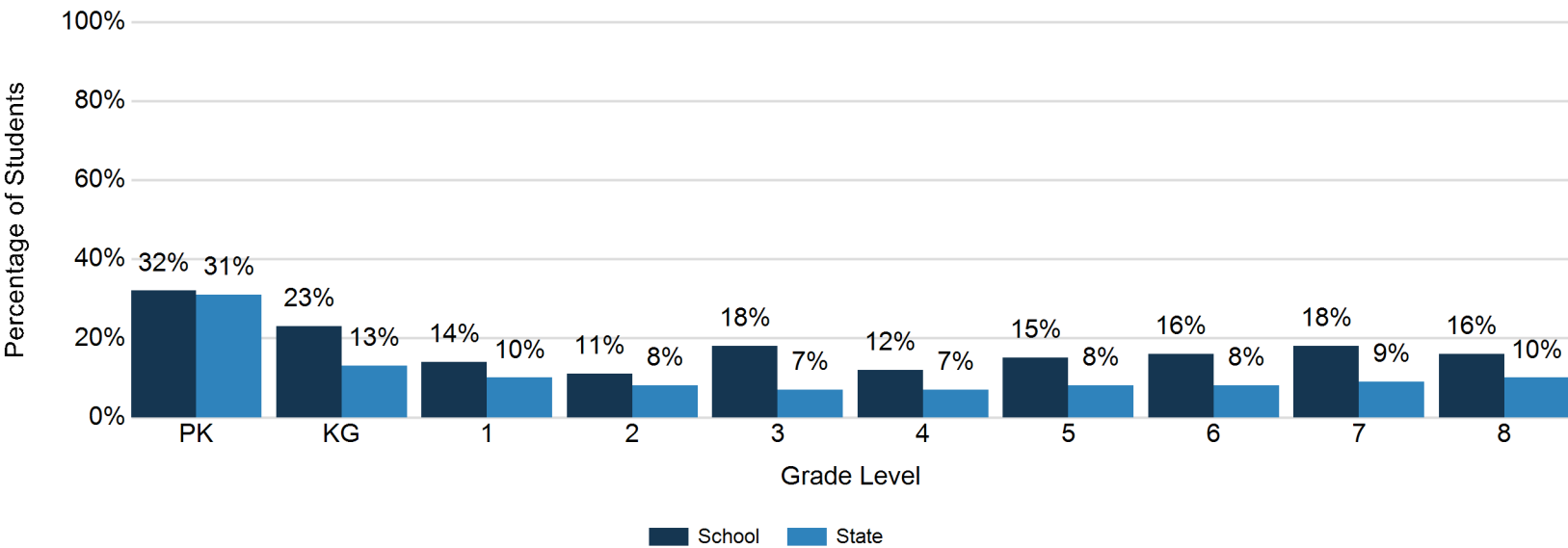
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





Casimir Pulaski School No. 8

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	6
Weapons	4
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	2.26

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	2	3
No Identified Nature	1		1

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	6
Weapons	4
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	3

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
37

**Casimir Pulaski School No. 8**

(31-3970-120)

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 8 Mins
Shared Time - Instructional Time	6 Hrs. 8 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.2:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	46	118,214
Average years experience in public schools	14.3	12.1
Average years experience in district	13.6	10.8
Percentage of Teachers with 4 or more years experience in the district	82.6%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	76	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	14.7	12.0
Percentage of Administrators with 4 or more years experience in the district	98.7%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	13:1	16:1
Students to Administrators	288:1	185:1
Teachers to Administrators	23:1	11:1
Students to Librarians/Media Specialists		7038:1
Students to Nurses		563:1
Students to Counselors		521:1
Students to Child Study Team Members		251:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.7%	80.4%	0.0%	48.4%	77.1%	54.9%
Male	52.3%	19.6%	100.0%	51.6%	22.9%	45.1%
White	0.3%	39.1%	0.0%	42.4%	83.6%	77.4%
Hispanic	92.5%	47.8%	100.0%	29.9%	7.3%	7.2%
Black or African American	6.4%	2.2%	0.0%	15.0%	6.6%	13.9%
Asian	0.5%	10.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

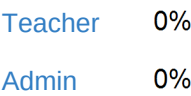
Bachelor’s Degree



Master’s Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	92.9%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Casimir Pulaski School No. 8
(31-3970-120)
Grades Offered: PK-08
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	N	N	20.6%
Math Proficiency	N	N	12.0%
ELA Growth	N	N	38
Math Growth	N	N	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		48.6%	31.7%
Chronic Absenteeism	13.5%	14.5%	15.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	N	N	Not Met	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	N	N	Not Met	Met Standard	n/a	Not Met	No
Black or African American	N	N	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	N	N	Not Met	Met Standard	n/a	Not Met	No
English Learners	N	N	Met Standard	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	• Provided teachers with classroom embedded coaching to enhance student literacy and math experiences. • Provided students with an after school academic support program in English/Language Arts and Mathematics. • Provided teachers with classroom embedded coaching to enhance student literacy experiences.
 Mission, Vision, Theme:	Vision: Passaic Public Schools will become one of the best school systems in New Jersey. Mission: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide all students the opportunity to graduate high school with a career certification and/or a minimum of 15 college credits.



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 Courses, Curriculum, Instruction:	School No. 8 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.



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 Before and After School Programs:	Students at School No. 8 have opportunities to learn beyond the regular school day. Learning begins with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.
 Staff and Professional Learning:	Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in three scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community during grade level meetings, professional learning communities, and staff meetings.



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 Student Supports and Services:	Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.
 Parent and Community Involvement:	At School No. 8 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.



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This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Other Information	School No. 8 serves students in grades K-8.



Daniel F. Ryan Elementary School No. 19
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2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Daniel F. Ryan Elementary School No. 19
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Passaic City School District
Principal Name	Mr. Fawzi Naji
Address	320 Highland Ave. Passaic, NJ 07055
Phone Number	973-779-4219
Email Address	fnaji@passaicschools.org
Website	https://passaicschools.org
Facebook	https://www.facebook.com/PassaicPublicSchools
Twitter	https://twitter.com/passaicschools



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	0	59	30
2	137	110	131
3	132	137	139
4	159	140	136
5	129	175	133
6	99	126	139
Total	656	747	888

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	43.1%	43.4%	45.9%
Male	56.9%	56.6%	54.1%
Economically Disadvantaged Students	100.0%	100.0%	100.0%
Students with Disabilities	24.4%	19.5%	20.7%
English Learners	22.4%	27.2%	30.6%
Homeless Students	0.3%	0.5%	0.3%
Students in Foster Care	0.3%	0.5%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.5%	0.7%	0.2%
Hispanic	93.0%	92.9%	93.7%
Black or African American	6.1%	5.6%	5.9%
Asian	0.3%	0.7%	0.2%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	N	0	0
PK - Full Day	N	59	30

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	81.2%
English	18.6%
Other Languages	0.2%



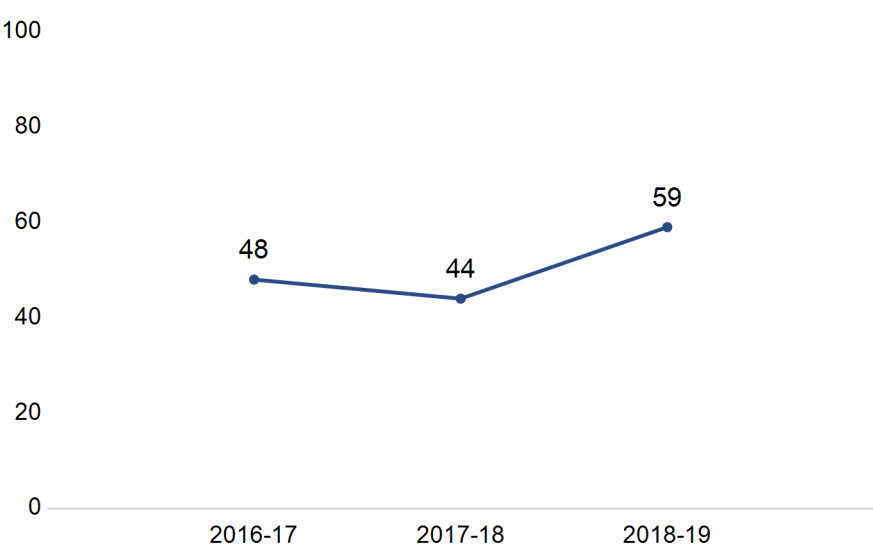
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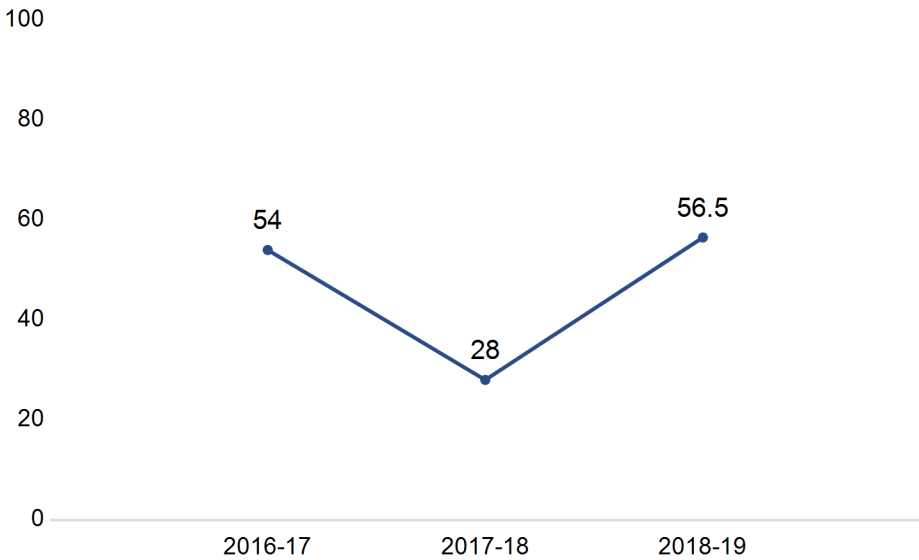
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	44	59	54	28	56.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	59	47	50	Met Standard	56.5	47	50	Met Standard
White	*	50	50	**	*	55	52	**
Hispanic	58.5	47	49	Met Standard	55	47	47	Met Standard
Black or African American	62.5	44	45	Exceeds Standard	68	36	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	N	59	59	**	N	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	67	50	53	N	56	47	50	N
Male	54	44	47	N	57	46	51	N
Economically Disadvantaged Students	59.5	47	48	Met Standard	57	47	46	Met Standard
Students with Disabilities	44	37	43	Met Standard	47	42	45	Met Standard
English Learners	52	46	52	Met Standard	52	47	50	Met Standard
Homeless Students	*	38	43	N	*	33.5	44	N
Students in Foster Care	*	33	42	N	*	46	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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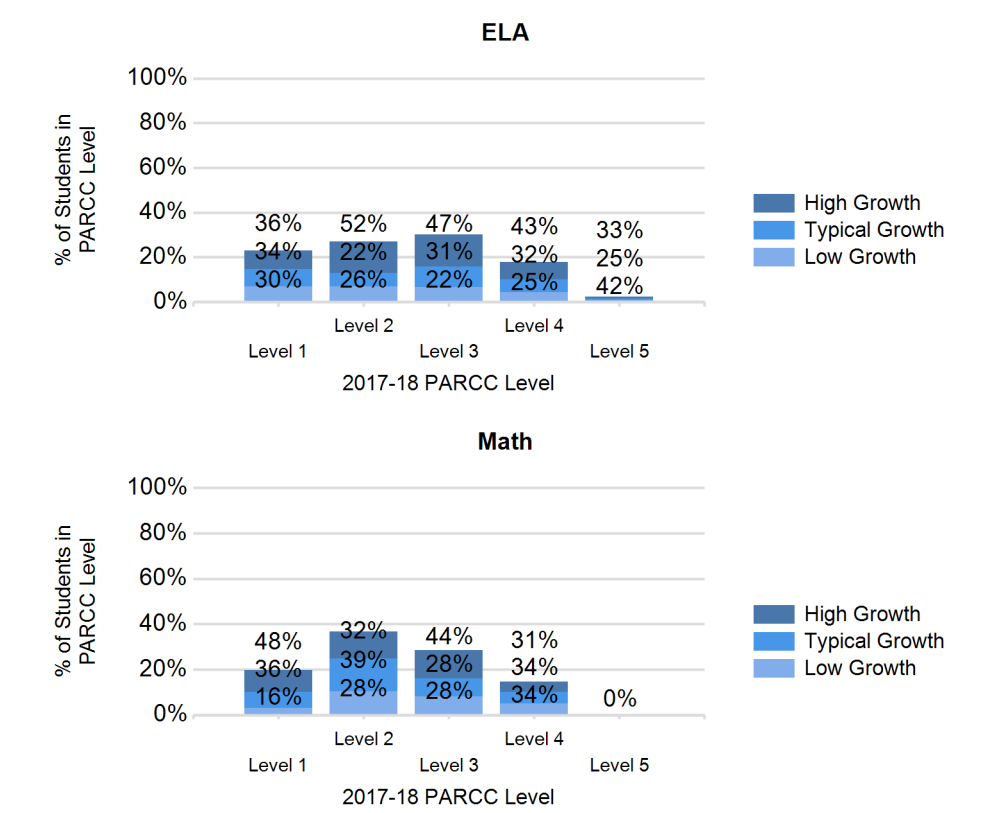
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

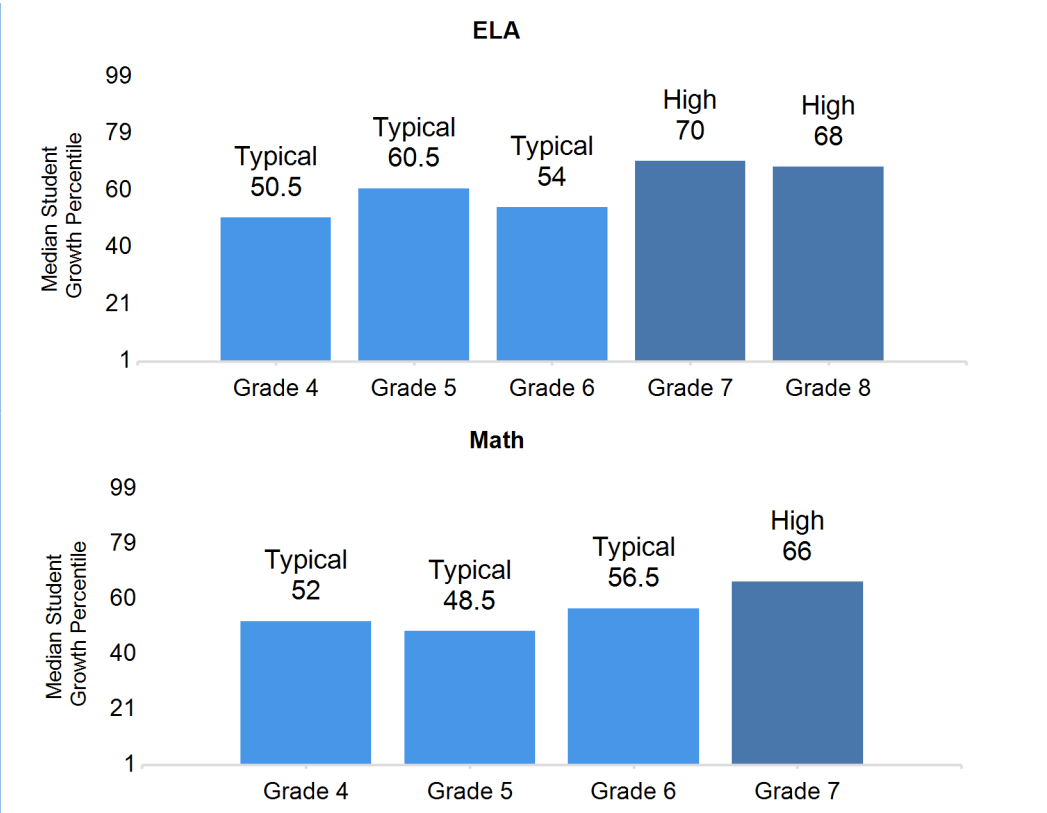
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



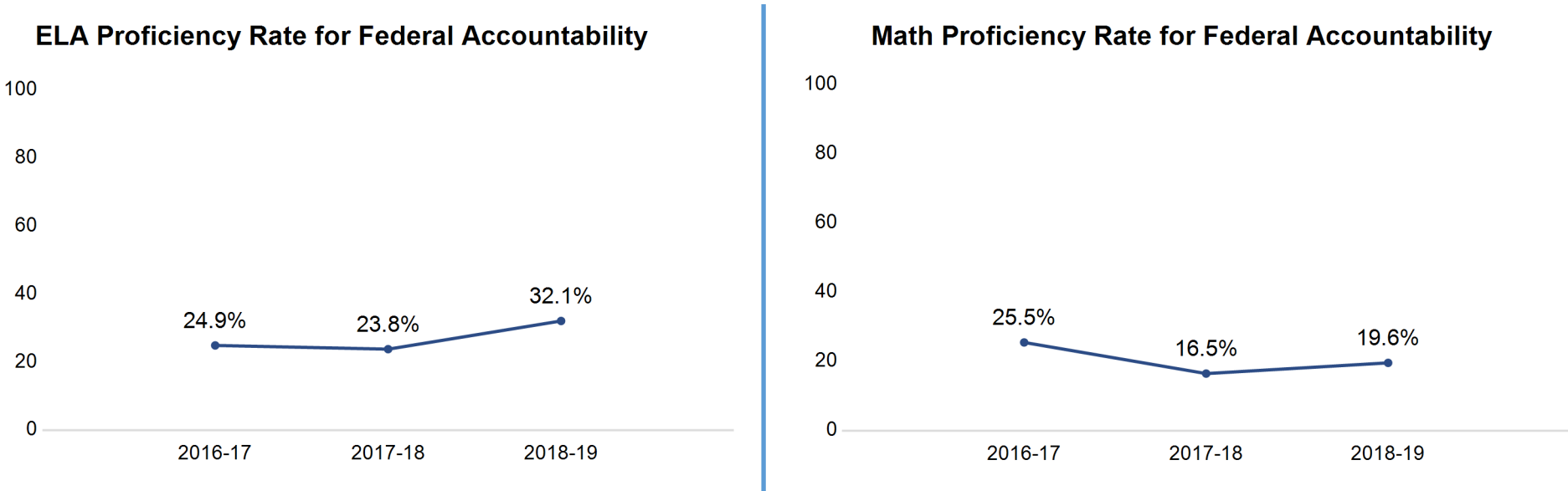


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.2%	99.9%	100.0%	99.2%	99.6%
Proficiency Rate for Federal Accountability	24.9%	23.8%	32.1%	25.5%	16.5%	19.6%
Annual Target	20.6%	23.7%	N	24.3%	27.3%	N
Met Annual Target?	Met Target	Met Target	N	Met Target	Not Met	N
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	711	99.9	32.1	32.4	57.9	32.1	N	N
White	*	*	*	40.4	66.9	*	**	**
Hispanic	669	99.9	31.8	32.1	43.9	31.8	N	N
Black or African American	40	100.0	35.0	28.0	38.5	35.0	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	334	100.0	37.4	*	64.8	37.4		
Male	377	99.7	27.3	*	51.3	27.3		
Economically Disadvantaged Students	*	*	*	*	40.0	*	N	N
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	162	100.0	*	*	22.7	*	N	N
Students without Disabilities	549	99.8	*	*	65.1	*		
English Learners	355	99.7	22.8	*	29.3	22.8	N	N
Non-English Learners	356	100.0	41.3	*	60.6	41.3		
Homeless Students	*	*	*	22.4	29.1	*		
Students In Foster Care	*	*	*	10.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

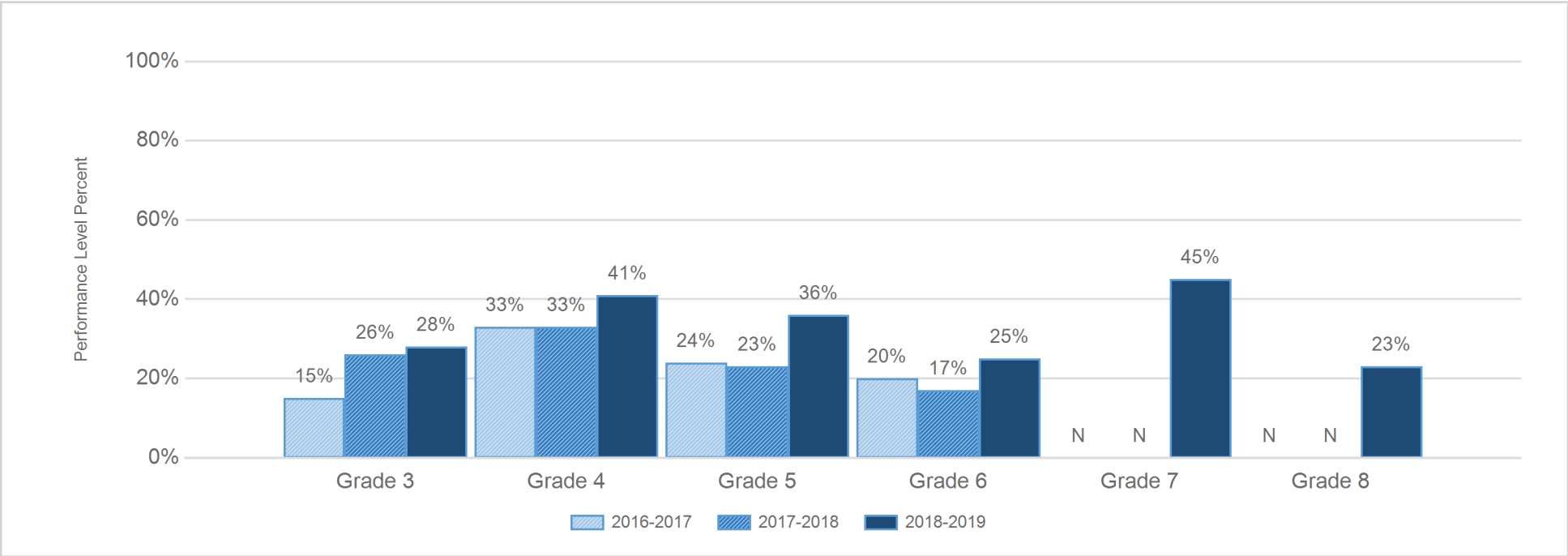


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	725	725	748	29%	19%	25%	*	*	28%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	120	725	724	734	28%	19%	25%	*	*	28%	36%
Black or African American	*	*	727	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	64	734	731	753	25%	16%	27%	*	*	33%	55%
Male	65	717	720	743	32%	22%	23%	*	*	23%	46%
Economically Disadvantaged Students	129	725	*	731	29%	19%	25%	*	*	28%	33%
Non-Economically Disadvantaged Students	N	N	*	759	N	N	N	N	N	N	61%
Students with Disabilities	25	680	686	719	*	*	*	*	*	*	24%
Students without Disabilities	104	736	731	754	*	*	*	*	*	*	56%
English Learners	53	706	704	713	*	*	*	*	*	*	17%
Non-English Learners	76	739	743	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Daniel F. Ryan Elementary School No. 19
(31-3970-200)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	736	734	755	21%	13%	24%	*	*	41%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	*	*	734	743	*	*	*	*	*	*	44%
Black or African American	*	*	724	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	761	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	64	744	740	760	16%	*	22%	*	*	50%	62%
Male	67	729	729	750	27%	*	27%	*	*	33%	53%
Economically Disadvantaged Students	131	736	*	740	21%	13%	24%	*	*	41%	40%
Non-Economically Disadvantaged Students	N	N	*	765	N	N	N	N	N	N	69%
Students with Disabilities	31	701	701	725	*	*	*	*	*	*	25%
Students without Disabilities	100	747	740	761	*	*	*	*	*	*	64%
English Learners	46	712	710	720	*	*	*	*	*	22%	17%
Non-English Learners	85	749	747	758	*	*	*	*	*	52%	60%
Homeless Students	*	*	713	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Daniel F. Ryan Elementary School No. 19
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 Grades Offered: PK-08
 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	736	732	756	19%	24%	22%	*	*	36%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	732	743	*	*	*	*	*	*	44%
Black or African American	*	*	731	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	63	749	739	761	*	17%	29%	*	*	46%	64%
Male	66	723	726	750	*	30%	15%	*	*	26%	52%
Economically Disadvantaged Students	129	736	*	740	19%	24%	22%	*	*	36%	39%
Non-Economically Disadvantaged Students	N	N	*	766	N	N	N	N	N	N	69%
Students with Disabilities	28	699	697	724	*	*	*	*	*	*	23%
Students without Disabilities	101	746	739	762	*	*	*	*	*	*	65%
English Learners	44	700	*	713	*	*	*	*	*	*	11%
Non-English Learners	85	754	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	720	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	144	729	735	754	17%	26%	32%	*	*	25%	56%
White	N	N	*	762	N	N	N	N	N	N	65%
Hispanic	131	730	735	743	*	*	*	*	*	25%	43%
Black or African American	13	724	735	738	*	*	*	*	*	23%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	770	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	65	732	744	762	15%	23%	38%	*	*	23%	64%
Male	79	727	727	748	18%	29%	27%	*	*	27%	48%
Economically Disadvantaged Students	144	729	*	740	17%	26%	32%	*	*	25%	39%
Non-Economically Disadvantaged Students	N	N	*	763	N	N	N	N	N	N	67%
Students with Disabilities	29	711	702	722	*	*	*	*	*	*	19%
Students without Disabilities	115	734	742	761	*	*	*	*	*	*	64%
English Learners	30	699	703	710	*	*	*	*	*	*	*
Non-English Learners	114	737	742	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	736	738	761	19%	13%	23%	*	*	45%	63%
White	*	*	*	769	*	*	*	*	*	*	72%
Hispanic	87	734	738	747	20%	13%	25%	*	*	43%	50%
Black or African American	*	*	738	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	775	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	44	737	747	769	*	*	25%	*	*	48%	71%
Male	50	736	731	753	*	*	22%	*	*	42%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	16	693	697	720	*	*	*	*	*	*	22%
Students without Disabilities	78	745	746	769	*	*	*	*	*	*	71%
English Learners	*	*	704	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	743	763	*	*	*	*	*	*	65%
Homeless Students	N	N	735	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	730	735	762	15%	25%	37%	23%	0%	23%	63%
White	N	N	*	770	N	N	N	N	N	N	72%
Hispanic	*	*	734	747	*	*	*	*	*	*	49%
Black or African American	*	*	737	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	762	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	30	741	744	771	0%	*	47%	*	*	30%	71%
Male	43	723	726	753	26%	*	30%	*	*	19%	55%
Economically Disadvantaged Students	73	730	*	743	15%	25%	37%	23%	0%	23%	45%
Non-Economically Disadvantaged Students	N	N	*	772	N	N	N	N	N	N	72%
Students with Disabilities	13	721	701	721	*	*	*	*	*	*	22%
Students without Disabilities	60	732	741	770	*	*	*	*	*	*	71%
English Learners	*	*	701	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	764	*	*	*	*	*	*	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	720	99.6	19.6	*	44.5	19.6	N	N
White	*	*	*	28.0	54.1	*	**	**
Hispanic	679	99.7	20.0	*	28.8	20.0	N	N
Black or African American	39	97.7	10.3	*	23.0	10.3	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	51.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	337	100.0	17.5	19.1	44.9	17.5		
Male	383	99.3	21.4	19.1	44.2	21.4		
Economically Disadvantaged Students	*	*	*	*	26.3	*	N	N
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	162	100.0	*	*	17.4	*	N	N
Students without Disabilities	558	99.5	*	*	50.0	*		
English Learners	365	99.5	14.2	15.8	25.0	14.2	N	N
Non-English Learners	355	99.7	25.1	21.8	46.5	25.1		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

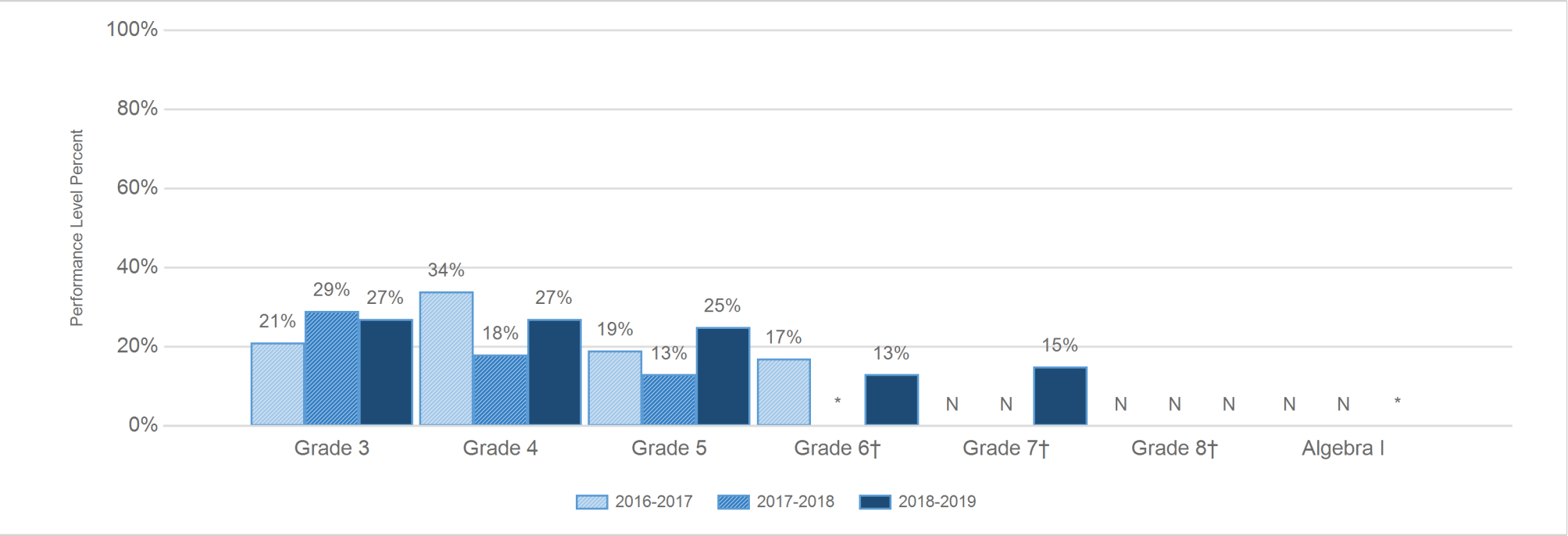


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	731	732	752	15%	26%	33%	*	*	27%	55%
White	N	N	*	760	N	N	N	N	N	N	66%
Hispanic	121	732	732	739	12%	26%	34%	*	*	27%	40%
Black or African American	*	*	721	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	64	729	732	751	*	25%	34%	*	*	25%	54%
Male	65	733	733	752	*	26%	31%	*	*	29%	56%
Economically Disadvantaged Students	129	731	*	737	15%	26%	33%	*	*	27%	37%
Non-Economically Disadvantaged Students	N	N	*	761	N	N	N	N	N	N	67%
Students with Disabilities	25	714	713	731	*	*	*	*	*	*	31%
Students without Disabilities	104	735	735	756	*	*	*	*	*	*	60%
English Learners	54	729	720	728	*	35%	31%	*	*	22%	26%
Non-English Learners	75	732	743	754	*	19%	33%	*	*	31%	58%
Homeless Students	*	*	722	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	133	731	731	749	16%	26%	32%	27%	0%	27%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	*	*	731	737	*	*	*	*	*	*	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	65	729	729	749	17%	25%	35%	23%	0%	23%	50%
Male	68	734	732	749	15%	26%	28%	31%	0%	31%	52%
Economically Disadvantaged Students	133	731	*	734	16%	26%	32%	27%	0%	27%	32%
Non-Economically Disadvantaged Students	N	N	*	759	N	N	N	N	N	N	63%
Students with Disabilities	31	714	710	726	32%	39%	*	*	*	10%	25%
Students without Disabilities	102	737	734	754	11%	22%	*	*	*	32%	56%
English Learners	48	714	716	722	*	*	*	*	*	*	18%
Non-English Learners	85	741	740	751	*	*	*	*	*	*	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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 N No Data is available to display
 † This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	726	729	747	13%	43%	19%	25%	0%	25%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	*	*	728	735	*	*	*	*	*	*	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	64	731	730	747	*	44%	*	27%	0%	27%	47%
Male	70	721	727	747	*	41%	*	23%	0%	23%	47%
Economically Disadvantaged Students	134	726	*	732	13%	43%	19%	25%	0%	25%	27%
Non-Economically Disadvantaged Students	N	N	*	757	N	N	N	N	N	N	59%
Students with Disabilities	28	715	714	725	*	*	*	*	*	*	19%
Students without Disabilities	106	729	731	752	*	*	*	*	*	*	52%
English Learners	49	706	*	718	*	*	*	*	*	*	12%
Non-English Learners	85	737	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	707	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Daniel F. Ryan Elementary School No. 19
 (31-3970-200)
 Grades Offered: PK-08
 2018-2019

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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	146	720	722	741	17%	41%	29%	13%	0%	13%	41%
White	N	N	*	749	N	N	N	N	N	N	51%
Hispanic	133	720	722	729	*	*	27%	*	*	*	24%
Black or African American	13	717	716	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	738	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	65	717	724	742	*	*	*	*	*	*	42%
Male	81	723	721	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	146	720	*	726	17%	41%	29%	13%	0%	13%	21%
Non-Economically Disadvantaged Students	N	N	*	750	N	N	N	N	N	N	53%
Students with Disabilities	29	708	706	716	*	*	*	*	*	*	12%
Students without Disabilities	117	723	725	746	*	*	*	*	*	*	46%
English Learners	32	704	704	709	*	*	*	*	*	*	*
Non-English Learners	114	724	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	705	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	724	727	744	18%	32%	34%	15%	0%	15%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	92	724	727	733	17%	33%	35%	15%	0%	15%	26%
Black or African American	*	*	716	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	45	723	729	744	*	36%	33%	*	*	13%	42%
Male	54	725	725	743	*	30%	35%	*	*	17%	42%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	53%
Students with Disabilities	16	696	705	718	*	*	*	*	*	*	13%
Students without Disabilities	83	730	731	749	*	*	*	*	*	*	48%
English Learners	12	726	715	716	*	*	*	*	*	25%	10%
Non-English Learners	87	724	729	745	*	*	*	*	*	14%	44%
Homeless Students	N	N	714	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	*	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	*	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	*	730	N	N	N	N	N	N	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	709	716	744	*	*	*	*	*	*	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	*	*	715	728	*	*	*	*	*	*	24%
Black or African American	*	*	714	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	736	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	30	706	718	745	*	*	*	*	*	*	44%
Male	45	712	714	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	75	709	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	N	N	*	752	N	N	N	N	N	N	52%
Students with Disabilities	13	707	704	717	*	*	*	*	*	*	12%
Students without Disabilities	62	710	718	748	*	*	*	*	*	*	47%
English Learners	*	*	704	710	*	*	*	*	*	*	*
Non-English Learners	*	*	717	745	*	*	*	*	*	*	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	27.4%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	46	*	*
3-4	46	*	*
5 or more	172	*	*



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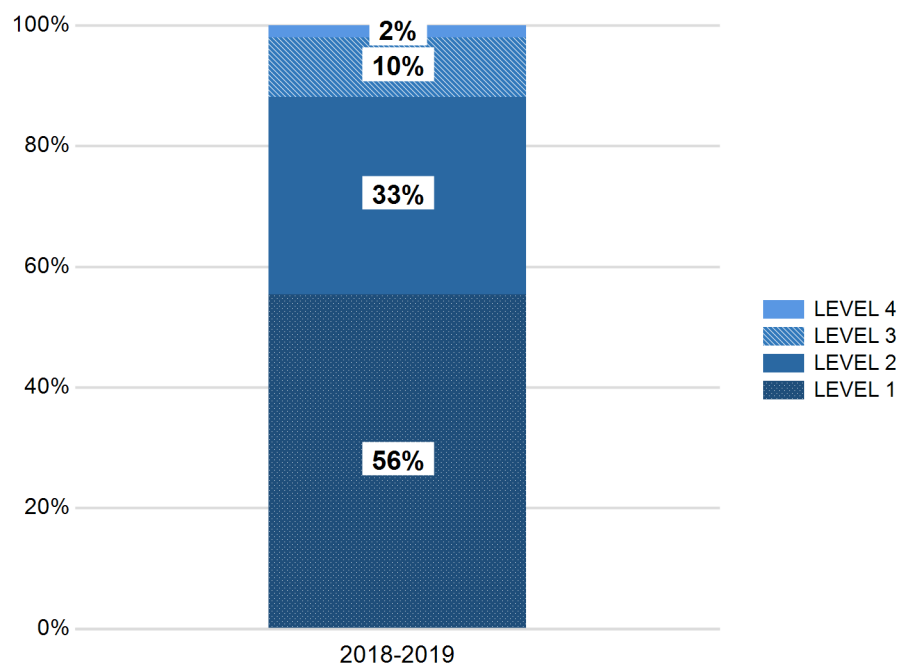
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	56	33	10	2
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	50	42	7	2
Male	62	24	12	2
Economically Disadvantaged Students	56	33	10	2
Non-Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	84	16	0	0
Students without Disabilities	51	36	11	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



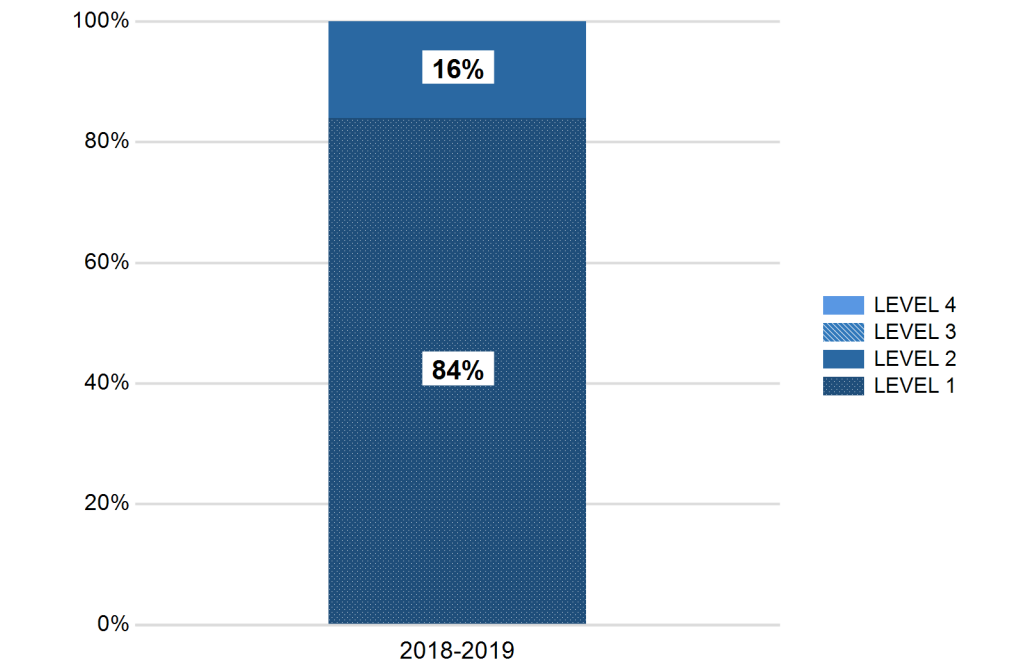
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	84	16	0	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	135
7	0	0	90
8	76	0	0
Total	76	0	225

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	133
7	0	0	0	0	0	0	70
8	0	0	0	0	0	0	50
Total	0	0	0	0	0	0	253



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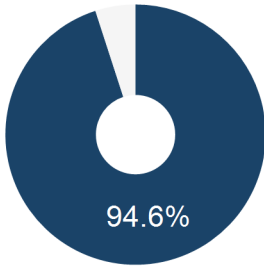
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Visual and Performing Arts – Course Participation

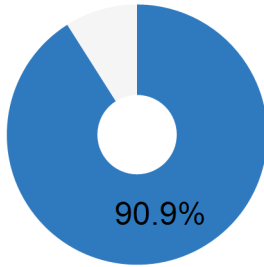
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

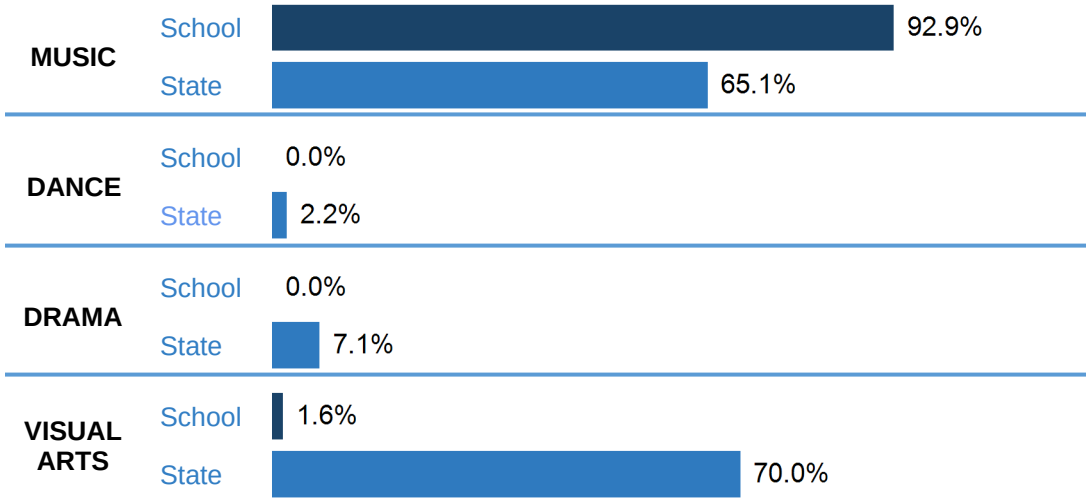


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

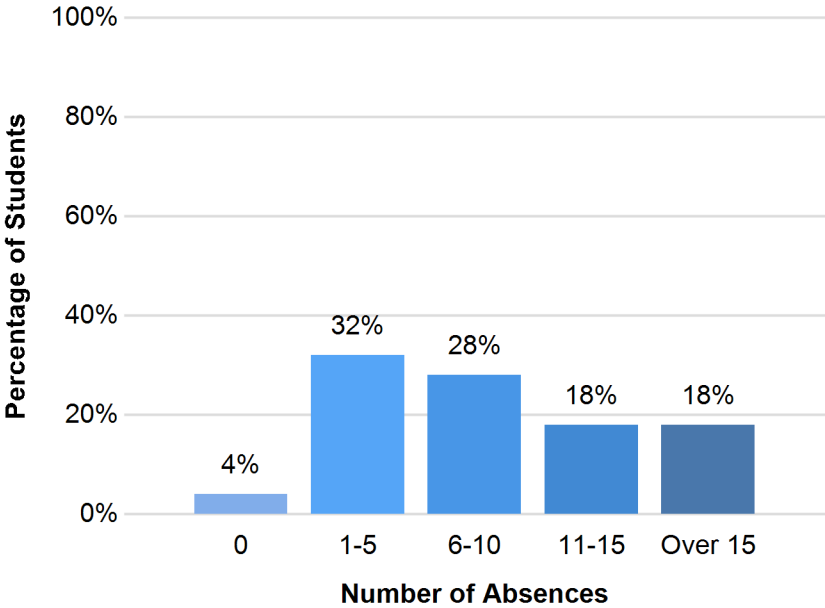
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	93	10.7	8.3	Not Met
White	*	*	**	**
Hispanic	80	9.8	8.3	Not Met
Black or African American	13	24.5	8.3	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	39	10.0		
Male	54	11.2		
Economically Disadvantaged Students	93	10.7	8.3	Not Met
Students with Disabilities	30	15.5	8.3	Not Met
English Learners	22	8.2	8.3	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





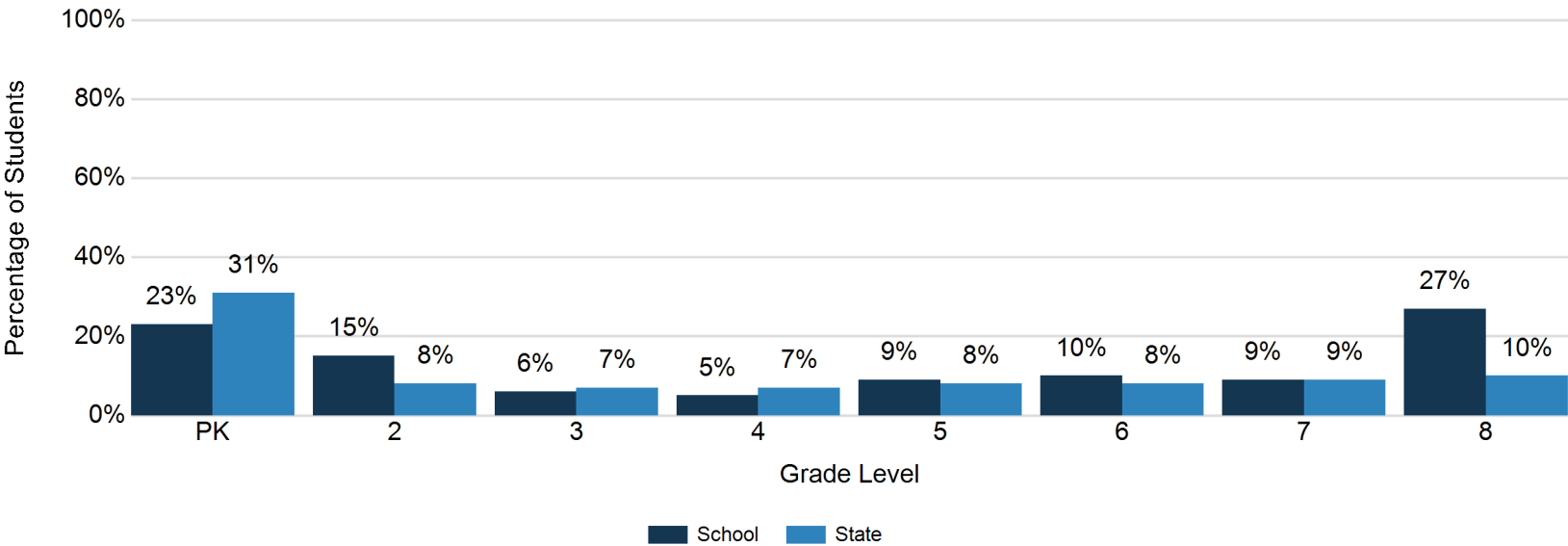
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	6
Weapons	0
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	1.91

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	3	3
Sexual Orientation	0	0	0
Disability	0	1	1
Other	6	3	9
No Identified Nature	1		1

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	3
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	10	1.1%
Any Suspension	15	1.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
25



Daniel F. Ryan Elementary School No. 19

(31-3970-200)

Grades Offered: PK-08

2018-2019

Report Key:

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 8 Mins
Shared Time - Instructional Time	6 Hrs. 8 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.1:1



Daniel F. Ryan Elementary School No. 19
 (31-3970-200)
 Grades Offered: PK-08
 2018-2019

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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	58	118,214
Average years experience in public schools	13.2	12.1
Average years experience in district	12.7	10.8
Percentage of Teachers with 4 or more years experience in the district	94.8%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	76	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	14.7	12.0
Percentage of Administrators with 4 or more years experience in the district	98.7%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	16:1
Students to Administrators	296:1	185:1
Teachers to Administrators	19:1	11:1
Students to Librarians/Media Specialists		7038:1
Students to Nurses		563:1
Students to Counselors		521:1
Students to Child Study Team Members		251:1



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2018-2019

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.9%	82.8%	66.7%	48.4%	77.1%	54.9%
Male	54.1%	17.2%	33.3%	51.6%	22.9%	45.1%
White	0.2%	43.1%	33.3%	42.4%	83.6%	77.4%
Hispanic	93.7%	32.8%	66.7%	29.9%	7.3%	7.2%
Black or African American	5.9%	13.8%	0.0%	15.0%	6.6%	13.9%
Asian	0.2%	10.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Daniel F. Ryan Elementary School No. 19
(31-3970-200)
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2018-2019

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

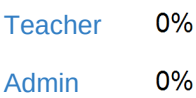
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	94.6%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	24.9%	23.8%	32.1%
Math Proficiency	25.5%	16.5%	19.6%
ELA Growth	48	44	59
Math Growth	54	28	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		46.2%	27.4%
Chronic Absenteeism	6.4%	8.4%	10.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Daniel F. Ryan Elementary School No. 19

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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	N	N	Met Standard	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	N	N	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	N	N	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	N	N	Met Standard	Met Standard	n/a	Not Met	No
English Learners	N	N	Met Standard	Met Standard	Met Standard	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	• Provided teachers with classroom embedded coaching to enhance student literacy and math experiences. • Provided students with an after school academic support program in English/Language Arts and Mathematics. • Provided teachers with classroom embedded coaching to enhance student literacy experiences.
 Mission, Vision, Theme:	Vision: Passaic Public Schools will become one of the best school systems in New Jersey. Mission: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide all students the opportunity to graduate high school with a career certification and/or a minimum of 15 college credits.



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 Courses, Curriculum, Instruction:	School No. 19 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers and Writers Workshop programs. During the Math block, students learn essential math concepts through center-based and math workshop activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.



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 Before and After School Programs:	Students at School No. 19 have opportunities to learn beyond the regular school day. Learning begins with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.
 Staff and Professional Learning:	Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in three scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community during grade level meetings, professional learning communities, and staff meetings.



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An icon showing a blue silhouette of a person with a sunburst above their head, and a blue arrow pointing upwards to the right. Student Supports and Services:	Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.
An icon showing two blue hands shaking. Parent and Community Involvement:	At School No. 19 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.



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Other Information	School No. 19 serves students in grades PK, 2-8.



Etta Gero School No. 9
(31-3970-125)
Grades Offered: 02-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Etta Gero School No. 9
(31-3970-125)
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2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Passaic City School District
Principal Name	Ms. Leandra Ragone
Address	140 First St. Passaic, NJ 07055-6518
Phone Number	973-470-5509
Email Address	leragone@passaicschools.org
Website	https://passaicschools.org
Facebook	https://www.facebook.com/PassaicPublicSchools
Twitter	https://twitter.com/passaicschools



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
3	171	184	93
4	165	164	117
5	172	156	117
6	136	162	93
Total	644	667	689

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.5%	50.8%	48.9%
Male	49.5%	49.2%	51.1%
Economically Disadvantaged Students	100.0%	100.0%	100.0%
Students with Disabilities	12.1%	13.0%	12.2%
English Learners	29.8%	35.5%	43.5%
Homeless Students	0.3%	1.6%	0.6%
Students in Foster Care	0.2%	0.3%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.0%	0.1%	0.3%
Hispanic	96.7%	95.8%	97.8%
Black or African American	3.0%	4.0%	1.9%
Asian	0.3%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	91.9%
English	8.1%



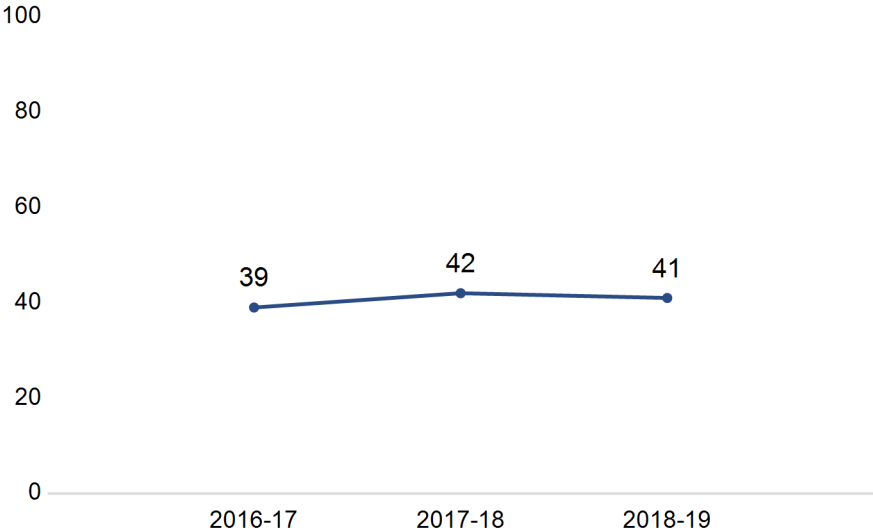
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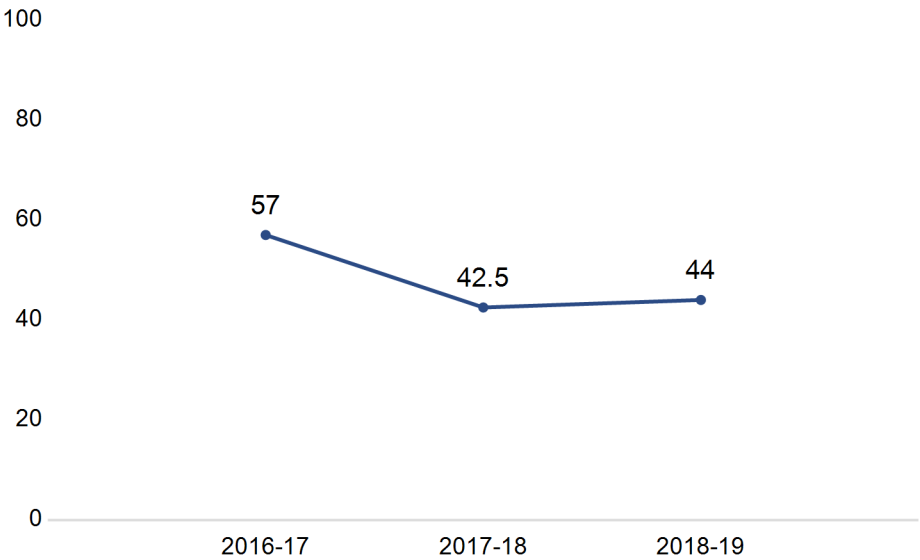
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	39	42	41	57	42.5	44
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Etta Gero School No. 9
(31-3970-125)
Grades Offered: 02-08
2018-2019

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N No Data is available to display
† This indicates a table specific note,see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	41	47	50	Met Standard	44	47	50	Met Standard
White	*	50	50	**	*	55	52	**
Hispanic	41	47	49	Met Standard	44	47	47	Met Standard
Black or African American	*	44	45	**	*	36	43	**
Asian, Native Hawaiian, or Pacific Islander	N	59	59	**	N	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	46	50	53	N	44	47	50	N
Male	39	44	47	N	44	46	51	N
Economically Disadvantaged Students	41	47	48	Met Standard	44	47	46	Met Standard
Students with Disabilities	43.5	37	43	Met Standard	40	42	45	Met Standard
English Learners	40	46	52	Met Standard	44	47	50	Met Standard
Homeless Students	*	38	43	N	*	33.5	44	N
Students in Foster Care	*	33	42	N	*	46	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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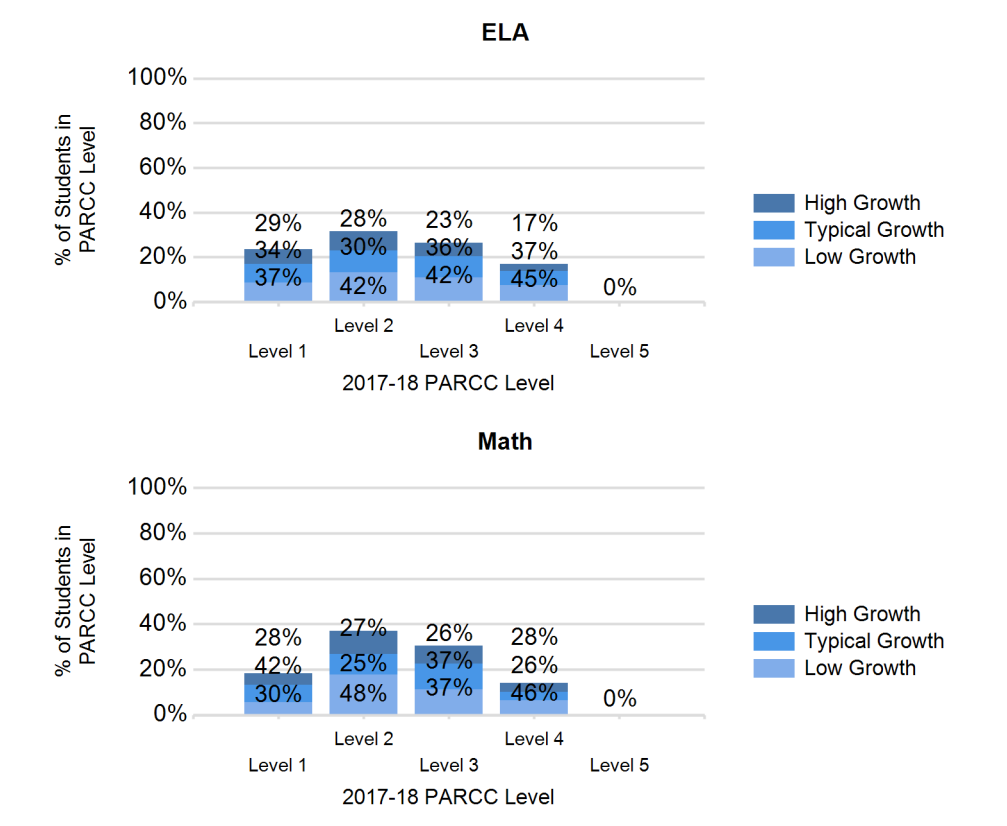
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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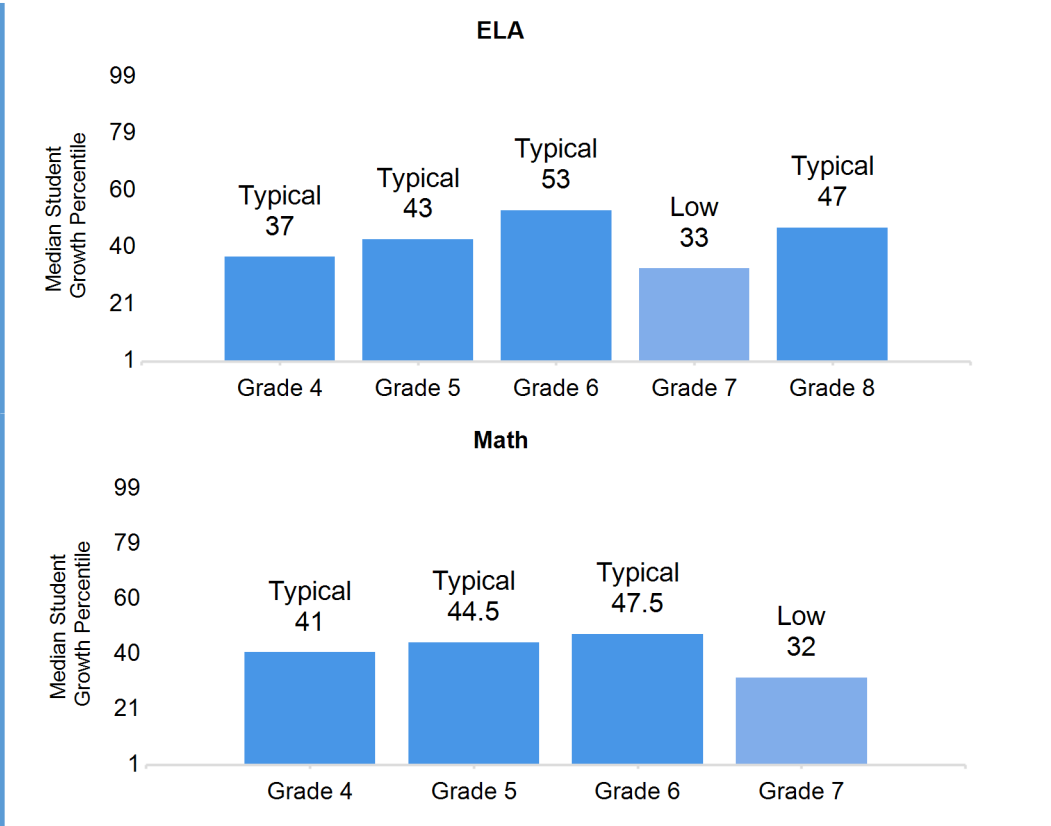
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





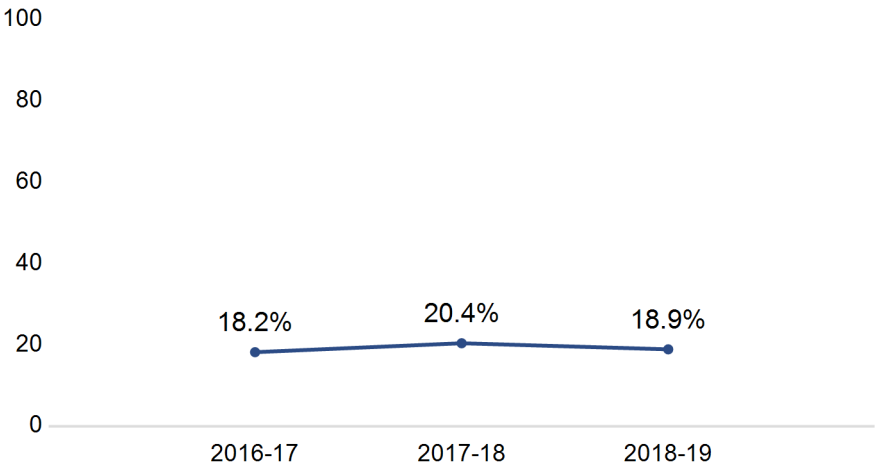
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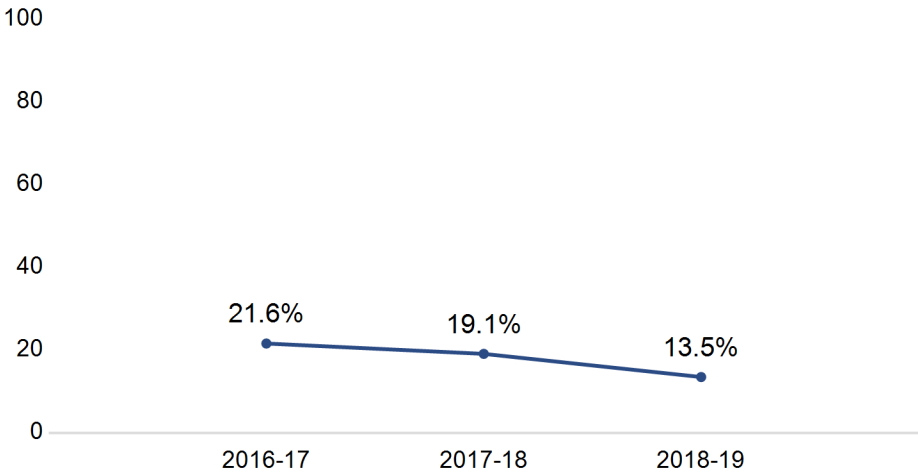
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.4%	98.9%	100.0%	99.7%	98.8%
Proficiency Rate for Federal Accountability	18.2%	20.4%	18.9%	21.6%	19.1%	13.5%
Annual Target	20.1%	23.2%	N	24.0%	27.0%	N
Met Annual Target?	Met Target†	Not Met	N	Met Target†	Not Met	N
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	544	98.9	18.9	32.4	57.9	18.9	N	N
White	*	*	*	40.4	66.9	*	**	**
Hispanic	531	98.9	19.0	32.1	43.9	19.0	N	N
Black or African American	*	*	*	28.0	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	59.3	82.9	N	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	254	100.0	27.6	*	64.8	27.6		
Male	290	98.0	11.4	*	51.3	11.4		
Economically Disadvantaged Students	544	98.9	18.9	*	40.0	18.9	N	N
Non-Economically Disadvantaged Students	N	N	N	*	67.9	N		
Students with Disabilities	81	98.8	*	*	22.7	*	N	N
Students without Disabilities	463	99.0	*	*	65.1	*		
English Learners	375	99.5	14.7	*	29.3	14.7	N	N
Non-English Learners	169	97.8	28.4	*	60.6	28.4		
Homeless Students	*	*	*	22.4	29.1	*		
Students In Foster Care	*	*	*	10.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

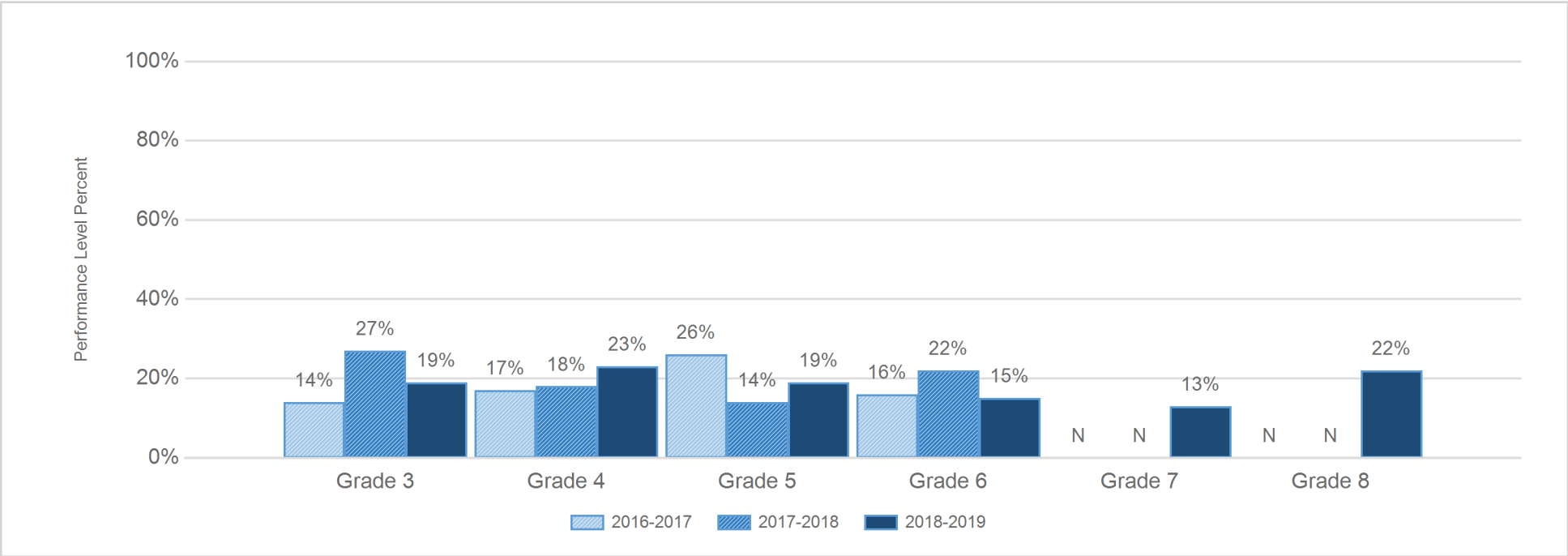


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	717	725	748	31%	27%	23%	19%	0%	19%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	87	717	724	734	31%	26%	23%	20%	0%	20%	36%
Black or African American	*	*	727	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	758	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	40	719	731	753	30%	28%	*	*	*	23%	55%
Male	50	715	720	743	32%	26%	*	*	*	16%	46%
Economically Disadvantaged Students	90	717	*	731	31%	27%	23%	19%	0%	19%	33%
Non-Economically Disadvantaged Students	N	N	*	759	N	N	N	N	N	N	61%
Students with Disabilities	*	*	686	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	52	708	704	713	*	*	21%	*	*	10%	17%
Non-English Learners	38	729	743	751	*	*	26%	*	*	32%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	723	734	755	24%	31%	22%	*	*	23%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	*	*	734	743	*	*	*	*	*	*	44%
Black or African American	*	*	724	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	761	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	57	735	740	760	18%	25%	23%	*	*	35%	62%
Male	60	713	729	750	30%	37%	22%	*	*	12%	53%
Economically Disadvantaged Students	117	723	*	740	24%	31%	22%	*	*	23%	40%
Non-Economically Disadvantaged Students	N	N	*	765	N	N	N	N	N	N	69%
Students with Disabilities	18	700	701	725	*	*	*	*	*	*	25%
Students without Disabilities	99	728	740	761	*	*	*	*	*	*	64%
English Learners	60	706	710	720	*	*	*	*	*	*	17%
Non-English Learners	57	742	747	758	*	*	*	*	*	*	60%
Homeless Students	*	*	713	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	724	732	756	24%	22%	35%	19%	0%	19%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	732	743	*	*	*	*	*	*	44%
Black or African American	*	*	731	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	51	728	739	761	*	*	31%	*	*	25%	64%
Male	67	720	726	750	*	*	37%	*	*	15%	52%
Economically Disadvantaged Students	118	724	*	740	24%	22%	35%	19%	0%	19%	39%
Non-Economically Disadvantaged Students	N	N	*	766	N	N	N	N	N	N	69%
Students with Disabilities	19	699	697	724	*	*	*	*	*	*	23%
Students without Disabilities	99	729	739	762	*	*	*	*	*	*	65%
English Learners	50	707	*	713	*	*	*	*	*	*	11%
Non-English Learners	68	736	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	720	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	723	735	754	20%	27%	38%	15%	0%	15%	56%
White	N	N	*	762	N	N	N	N	N	N	65%
Hispanic	*	*	735	743	*	*	*	*	*	*	43%
Black or African American	*	*	735	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	770	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	54	732	744	762	*	*	*	*	*	*	64%
Male	41	710	727	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	95	723	*	740	20%	27%	38%	15%	0%	15%	39%
Non-Economically Disadvantaged Students	N	N	*	763	N	N	N	N	N	N	67%
Students with Disabilities	16	692	702	722	*	*	*	*	*	*	19%
Students without Disabilities	79	729	742	761	*	*	*	*	*	*	64%
English Learners	21	705	703	710	*	*	*	*	*	*	*
Non-English Learners	74	727	742	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	710	738	761	33%	37%	18%	13%	0%	13%	63%
White	*	*	*	769	*	*	*	*	*	*	72%
Hispanic	76	710	738	747	33%	38%	16%	13%	0%	13%	50%
Black or African American	*	*	738	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	775	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	34	720	747	769	*	*	*	*	*	*	71%
Male	45	703	731	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	79	710	*	743	33%	37%	18%	13%	0%	13%	45%
Non-Economically Disadvantaged Students	N	N	*	771	N	N	N	N	N	N	73%
Students with Disabilities	16	686	697	720	*	*	*	*	*	*	22%
Students without Disabilities	63	717	746	769	*	*	*	*	*	*	71%
English Learners	15	700	704	706	*	*	*	*	*	*	12%
Non-English Learners	64	713	743	763	*	*	*	*	*	*	65%
Homeless Students	*	*	735	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	724	735	762	32%	23%	23%	*	*	22%	63%
White	N	N	*	770	N	N	N	N	N	N	72%
Hispanic	*	*	734	747	*	*	*	*	*	*	49%
Black or African American	*	*	737	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	762	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	31	731	744	771	*	*	*	*	*	26%	71%
Male	29	716	726	753	*	*	*	*	*	17%	55%
Economically Disadvantaged Students	60	724	*	743	32%	23%	23%	*	*	22%	45%
Non-Economically Disadvantaged Students	N	N	*	772	N	N	N	N	N	N	72%
Students with Disabilities	*	*	701	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	741	770	*	*	*	*	*	*	71%
English Learners	*	*	701	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	764	*	*	*	*	*	*	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Etta Gero School No. 9
(31-3970-125)
Grades Offered: 02-08
2018-2019

Report Key:

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- N No Data is available to display
- † This indicates a table specific note, see note below table

Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	548	98.8	13.5	*	44.5	13.5	N	N
White	*	*	*	28.0	54.1	*	**	**
Hispanic	536	98.9	13.8	*	28.8	13.8	N	N
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	51.4	76.5	N	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	255	99.3	14.9	19.1	44.9	14.9		
Male	293	98.4	12.3	19.1	44.2	12.3		
Economically Disadvantaged Students	548	98.8	13.5	*	26.3	13.5	N	N
Non-Economically Disadvantaged Students	N	N	N	*	54.9	N		
Students with Disabilities	81	97.7	*	*	17.4	*	N	N
Students without Disabilities	467	99.0	*	*	50.0	*		
English Learners	379	99.5	13.7	15.8	25.0	13.7	N	N
Non-English Learners	169	97.2	13.0	21.8	46.5	13.0		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

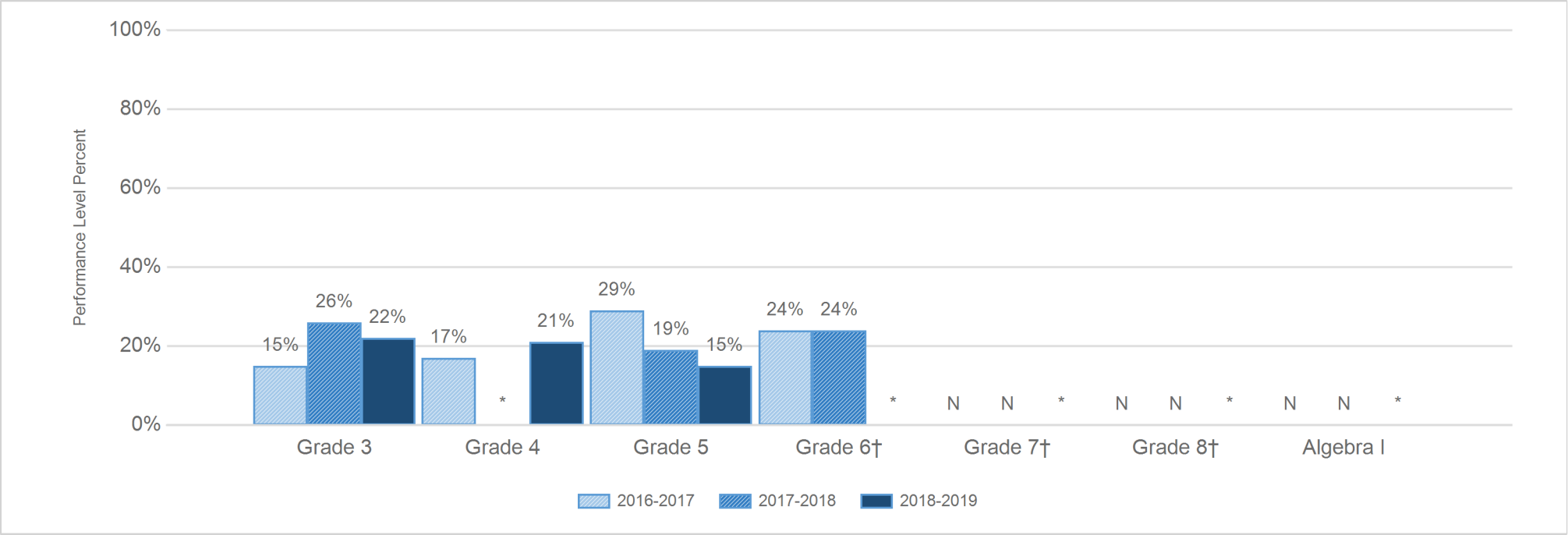


Etta Gero School No. 9
(31-3970-125)
Grades Offered: 02-08
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	727	732	752	17%	27%	34%	*	*	22%	55%
White	N	N	*	760	N	N	N	N	N	N	66%
Hispanic	*	*	732	739	*	*	*	*	*	*	40%
Black or African American	*	*	721	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	763	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	41	724	732	751	*	*	24%	*	*	20%	54%
Male	49	730	733	752	*	*	43%	*	*	24%	56%
Economically Disadvantaged Students	90	727	*	737	17%	27%	34%	*	*	22%	37%
Non-Economically Disadvantaged Students	N	N	*	761	N	N	N	N	N	N	67%
Students with Disabilities	*	*	713	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	735	756	*	*	*	*	*	*	60%
English Learners	53	718	720	728	*	*	38%	*	*	11%	26%
Non-English Learners	37	740	743	754	*	*	30%	*	*	38%	58%
Homeless Students	*	*	722	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	726	731	749	18%	29%	33%	21%	0%	21%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	*	*	731	737	*	*	*	*	*	*	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	58	729	729	749	*	29%	33%	*	*	24%	50%
Male	61	724	732	749	*	28%	33%	*	*	18%	52%
Economically Disadvantaged Students	119	726	*	734	18%	29%	33%	21%	0%	21%	32%
Non-Economically Disadvantaged Students	N	N	*	759	N	N	N	N	N	N	63%
Students with Disabilities	18	707	710	726	*	*	*	*	*	*	25%
Students without Disabilities	101	730	734	754	*	*	*	*	*	*	56%
English Learners	62	717	716	722	*	*	27%	*	*	10%	18%
Non-English Learners	57	737	740	751	*	*	39%	*	*	33%	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	721	729	747	20%	37%	28%	15%	0%	15%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	*	*	728	735	*	*	*	*	*	*	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	51	723	730	747	*	39%	25%	*	*	18%	47%
Male	68	720	727	747	*	35%	29%	*	*	13%	47%
Economically Disadvantaged Students	119	721	*	732	20%	37%	28%	15%	0%	15%	27%
Non-Economically Disadvantaged Students	N	N	*	757	N	N	N	N	N	N	59%
Students with Disabilities	19	712	714	725	*	*	*	*	*	*	19%
Students without Disabilities	100	723	731	752	*	*	*	*	*	*	52%
English Learners	51	713	*	718	*	43%	*	*	*	10%	12%
Non-English Learners	68	727	*	749	*	32%	*	*	*	19%	49%
Homeless Students	*	*	707	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	712	722	741	*	*	*	*	*	*	41%
White	N	N	*	749	N	N	N	N	N	N	51%
Hispanic	*	*	722	729	*	*	*	*	*	*	24%
Black or African American	*	*	716	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	738	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	54	714	724	742	*	*	*	*	*	*	42%
Male	43	710	721	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	97	712	*	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	N	N	*	750	N	N	N	N	N	N	53%
Students with Disabilities	15	699	706	716	*	*	*	*	*	*	12%
Students without Disabilities	82	714	725	746	*	*	*	*	*	*	46%
English Learners	24	699	704	709	*	*	*	*	*	*	*
Non-English Learners	73	716	726	743	*	*	*	*	*	*	*
Homeless Students	N	N	705	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	716	727	744	*	*	*	*	*	*	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	79	716	727	733	*	*	*	*	*	*	26%
Black or African American	*	*	716	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	35	718	729	744	*	*	*	*	*	*	42%
Male	47	715	725	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	53%
Students with Disabilities	16	698	705	718	*	*	*	*	*	*	13%
Students without Disabilities	66	720	731	749	*	*	*	*	*	*	48%
English Learners	17	711	715	716	*	*	*	*	*	*	10%
Non-English Learners	65	717	729	745	*	*	*	*	*	*	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	728	*	*	*	*	*	*	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	*	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	710	716	744	*	*	*	*	*	*	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	*	*	715	728	*	*	*	*	*	*	24%
Black or African American	*	*	714	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	736	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	30	708	718	745	*	*	*	*	*	*	44%
Male	30	711	714	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	60	710	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	N	N	*	752	N	N	N	N	N	N	52%
Students with Disabilities	*	*	704	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	718	748	*	*	*	*	*	*	47%
English Learners	*	*	704	710	*	*	*	*	*	*	*
Non-English Learners	*	*	717	745	*	*	*	*	*	*	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*
6	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	26.2%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	46	*	*
3-4	38	*	*
5 or more	212	*	*



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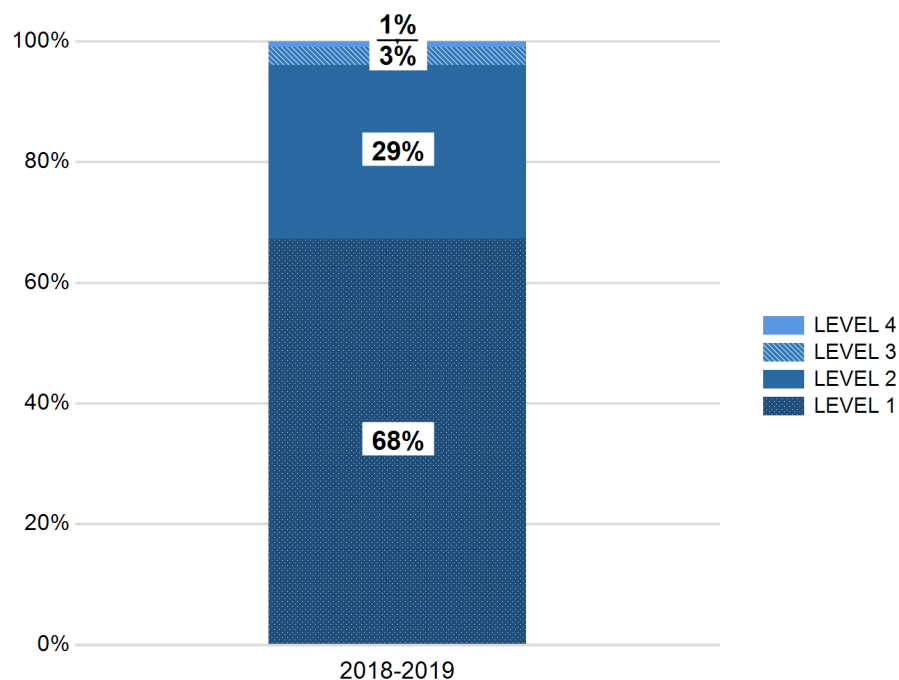
Report Key:

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	68	29	3	1
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	73	24	4	0
Male	64	33	1	1
Economically Disadvantaged Students	68	29	3	1
Non-Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	89	11	0	0
Students without Disabilities	64	32	3	1
English Learners	90	8	0	2
Non-English Learners	51	45	4	0
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Etta Gero School No. 9
(31-3970-125)
Grades Offered: 02-08
2018-2019

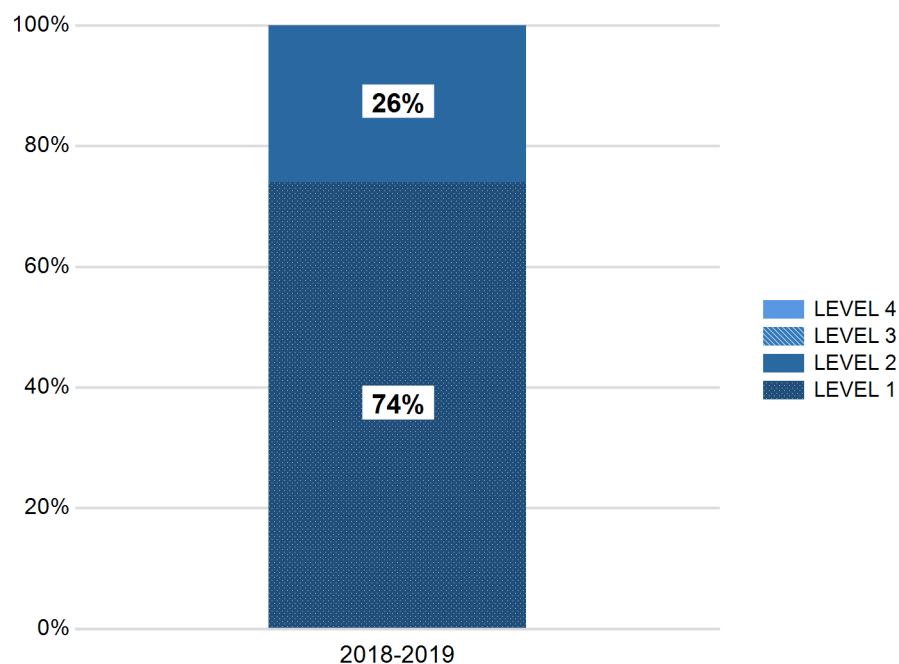
Report Key:

- * Data is not displayed in order to protect student privacy
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	74	26	0	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	76	24	0	0
Male	71	29	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	93
7	0	0	81
8	62	0	0
Total	62	0	174

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	90
7	0	0	0	0	0	0	73
8	0	0	0	0	0	0	59
Total	0	0	0	0	0	0	222



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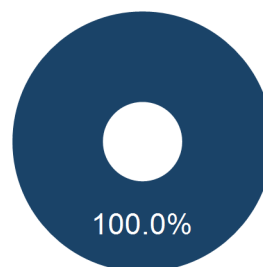
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Visual and Performing Arts – Course Participation

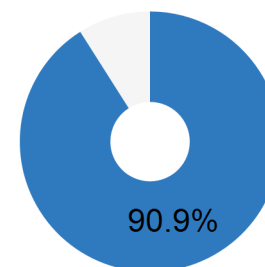
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one
or more **visual and
performing arts** classes

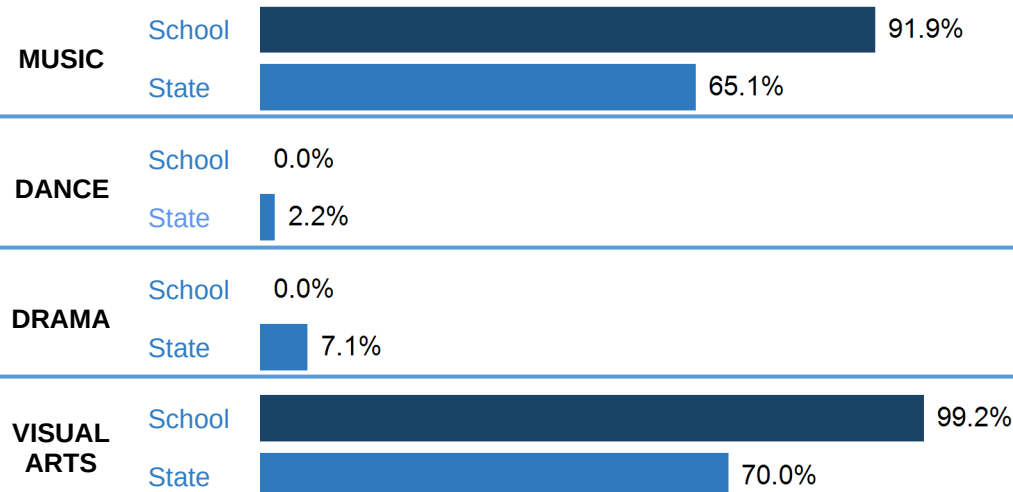


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

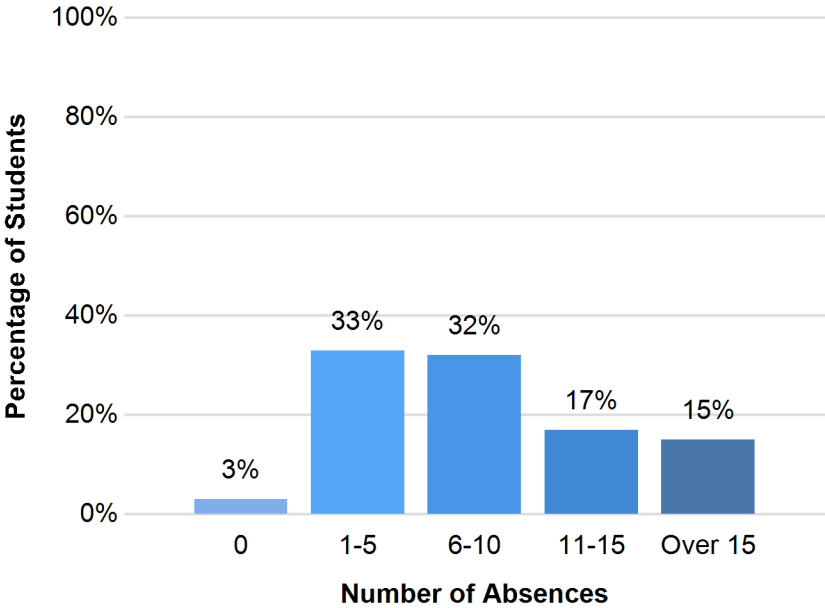
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	74	10.5	8.3	Not Met
White	*	*	**	**
Hispanic	70	10.1	8.3	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	36	10.6		
Male	38	10.4		
Economically Disadvantaged Students	74	10.5	8.3	Not Met
Students with Disabilities	20	19.2	8.3	Not Met
English Learners	26	8.6	8.3	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





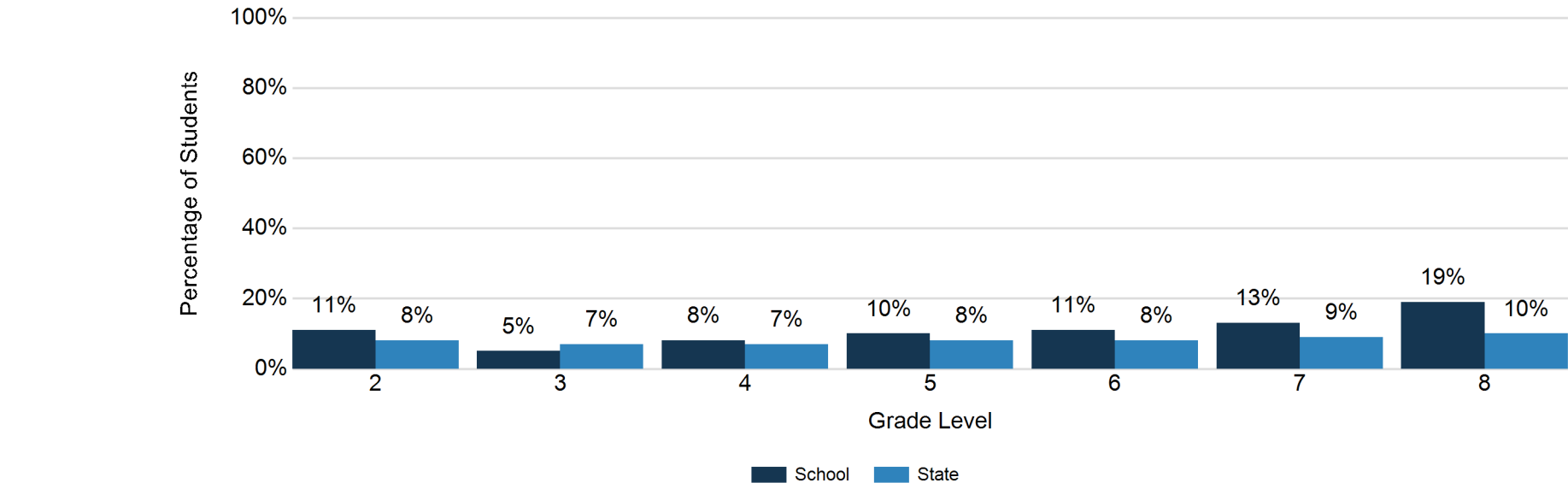
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	7
Weapons	0
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	20
Total Unique Incidents	31
Incidents Per 100 Students Enrolled	4.50

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	2	0	2
Gender	1	4	5
Sexual Orientation	0	0	0
Disability	3	2	5
Other	2	16	18
No Identified Nature	0		0

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	6
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	6
Other Incidents Leading to Removal	5

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	17	2.5%
Any Suspension	18	2.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
78



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 8 Mins
Shared Time - Instructional Time	6 Hrs. 8 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.0:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	40	118,214
Average years experience in public schools	14.1	12.1
Average years experience in district	13.9	10.8
Percentage of Teachers with 4 or more years experience in the district	95.0%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	76	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	14.7	12.0
Percentage of Administrators with 4 or more years experience in the district	98.7%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	17:1	16:1
Students to Administrators	230:1	185:1
Teachers to Administrators	13:1	11:1
Students to Librarians/Media Specialists		7038:1
Students to Nurses		563:1
Students to Counselors		521:1
Students to Child Study Team Members		251:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.9%	77.5%	33.3%	48.4%	77.1%	54.9%
Male	51.1%	22.5%	66.7%	51.6%	22.9%	45.1%
White	0.3%	62.5%	66.7%	42.4%	83.6%	77.4%
Hispanic	97.8%	27.5%	33.3%	29.9%	7.3%	7.2%
Black or African American	1.9%	7.5%	0.0%	15.0%	6.6%	13.9%
Asian	0.0%	2.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers: All classroom teachers

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

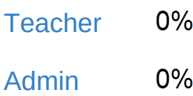
Bachelor’s Degree



Master’s Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	94.9%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	18.2%	20.4%	18.9%
Math Proficiency	21.6%	19.1%	13.5%
ELA Growth	39	42	41
Math Growth	57	42	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		39.7%	26.2%
Chronic Absenteeism	8.4%	10.1%	10.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	N	N	Met Standard	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	N	N	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	N	N	Met Standard	Met Standard	n/a	Not Met	No
English Learners	N	N	Met Standard	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



Etta Gero School No. 9
(31-3970-125)
Grades Offered: 02-08
2018-2019

Report Key:
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N No Data is available to display
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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	• Provided teachers with classroom embedded coaching to enhance student literacy and math experiences. • Provided students with an after school academic support program in English/Language Arts and Mathematics. • Students in grades 3-8 had the opportunity to participate in 21st CCLC ACCESS after school program focusing on college and career readiness.
 Mission, Vision, Theme:	Vision: Passaic Public Schools will become one of the best school systems in New Jersey. Mission: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide all students the opportunity to graduate high school with a career certification and/or a minimum of 15 college credits.



Etta Gero School No. 9
(31-3970-125)
Grades Offered: 02-08
2018-2019

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School Narrative

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 Courses, Curriculum, Instruction:	School No. 9 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based and math workshop activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.



Etta Gero School No. 9
 (31-3970-125)
 Grades Offered: 02-08
 2018-2019

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School Narrative

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 Before and After School Programs:	Students at School No. 9 have opportunities to learn beyond the regular school day. Learning begins with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.
 Staff and Professional Learning:	Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in three scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community during grade level meetings, professional learning communities, and staff meetings.



Etta Gero School No. 9
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 2018-2019

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School Narrative

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 Student Supports and Services:	Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.
 Parent and Community Involvement:	At School No. 9 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.



Etta Gero School No. 9
(31-3970-125)
Grades Offered: 02-08
2018-2019

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School Narrative

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Other Information	School No. 9 serves students in grades 2-8.



George Washington School No. 2
(31-3970-085)
Grades Offered: KG-01
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



George Washington School No. 2
 (31-3970-085)
 Grades Offered: KG-01
 2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Passaic City School District
Principal Name	Mr. Lobelo
Address	48 BERGEN ST. PASSAIC, NJ 07055
Phone Number	973-470-5578
Email Address	llobelo@passaicschools.org
Website	https://passaicschools.org
Facebook	https://www.facebook.com/PassaicPublicSchools
Twitter	https://twitter.com/passaicschools



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	50	74	101
1	59	58	96
2	57	51	0
Total	166	183	197

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	55.4%	54.6%	46.7%
Male	44.6%	45.4%	53.3%
Economically Disadvantaged Students	100.0%	100.0%	100.0%
Students with Disabilities	5.4%	6.6%	17.3%
English Learners	66.3%	62.8%	60.4%
Homeless Students	0.0%	2.2%	1.5%
Students in Foster Care	0.6%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.0%	0.0%	0.5%
Hispanic	98.2%	96.7%	98.5%
Black or African American	1.8%	3.3%	0.5%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.5%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	50	74	101

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	87.8%
English	12.2%



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2018-2019

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English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	48.0%	56.6%	Met Target†

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	29	*	*
3-4	79	*	*
5 or more	11	*	*



George Washington School No. 2

(31-3970-085)

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

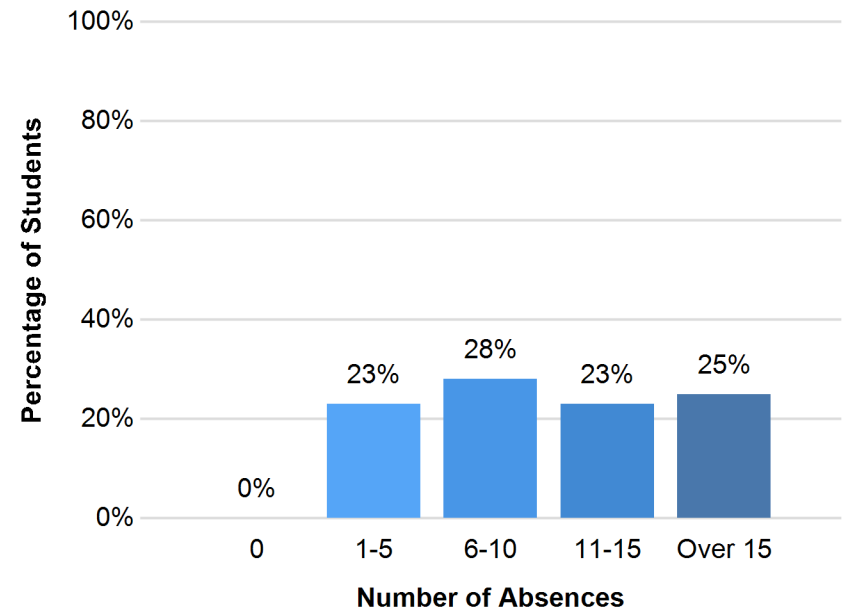
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	32	17.9	11.4	Not Met
White	N	N	N	N
Hispanic	*	*	11.4	Not Met
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	13	15.1		
Male	19	20.4		
Economically Disadvantaged Students	32	17.9	11.4	Not Met
Students with Disabilities	7	35.0	11.4	Not Met
English Learners	16	14.4	11.4	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





George Washington School No. 2
(31-3970-085)
Grades Offered: KG-01
2018-2019

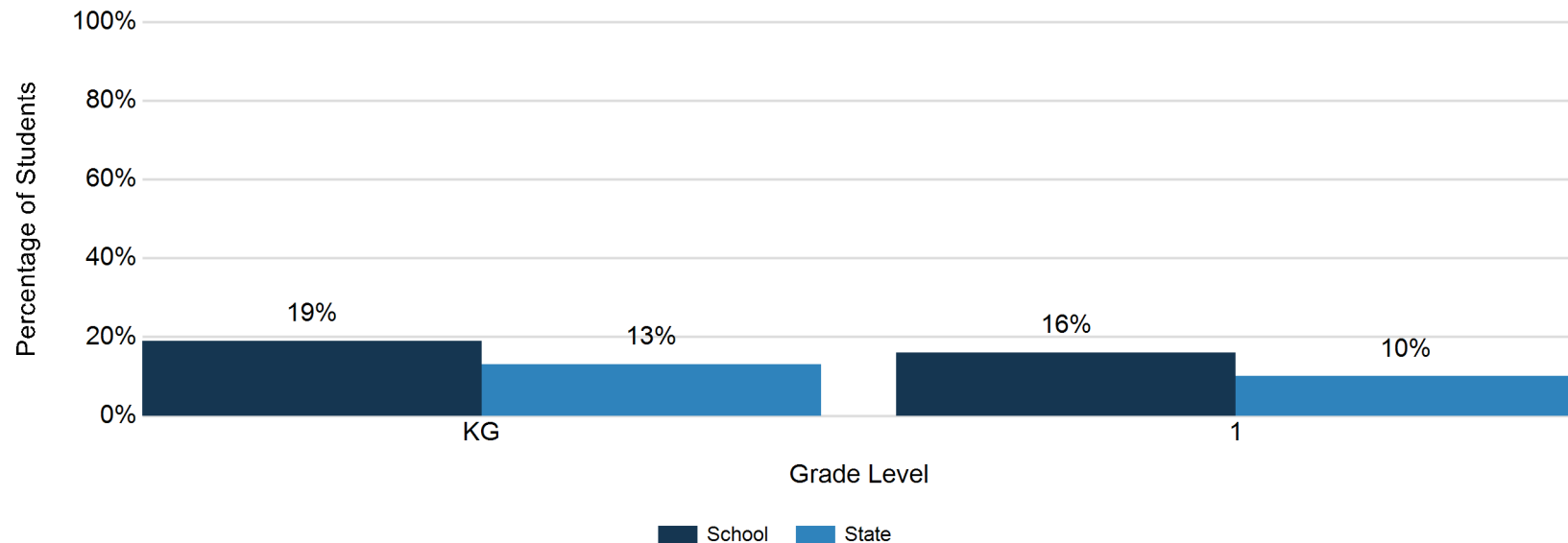
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





George Washington School No. 2

(31-3970-085)

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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.51

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	1	2
No Identified Nature	0		0

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

0

**George Washington School No. 2**

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 8 Mins
Shared Time - Instructional Time	6 Hrs. 8 Mins.



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	9	118,214
Average years experience in public schools	17.6	12.1
Average years experience in district	17.1	10.8
Percentage of Teachers with 4 or more years experience in the district	100.0%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	76	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	14.7	12.0
Percentage of Administrators with 4 or more years experience in the district	98.7%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	22:1	16:1
Students to Administrators	N	185:1
Teachers to Administrators	N	11:1
Students to Librarians/Media Specialists		7038:1
Students to Nurses		563:1
Students to Counselors		521:1
Students to Child Study Team Members		251:1



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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.7%	100.0%	N	48.4%	77.1%	54.9%
Male	53.3%	0.0%	N	51.6%	22.9%	45.1%
White	0.5%	55.6%	N	42.4%	83.6%	77.4%
Hispanic	98.5%	44.4%	N	29.9%	7.3%	7.2%
Black or African American	0.5%	0.0%	N	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	N	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	N	2.1%	0.2%	0.2%



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Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	93.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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School Narrative

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Highlights:

- Provided teachers with classroom embedded coaching to enhance student literacy and math experiences.
- Provided students with an after school academic support program in English/Language Arts and Mathematics.
- Provided teachers with classroom embedded coaching to enhance student literacy experiences.



Mission, Vision, Theme:

Vision: Passaic Public Schools will become one of the best school systems in New Jersey. Mission: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide all students the opportunity to graduate high school with a career certification and/or a minimum of 15 college credits.



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Courses, Curriculum, Instruction:

School No. 2 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.



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Before and After School Programs:

Students at School No. 2 have opportunities to learn beyond the regular school day. Learning begins with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.



Staff and Professional Learning:

Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in three scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community during grade level meetings, professional learning communities, and staff meetings.

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(31-3970-085)

Grades Offered: KG-01

2018-2019

Report Key:

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Student Supports and Services:

Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.



Parent and Community Involvement:

At School No. 2 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.



George Washington School No. 2
(31-3970-085)
Grades Offered: KG-01
2018-2019

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School Narrative

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Other Information

School No. 2 serves students in grades K-1. School No. 2 closed at the end of the 2018-2019 school year.



Mario Drago School No. 3
(31-3970-090)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Mario Drago School No. 3
(31-3970-090)
Grades Offered: PK-08
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Passaic City School District
Principal Name	Mrs. Diana Kattak
Address	155 Van Houten Ave. Passaic, NJ 07055-4502
Phone Number	973-470-5503
Email Address	dkattak@passaicschools.org
Website	https://passaicschools.org
Facebook	https://www.facebook.com/PassaicPublicSchools
Twitter	https://twitter.com/passaicschools



Mario Drago School No. 3

(31-3970-090)

Grades Offered: PK-08

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	211	228	118
KG	103	107	120
1	118	97	99
2	70	80	79
3	84	75	86
4	96	81	85
5	62	86	94
6	80	66	72
Total	824	820	859

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.5%	47.8%	46.8%
Male	52.5%	52.2%	53.2%
Economically Disadvantaged Students	100.0%	100.0%	100.0%
Students with Disabilities	14.2%	15.1%	22.9%
English Learners	16.1%	18.2%	19.8%
Homeless Students	0.2%	0.4%	0.6%
Students in Foster Care	0.1%	0.5%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	2.7%	2.7%	1.7%
Hispanic	84.6%	84.8%	84.4%
Black or African American	5.1%	4.3%	5.1%
Asian	6.3%	7.2%	7.5%
Native Hawaiian or Pacific Islander	1.0%	0.6%	0.2%
American Indian or Alaska Native	0.4%	0.5%	0.6%
Two or More Races	0.0%	0.0%	0.5%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	211	228	118
KG - Half Day	0	0	0
KG - Full Day	103	107	120

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	62.0%
English	30.0%
Gujarati	5.4%
Other Languages	2.6%



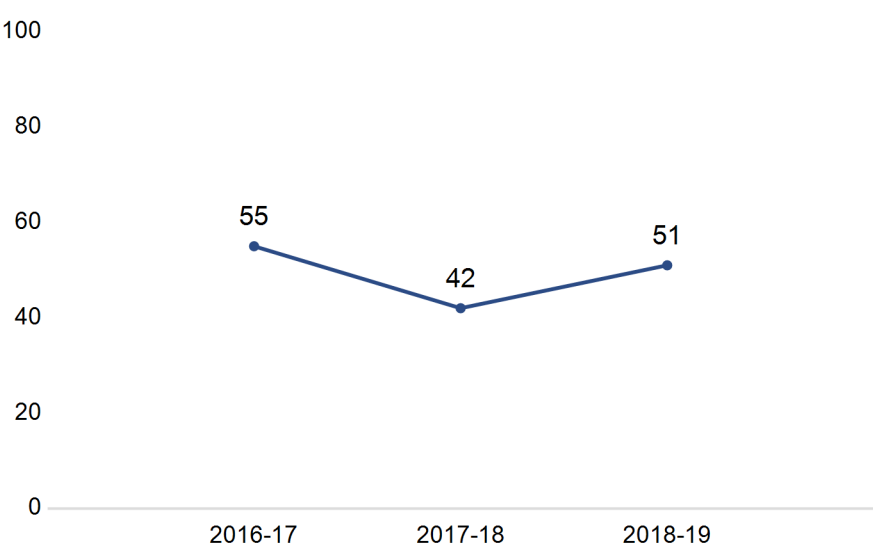
Mario Drago School No. 3
(31-3970-090)
Grades Offered: PK-08
2018-2019

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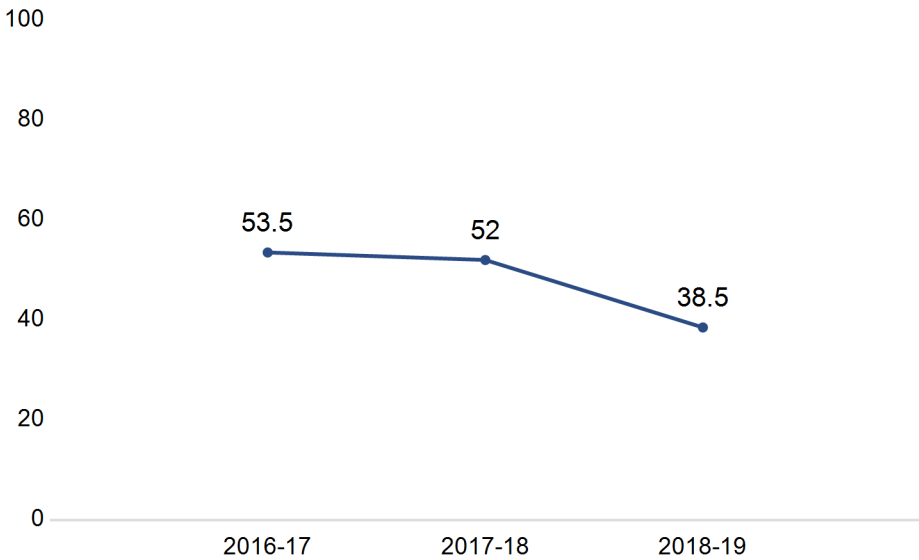
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	55	42	51	53.5	52	38.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Mario Drago School No. 3
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2018-2019

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	51	47	50	Met Standard	38.5	47	50	Not Met
White	*	50	50	**	*	55	52	**
Hispanic	51	47	49	Met Standard	39	47	47	Not Met
Black or African American	39	44	45	**	38	36	43	**
Asian, Native Hawaiian, or Pacific Islander	53	59	59	**	56.5	61	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	46.5	50	53	N	40	47	50	N
Male	51	44	47	N	37	46	51	N
Economically Disadvantaged Students	51	47	48	Met Standard	38.5	47	46	Not Met
Students with Disabilities	53	37	43	Met Standard	35.5	42	45	Not Met
English Learners	53	46	52	Met Standard	35	47	50	Not Met
Homeless Students	*	38	43	N	N	33.5	44	N
Students in Foster Care	*	33	42	N	*	46	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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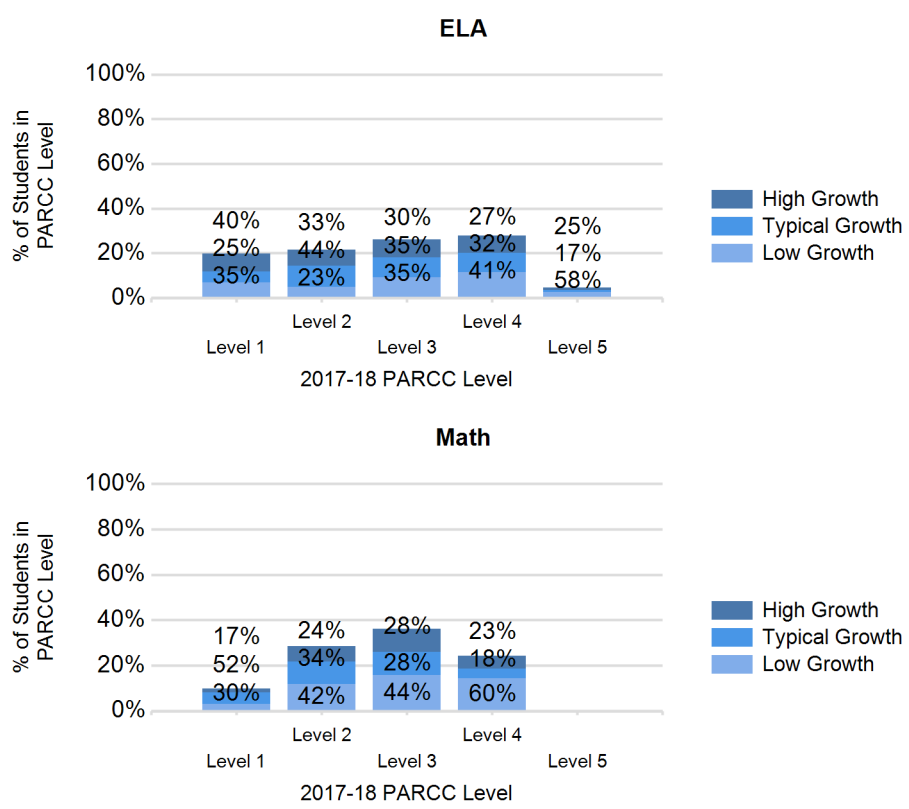
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

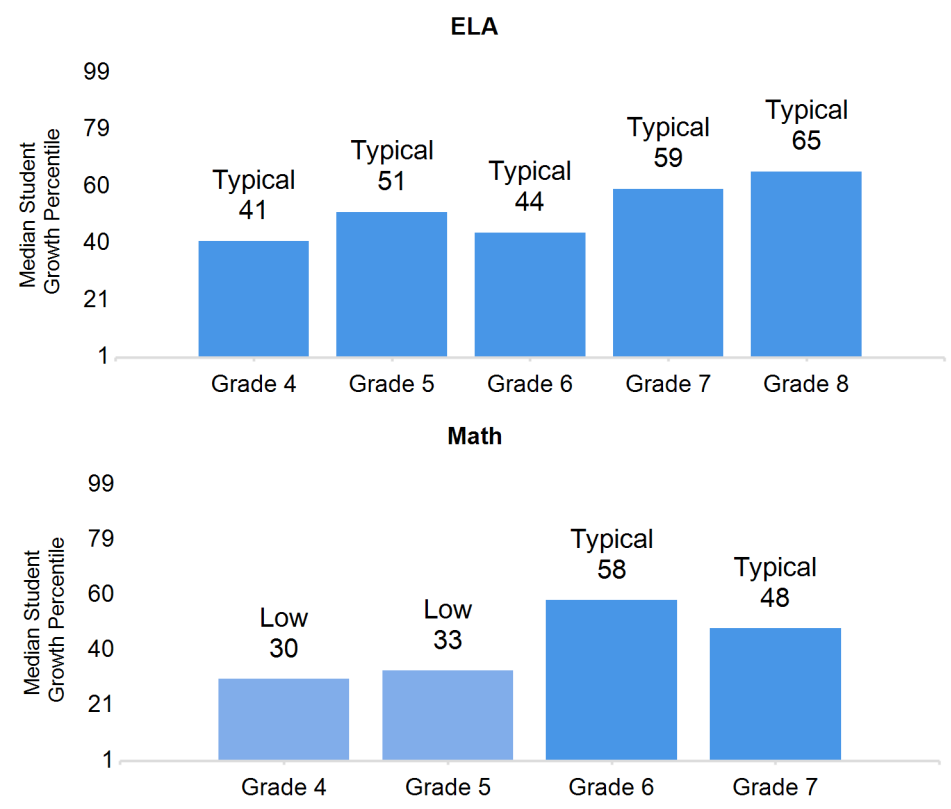
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



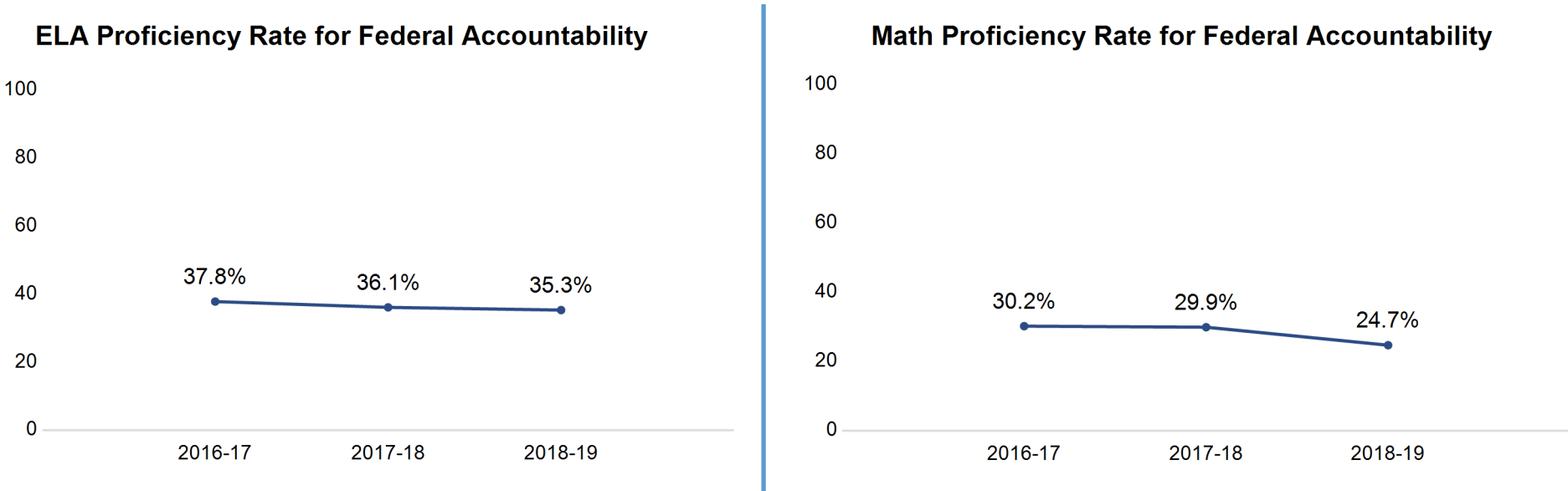


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.1%	98.4%	98.4%	98.2%	98.5%	98.7%
Proficiency Rate for Federal Accountability	37.8%	36.1%	35.3%	30.2%	29.9%	24.7%
Annual Target	31.3%	33.8%	N	29.3%	31.9%	N
Met Annual Target?	Met Target	Met Target	N	Met Target	Met Target†	N
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	419	98.4	35.3	32.4	57.9	35.3	N	N
White	*	*	*	40.4	66.9	*	**	**
Hispanic	362	98.7	36.2	32.1	43.9	36.2	N	N
Black or African American	23	100.0	21.7	28.0	38.5	21.7	N	N
Asian, Native Hawaiian, or Pacific Islander	19	100.0	36.8	59.3	82.9	36.8	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	176	97.3	40.3	*	64.8	40.3		
Male	243	99.2	31.7	*	51.3	31.7		
Economically Disadvantaged Students	*	*	*	*	40.0	*	N	N
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	138	98.6	28.3	*	22.7	28.3	N	N
Students without Disabilities	281	98.3	38.8	*	65.1	38.8		
English Learners	136	99.3	25.7	*	29.3	25.7	N	N
Non-English Learners	283	98.0	39.9	*	60.6	39.9		
Homeless Students	*	*	*	22.4	29.1	*		
Students In Foster Care	*	*	*	10.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

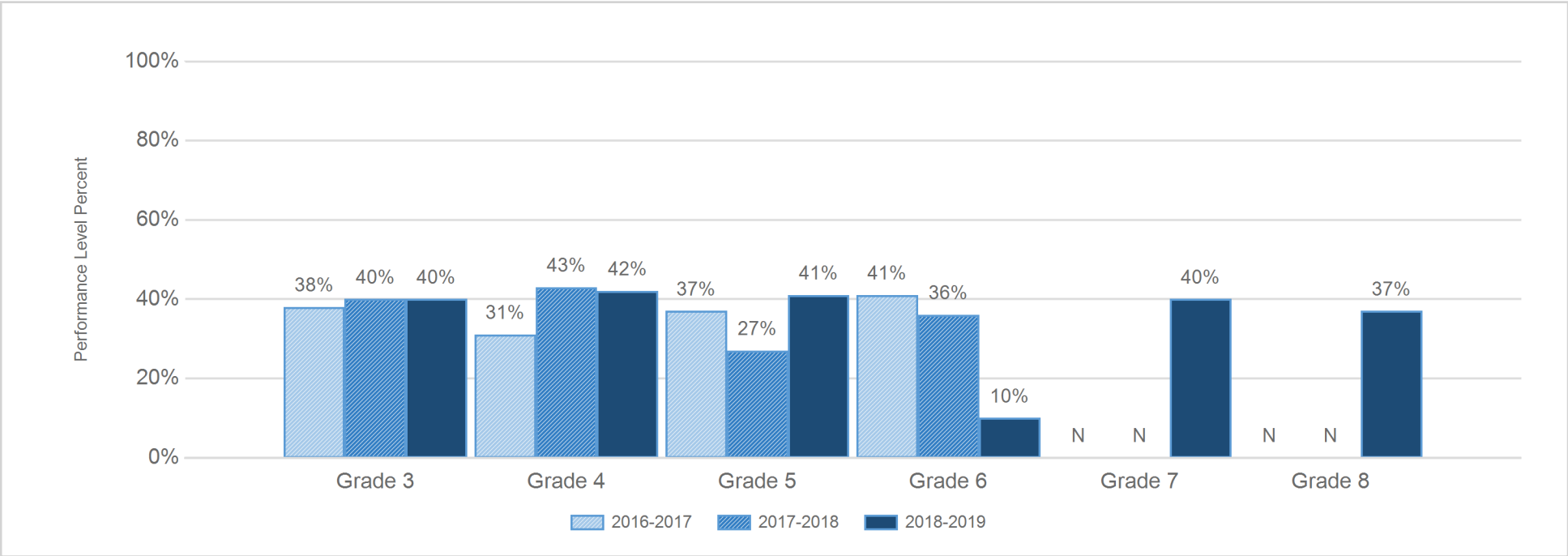


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Mario Drago School No. 3

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	741	725	748	14%	16%	30%	*	*	40%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	65	740	724	734	*	17%	29%	*	*	40%	36%
Black or African American	*	*	727	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	38	754	731	753	*	*	*	*	*	47%	55%
Male	35	726	720	743	*	*	*	*	*	31%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	61%
Students with Disabilities	11	715	686	719	*	*	*	*	*	18%	24%
Students without Disabilities	62	745	731	754	*	*	*	*	*	44%	56%
English Learners	18	708	704	713	*	*	*	*	*	*	17%
Non-English Learners	55	751	743	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Mario Drago School No. 3

(31-3970-090)

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	741	734	755	*	18%	27%	*	*	42%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	63	742	734	743	*	17%	30%	*	*	41%	44%
Black or African American	*	*	724	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	41	743	740	760	*	*	*	*	*	41%	62%
Male	32	739	729	750	*	*	*	*	*	44%	53%
Economically Disadvantaged Students	73	741	*	740	*	18%	27%	*	*	42%	40%
Non-Economically Disadvantaged Students	N	N	*	765	N	N	N	N	N	N	69%
Students with Disabilities	17	740	701	725	*	*	*	*	*	47%	25%
Students without Disabilities	56	742	740	761	*	*	*	*	*	41%	64%
English Learners	12	716	710	720	*	*	*	*	*	17%	17%
Non-English Learners	61	746	747	758	*	*	*	*	*	48%	60%
Homeless Students	N	N	713	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Mario Drago School No. 3

(31-3970-090)

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	740	732	756	*	*	33%	41%	0%	41%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	63	739	732	743	*	*	32%	43%	0%	43%	44%
Black or African American	*	*	731	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	32	743	739	761	*	*	34%	50%	0%	50%	64%
Male	38	736	726	750	*	*	32%	34%	0%	34%	52%
Economically Disadvantaged Students	70	740	*	740	*	*	33%	41%	0%	41%	39%
Non-Economically Disadvantaged Students	N	N	*	766	N	N	N	N	N	N	69%
Students with Disabilities	*	*	697	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	17	712	*	713	*	*	*	*	*	12%	11%
Non-English Learners	53	748	*	758	*	*	*	*	*	51%	60%
Homeless Students	N	N	720	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	718	735	754	33%	*	41%	*	*	10%	56%
White	N	N	*	762	N	N	N	N	N	N	65%
Hispanic	51	716	735	743	35%	*	37%	*	*	10%	43%
Black or African American	*	*	735	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	26	727	744	762	*	*	*	*	*	*	64%
Male	32	710	727	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	58	718	*	740	33%	*	41%	*	*	10%	39%
Non-Economically Disadvantaged Students	N	N	*	763	N	N	N	N	N	N	67%
Students with Disabilities	15	703	702	722	*	*	*	*	*	*	19%
Students without Disabilities	43	723	742	761	*	*	*	*	*	*	64%
English Learners	13	703	703	710	*	*	*	*	*	*	*
Non-English Learners	45	722	742	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Mario Drago School No. 3
(31-3970-090)
Grades Offered: PK-08
2018-2019

Report Key:
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 N No Data is available to display
 † This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	735	738	761	*	23%	*	*	*	40%	63%
White	*	*	*	769	*	*	*	*	*	*	72%
Hispanic	34	733	738	747	*	29%	*	*	*	41%	50%
Black or African American	*	*	738	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	19	731	747	769	*	*	*	*	*	37%	71%
Male	24	738	731	753	*	*	*	*	*	42%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	11	718	697	720	*	*	*	*	*	*	22%
Students without Disabilities	32	741	746	769	*	*	*	*	*	*	71%
English Learners	*	*	704	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	743	763	*	*	*	*	*	*	65%
Homeless Students	N	N	735	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	744	735	762	*	*	37%	*	*	37%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	37	744	734	747	*	*	35%	*	*	38%	49%
Black or African American	*	*	737	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	16	758	744	771	*	*	*	*	*	50%	71%
Male	25	734	726	753	*	*	*	*	*	28%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	701	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	741	770	*	*	*	*	*	*	71%
English Learners	*	*	701	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	425	98.7	24.7	*	44.5	24.7	N	N
White	*	*	*	28.0	54.1	*	**	**
Hispanic	366	98.7	24.6	*	28.8	24.6	N	N
Black or African American	23	100.0	*	*	23.0	*	N	N
Asian, Native Hawaiian, or Pacific Islander	21	100.0	47.6	51.4	76.5	47.6	N	N
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	179	97.4	29.6	19.1	44.9	29.6		
Male	246	99.6	21.1	19.1	44.2	21.1		
Economically Disadvantaged Students	*	*	*	*	26.3	*	N	N
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	138	98.6	17.4	*	17.4	17.4	N	N
Students without Disabilities	287	98.7	28.2	*	50.0	28.2		
English Learners	142	99.4	20.4	15.8	25.0	20.4	N	N
Non-English Learners	283	98.3	26.9	21.8	46.5	26.9		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

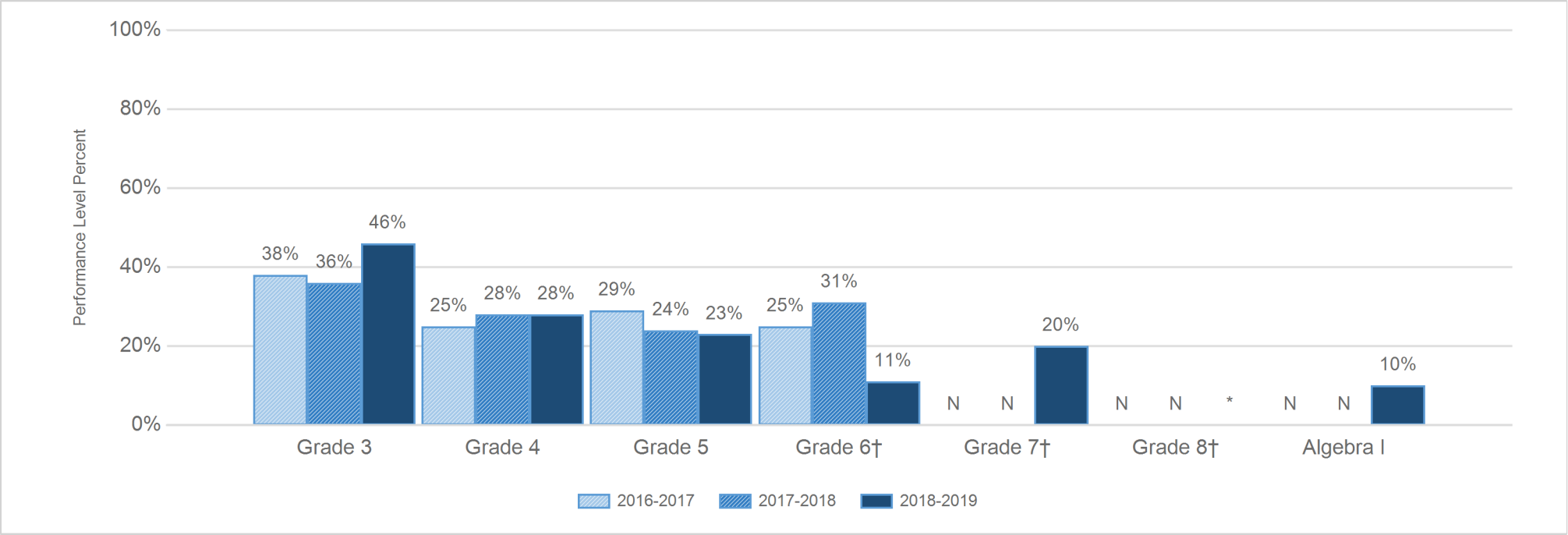


Mario Drago School No. 3
(31-3970-090)
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	742	732	752	*	21%	26%	*	*	46%	55%
White	N	N	*	760	N	N	N	N	N	N	66%
Hispanic	67	743	732	739	*	*	25%	49%	0%	49%	40%
Black or African American	*	*	721	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	39	745	732	751	*	*	26%	*	*	51%	54%
Male	37	738	733	752	*	*	27%	*	*	41%	56%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	67%
Students with Disabilities	11	731	713	731	*	*	*	*	*	27%	31%
Students without Disabilities	65	744	735	756	*	*	*	*	*	49%	60%
English Learners	21	733	720	728	*	*	*	*	*	29%	26%
Non-English Learners	55	745	743	754	*	*	*	*	*	53%	58%
Homeless Students	N	N	722	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	731	731	749	17%	25%	30%	*	*	28%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	66	729	731	737	17%	26%	30%	*	*	27%	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	43	727	729	749	*	*	28%	*	*	28%	50%
Male	33	736	732	749	*	*	33%	*	*	27%	52%
Economically Disadvantaged Students	76	731	*	734	17%	25%	30%	*	*	28%	32%
Non-Economically Disadvantaged Students	N	N	*	759	N	N	N	N	N	N	63%
Students with Disabilities	17	735	710	726	*	*	*	*	*	24%	25%
Students without Disabilities	59	729	734	754	*	*	*	*	*	29%	56%
English Learners	15	704	716	722	*	*	*	*	*	*	18%
Non-English Learners	61	737	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	716	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	731	729	747	*	37%	34%	*	*	23%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	65	730	728	735	*	35%	35%	*	*	23%	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	35	730	730	747	*	43%	31%	*	*	23%	47%
Male	38	731	727	747	*	32%	37%	*	*	24%	47%
Economically Disadvantaged Students	73	731	*	732	*	37%	34%	*	*	23%	27%
Non-Economically Disadvantaged Students	N	N	*	757	N	N	N	N	N	N	59%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	52%
English Learners	20	714	*	718	*	*	*	*	*	*	12%
Non-English Learners	53	737	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	707	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	719	722	741	18%	50%	21%	*	*	11%	41%
White	N	N	*	749	N	N	N	N	N	N	51%
Hispanic	52	718	722	729	*	*	*	*	*	*	24%
Black or African American	*	*	716	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	738	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	28	724	724	742	*	*	*	*	*	*	42%
Male	34	715	721	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	62	719	*	726	18%	50%	21%	*	*	11%	21%
Non-Economically Disadvantaged Students	N	N	*	750	N	N	N	N	N	N	53%
Students with Disabilities	15	714	706	716	*	*	*	*	*	13%	12%
Students without Disabilities	47	721	725	746	*	*	*	*	*	11%	46%
English Learners	17	717	704	709	*	*	*	*	*	12%	*
Non-English Learners	45	720	726	743	*	*	*	*	*	11%	*
Homeless Students	N	N	705	717	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	726	727	744	*	35%	28%	*	*	20%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	37	722	727	733	*	35%	27%	*	*	16%	26%
Black or African American	*	*	716	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	21	726	729	744	*	*	*	*	*	19%	42%
Male	25	725	725	743	*	*	*	*	*	20%	42%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	53%
Students with Disabilities	11	704	705	718	*	*	*	*	*	*	13%
Students without Disabilities	35	732	731	749	*	*	*	*	*	*	48%
English Learners	10	704	715	716	*	*	*	*	*	*	10%
Non-English Learners	36	731	729	745	*	*	*	*	*	*	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	728	*	*	*	*	*	*	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	*	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Mario Drago School No. 3
(31-3970-090)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	716	716	744	*	53%	*	*	*	10%	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	37	716	715	728	*	49%	*	*	*	11%	24%
Black or African American	*	*	714	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	736	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	15	728	718	745	*	*	*	*	*	*	44%
Male	25	708	714	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	40	716	*	727	*	53%	*	*	*	10%	23%
Non-Economically Disadvantaged Students	N	N	*	752	N	N	N	N	N	N	52%
Students with Disabilities	*	*	704	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	718	748	*	*	*	*	*	*	47%
English Learners	*	*	704	710	*	*	*	*	*	*	*
Non-English Learners	*	*	717	745	*	*	*	*	*	*	*
Homeless Students	*	*	700	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	10	10
4	10	10
5	17	17
6	11	11
7	14	14
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	34.5%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	42	*	*
3-4	68	*	*
5 or more	56	85.7%	14.3%



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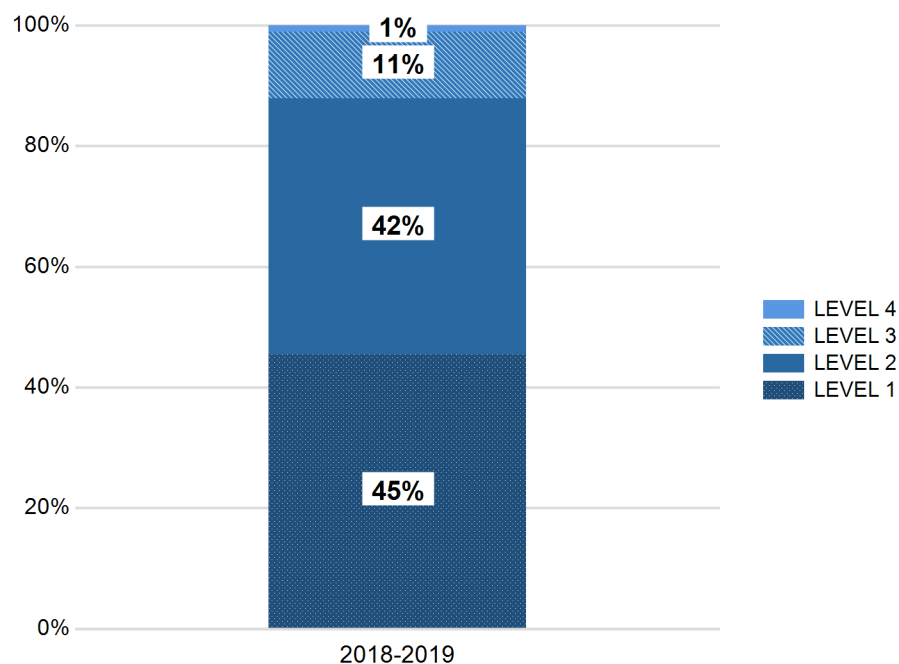
Report Key:

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	45	42	11	1
White	N	N	N	N
Hispanic	43	48	8	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	47	42	11	0
Male	43	43	11	3
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	75	25	0	0
Non-English Learners	34	49	15	2
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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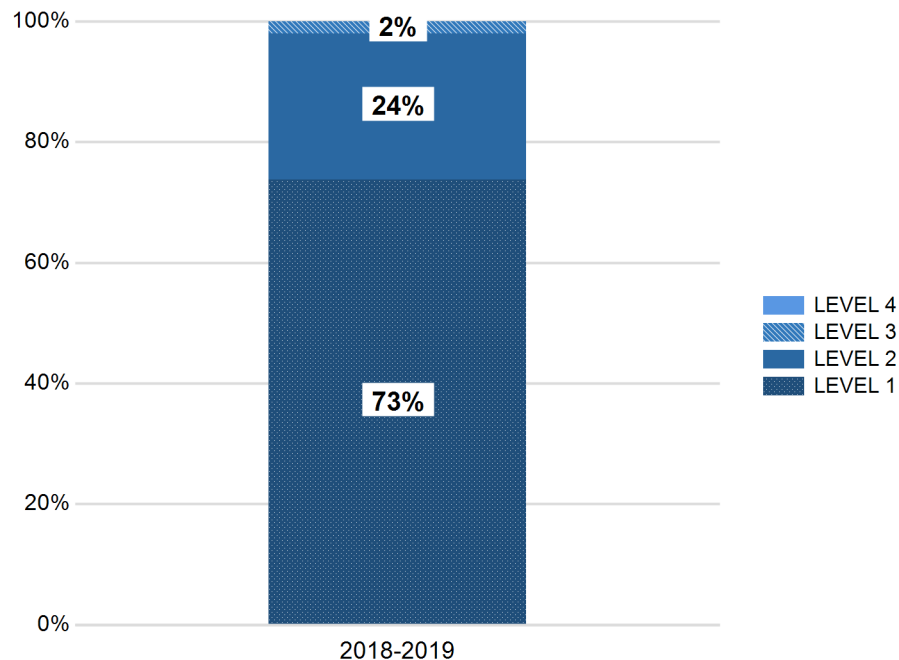
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	73	24	2	0
White	*	*	*	*
Hispanic	73	27	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	63	31	6	0
Male	80	20	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	61
7	0	0	43
8	40	0	0
Total	40	0	104

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0



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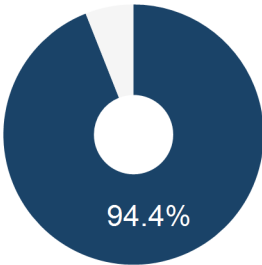
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Visual and Performing Arts – Course Participation

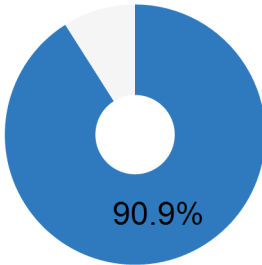
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

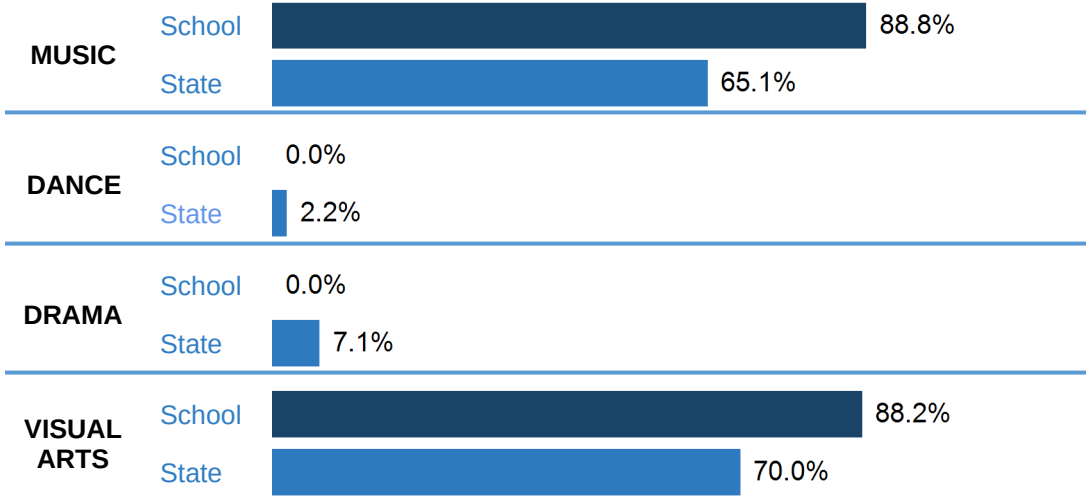


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

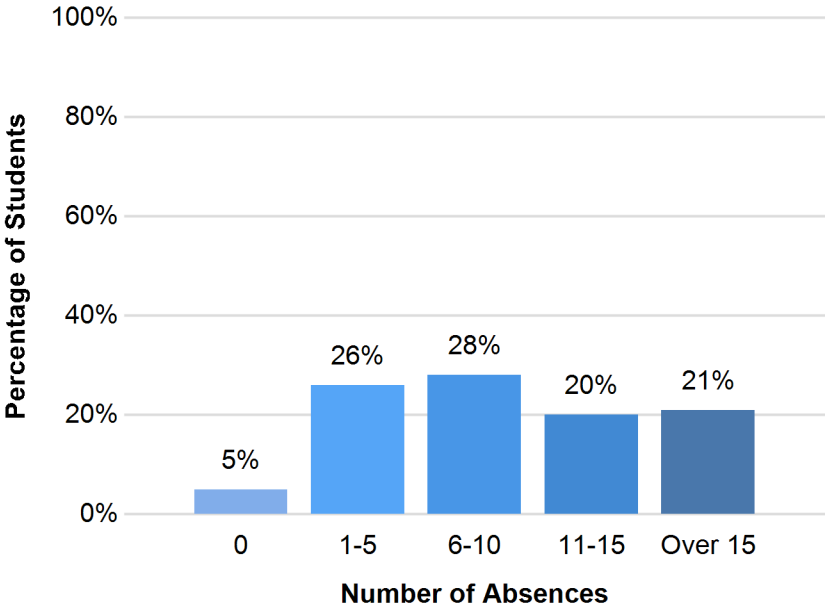
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	97	13.2	9.0	Not Met
White	3	10.0	9.0	Not Met
Hispanic	81	13.2	9.0	Not Met
Black or African American	5	13.9	9.0	Not Met
Asian, Native Hawaiian, or Pacific	8	16.3	9.0	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	48	13.6		
Male	49	12.8		
Economically Disadvantaged Students	97	13.2	9.0	Not Met
Students with Disabilities	28	15.5	9.0	Not Met
English Learners	20	11.7	9.0	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





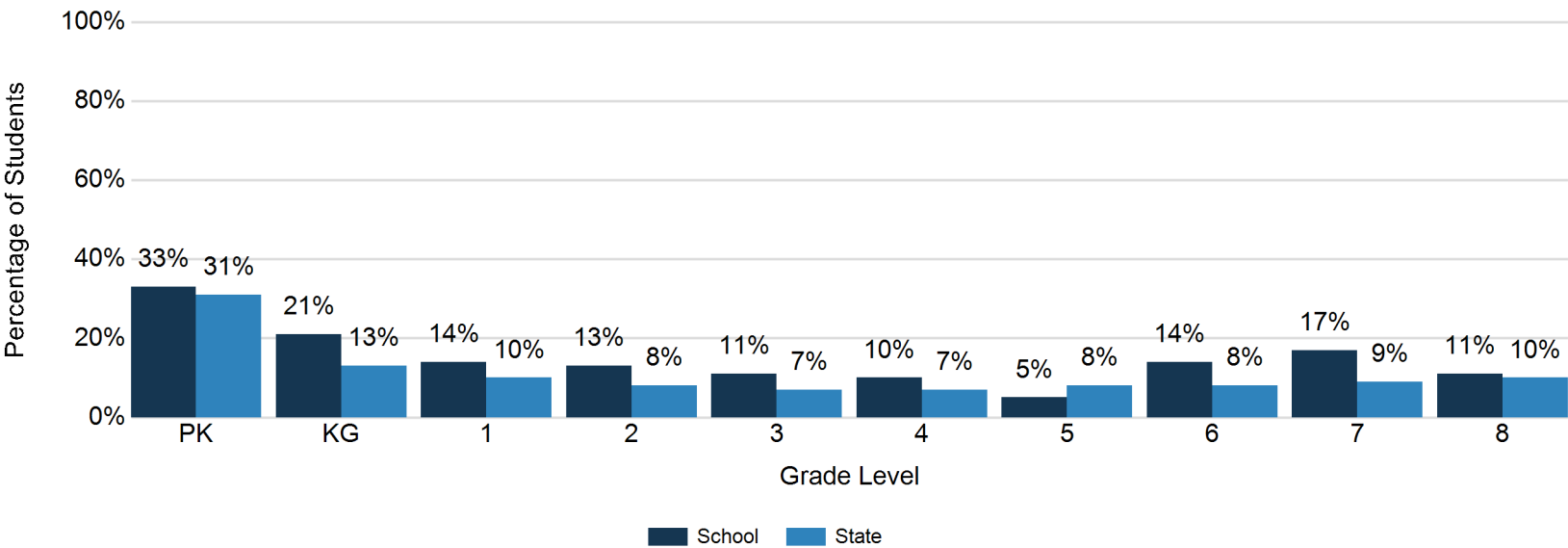
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	16
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	2.10

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	3	3
Religion	1	0	1
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	1	1	2
Disability	0	2	2
Other	12	12	24
No Identified Nature	3		3

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 8 Mins
Shared Time - Instructional Time	6 Hrs. 8 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	65	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	11.8	10.8
Percentage of Teachers with 4 or more years experience in the district	90.8%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	76	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	14.7	12.0
Percentage of Administrators with 4 or more years experience in the district	98.7%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	13:1	16:1
Students to Administrators	286:1	185:1
Teachers to Administrators	22:1	11:1
Students to Librarians/Media Specialists		7038:1
Students to Nurses		563:1
Students to Counselors		521:1
Students to Child Study Team Members		251:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.8%	84.6%	66.7%	48.4%	77.1%	54.9%
Male	53.2%	15.4%	33.3%	51.6%	22.9%	45.1%
White	1.7%	47.7%	33.3%	42.4%	83.6%	77.4%
Hispanic	84.4%	40.0%	33.3%	29.9%	7.3%	7.2%
Black or African American	5.1%	9.2%	33.3%	15.0%	6.6%	13.9%
Asian	7.5%	3.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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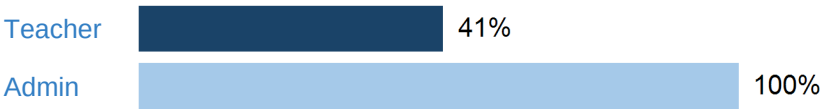
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

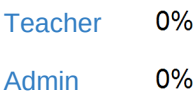
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	90.8%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Mario Drago School No. 3
(31-3970-090)
Grades Offered: PK-08
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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2018-2019

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	37.8%	36.1%	35.3%
Math Proficiency	30.2%	29.9%	24.7%
ELA Growth	55	42	51
Math Growth	54	52	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		46.2%	34.5%
Chronic Absenteeism	9.8%	11.3%	13.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Mario Drago School No. 3

(31-3970-090)

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2018-2019

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	N	N	Met Standard	Not Met	Met Target†	Not Met	No
White	**	**	**	**	n/a	Not Met	No
Hispanic	N	N	Met Standard	Not Met	n/a	Not Met	No
Black or African American	N	N	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	N	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	N	N	Met Standard	Not Met	n/a	Not Met	No
English Learners	N	N	Met Standard	Not Met	Not Met	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	• Provided teachers with classroom embedded coaching to enhance student literacy and math experiences. • Provided students with an after school academic support program in English/Language Arts and Mathematics. • Provided teachers with classroom embedded coaching to enhance student literacy experiences.
 Mission, Vision, Theme:	Vision: Passaic Public Schools will become one of the best school systems in New Jersey. Mission: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide all students the opportunity to graduate high school with a career certification and/or a minimum of 15 college credits.



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 Courses, Curriculum, Instruction:	School No. 3 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based and math workshop activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.



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 Before and After School Programs:	Students at School No. 3 have opportunities to learn beyond the regular school day. Learning begins with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.
 Staff and Professional Learning:	Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in three scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community during grade level meetings, professional learning communities, and staff meetings.



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An icon depicting a blue silhouette of a person with a sunburst above their head, and a blue arrow pointing upwards to the right.	Student Supports and Services: Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.
An icon depicting two blue hands shaking, symbolizing partnership or agreement.	Parent and Community Involvement: At School No. 3 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.



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 Other Information	School No. 3 serves students in grades PK-8.



Martin Luther King, Jr. School No. 6
(31-3970-100)
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Martin Luther King, Jr. School No. 6
(31-3970-100)
Grades Offered: PK-08
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Passaic City School District
Principal Name	Mrs. Stacey Bruce
Address	85 Hamilton Ave. Passaic, NJ 07055-5215
Phone Number	973-470-5506
Email Address	sbruce@passaicschools.org
Website	https://passaicschools.org
Facebook	https://www.facebook.com/PassaicPublicSchools
Twitter	https://twitter.com/passaicschools



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	180	193	164
KG	129	138	84
1	130	127	105
2	137	112	83
3	133	139	81
4	141	129	121
5	140	123	110
6	131	144	103
Total	1,121	1,105	1,071

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.0%	48.4%	47.8%
Male	52.0%	51.6%	52.2%
Economically Disadvantaged Students	100.0%	100.0%	100.0%
Students with Disabilities	17.4%	16.7%	22.7%
English Learners	30.3%	31.9%	29.2%
Homeless Students	0.3%	1.6%	0.5%
Students in Foster Care	0.0%	0.5%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.3%	0.5%	0.6%
Hispanic	93.4%	93.8%	92.0%
Black or African American	6.2%	5.6%	7.2%
Asian	0.0%	0.0%	0.2%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	180	193	164
KG - Half Day	0	0	0
KG - Full Day	129	138	84

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	80.3%
English	19.5%
Other Languages	0.2%



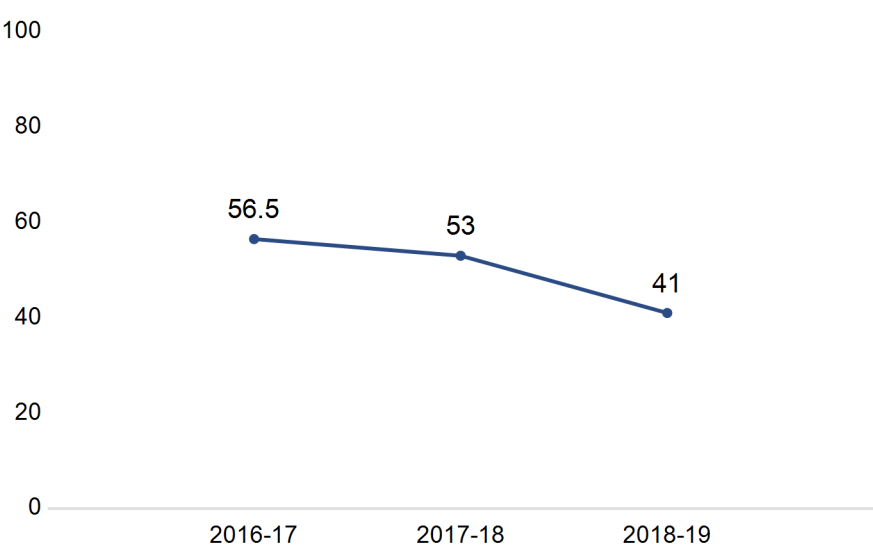
Martin Luther King, Jr. School No. 6
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2018-2019

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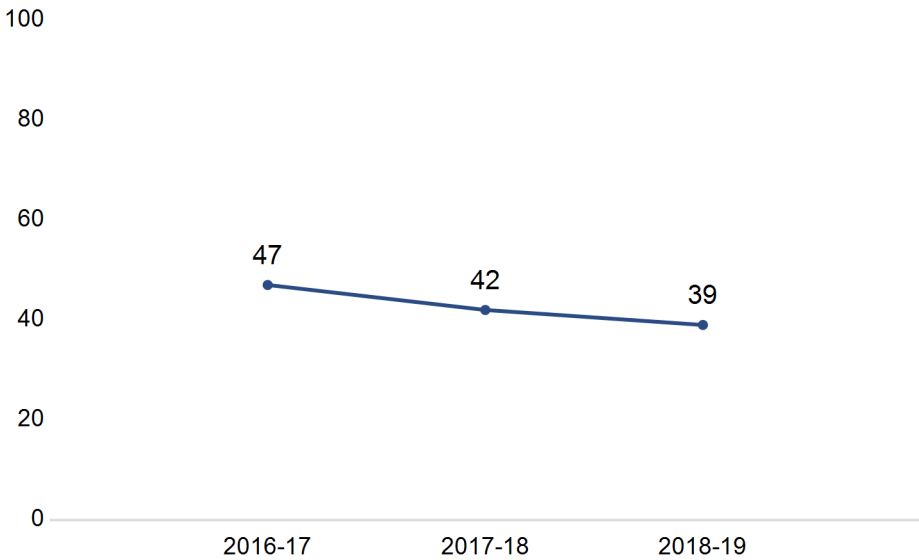
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	56.5	53	41	47	42	39
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	41	47	50	Met Standard	39	47	50	Not Met
White	*	50	50	**	*	55	52	**
Hispanic	41	47	49	Met Standard	40	47	47	Met Standard
Black or African American	43	44	45	Met Standard	24	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	59	59	**	*	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	41.5	50	53	N	38	47	50	N
Male	41	44	47	N	40	46	51	N
Economically Disadvantaged Students	41	47	48	Met Standard	39	47	46	Not Met
Students with Disabilities	33	37	43	Not Met	26	42	45	Not Met
English Learners	41	46	52	Met Standard	44	47	50	Met Standard
Homeless Students	*	38	43	N	*	33.5	44	N
Students in Foster Care	*	33	42	N	*	46	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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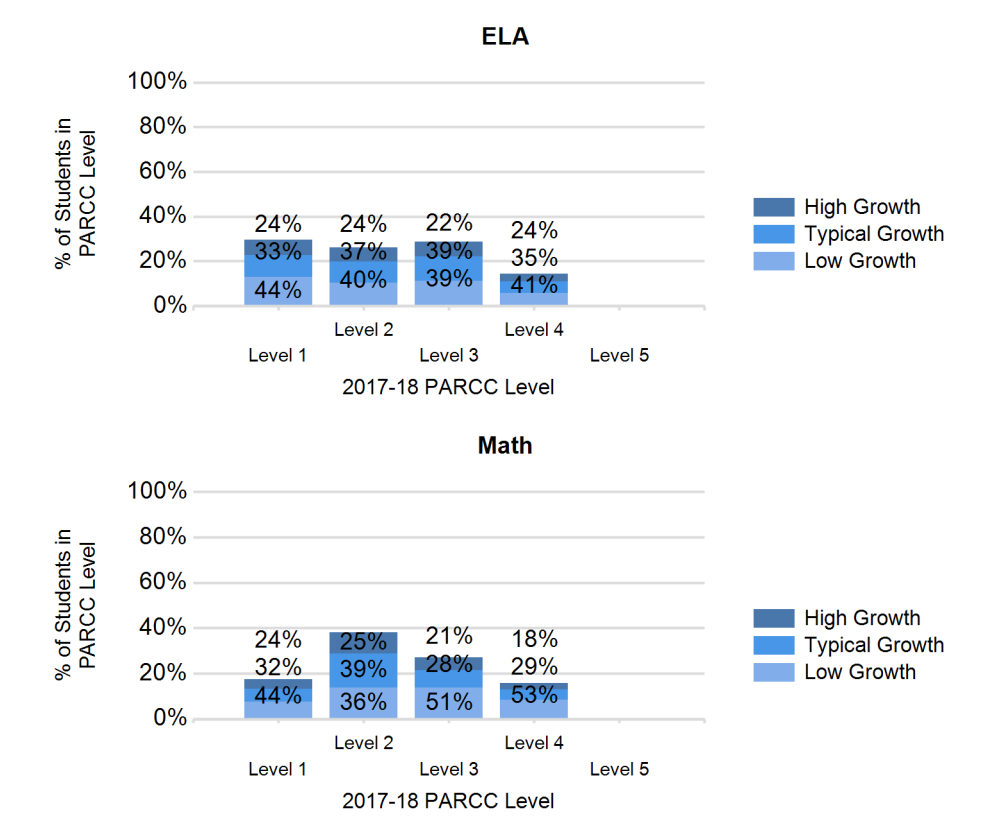
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

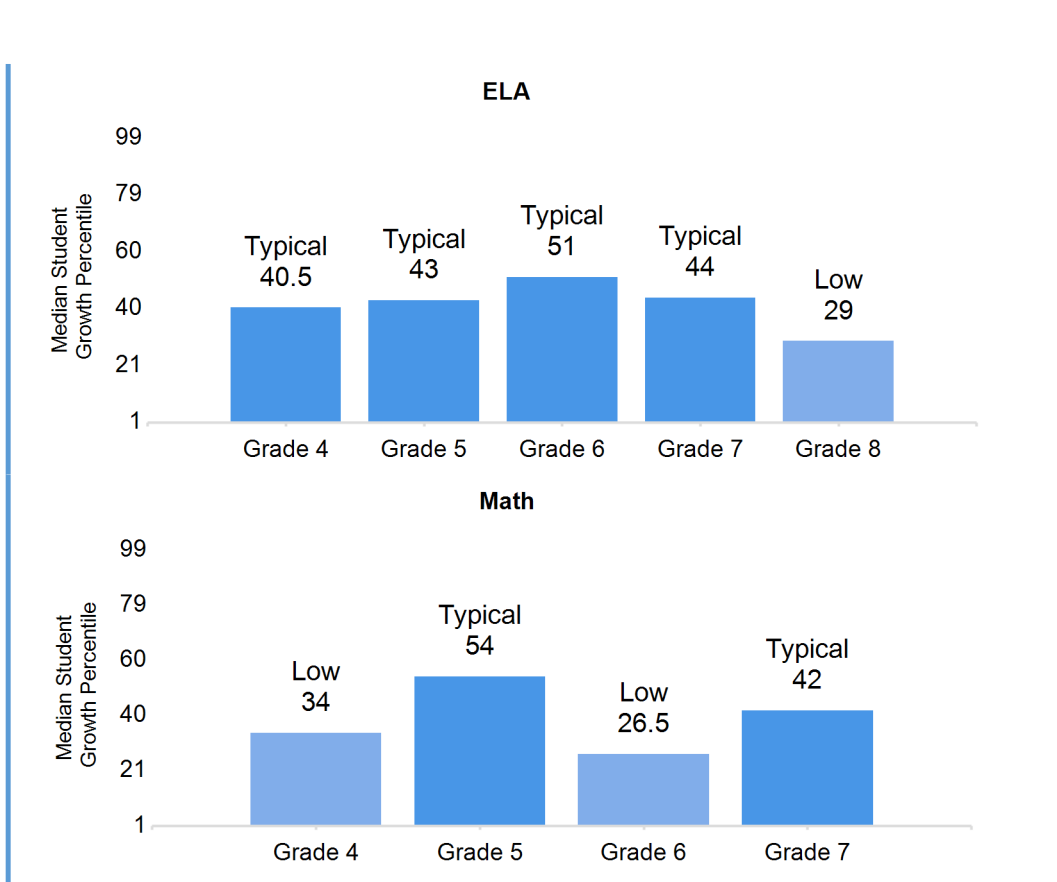
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



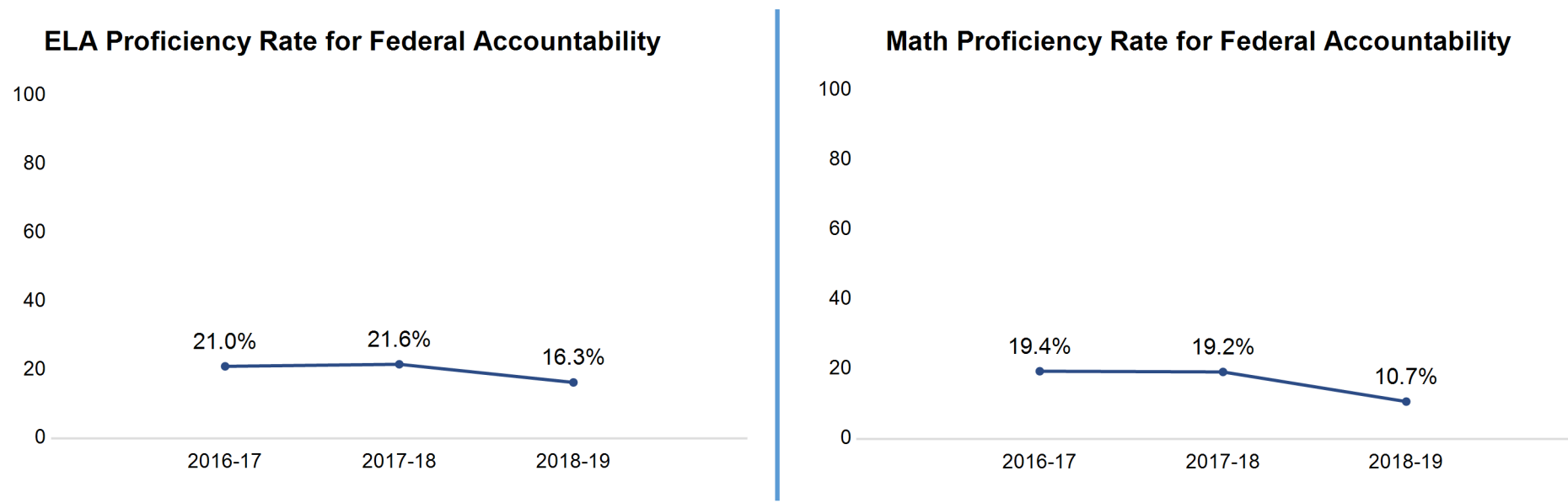


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	99.8%	99.8%	98.7%	99.8%	99.7%
Proficiency Rate for Federal Accountability	21.0%	21.6%	16.3%	19.4%	19.2%	10.7%
Annual Target	21.3%	24.4%	N	22.4%	25.5%	N
Met Annual Target?	Met Target†	Met Target†	N	Not Met	Not Met	N
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Martin Luther King, Jr. School No. 6

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	590	99.8	16.3	32.4	57.9	16.3	N	N
White	*	*	*	40.4	66.9	*	**	**
Hispanic	541	100.0	16.5	32.1	43.9	16.5	N	N
Black or African American	46	97.9	10.9	28.0	38.5	10.9	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	261	99.6	*	*	64.8	*		
Male	329	100.0	*	*	51.3	*		
Economically Disadvantaged Students	*	*	*	*	40.0	*	N	N
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	173	100.0	*	*	22.7	*	N	N
Students without Disabilities	417	99.8	*	*	65.1	*		
English Learners	330	100.0	12.4	*	29.3	12.4	N	N
Non-English Learners	260	99.6	21.2	*	60.6	21.2		
Homeless Students	*	*	*	22.4	29.1	*		
Students In Foster Care	*	*	*	10.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



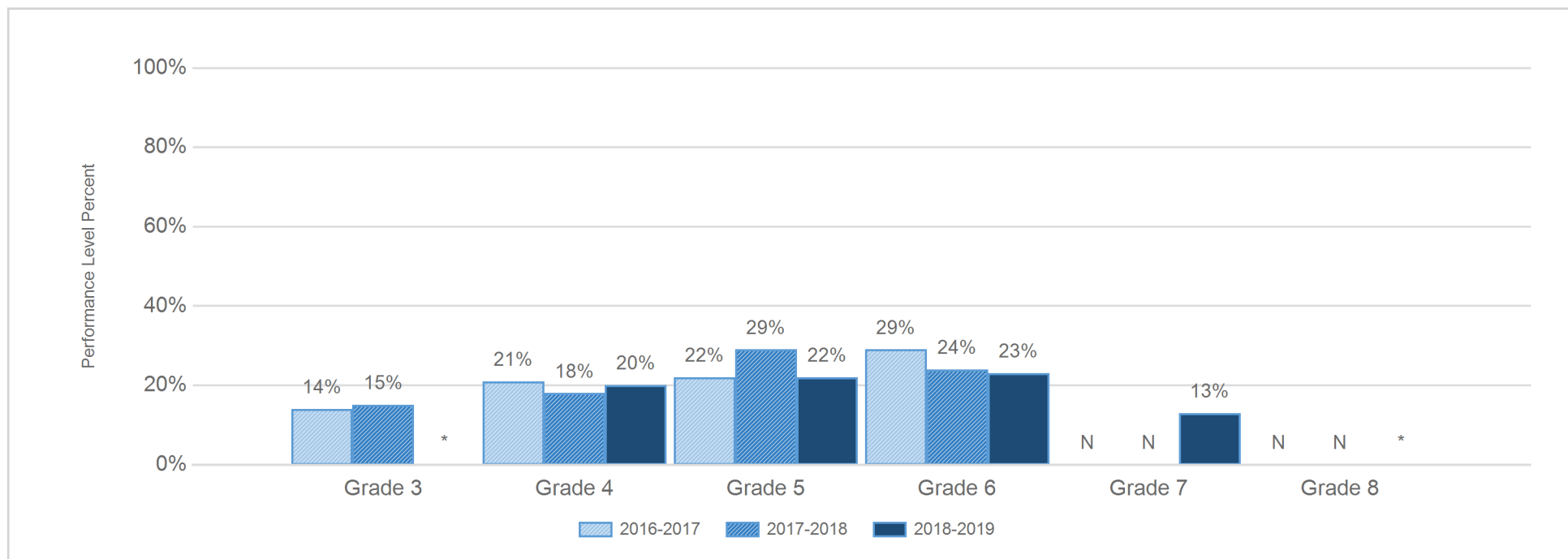
Martin Luther King, Jr. School No. 6
(31-3970-100)
Grades Offered: PK-08
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Martin Luther King, Jr. School No. 6
 (31-3970-100)
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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	701	725	748	*	*	*	*	*	*	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	*	*	724	734	*	*	*	*	*	*	36%
Black or African American	*	*	727	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	758	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	37	708	731	753	*	*	*	*	*	*	55%
Male	49	695	720	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	86	701	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	N	N	*	759	N	N	N	N	N	N	61%
Students with Disabilities	19	676	686	719	*	*	*	*	*	*	24%
Students without Disabilities	67	707	731	754	*	*	*	*	*	*	56%
English Learners	37	682	704	713	*	*	*	*	*	*	17%
Non-English Learners	49	715	743	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Martin Luther King, Jr. School No. 6
 (31-3970-100)
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 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	722	734	755	27%	23%	30%	*	*	20%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	94	721	734	743	28%	22%	30%	20%	0%	20%	44%
Black or African American	*	*	724	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	42	727	740	760	*	*	38%	*	*	21%	62%
Male	67	719	729	750	*	*	25%	*	*	19%	53%
Economically Disadvantaged Students	109	722	*	740	27%	23%	30%	*	*	20%	40%
Non-Economically Disadvantaged Students	N	N	*	765	N	N	N	N	N	N	69%
Students with Disabilities	27	682	701	725	*	*	*	*	*	*	25%
Students without Disabilities	82	735	740	761	*	*	*	*	*	*	64%
English Learners	38	709	710	720	*	*	*	*	*	*	17%
Non-English Learners	71	728	747	758	*	*	*	*	*	*	60%
Homeless Students	*	*	713	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Martin Luther King, Jr. School No. 6
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 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	725	732	756	21%	27%	30%	22%	0%	22%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	97	726	732	743	21%	27%	29%	24%	0%	24%	44%
Black or African American	*	*	731	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	57	733	739	761	*	*	37%	*	*	30%	64%
Male	52	717	726	750	*	*	23%	*	*	13%	52%
Economically Disadvantaged Students	109	725	*	740	21%	27%	30%	22%	0%	22%	39%
Non-Economically Disadvantaged Students	N	N	*	766	N	N	N	N	N	N	69%
Students with Disabilities	23	691	697	724	*	*	*	*	*	*	23%
Students without Disabilities	86	734	739	762	*	*	*	*	*	*	65%
English Learners	32	706	*	713	*	*	*	*	*	*	11%
Non-English Learners	77	733	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	720	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Martin Luther King, Jr. School No. 6
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 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	727	735	754	21%	23%	33%	*	*	23%	56%
White	N	N	*	762	N	N	N	N	N	N	65%
Hispanic	*	*	735	743	*	*	*	*	*	*	43%
Black or African American	*	*	735	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	770	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	41	743	744	762	*	*	*	*	*	*	64%
Male	45	713	727	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	86	727	*	740	21%	23%	33%	*	*	23%	39%
Non-Economically Disadvantaged Students	N	N	*	763	N	N	N	N	N	N	67%
Students with Disabilities	23	691	702	722	*	*	*	*	*	*	19%
Students without Disabilities	63	740	742	761	*	*	*	*	*	*	64%
English Learners	13	703	703	710	*	*	*	*	*	*	*
Non-English Learners	73	731	742	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	716	738	761	26%	34%	27%	*	*	13%	63%
White	N	N	*	769	N	N	N	N	N	N	72%
Hispanic	*	*	738	747	*	*	*	*	*	*	50%
Black or African American	*	*	738	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	775	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	47	730	747	769	*	*	*	*	*	*	71%
Male	53	704	731	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	100	716	*	743	26%	34%	27%	*	*	13%	45%
Non-Economically Disadvantaged Students	N	N	*	771	N	N	N	N	N	N	73%
Students with Disabilities	28	692	697	720	*	*	*	*	*	*	22%
Students without Disabilities	72	726	746	769	*	*	*	*	*	*	71%
English Learners	20	721	704	706	*	*	*	*	*	10%	12%
Non-English Learners	80	715	743	763	*	*	*	*	*	14%	65%
Homeless Students	*	*	735	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Martin Luther King, Jr. School No. 6
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 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	702	735	762	*	*	*	*	*	*	63%
White	N	N	*	770	N	N	N	N	N	N	72%
Hispanic	*	*	734	747	*	*	*	*	*	*	49%
Black or African American	*	*	737	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	762	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	40	709	744	771	*	*	*	*	*	*	71%
Male	65	697	726	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	772	*	*	*	*	*	*	72%
Students with Disabilities	49	690	701	721	*	*	*	*	*	*	22%
Students without Disabilities	56	712	741	770	*	*	*	*	*	*	71%
English Learners	20	686	701	708	*	*	*	*	*	*	12%
Non-English Learners	85	706	739	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	598	99.7	10.7	*	44.5	10.7	N	N
White	*	*	*	28.0	54.1	*	**	**
Hispanic	549	99.8	10.9	*	28.8	10.9	N	N
Black or African American	46	97.9	*	*	23.0	*	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	51.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	265	99.3	*	19.1	44.9	*		
Male	333	100.0	*	19.1	44.2	*		
Economically Disadvantaged Students	*	*	*	*	26.3	*	N	N
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	172	99.4	*	*	17.4	*	N	N
Students without Disabilities	426	99.8	*	*	50.0	*		
English Learners	339	100.0	*	15.8	25.0	*	N	N
Non-English Learners	259	99.2	*	21.8	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

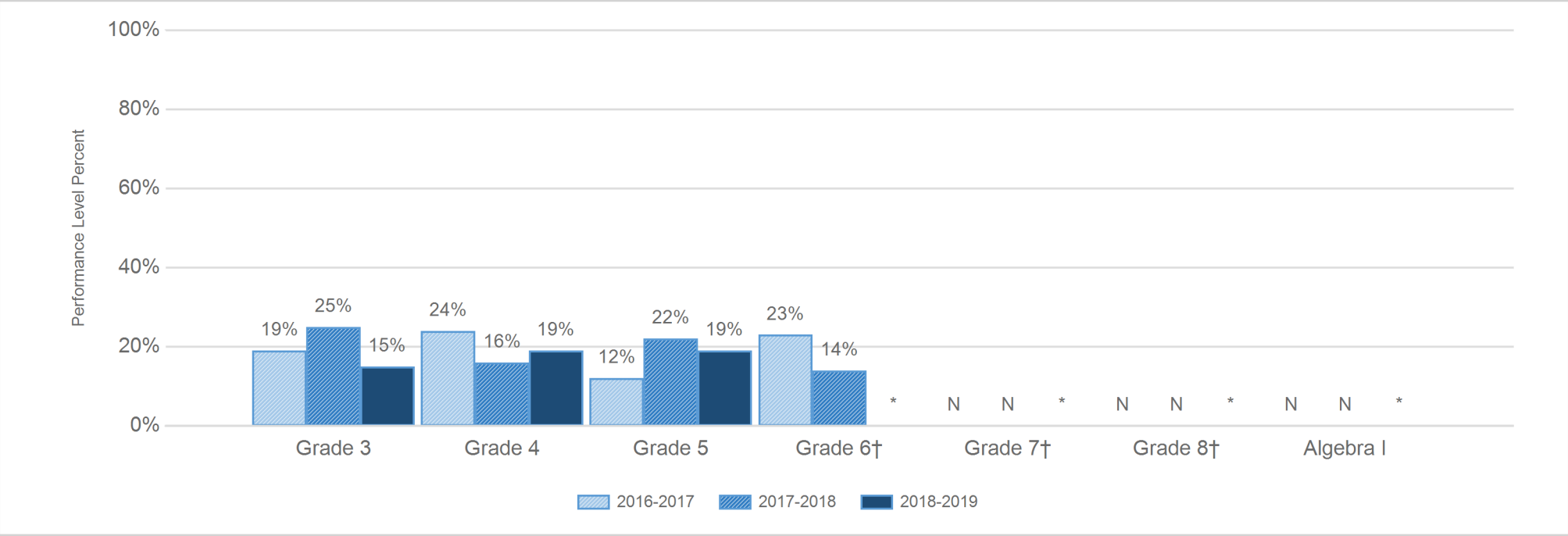


Martin Luther King, Jr. School No. 6
(31-3970-100)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Martin Luther King, Jr. School No. 6
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 2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	719	732	752	26%	34%	25%	*	*	15%	55%
White	N	N	*	760	N	N	N	N	N	N	66%
Hispanic	*	*	732	739	*	*	*	*	*	*	40%
Black or African American	*	*	721	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	763	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	37	722	732	751	*	38%	*	*	*	19%	54%
Male	51	717	733	752	*	31%	*	*	*	12%	56%
Economically Disadvantaged Students	88	719	*	737	26%	34%	25%	*	*	15%	37%
Non-Economically Disadvantaged Students	N	N	*	761	N	N	N	N	N	N	67%
Students with Disabilities	19	708	713	731	*	*	*	*	*	*	31%
Students without Disabilities	69	722	735	756	*	*	*	*	*	*	60%
English Learners	38	707	720	728	*	*	*	*	*	*	26%
Non-English Learners	50	728	743	754	*	*	*	*	*	*	58%
Homeless Students	N	N	722	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	723	731	749	23%	27%	31%	*	*	19%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	96	722	731	737	24%	27%	29%	20%	0%	20%	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	44	723	729	749	23%	27%	30%	*	*	20%	50%
Male	67	723	732	749	24%	27%	31%	*	*	18%	52%
Economically Disadvantaged Students	111	723	*	734	23%	27%	31%	*	*	19%	32%
Non-Economically Disadvantaged Students	N	N	*	759	N	N	N	N	N	N	63%
Students with Disabilities	27	695	710	726	*	*	*	*	*	*	25%
Students without Disabilities	84	732	734	754	*	*	*	*	*	*	56%
English Learners	40	713	716	722	35%	35%	*	*	*	13%	18%
Non-English Learners	71	728	740	751	17%	23%	*	*	*	23%	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Martin Luther King, Jr. School No. 6
 (31-3970-100)
 Grades Offered: PK-08
 2018-2019

Report Key:
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 N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	725	729	747	14%	40%	27%	19%	0%	19%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	101	726	728	735	14%	37%	29%	21%	0%	21%	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	59	728	730	747	*	41%	27%	*	*	24%	47%
Male	54	720	727	747	*	39%	28%	*	*	13%	47%
Economically Disadvantaged Students	113	725	*	732	14%	40%	27%	19%	0%	19%	27%
Non-Economically Disadvantaged Students	N	N	*	757	N	N	N	N	N	N	59%
Students with Disabilities	23	701	714	725	*	*	*	*	*	*	19%
Students without Disabilities	90	731	731	752	*	*	*	*	*	*	52%
English Learners	36	717	*	718	*	*	*	*	*	*	12%
Non-English Learners	77	728	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	707	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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 2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	709	722	741	*	*	*	*	*	*	41%
White	N	N	*	749	N	N	N	N	N	N	51%
Hispanic	*	*	722	729	*	*	*	*	*	*	24%
Black or African American	*	*	716	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	738	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	41	716	724	742	*	*	*	*	*	*	42%
Male	47	703	721	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	88	709	*	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	N	N	*	750	N	N	N	N	N	N	53%
Students with Disabilities	23	695	706	716	*	*	*	*	*	*	12%
Students without Disabilities	65	715	725	746	*	*	*	*	*	*	46%
English Learners	15	697	704	709	*	*	*	*	*	*	*
Non-English Learners	73	712	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	705	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Martin Luther King, Jr. School No. 6
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 2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	716	727	744	*	*	*	*	*	*	42%
White	N	N	*	751	N	N	N	N	N	N	53%
Hispanic	*	*	727	733	*	*	*	*	*	*	26%
Black or African American	*	*	716	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	46	720	729	744	*	*	*	*	*	*	42%
Male	54	713	725	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	100	716	*	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	N	N	*	751	N	N	N	N	N	N	53%
Students with Disabilities	27	700	705	718	*	*	*	*	*	*	13%
Students without Disabilities	73	722	731	749	*	*	*	*	*	*	48%
English Learners	21	720	715	716	*	*	*	*	*	*	10%
Non-English Learners	79	715	729	745	*	*	*	*	*	*	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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 2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	728	*	*	*	*	*	*	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	*	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Martin Luther King, Jr. School No. 6

(31-3970-100)

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	702	716	744	*	*	*	*	*	*	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	*	*	715	728	*	*	*	*	*	*	24%
Black or African American	*	*	714	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	736	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	42	704	718	745	*	*	*	*	*	*	44%
Male	64	701	714	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	106	702	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	N	N	*	752	N	N	N	N	N	N	52%
Students with Disabilities	47	699	704	717	*	*	*	*	*	*	12%
Students without Disabilities	59	704	718	748	*	*	*	*	*	*	47%
English Learners	23	698	704	710	*	*	*	*	*	*	*
Non-English Learners	83	703	717	745	*	*	*	*	*	*	*
Homeless Students	*	*	700	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	31.3%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	65	*	*
3-4	104	*	*
5 or more	141	*	*



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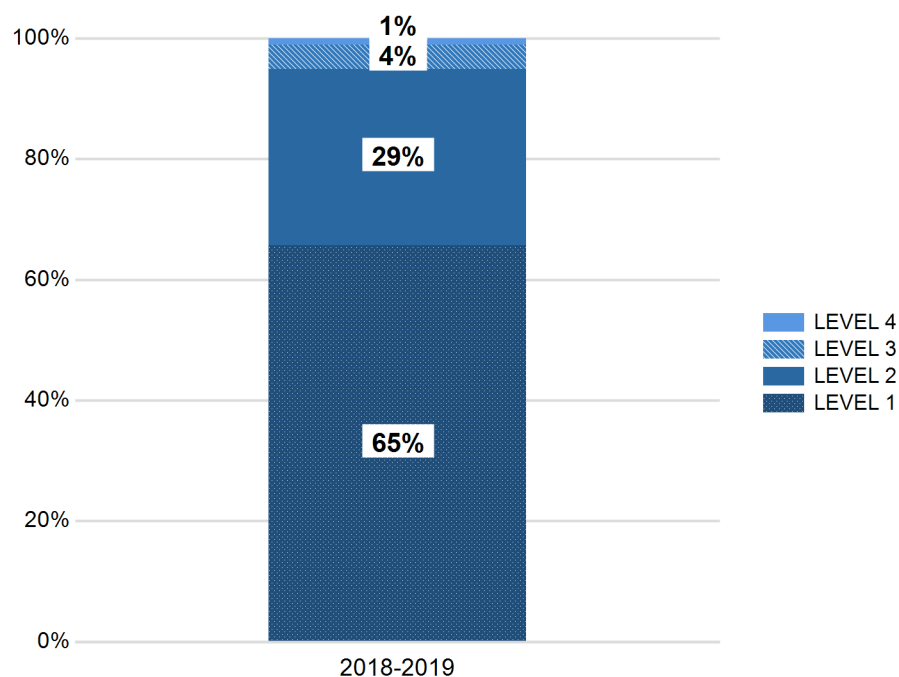
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	65	29	4	1
White	*	*	*	*
Hispanic	64	30	5	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	64	34	2	0
Male	67	24	7	2
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	79	13	8	0
Non-English Learners	58	38	3	1
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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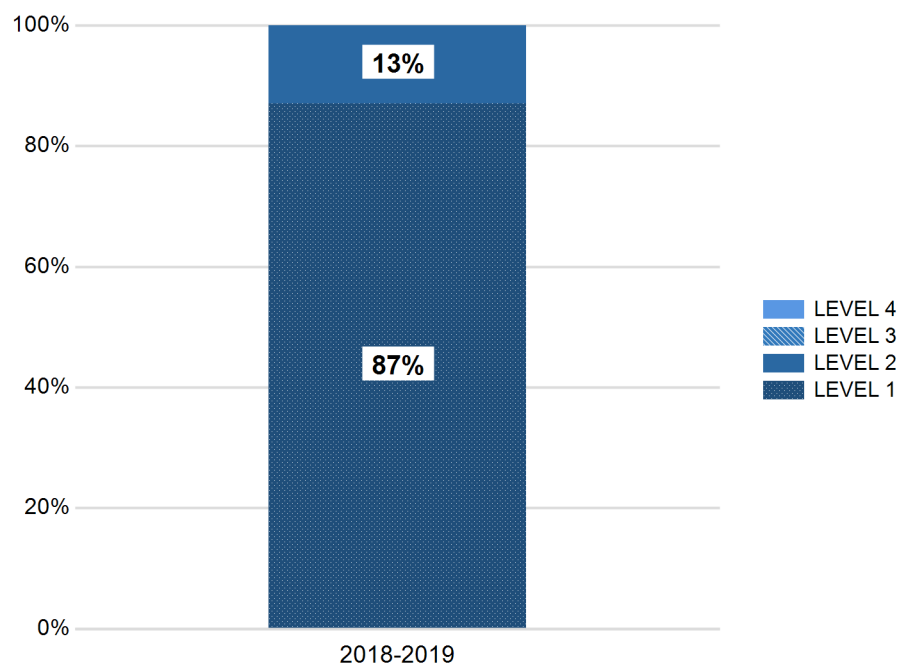
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	87	13	0	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	85	15	0	0
Male	88	12	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	87	13	0	0
Non-English Learners	87	13	0	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	103
7	0	0	114
8	104	0	0
Total	104	0	217

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0



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Visual and Performing Arts – Course Participation

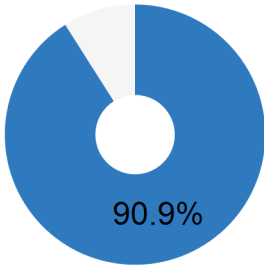
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

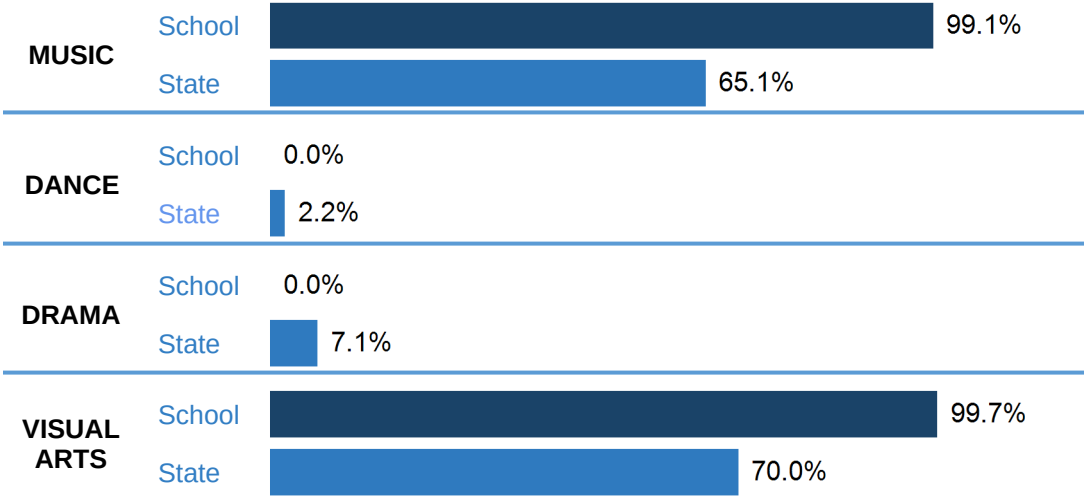


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

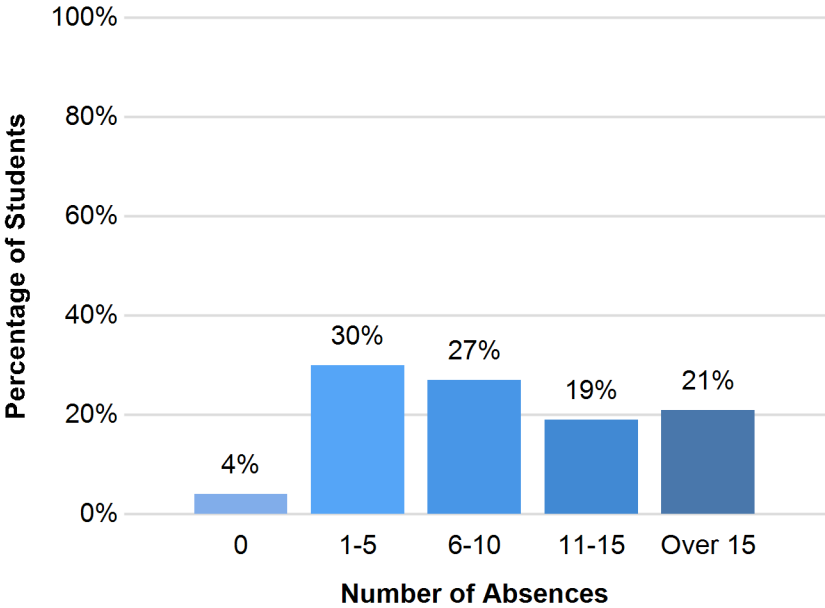
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	122	13.6	9.0	Not Met
White	*	*	**	**
Hispanic	102	12.5	9.0	Not Met
Black or African American	20	28.6	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	55	13.0		
Male	67	14.2		
Economically Disadvantaged Students	122	13.6	9.0	Not Met
Students with Disabilities	48	22.0	9.0	Not Met
English Learners	32	10.5	9.0	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





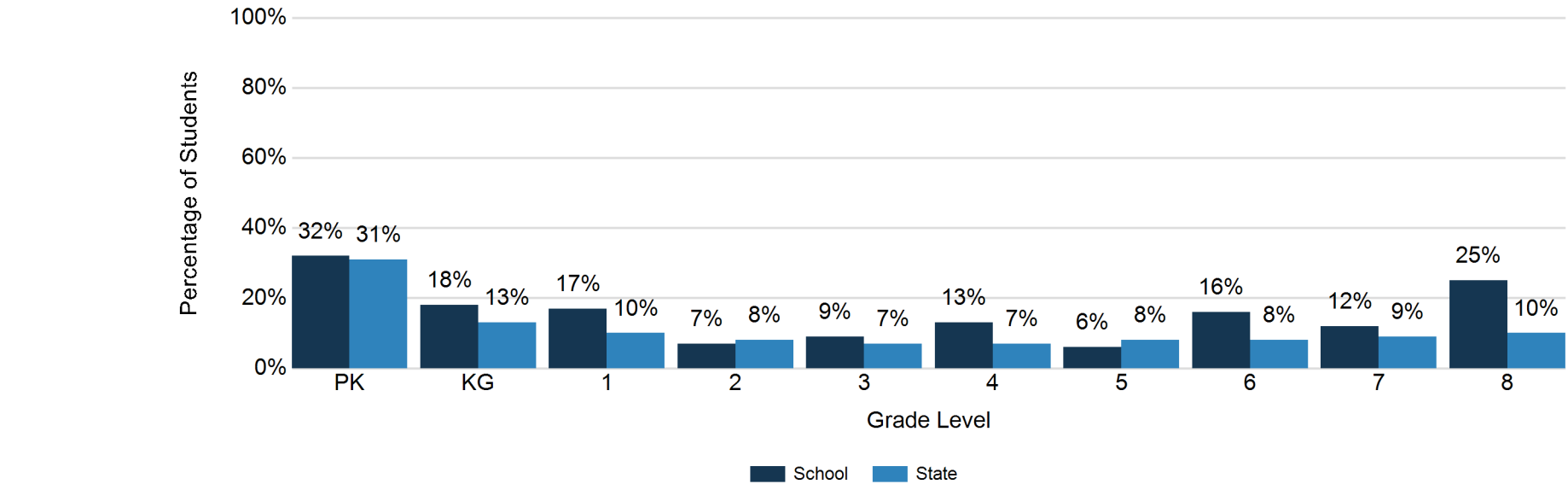
Martin Luther King, Jr. School No. 6
(31-3970-100)
Grades Offered: PK-08
2018-2019

Report Key:
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





Martin Luther King, Jr. School No. 6

(31-3970-100)

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	10
Weapons	1
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	21
Total Unique Incidents	35
Incidents Per 100 Students Enrolled	3.27

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	3	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	1	1	2
Other	1	17	18
No Identified Nature	11		11

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	7
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	23	2.1%
Any Suspension	27	2.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
57



Martin Luther King, Jr. School No. 6

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 8 Mins
Shared Time - Instructional Time	6 Hrs. 8 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.0:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	71	118,214
Average years experience in public schools	15.5	12.1
Average years experience in district	14.5	10.8
Percentage of Teachers with 4 or more years experience in the district	95.8%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	76	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	14.7	12.0
Percentage of Administrators with 4 or more years experience in the district	98.7%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	16:1
Students to Administrators	357:1	185:1
Teachers to Administrators	24:1	11:1
Students to Librarians/Media Specialists		7038:1
Students to Nurses		563:1
Students to Counselors		521:1
Students to Child Study Team Members		251:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.8%	74.6%	100.0%	48.4%	77.1%	54.9%
Male	52.2%	25.4%	0.0%	51.6%	22.9%	45.1%
White	0.6%	56.3%	66.7%	42.4%	83.6%	77.4%
Hispanic	92.0%	32.4%	33.3%	29.9%	7.3%	7.2%
Black or African American	7.2%	7.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.2%	4.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

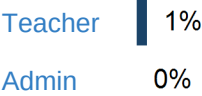
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	92.2%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	21.0%	21.6%	16.3%
Math Proficiency	19.4%	19.2%	10.7%
ELA Growth	56	53	41
Math Growth	47	42	39
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		41.8%	31.3%
Chronic Absenteeism	11.8%	11.0%	13.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	N	N	Met Standard	Not Met	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	N	N	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	N	N	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	N	N	Not Met	Not Met	n/a	Not Met	No
English Learners	N	N	Met Standard	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	• Provided teachers with classroom embedded coaching to enhance student literacy and math experiences. • Provided students with an after school academic support program in English/Language Arts and Mathematics. • Students in grades 3-8 had the opportunity to participate in 21st CCLC ACCESS after school program focusing on college and career readiness.
 Mission, Vision, Theme:	Vision: Passaic Public Schools will become one of the best school systems in New Jersey. Mission: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide all students the opportunity to graduate high school with a career certification and/or a minimum of 15 college credits.



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 Courses, Curriculum, Instruction:	School No. 6 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based and math workshop activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.



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 Before and After School Programs:	Students at School No. 6 have opportunities to learn beyond the regular school day. Learning begins with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.
 Staff and Professional Learning:	Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in three scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community during grade level meetings, professional learning communities, and staff meetings.



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An icon depicting a blue silhouette of a person with a sunburst above their head, and a blue arrow pointing upwards to the right.	Student Supports and Services: Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.
An icon depicting two blue hands shaking, symbolizing partnership or agreement.	Parent and Community Involvement: At School No. 6 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.



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Other Information	School No. 6 serves students in grades PK-8.



Passaic Academy for Science and Engineering
 (31-3970-301)
 Grades Offered: 06-11
 2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Passaic Academy for Science and Engineering
 (31-3970-301)
 Grades Offered: 06-11
 2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Passaic City School District
Principal Name	Ms. Johanna Ross
Address	291 Lafayette Avenue Passaic, NJ 07055
Phone Number	973-470-5504
Email Address	jross@passaicschools.org
Website	https://passaicschools.org
Facebook	https://www.facebook.com/PassaicPublicSchools
Twitter	https://twitter.com/passaicschools



Passaic Academy for Science and Engineering
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	0	0	93
7	0	0	123
8	0	0	124
9	0	0	126
10	0	0	111
11	0	0	117
Total	0	0	694

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	N	N	42.4%
Male	N	N	57.6%
Economically Disadvantaged Students	N	N	100.0%
Students with Disabilities	N	N	1.7%
English Learners	N	N	3.9%
Homeless Students	N	N	0.0%
Students in Foster Care	N	N	0.0%
Military-Connected Students	N	N	0.0%
Migrant Students	N	N	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	N	N	0.6%
Hispanic	N	N	93.1%
Black or African American	N	N	1.4%
Asian	N	N	4.5%
Native Hawaiian or Pacific Islander	N	N	0.4%
American Indian or Alaska Native	N	N	0.0%
Two or More Races	N	N	0.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	N	N	694
Shared Time Students	N	N	0
Full Time Equivalent	N	N	694

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	87.2%
English	7.8%
Gujarati	4.6%
Other Languages	0.4%



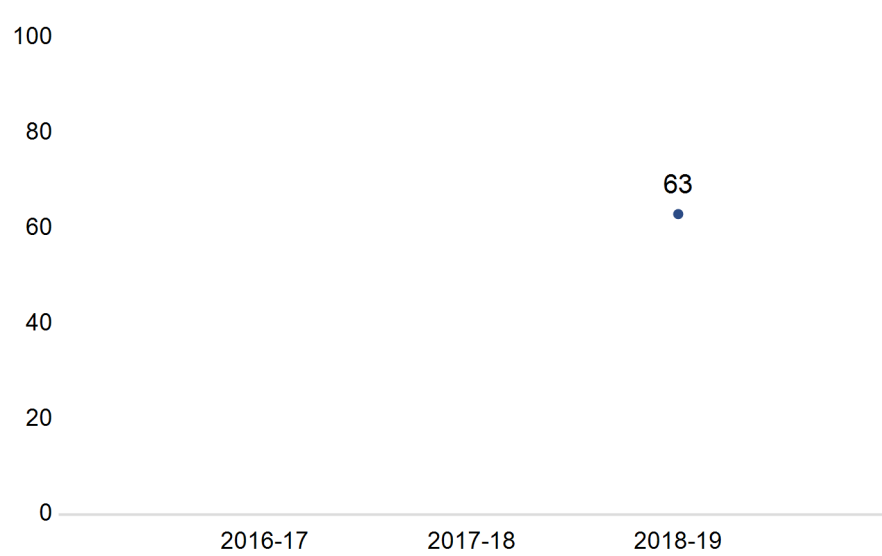
Passaic Academy for Science and Engineering
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2018-2019

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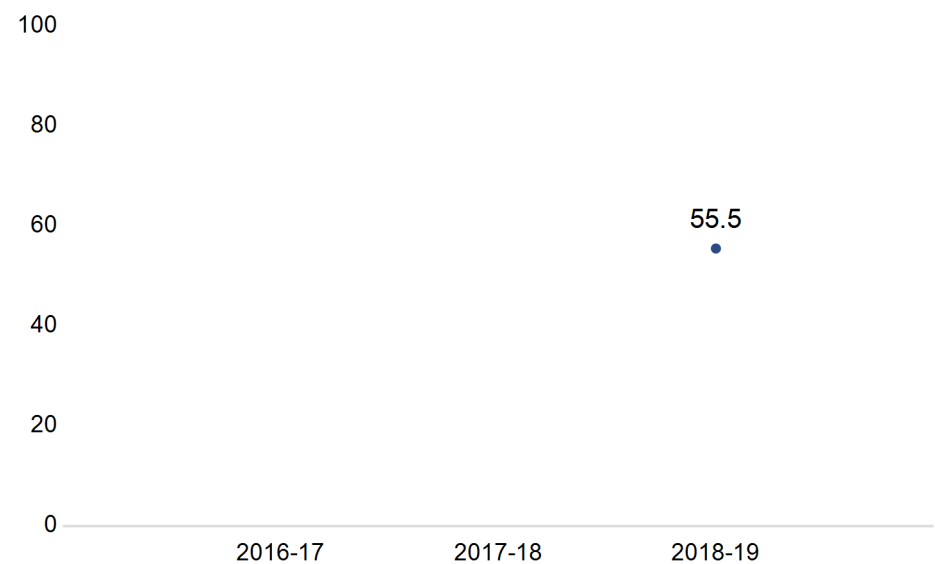
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	N	N	63	N	N	55.5
Met Standard (40-59.5)?	N	N	Exceeds Standard	N	N	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	63	47	50	Exceeds Standard	55.5	47	50	Met Standard
White	*	50	50	**	*	55	52	**
Hispanic	63	47	49	Exceeds Standard	56.5	47	47	Met Standard
Black or African American	*	44	45	**	*	36	43	**
Asian, Native Hawaiian, or Pacific Islander	61	59	59	**	*	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	66	50	53	N	51	47	50	N
Male	61	44	47	N	59	46	51	N
Economically Disadvantaged Students	63	47	48	Exceeds Standard	55.5	47	46	Met Standard
Students with Disabilities	*	37	43	**	*	42	45	**
English Learners	66	46	52	Exceeds Standard	55.5	47	50	Met Standard
Homeless Students	N	38	43	N	N	33.5	44	N
Students in Foster Care	N	33	42	N	N	46	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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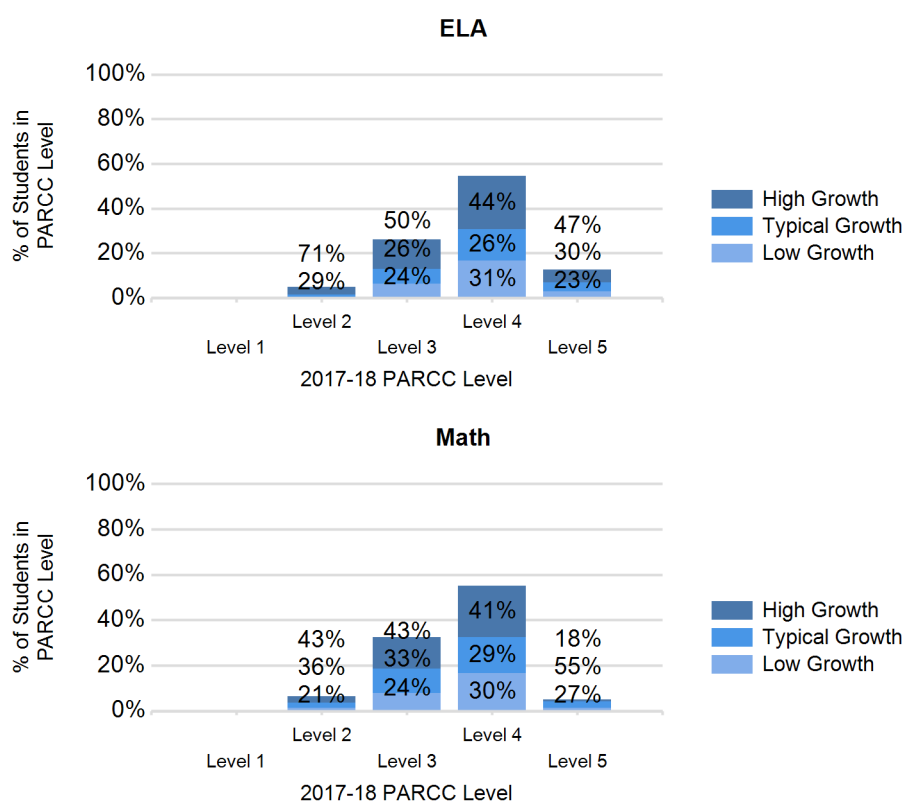
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

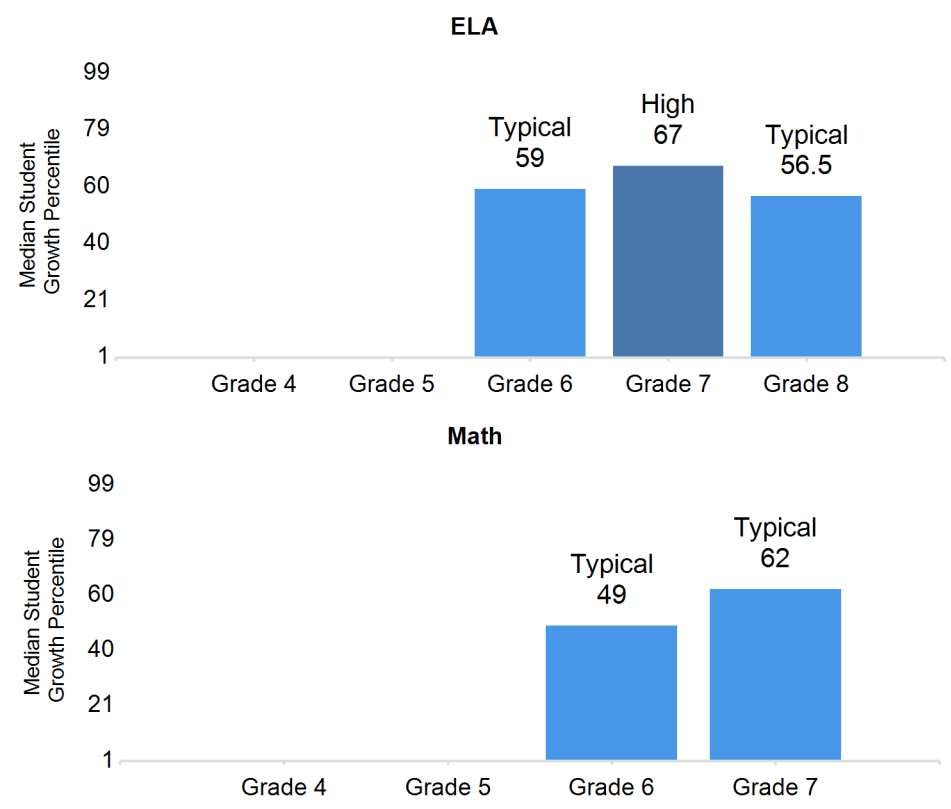
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



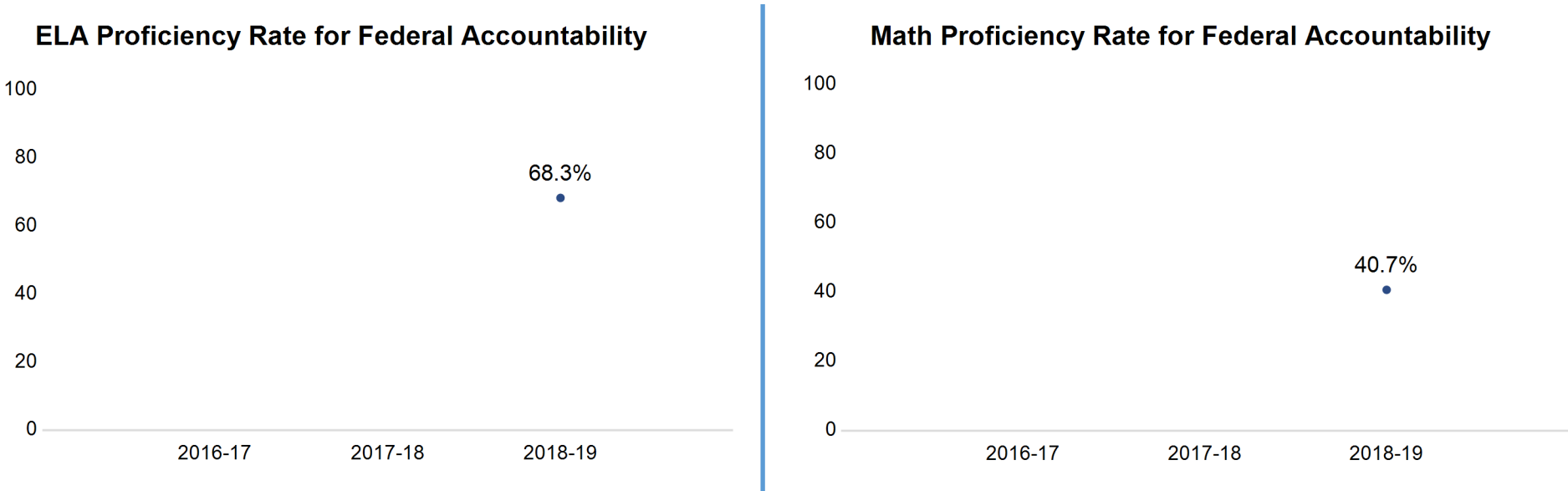


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	N	N	100.0%	N	N	100.0%
Proficiency Rate for Federal Accountability	N	N	68.3%	N	N	40.7%
Annual Target	N	N	N	N	N	N
Met Annual Target?			N			N
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment. This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	571	100.0	68.3	32.4	57.9	68.3	N	N
White	*	*	*	40.4	66.9	*	**	**
Hispanic	529	100.0	67.7	32.1	43.9	67.7	N	N
Black or African American	*	*	*	28.0	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	30	100.0	76.7	59.3	82.9	76.7	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	234	100.0	71.4	*	64.8	71.4		
Male	337	100.0	66.2	*	51.3	66.2		
Economically Disadvantaged Students	571	100.0	68.3	*	40.0	68.3	N	N
Non-Economically Disadvantaged Students	N	N	N	*	67.9	N		
Students with Disabilities	*	*	*	*	22.7	*	**	**
Students without Disabilities	*	*	*	*	65.1	*		
English Learners	130	100.0	58.5	*	29.3	58.5	N	N
Non-English Learners	441	100.0	71.2	*	60.6	71.2		
Homeless Students	N	N	N	22.4	29.1	N		
Students In Foster Care	N	N	N	10.0	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

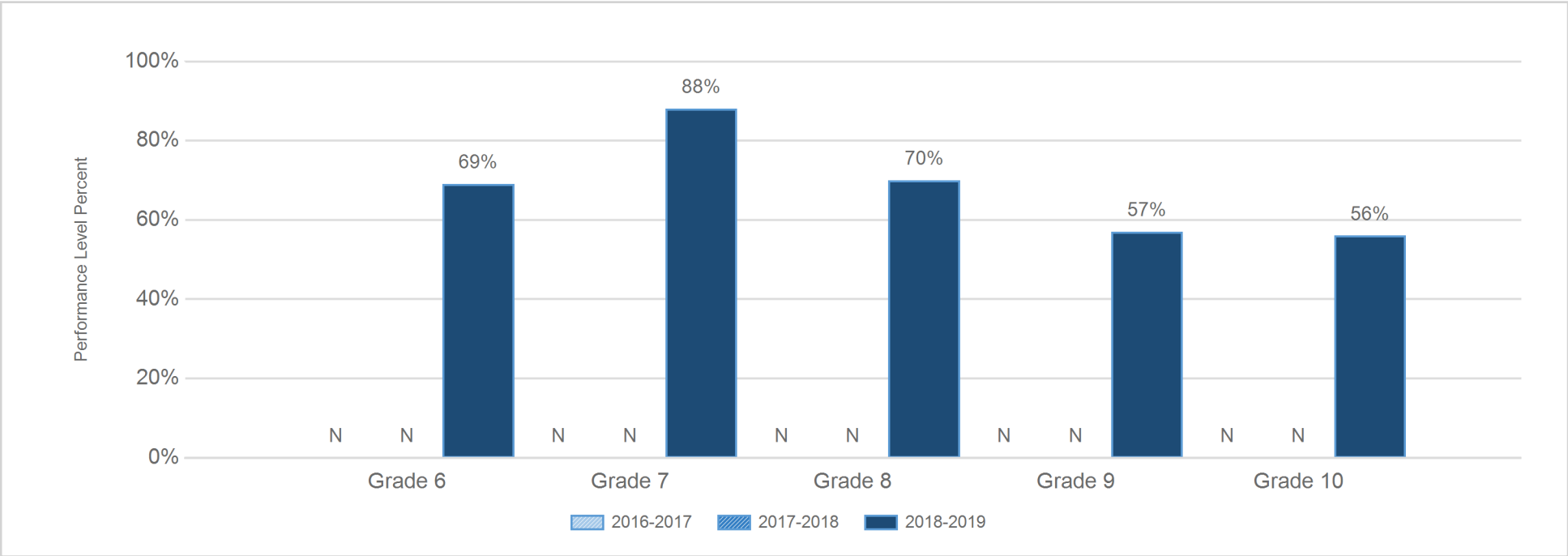


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	762	735	754	0%	*	28%	*	*	69%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	89	762	735	743	0%	*	28%	*	*	69%	43%
Black or African American	*	*	735	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	36	770	744	762	0%	*	*	*	*	78%	64%
Male	57	757	727	748	0%	*	*	*	*	63%	48%
Economically Disadvantaged Students	93	762	*	740	0%	*	28%	*	*	69%	39%
Non-Economically Disadvantaged Students	N	N	*	763	N	N	N	N	N	N	67%
Students with Disabilities	*	*	702	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	742	761	*	*	*	*	*	*	64%
English Learners	*	*	703	710	*	*	*	*	*	*	*
Non-English Learners	*	*	742	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	779	738	761	0%	*	*	50%	37%	88%	63%
White	N	N	*	769	N	N	N	N	N	N	72%
Hispanic	117	778	738	747	0%	*	*	51%	36%	87%	50%
Black or African American	*	*	738	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	47	782	747	769	0%	*	*	*	*	91%	71%
Male	76	778	731	753	0%	*	*	*	*	86%	55%
Economically Disadvantaged Students	123	779	*	743	0%	*	*	50%	37%	88%	45%
Non-Economically Disadvantaged Students	N	N	*	771	N	N	N	N	N	N	73%
Students with Disabilities	*	*	697	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	746	769	*	*	*	*	*	*	71%
English Learners	*	*	704	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	743	763	*	*	*	*	*	*	65%
Homeless Students	N	N	735	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	124	768	735	762	*	*	23%	52%	19%	70%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	117	766	734	747	*	*	25%	50%	18%	68%	49%
Black or African American	*	*	737	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	51	769	744	771	*	*	24%	*	*	71%	71%
Male	73	766	726	753	*	*	23%	*	*	70%	55%
Economically Disadvantaged Students	124	768	*	743	*	*	23%	52%	19%	70%	45%
Non-Economically Disadvantaged Students	N	N	*	772	N	N	N	N	N	N	72%
Students with Disabilities	*	*	701	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	741	770	*	*	*	*	*	*	71%
English Learners	*	*	701	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	764	*	*	*	*	*	*	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	126	754	723	753	*	*	26%	*	*	57%	56%
White	N	N	*	762	N	N	N	N	N	N	65%
Hispanic	115	755	723	737	*	13%	24%	*	*	58%	40%
Black or African American	*	*	717	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	50	753	730	760	*	*	24%	*	*	62%	63%
Male	76	755	717	746	*	*	28%	*	*	54%	49%
Economically Disadvantaged Students	126	754	*	734	*	*	26%	*	*	57%	36%
Non-Economically Disadvantaged Students	N	N	*	762	N	N	N	N	N	N	65%
Students with Disabilities	*	*	697	717	*	*	*	*	*	*	17%
Students without Disabilities	*	*	728	760	*	*	*	*	*	*	63%
English Learners	*	*	684	693	*	*	*	*	*	*	*
Non-English Learners	*	*	728	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	755	715	757	10%	17%	17%	42%	14%	56%	58%
White	*	*	728	767	*	*	*	*	*	*	67%
Hispanic	91	751	*	738	*	20%	18%	*	*	53%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	10	785	*	792	0%	0%	*	*	*	80%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	50	761	723	766	*	*	*	*	*	58%	66%
Male	55	750	708	749	*	*	*	*	*	55%	51%
Economically Disadvantaged Students	105	755	*	735	10%	17%	17%	42%	14%	56%	40%
Non-Economically Disadvantaged Students	N	N	*	767	N	N	N	N	N	N	67%
Students with Disabilities	*	*	687	711	*	*	*	*	*	*	19%
Students without Disabilities	*	*	721	765	*	*	*	*	*	*	65%
English Learners	*	*	679	687	*	*	*	*	*	*	*
Non-English Learners	*	*	722	760	*	*	*	*	*	*	*
Homeless Students	N	N	*	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	710	N	N	N	N	N	N	10%



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Grades Offered: 06-11
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	563	100.0	40.7	*	44.5	40.7	N	N
White	*	*	*	28.0	54.1	*	**	**
Hispanic	527	100.0	40.2	*	28.8	40.2	N	N
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	52.0	51.4	76.5	52.0	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	233	100.0	33.0	19.1	44.9	33.0		
Male	330	100.0	46.1	19.1	44.2	46.1		
Economically Disadvantaged Students	563	100.0	40.7	*	26.3	40.7	N	N
Non-Economically Disadvantaged Students	N	N	N	*	54.9	N		
Students with Disabilities	*	*	*	*	17.4	*	**	**
Students without Disabilities	*	*	*	*	50.0	*		
English Learners	127	100.0	46.5	15.8	25.0	46.5	N	N
Non-English Learners	436	100.0	39.0	21.8	46.5	39.0		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	10.0	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

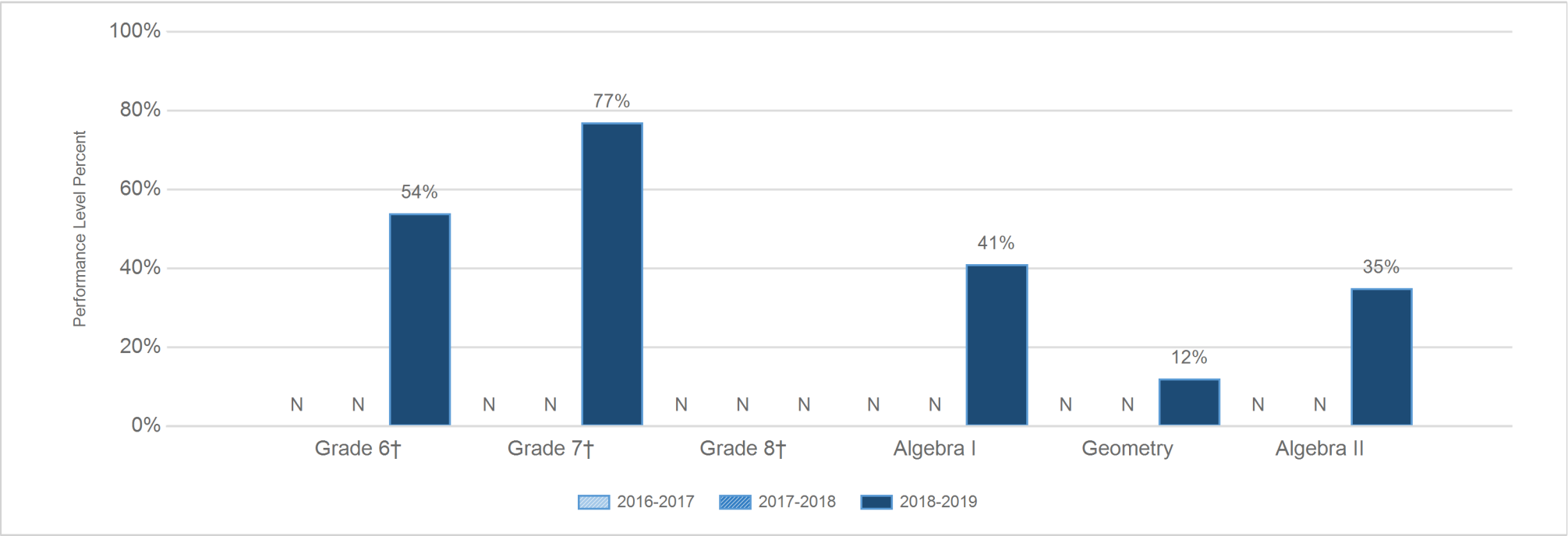


Passaic Academy for Science and Engineering
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	749	722	741	*	*	34%	*	*	54%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	89	749	722	729	*	*	35%	*	*	53%	24%
Black or African American	*	*	716	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	738	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	36	747	724	742	*	*	39%	*	*	50%	42%
Male	57	750	721	740	*	*	32%	*	*	56%	40%
Economically Disadvantaged Students	93	749	*	726	*	*	34%	*	*	54%	21%
Non-Economically Disadvantaged Students	N	N	*	750	N	N	N	N	N	N	53%
Students with Disabilities	*	*	706	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	725	746	*	*	*	*	*	*	46%
English Learners	*	*	704	709	*	*	*	*	*	*	*
Non-English Learners	*	*	726	743	*	*	*	*	*	*	*
Homeless Students	N	N	705	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	758	727	744	0%	*	18%	*	*	77%	42%
White	N	N	*	751	N	N	N	N	N	N	53%
Hispanic	*	*	727	733	*	*	*	*	*	*	26%
Black or African American	N	N	716	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	35	754	729	744	0%	*	*	*	*	60%	42%
Male	62	760	725	743	0%	*	*	*	*	87%	42%
Economically Disadvantaged Students	97	758	*	731	0%	*	18%	*	*	77%	24%
Non-Economically Disadvantaged Students	N	N	*	751	N	N	N	N	N	N	53%
Students with Disabilities	*	*	705	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	731	749	*	*	*	*	*	*	48%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	745	*	*	*	*	*	*	44%
Homeless Students	N	N	714	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	*	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	*	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	*	730	N	N	N	N	N	N	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	743	716	744	*	19%	39%	*	*	41%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	111	743	715	728	*	*	40%	40%	0%	40%	24%
Black or African American	*	*	714	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	736	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	51	739	718	745	*	*	31%	*	*	37%	44%
Male	67	747	714	743	*	*	45%	*	*	43%	41%
Economically Disadvantaged Students	118	743	*	727	*	19%	39%	*	*	41%	23%
Non-Economically Disadvantaged Students	N	N	*	752	N	N	N	N	N	N	52%
Students with Disabilities	*	*	704	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	718	748	*	*	*	*	*	*	47%
English Learners	*	*	704	710	*	*	*	*	*	*	*
Non-English Learners	*	*	717	745	*	*	*	*	*	*	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	147	724	712	737	14%	36%	38%	12%	0%	12%	35%
White	N	N	*	743	N	N	N	N	N	N	43%
Hispanic	137	724	*	724	14%	36%	38%	12%	0%	12%	17%
Black or African American	*	*	711	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	726	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	59	721	*	738	*	*	*	*	*	*	36%
Male	88	725	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	147	724	*	722	14%	36%	38%	12%	0%	12%	16%
Non-Economically Disadvantaged Students	N	N	*	743	N	N	N	N	N	N	43%
Students with Disabilities	*	*	703	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	712	741	*	*	*	*	*	*	*
English Learners	13	707	*	708	*	*	*	*	*	*	*
Non-English Learners	134	725	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	734	709	755	19%	17%	30%	35%	0%	35%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	95	732	*	731	20%	16%	32%	33%	0%	33%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	10	753	*	777	*	*	*	*	*	60%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	52	727	707	752	*	*	27%	27%	0%	27%	55%
Male	56	741	711	758	*	*	32%	43%	0%	43%	62%
Economically Disadvantaged Students	108	734	*	729	19%	17%	30%	35%	0%	35%	32%
Non-Economically Disadvantaged Students	N	N	*	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	682	715	N	N	N	N	N	N	25%
Students without Disabilities	108	734	716	756	19%	17%	30%	35%	0%	35%	60%
English Learners	*	*	680	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	712	755	*	*	*	*	*	*	59%
Homeless Students	N	N	*	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
7	N	N
8	N	N
9	N	N
10	N	N
11	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	78.6%	40.9%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	15	73.3%	26.7%
5 or more	*	*	*



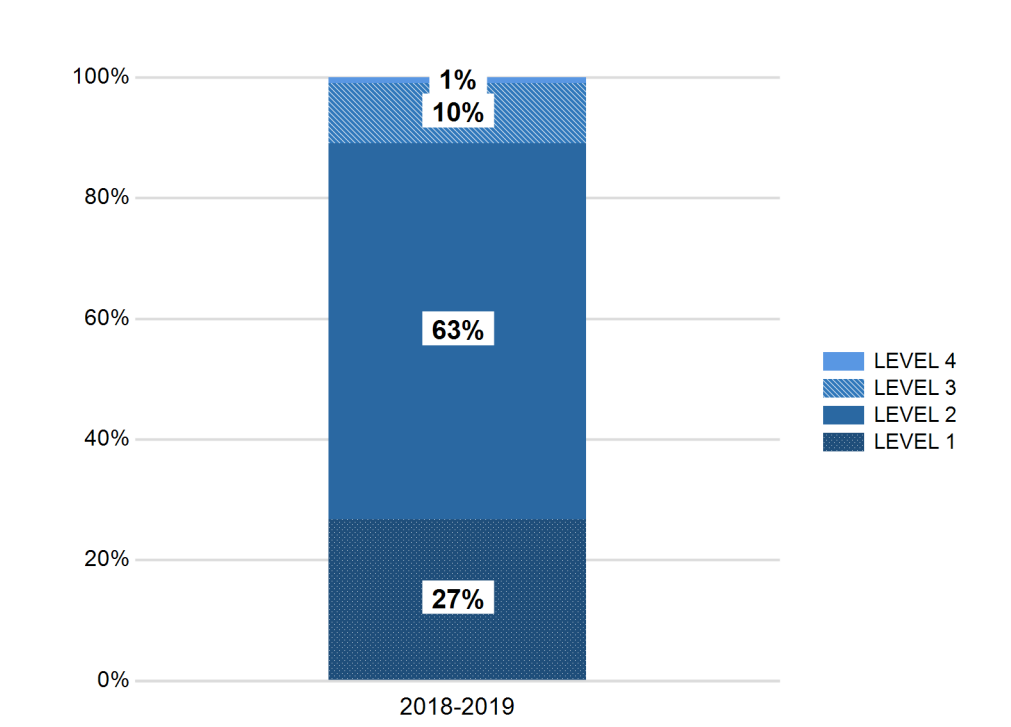
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	27	63	10	1
White	*	*	*	*
Hispanic	28	62	9	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	33	61	6	0
Male	22	64	12	1
Economically Disadvantaged Students	27	63	10	1
Non-Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



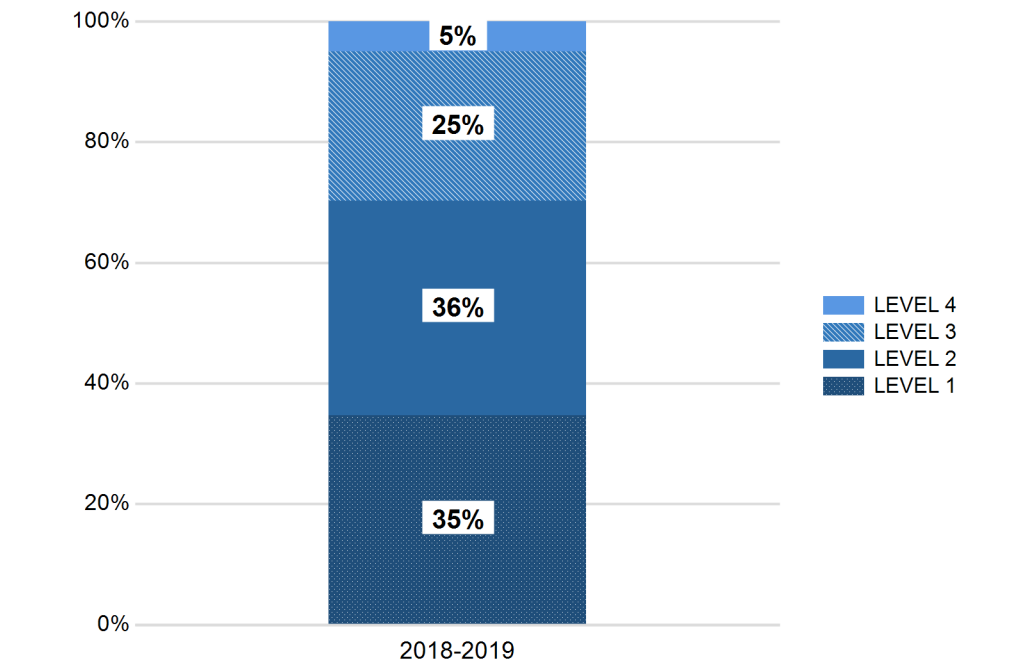
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NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	35	36	25	5
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	37	43	16	4
Male	32	28	34	6
Economically Disadvantaged Students	35	36	25	5
Non-Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Passaic Academy for Science and Engineering
 (31-3970-301)
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 2018-2019

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	86.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	N	72.1%
12th graders taking ACT in 2018-19 or prior years	N	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	429	476	Grade 10: 430 Grade 11: 460	39%	61%
PSAT 10/NMSQT - Math	453	477	Grade 10: 480 Grade 11: 510	28%	43%
SAT - Reading and Writing	*	539	480	*	70%
SAT - Math	*	541	530	*	53%
ACT - Reading	N	25	N	N	66%
ACT - English	N	24	N	N	81%
ACT - Math	N	24	N	N	65%
ACT - Science	N	24	N	N	57%



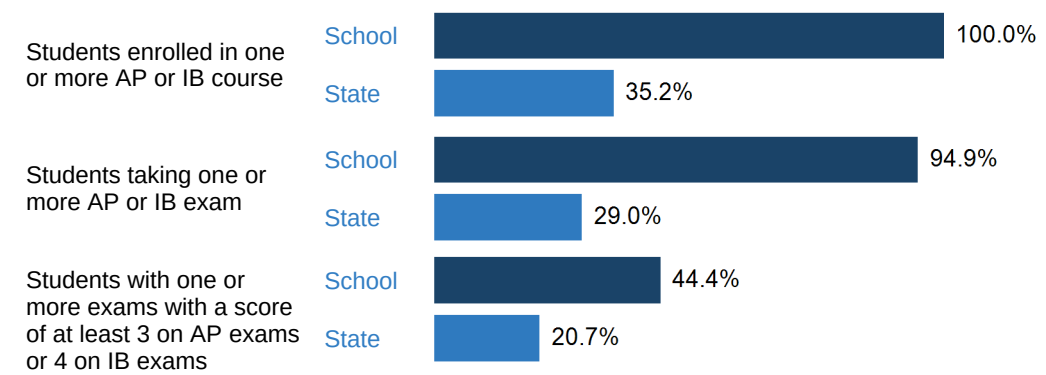
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

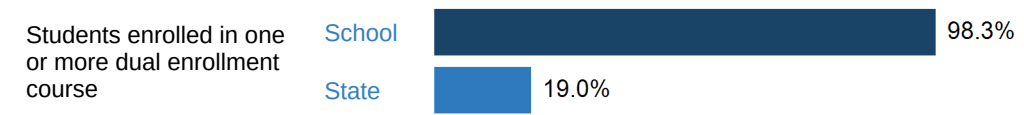
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.





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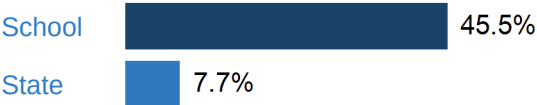
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

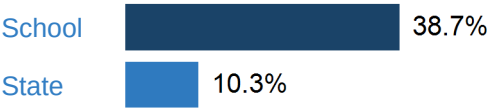
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
 (completed only one course in an approved CTE program)



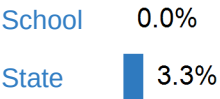
CTE Concentrators
 (completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	45.5%	38.7%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	46.1%	37.2%	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	56.5%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	45.6%	36.9%	7.3%	10.6%
Male	45.4%	40.2%	8.0%	10.1%
Economically Disadvantaged Students	45.5%	38.7%	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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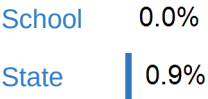
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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Information Technology	75		
Science, Technology, Engineering & Mathematics	223		
Total (All Clusters)	298	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	93
7	26	0	0	0	0	0	97
8	86	0	38	0	0	0	0
9	0	91	35	0	0	0	0
10	0	57	35	14	0	7	6
11	0	7	22	56	18	21	5
Total	112	155	130	70	18	28	201
Enrolled in AP/IB Course					29	12	0
Enrolled in Dual Enrollment Course	0	0	25	50	20	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	126	0	0	0	0	0
10	24	110	0	0	0	25
11	20	27	0	28	66	9
Total	170	137	0	28	66	34
Enrolled in AP/IB Course	8	11		0	14	0
Enrolled in Dual Enrollment Course	101	11	0	0	24	34



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	126	0	0	2	0
10	0	110	10	0	47	0
11	0	117	30	0	47	0
Total	0	353	40	0	96	0
Enrolled in AP/IB Course	0	339	40	0		0
Enrolled in Dual Enrollment Course	0	72	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	94
7	0	0	0	0	0	0	123
8	0	0	0	0	0	0	123
9	111	0	0	0	0	0	0
10	102	0	0	0	0	0	0
11	88	0	0	0	0	0	0
Total	301	0	0	0	0	0	340
Enrolled in AP/IB Course	79	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	11	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0



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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	0	0	28	0	0	0
7	0	0	122	0	0	0
8	0	0	125	0	0	0
9	23	0	14	0	0	0
10	11	0	2	10	0	0
11	6	0	5	5	0	0
Total	40	0	296	15	0	0
Enrolled in AP/IB Course	15		21			0
Enrolled in Dual Enrollment Course	7	0	0	0	0	0



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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Total	0



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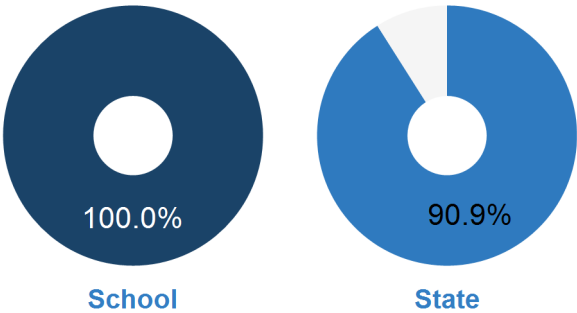
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Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

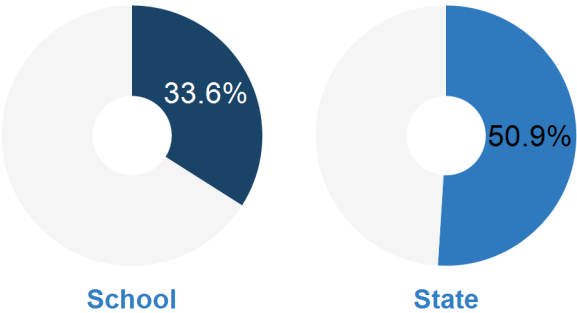
Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

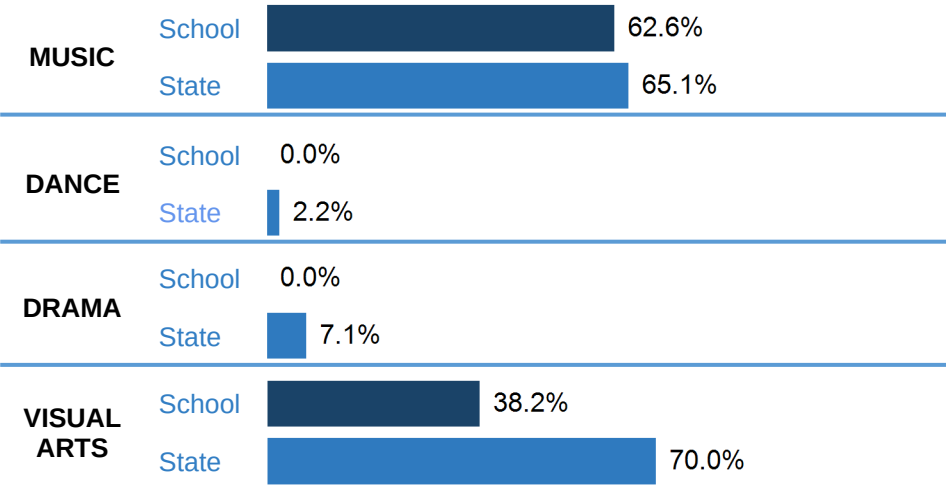


Grades 9-12:

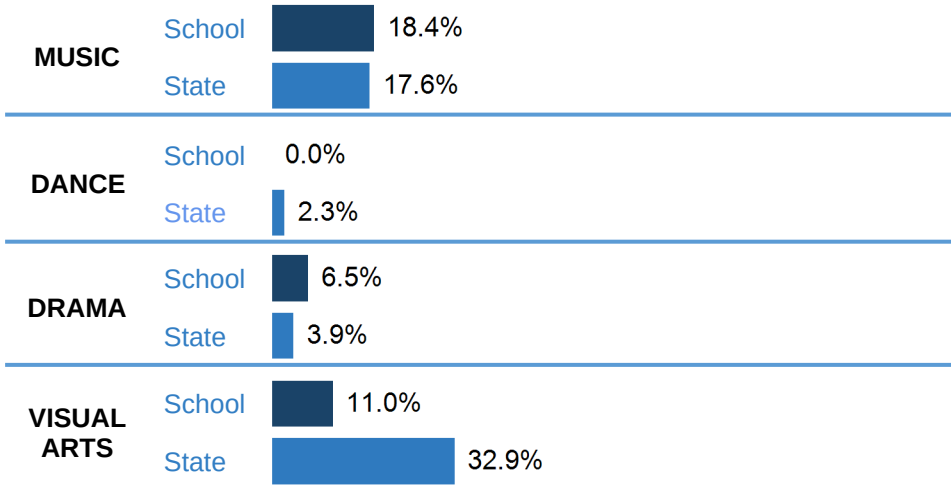
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

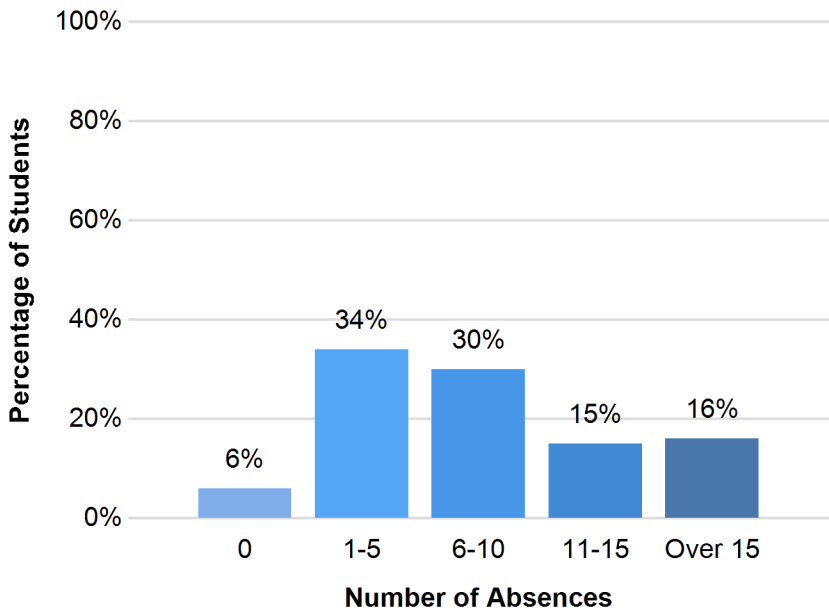
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	68	9.8	10.8	Met
White	*	*	**	**
Hispanic	64	9.9	10.8	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	2.9	10.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	35	11.9		
Male	33	8.3		
Economically Disadvantaged Students	68	9.8	10.8	Met
Students with Disabilities	2	16.7	**	**
English Learners	4	14.8	10.8	Not Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





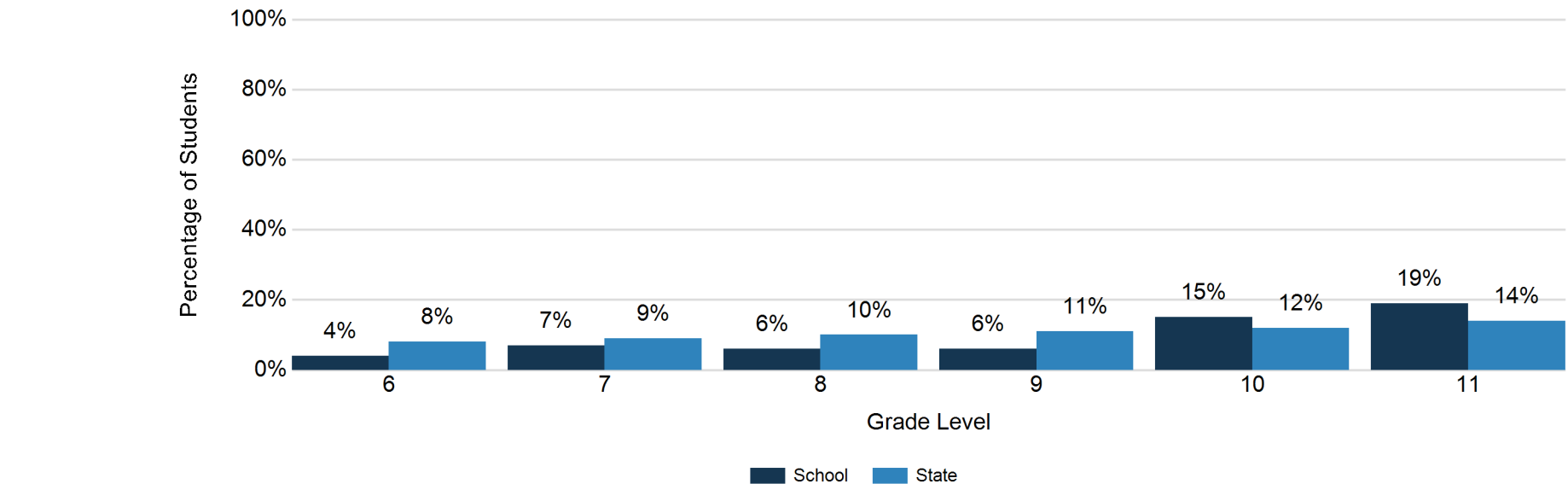
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.15

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	3	2	5
Religion	0	0	0
Ancestry	1	0	1
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	2	0	2
Other	0	3	3
No Identified Nature	3		3

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:55 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 44 Mins
Shared Time - Instructional Time	5 Hrs. 44 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	N



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	37	118,214
Average years experience in public schools	6.9	12.1
Average years experience in district	5.9	10.8
Percentage of Teachers with 4 or more years experience in the district	54.1%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	76	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	14.7	12.0
Percentage of Administrators with 4 or more years experience in the district	98.7%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	19:1	16:1
Students to Administrators	347:1	185:1
Teachers to Administrators	19:1	11:1
Students to Librarians/Media Specialists		7038:1
Students to Nurses		563:1
Students to Counselors		521:1
Students to Child Study Team Members		251:1



Passaic Academy for Science and Engineering
 (31-3970-301)
 Grades Offered: 06-11
 2018-2019

Report Key:
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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	42.4%	64.9%	100.0%	48.4%	77.1%	54.9%
Male	57.6%	35.1%	0.0%	51.6%	22.9%	45.1%
White	0.6%	54.1%	50.0%	42.4%	83.6%	77.4%
Hispanic	93.1%	35.1%	50.0%	29.9%	7.3%	7.2%
Black or African American	1.4%	8.1%	0.0%	15.0%	6.6%	13.9%
Asian	4.5%	2.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	94.8%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Passaic Academy for Science and Engineering

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	N	N	68.3%
Math Proficiency	N	N	40.7%
ELA Growth	N	N	63
Math Growth	N	N	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	78.6%
Chronic Absenteeism	N	N	9.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Passaic Academy for Science and Engineering

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	N	N	N	N	Exceeds Standard	Met Standard	Exceeds Target	Met	No
White	**	**	N	N	**	**	n/a	**	No
Hispanic	N	N	N	N	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	**	**	N	N	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	N	N	**	**	n/a	**	No
Two or More Races	**	**	N	N	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	N	N	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	**	**	N	N	**	**	n/a	**	No
English Learners	N	N	N	N	Exceeds Standard	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	- Engineering, Biomedical, Biotechnology, and Computer Network Security were officially recognized as Perkins Programs. - Passaic Academy for Science and Engineering offers twenty Advanced Placement courses. - Provided students with an after school academic support program in English/Language Arts and Mathematics.
 Mission, Vision, Theme:	Vision: Passaic Public Schools will become one of the best school systems in New Jersey. Mission: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide all students the opportunity to graduate high school with a career certification and/or a minimum of 15 college credits.
 Awards, Recognition, Accomplishments:	Students at Passaic Academy for Science and Engineering were recognized at the following competitions: TSA and Cyberpatriot



Passaic Academy for Science and Engineering

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 Courses, Curriculum, Instruction:	In addition to our regular efforts around the development of common assessments to monitor student progress and inform both curriculum development and instruction, Passaic Academy for Science and Engineering partnered with Bergen Community College to receive funding and support from the National Resource Network to build the High School Pathways programming.
 Clubs and Activities:	Passaic Academy for Science and Engineering offers a variety of clubs for students to join, such as Mock Trial, National Honor Society, School Newspaper, Yearbook, Robotics, Lead by Diversity, Cyber Patriot, Destination Imagination, Future Business Leaders of America, Girls Who Code, Junior TSA, Key Club, NJ HOSA, Sea Perch, Student Council, and Safety Patrol.



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Before and After School Programs:	Passaic Academy for Science and Engineering offers academic support programs outside of the regular school day that are both subject based and designed to assist students with state and national exams.
Staff and Professional Learning:	Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in three scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community during grade level meetings, professional learning communities, and staff meetings.



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 Student Supports and Services:	Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.
 Parent and Community Involvement:	At Passaic Academy for Science and Engineering, the parent and community support and contribute to our learning. Through guest speakers, opportunities to visit local government officials, and family learning events, our school strives to learn together. Parents can contact our Parent Liaison with questions about our school and parent programming.



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 Technology and STEM:	Passaic Academy for Science and Engineering offers a Computer Science pathway and a Girls Who Code Club.



Passaic Gifted and Talented Academy School No. 20
(31-3970-300)
Grades Offered: 02-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Passaic Gifted and Talented Academy School No. 20
(31-3970-300)
Grades Offered: 02-08
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Passaic City School District
Principal Name	Mr. John Mellody
Address	19 Henry Street Passaic, NJ 07055
Phone Number	973-470-5500
Email Address	jmellody@passaicschools.org
Website	https://passaicschools.org
Facebook	https://www.facebook.com/PassaicPublicSchools
Twitter	https://twitter.com/passaicschools



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
2	123	117	110
3	125	133	134
4	123	135	149
5	123	122	142
6	122	125	141
7	124	123	141
8	123	123	132
Total	863	878	949

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	57.6%	56.5%	52.9%
Male	42.4%	43.5%	47.1%
Economically Disadvantaged Students	100.0%	100.0%	100.0%
Students with Disabilities	1.7%	2.3%	3.0%
English Learners	6.0%	9.0%	11.9%
Homeless Students	0.1%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	2.1%	1.6%	1.5%
Hispanic	89.9%	91.3%	91.8%
Black or African American	6.0%	5.7%	4.8%
Asian	1.3%	0.9%	1.3%
Native Hawaiian or Pacific Islander	0.7%	0.5%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.2%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	76.4%
English	22.2%
Other Languages	1.4%



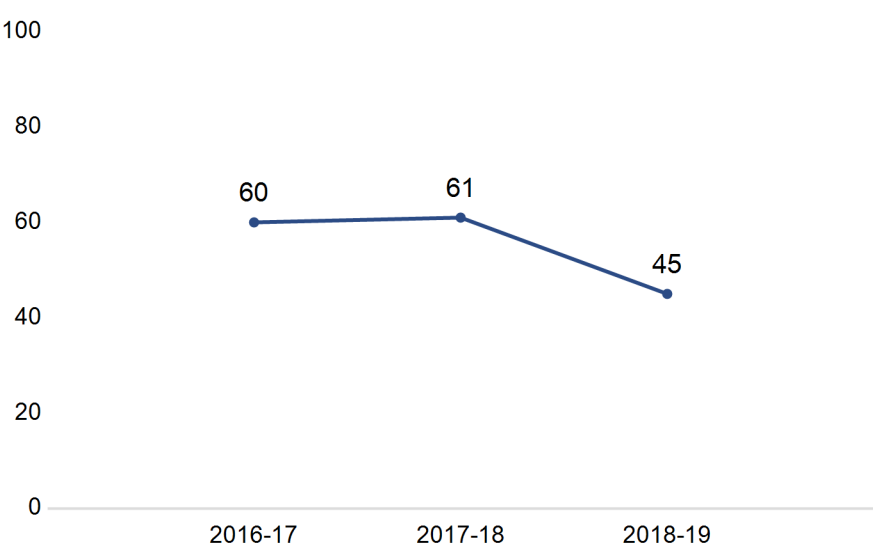
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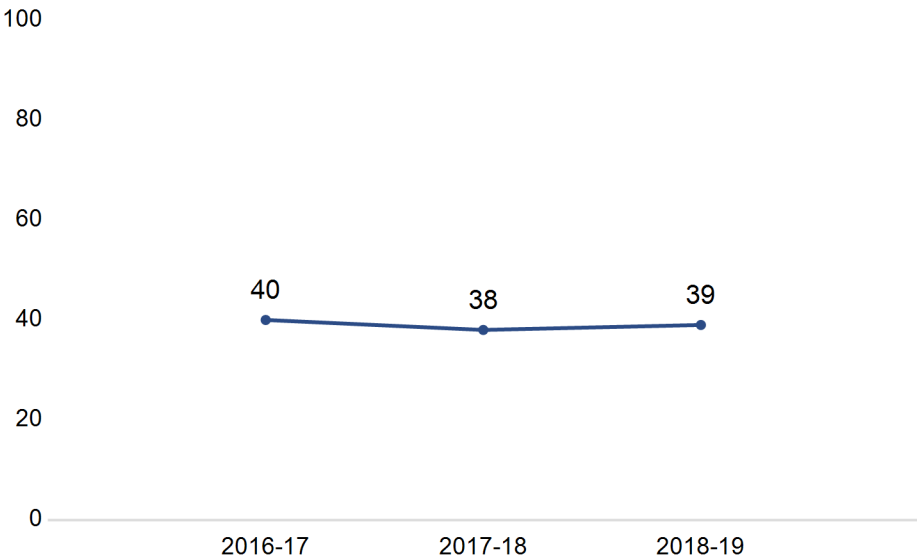
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60	61	45	40	38	39
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels:
 Low Growth: Less than 35
Typical Growth: Between 35 and 65
High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	45	47	50	Met Standard	39	47	50	Not Met
White	53.5	50	50	**	*	55	52	**
Hispanic	45	47	49	Met Standard	39	47	47	Not Met
Black or African American	31	44	45	Not Met	29.5	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	53	59	59	**	39.5	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	46	50	53	N	42	47	50	N
Male	42	44	47	N	37	46	51	N
Economically Disadvantaged Students	45	47	48	Met Standard	39	47	46	Not Met
Students with Disabilities	47	37	43	Met Standard	32	42	45	**
English Learners	47	46	52	Met Standard	40	47	50	Met Standard
Homeless Students	N	38	43	N	N	33.5	44	N
Students in Foster Care	N	33	42	N	N	46	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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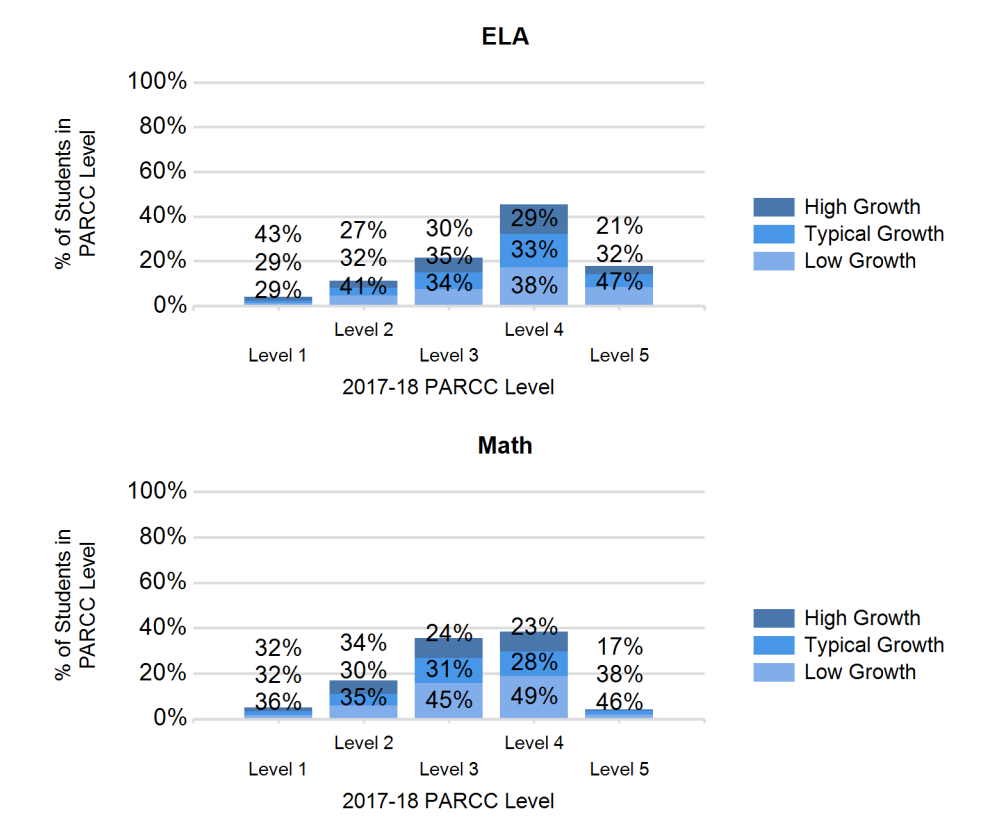
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

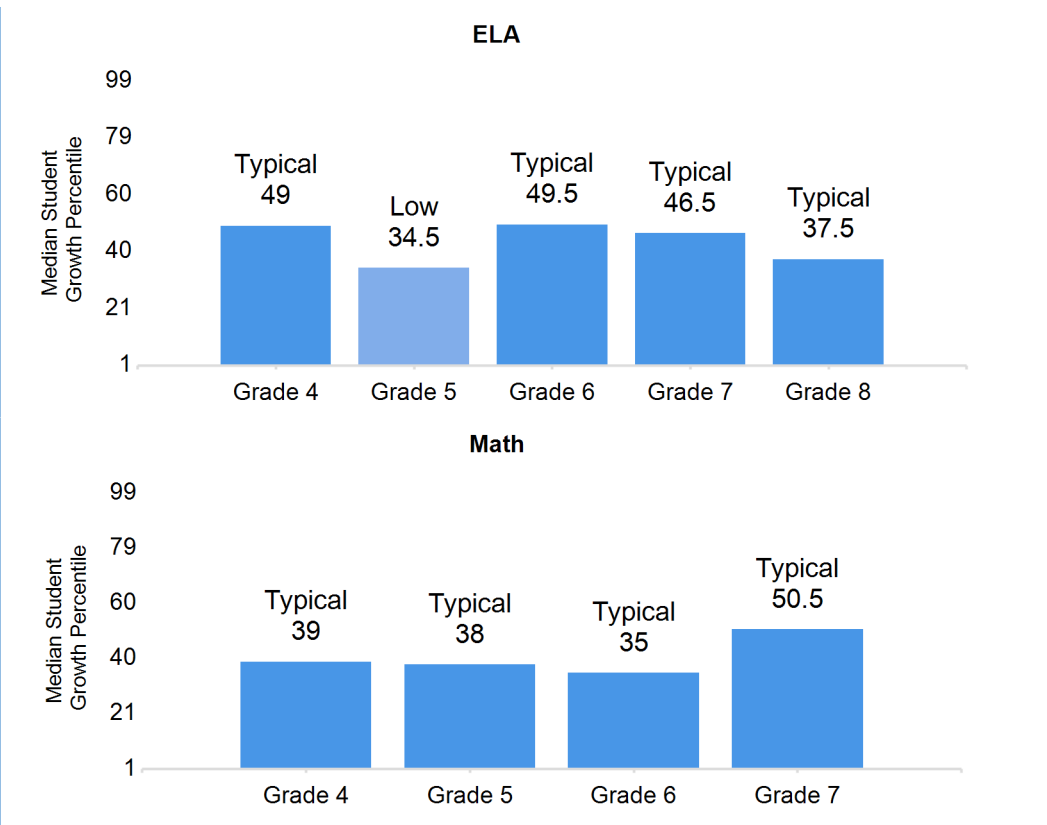
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



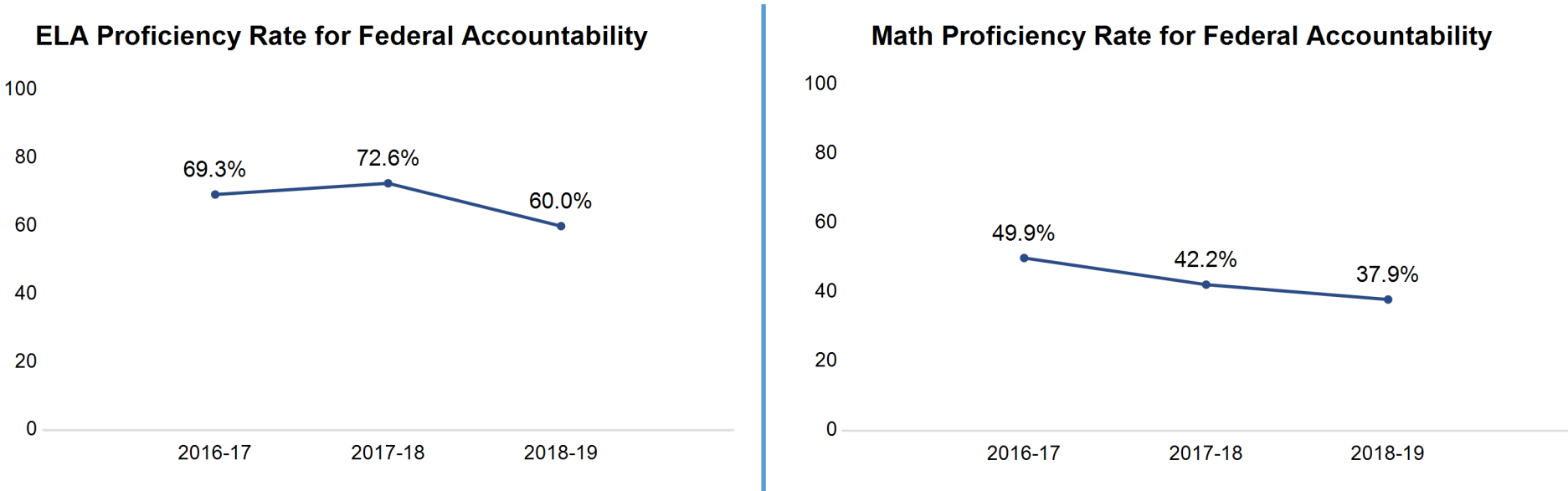


Passaic Gifted and Talented Academy School No. 20
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Grades Offered: 02-08
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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.7%	99.6%	99.8%	99.7%	99.6%	99.8%
Proficiency Rate for Federal Accountability	69.3%	72.6%	60.0%	49.9%	42.2%	37.9%
Annual Target	68.1%	68.8%	69.4%	58.7%	59.8%	61.0%
Met Annual Target?	Met Target	Met Target	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment. This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	837	99.8	60.0	32.4	57.9	60.0	69.4	Not Met
White	*	*	*	40.4	66.9	*	**	**
Hispanic	771	100.0	60.2	32.1	43.9	60.2	68.9	Not Met
Black or African American	42	95.5	47.6	28.0	38.5	47.6	62.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	100.0	75.0	59.3	82.9	75.0	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	443	99.8	64.6	*	64.8	64.6		
Male	394	99.7	54.8	*	51.3	54.8		
Economically Disadvantaged Students	837	99.8	60.0	*	40.0	60.0	69.4	Not Met
Non-Economically Disadvantaged Students	N	N	N	*	67.9	N		
Students with Disabilities	28	100.0	17.9	*	22.7	17.9	54.5	Not Met
Students without Disabilities	809	99.8	61.4	*	65.1	61.4		
English Learners	265	100.0	44.9	*	29.3	44.9	54.8	Not Met
Non-English Learners	572	99.7	67.0	*	60.6	67.0		
Homeless Students	N	N	N	22.4	29.1	N		
Students In Foster Care	N	N	N	10.0	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



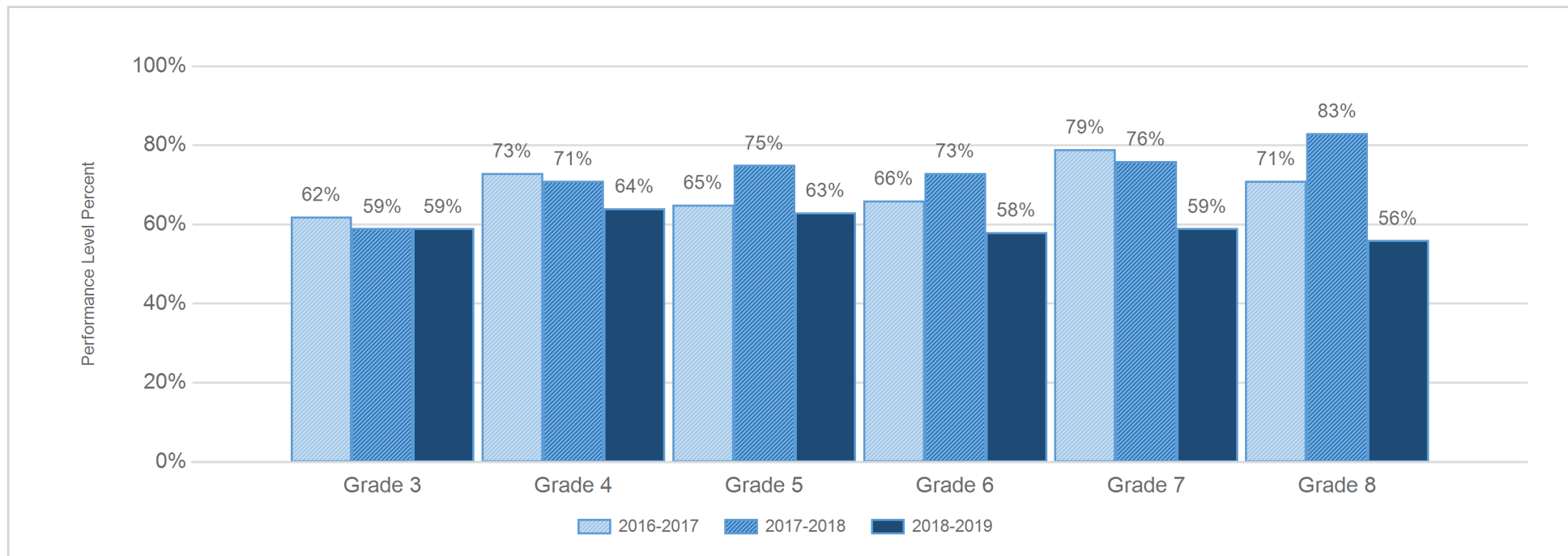
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	759	725	748	*	12%	22%	*	*	59%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	127	759	724	734	*	13%	21%	*	*	60%	36%
Black or African American	*	*	727	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	70	760	731	753	*	*	27%	*	*	56%	55%
Male	64	758	720	743	*	*	17%	*	*	63%	46%
Economically Disadvantaged Students	134	759	*	731	*	12%	22%	*	*	59%	33%
Non-Economically Disadvantaged Students	N	N	*	759	N	N	N	N	N	N	61%
Students with Disabilities	*	*	686	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	28	725	704	713	*	*	*	*	*	14%	17%
Non-English Learners	106	768	743	751	*	*	*	*	*	71%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	149	760	734	755	*	*	20%	48%	16%	64%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	136	761	734	743	*	*	20%	48%	18%	65%	44%
Black or African American	*	*	724	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	77	762	740	760	*	*	18%	55%	14%	69%	62%
Male	72	757	729	750	*	*	22%	40%	18%	58%	53%
Economically Disadvantaged Students	149	760	*	740	*	*	20%	48%	16%	64%	40%
Non-Economically Disadvantaged Students	N	N	*	765	N	N	N	N	N	N	69%
Students with Disabilities	*	*	701	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	761	*	*	*	*	*	*	64%
English Learners	24	725	710	720	*	*	*	*	*	17%	17%
Non-English Learners	125	767	747	758	*	*	*	*	*	73%	60%
Homeless Students	N	N	713	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	760	732	756	*	*	25%	51%	11%	63%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	127	759	732	743	*	*	25%	53%	10%	63%	44%
Black or African American	10	749	731	739	0%	*	*	*	*	40%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	74	766	739	761	*	*	23%	*	*	69%	64%
Male	68	755	726	750	*	*	28%	*	*	56%	52%
Economically Disadvantaged Students	142	760	*	740	*	*	25%	51%	11%	63%	39%
Non-Economically Disadvantaged Students	N	N	*	766	N	N	N	N	N	N	69%
Students with Disabilities	*	*	697	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	720	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	141	760	735	754	*	*	27%	35%	23%	58%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	128	760	735	743	*	*	27%	35%	23%	59%	43%
Black or African American	*	*	735	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	74	770	744	762	*	*	20%	*	*	68%	64%
Male	67	750	727	748	*	*	34%	*	*	48%	48%
Economically Disadvantaged Students	141	760	*	740	*	*	27%	35%	23%	58%	39%
Non-Economically Disadvantaged Students	N	N	*	763	N	N	N	N	N	N	67%
Students with Disabilities	*	*	702	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	742	761	*	*	*	*	*	*	64%
English Learners	*	*	703	710	*	*	*	*	*	*	*
Non-English Learners	*	*	742	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	140	760	738	761	*	*	26%	34%	26%	59%	63%
White	*	*	*	769	*	*	*	*	*	*	72%
Hispanic	128	758	738	747	*	*	27%	34%	24%	58%	50%
Black or African American	*	*	738	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	75	765	747	769	*	*	21%	33%	32%	65%	71%
Male	65	754	731	753	*	*	31%	34%	18%	52%	55%
Economically Disadvantaged Students	140	760	*	743	*	*	26%	34%	26%	59%	45%
Non-Economically Disadvantaged Students	N	N	*	771	N	N	N	N	N	N	73%
Students with Disabilities	*	*	697	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	746	769	*	*	*	*	*	*	71%
English Learners	*	*	704	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	743	763	*	*	*	*	*	*	65%
Homeless Students	N	N	735	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	753	735	762	11%	14%	19%	40%	16%	56%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	125	752	734	747	11%	14%	18%	39%	17%	56%	49%
Black or African American	*	*	737	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	73	758	744	771	*	*	*	*	*	60%	71%
Male	58	745	726	753	*	*	*	*	*	52%	55%
Economically Disadvantaged Students	131	753	*	743	11%	14%	19%	40%	16%	56%	45%
Non-Economically Disadvantaged Students	N	N	*	772	N	N	N	N	N	N	72%
Students with Disabilities	*	*	701	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	741	770	*	*	*	*	*	*	71%
English Learners	*	*	701	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	764	*	*	*	*	*	*	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	837	99.8	37.9	*	44.5	37.9	61	Not Met
White	*	*	*	28.0	54.1	*	**	**
Hispanic	771	100.0	37.7	*	28.8	37.7	61	Not Met
Black or African American	42	95.5	23.8	*	23.0	23.8	48.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	100.0	66.7	51.4	76.5	66.7	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	443	99.8	36.6	19.1	44.9	36.6		
Male	394	99.7	39.3	19.1	44.2	39.3		
Economically Disadvantaged Students	837	99.8	37.9	*	26.3	37.9	61	Not Met
Non-Economically Disadvantaged Students	N	N	N	*	54.9	N		
Students with Disabilities	28	100.0	14.3	*	17.4	14.3	46.8	Not Met
Students without Disabilities	809	99.8	38.7	*	50.0	38.7		
English Learners	265	100.0	33.2	15.8	25.0	33.2	55.2	Not Met
Non-English Learners	572	99.7	40.0	21.8	46.5	40.0		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	10.0	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

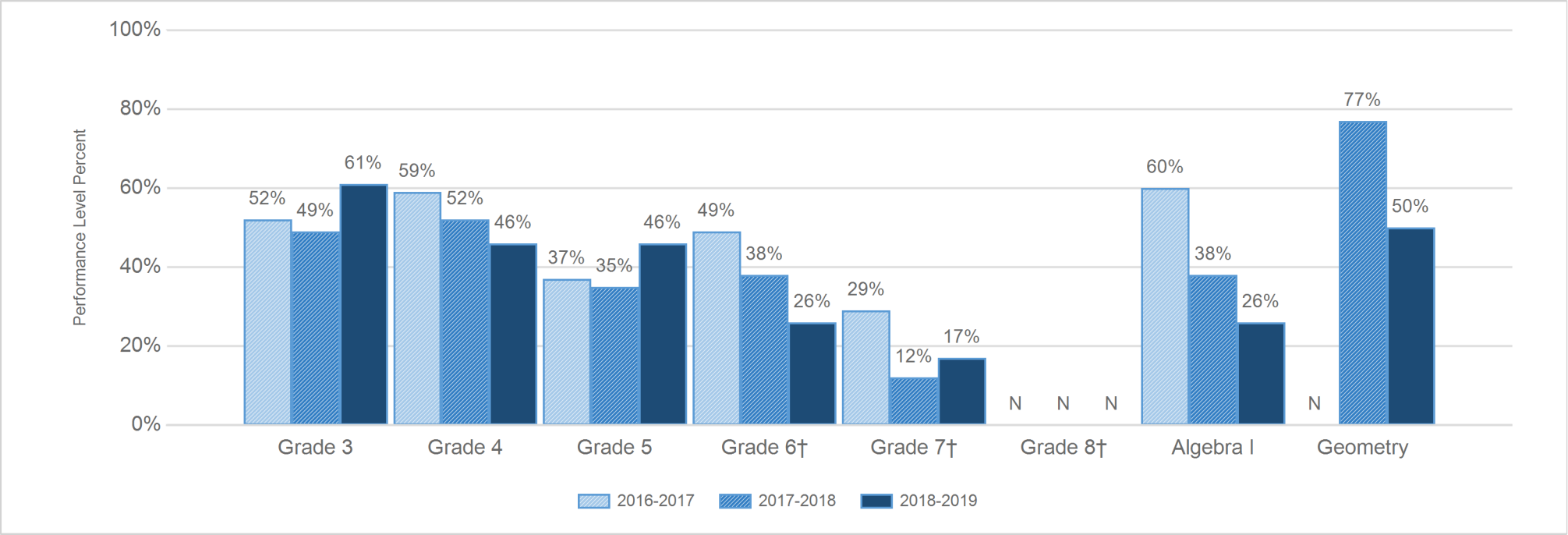


Passaic Gifted and Talented Academy School No. 20
 (31-3970-300)
 Grades Offered: 02-08
 2018-2019

Report Key:
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 † This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	757	732	752	*	*	23%	47%	14%	61%	55%
White	N	N	*	760	N	N	N	N	N	N	66%
Hispanic	127	757	732	739	*	*	24%	48%	14%	62%	40%
Black or African American	*	*	721	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	70	751	732	751	*	*	29%	*	*	56%	54%
Male	64	762	733	752	*	*	17%	*	*	67%	56%
Economically Disadvantaged Students	134	757	*	737	*	*	23%	47%	14%	61%	37%
Non-Economically Disadvantaged Students	N	N	*	761	N	N	N	N	N	N	67%
Students with Disabilities	*	*	713	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	735	756	*	*	*	*	*	*	60%
English Learners	28	739	720	728	*	*	46%	*	*	32%	26%
Non-English Learners	106	761	743	754	*	*	17%	*	*	69%	58%
Homeless Students	N	N	722	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	149	747	731	749	*	14%	36%	*	*	46%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	136	748	731	737	*	13%	38%	*	*	46%	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	77	744	729	749	*	13%	42%	*	*	39%	50%
Male	72	751	732	749	*	15%	31%	*	*	53%	52%
Economically Disadvantaged Students	149	747	*	734	*	14%	36%	*	*	46%	32%
Non-Economically Disadvantaged Students	N	N	*	759	N	N	N	N	N	N	63%
Students with Disabilities	*	*	710	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	734	754	*	*	*	*	*	*	56%
English Learners	24	736	716	722	*	*	42%	*	*	25%	18%
Non-English Learners	125	749	740	751	*	*	35%	*	*	50%	54%
Homeless Students	N	N	716	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	745	729	747	*	26%	25%	*	*	46%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	127	745	728	735	*	28%	23%	*	*	46%	30%
Black or African American	10	741	723	729	*	*	*	*	*	30%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	74	742	730	747	*	31%	22%	*	*	45%	47%
Male	68	749	727	747	*	21%	28%	*	*	47%	47%
Economically Disadvantaged Students	142	745	*	732	*	26%	25%	*	*	46%	27%
Non-Economically Disadvantaged Students	N	N	*	757	N	N	N	N	N	N	59%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	707	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	141	730	722	741	9%	33%	32%	26%	0%	26%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	128	731	722	729	9%	33%	32%	26%	0%	26%	24%
Black or African American	*	*	716	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	738	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	74	733	724	742	*	31%	*	*	*	30%	42%
Male	67	728	721	740	*	36%	*	*	*	21%	40%
Economically Disadvantaged Students	141	730	*	726	9%	33%	32%	26%	0%	26%	21%
Non-Economically Disadvantaged Students	N	N	*	750	N	N	N	N	N	N	53%
Students with Disabilities	*	*	706	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	725	746	*	*	*	*	*	*	46%
English Learners	*	*	704	709	*	*	*	*	*	*	*
Non-English Learners	*	*	726	743	*	*	*	*	*	*	*
Homeless Students	N	N	705	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	733	727	744	*	35%	46%	*	*	17%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	89	734	727	733	*	35%	48%	*	*	16%	26%
Black or African American	*	*	716	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	50	733	729	744	*	36%	50%	*	*	14%	42%
Male	44	734	725	743	*	34%	41%	*	*	20%	42%
Economically Disadvantaged Students	94	733	*	731	*	35%	46%	*	*	17%	24%
Non-Economically Disadvantaged Students	N	N	*	751	N	N	N	N	N	N	53%
Students with Disabilities	*	*	705	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	731	749	*	*	*	*	*	*	48%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	745	*	*	*	*	*	*	44%
Homeless Students	N	N	714	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	*	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	*	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	*	730	N	N	N	N	N	N	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	159	729	716	744	13%	37%	24%	*	*	26%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	147	728	715	728	13%	39%	24%	24%	0%	24%	24%
Black or African American	*	*	714	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	736	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	90	730	718	745	*	31%	24%	*	*	29%	44%
Male	69	727	714	743	*	45%	23%	*	*	22%	41%
Economically Disadvantaged Students	159	729	*	727	13%	37%	24%	*	*	26%	23%
Non-Economically Disadvantaged Students	N	N	*	752	N	N	N	N	N	N	52%
Students with Disabilities	*	*	704	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	718	748	*	*	*	*	*	*	47%
English Learners	*	*	704	710	*	*	*	*	*	*	*
Non-English Learners	*	*	717	745	*	*	*	*	*	*	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	18	747	712	737	0%	*	*	*	*	50%	35%
White	N	N	*	743	N	N	N	N	N	N	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	711	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	726	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	18	747	*	722	0%	*	*	*	*	50%	16%
Non-Economically Disadvantaged Students	N	N	*	743	N	N	N	N	N	N	43%
Students with Disabilities	N	N	703	712	N	N	N	N	N	N	*
Students without Disabilities	18	747	712	741	0%	*	*	*	*	50%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	18	747	*	738	0%	*	*	*	*	50%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	36.0%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	19	84.2%	15.8%
5 or more	88	86.4%	13.6%



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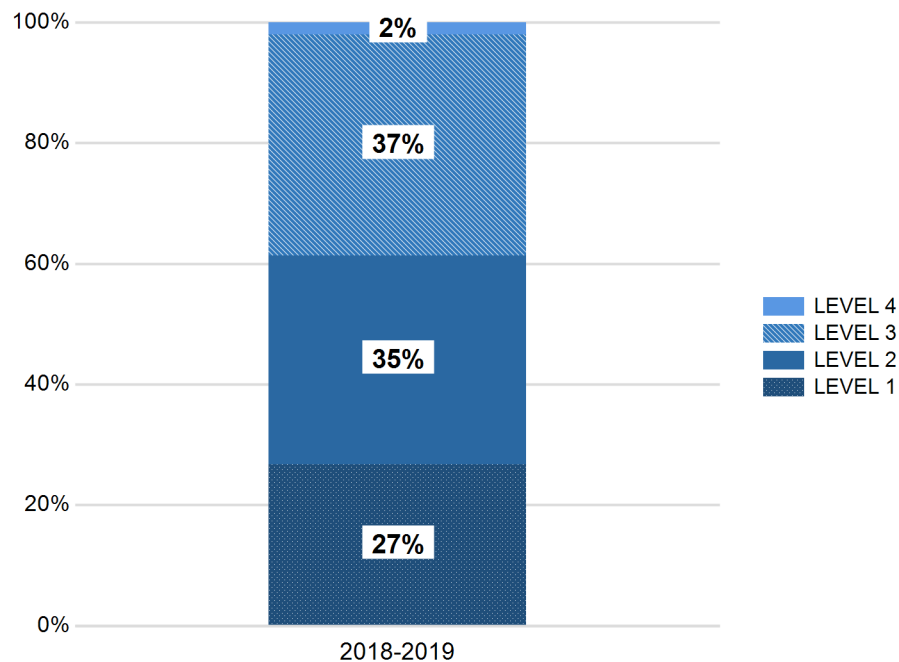
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	27	35	37	2
White	*	*	*	*
Hispanic	28	34	35	2
Black or African American	20	60	20	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	39	32	1
Male	26	29	41	3
Economically Disadvantaged Students	27	35	37	2
Non-Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Passaic Gifted and Talented Academy School No. 20
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2018-2019

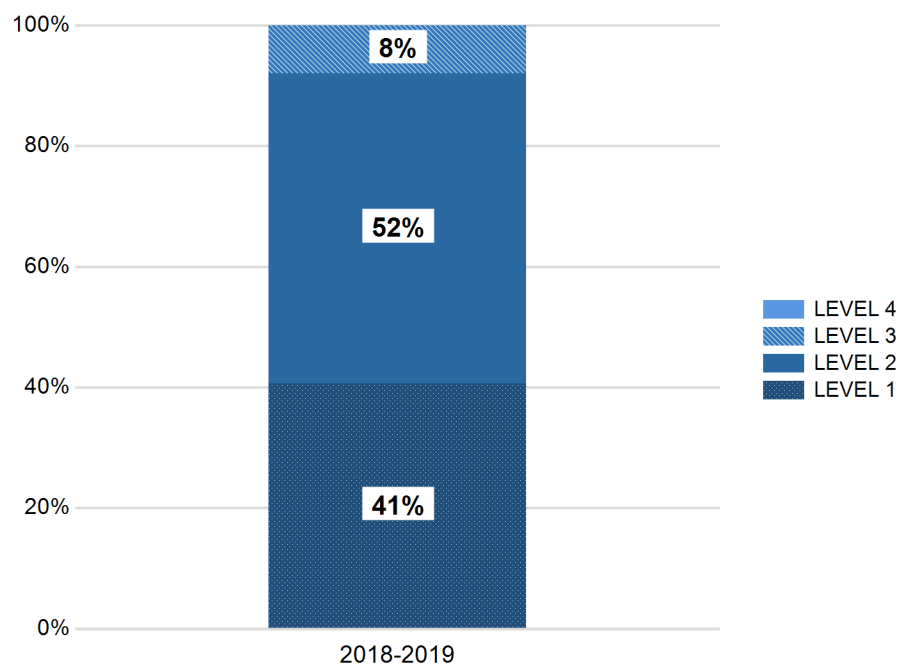
Report Key:

- * Data is not displayed in order to protect student privacy
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	41	52	8	0
White	*	*	*	*
Hispanic	40	52	8	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	45	51	4	0
Male	35	53	12	0
Economically Disadvantaged Students	41	52	8	0
Non-Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	142
7	46	0	104
8	114	18	26
Total	160	18	272

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	141
7	0	0	0	0	0	0	141
8	0	0	0	0	0	0	132
Total	0	0	0	0	0	0	414



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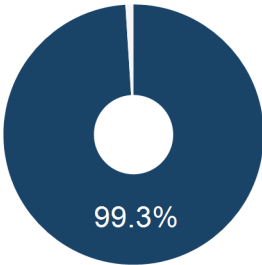
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Visual and Performing Arts – Course Participation

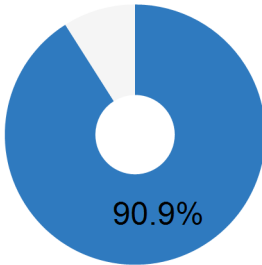
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

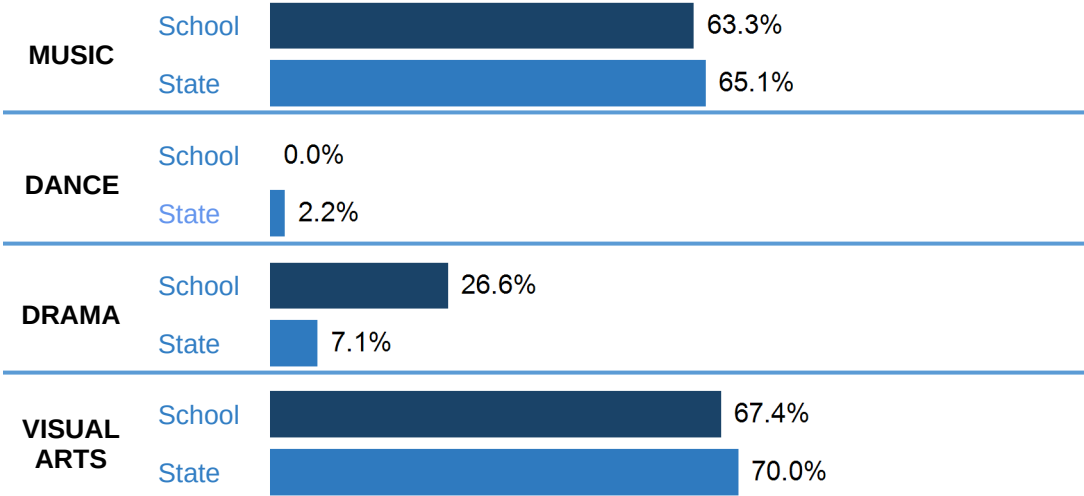


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

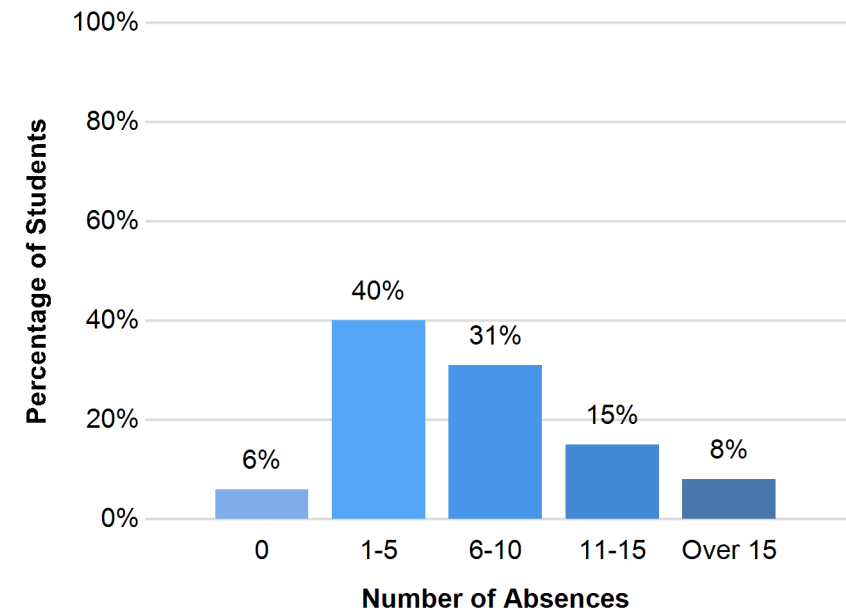
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	38	4.0	8.3	Met
White	*	*	**	**
Hispanic	33	3.8	8.3	Met
Black or African American	5	10.9	8.3	Not Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	19	3.8		
Male	19	4.3		
Economically Disadvantaged Students	38	4.0	8.3	Met
Students with Disabilities	1	3.6	8.3	Met
English Learners	4	3.5	8.3	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





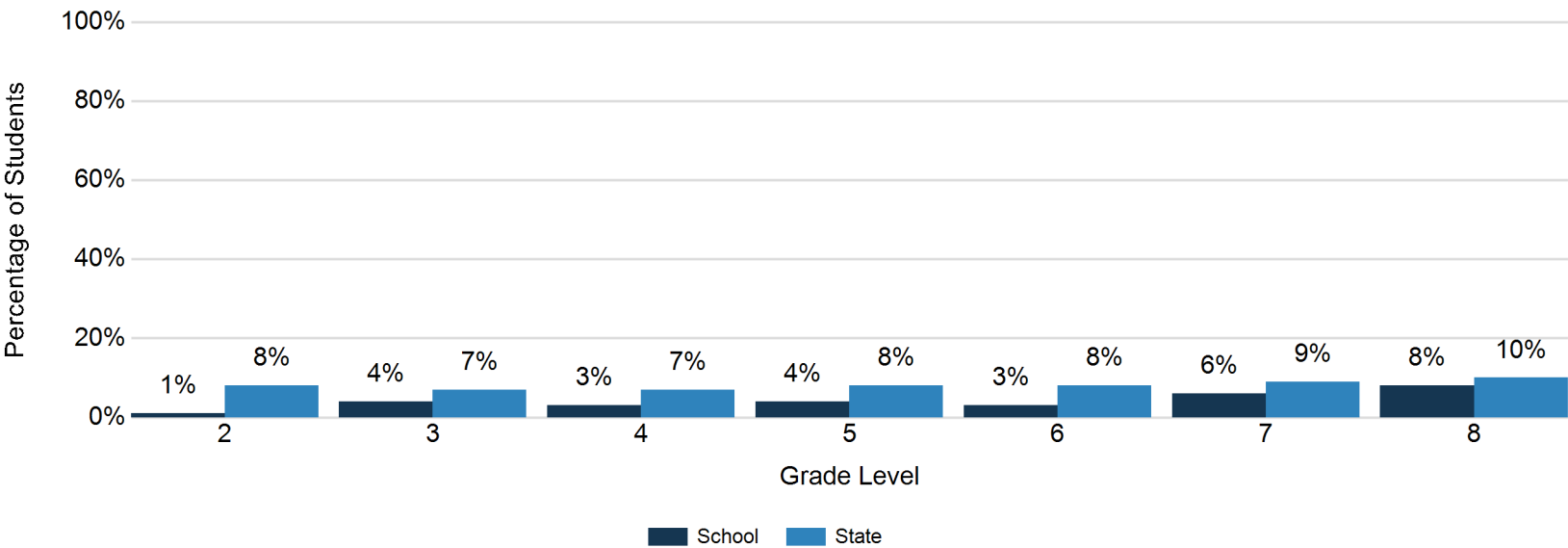
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	19
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	2.53

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	7	9
Religion	0	1	1
Ancestry	0	0	0
Gender	1	2	3
Sexual Orientation	0	0	0
Disability	0	1	1
Other	4	10	14
No Identified Nature	11		11

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	18	1.9%
Out-of-School Suspensions	20	2.1%
Any Suspension	35	3.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
28



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 8 Mins
Shared Time - Instructional Time	6 Hrs. 8 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	53	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	9.5	10.8
Percentage of Teachers with 4 or more years experience in the district	73.6%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	76	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	14.7	12.0
Percentage of Administrators with 4 or more years experience in the district	98.7%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	18:1	16:1
Students to Administrators	316:1	185:1
Teachers to Administrators	18:1	11:1
Students to Librarians/Media Specialists		7038:1
Students to Nurses		563:1
Students to Counselors		521:1
Students to Child Study Team Members		251:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.9%	73.6%	33.3%	48.4%	77.1%	54.9%
Male	47.1%	26.4%	66.7%	51.6%	22.9%	45.1%
White	1.5%	49.1%	33.3%	42.4%	83.6%	77.4%
Hispanic	91.8%	37.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.8%	13.2%	33.3%	15.0%	6.6%	13.9%
Asian	1.3%	0.0%	33.3%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers: All classroom teachers
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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

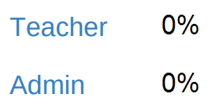
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	94.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

 For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	69.3%	72.6%	60.0%
Math Proficiency	49.9%	42.2%	37.9%
ELA Growth	60	61	45
Math Growth	40	38	39
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		29.1%	36.0%
Chronic Absenteeism	2.8%	2.2%	4.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Not Met	Met Target†	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	Met Standard	Not Met	n/a	Met	No
Black or African American	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	**	n/a	Met	No
English Learners	Not Met	Not Met	Met Standard	Met Standard	Met Standard	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



Passaic Gifted and Talented Academy School No. 20
 (31-3970-300)
 Grades Offered: 02-08
 2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	- Provided teachers with classroom embedded coaching to enhance student literacy and math experiences. - Passaic Gifted and Talented Academy provides an opportunity for students to take Geometry during their 8th grade year. - Provided students with an after school academic support program in English/Language Arts and Mathematics.
 Mission, Vision, Theme:	Vision: Passaic Public Schools will become one of the best school systems in New Jersey. Mission: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide all students the opportunity to graduate high school with a career certification and/or a minimum of 15 college credits.
 Awards, Recognition, Accomplishments:	5th grade Passiac Gifted and Talented students competed in a MathLeague competition against 100 other North Jersey students from eight different schools.Students from the Passaic Gifted and Talented Academy attended the Junior Model UN conference at Drew University and participated in the conference. One group presented on Gender Equality and the second group presented Clean Energy. The students that presented on Gender Equality were awarded Outstanding Position Paper from the Drew University Model UN team.



Passaic Gifted and Talented Academy School No. 20
 (31-3970-300)
 Grades Offered: 02-08
 2018-2019

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School Narrative

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Courses, Curriculum, Instruction:	School No. 20 students engage in lessons that recognize the unique value, needs, and talents, of the individual student. Courses promote debate and exploration. Students are encouraged to identify their own learning goals in addition to the required expectations.
Clubs and Activities:	Passaic Gifted and Talented offers over 30 clubs for students to join, such as Chess, Destination Imagination, Mindfulness and Meditation, Authors Book Club, Social Justice, Strength & Conditioning, A Capella, National Honor Society, Rock Climbing, Academic Bowl, Interact Club, Poetry and Writing, STEM, Chess, National Histroy Bowl, Global Femal Voices, Art Club, Drama Young Thespians, Peer Mediation, Junior Honor Society, Jazz, Safety Patrol, Multicultural, Soccer, Technology Student Association, Health and Wellness, Spelling Bee, STRIVE, and Yoga.



Passaic Gifted and Talented Academy School No. 20
(31-3970-300)
Grades Offered: 02-08
2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Before and After School Programs:	Students at School No. 20 have opportunities to learn beyond the regular school day. Learning begins with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.
Staff and Professional Learning:	Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in three scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community during grade level meetings, professional learning communities, and staff meetings.



Passaic Gifted and Talented Academy School No. 20
 (31-3970-300)
 Grades Offered: 02-08
 2018-2019

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School Narrative

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 Student Supports and Services:	Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.
 Parent and Community Involvement:	At School No. 20, our community supports and contributes to our learning. Through guest speakers, opportunities to visit local government officials, and family learning events, our school strives to learn together.



Passaic Gifted and Talented Academy School No. 20
(31-3970-300)
Grades Offered: 02-08
2018-2019

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School Narrative

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 Other Information	School No. 20 serves students in grades 2-8.



Passaic High School No. 12
 (31-3970-050)
 Grades Offered: 09-12
 2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Passaic High School No. 12
(31-3970-050)
Grades Offered: 09-12
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Passaic City School District
Principal Name	Ms. Jeanette Torres-Gomez
Address	170 Paulison Ave. Passaic, NJ 07055
Phone Number	973-470-5600
Email Address	fvelez@passaicschools.org
Website	https://passaicschools.org
Facebook	https://www.facebook.com/PassaicPublicSchools
Twitter	https://twitter.com/passaicschools



Passaic High School No. 12

(31-3970-050)

Grades Offered: 09-12

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	792	825	612
10	825	770	602
11	771	788	531
12	698	769	732
Total	3,086	3,152	2,477

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.8%	47.8%	45.6%
Male	52.2%	52.2%	54.4%
Economically Disadvantaged Students	100.0%	99.9%	100.0%
Students with Disabilities	14.5%	14.4%	18.1%
English Learners	15.6%	16.6%	20.3%
Homeless Students	0.2%	0.9%	0.6%
Students in Foster Care	0.0%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.6%	1.0%	0.9%
Hispanic	92.7%	93.0%	94.4%
Black or African American	4.5%	3.6%	3.5%
Asian	2.0%	2.2%	1.0%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.0%	0.1%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	3,086	3,152	2,477
Shared Time Students	0	0	0
Full Time Equivalent	3,086	3,152	2,477

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	87.0%
English	11.7%
Other Languages	1.4%

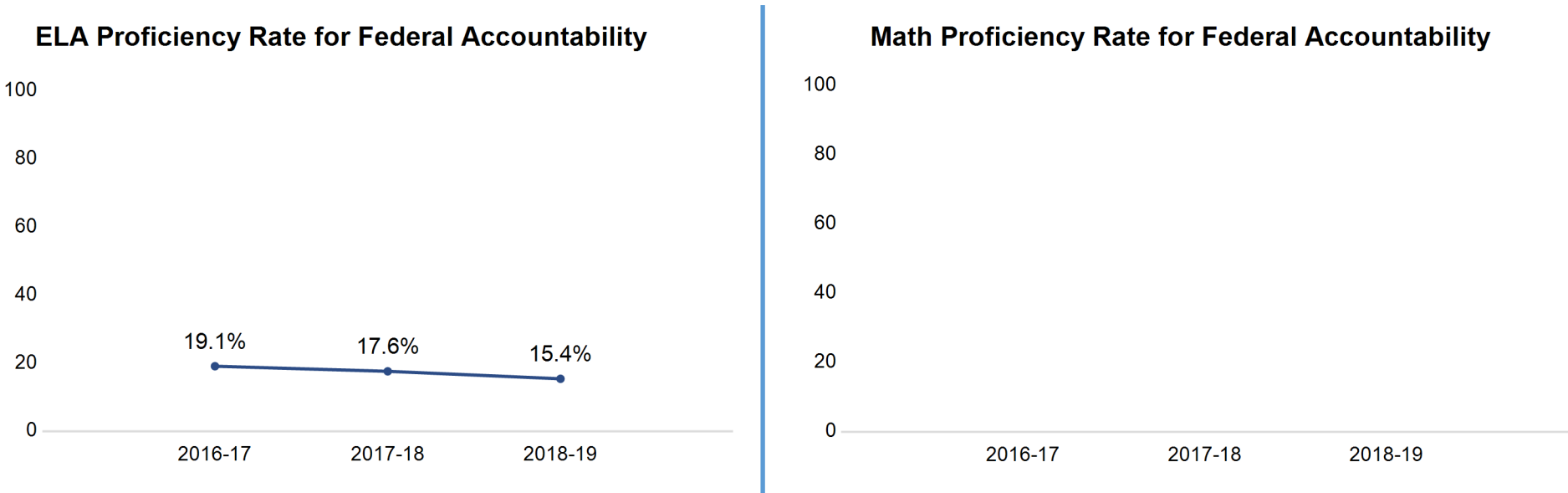


Passaic High School No. 12
 (31-3970-050)
 Grades Offered: 09-12
 2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	92.4%	94.7%	95.3%	93.6%	95.0%	94.3%
Proficiency Rate for Federal Accountability	19.1%	17.6%	15.4%	*	*	*
Annual Target	24.8%	27.7%	30.6%	16.3%	19.7%	23.1%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Passaic High School No. 12
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 2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1116	95.3	15.4	32.4	57.9	15.4	30.6	Not Met
White	*	*	13.3	40.4	66.9	13.3	**	**
Hispanic	1039	95.3	15.7	32.1	43.9	15.7	30.4	Not Met
Black or African American	56	93.3	*	28.0	38.5	*	29.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	494	95.6	21.3	*	64.8	21.3		
Male	622	95.0	10.8	*	51.3	10.8		
Economically Disadvantaged Students	*	*	*	*	40.0	*	30.6	Not Met
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	255	95.2	*	*	22.7	*	16.1	Not Met
Students without Disabilities	861	95.3	*	*	65.1	*		
English Learners	238	93.8	*	*	29.3	*	17.4	Not Met
Non-English Learners	878	95.7	*	*	60.6	*		
Homeless Students	*	*	*	22.4	29.1	*		
Students In Foster Care	*	*	*	10.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

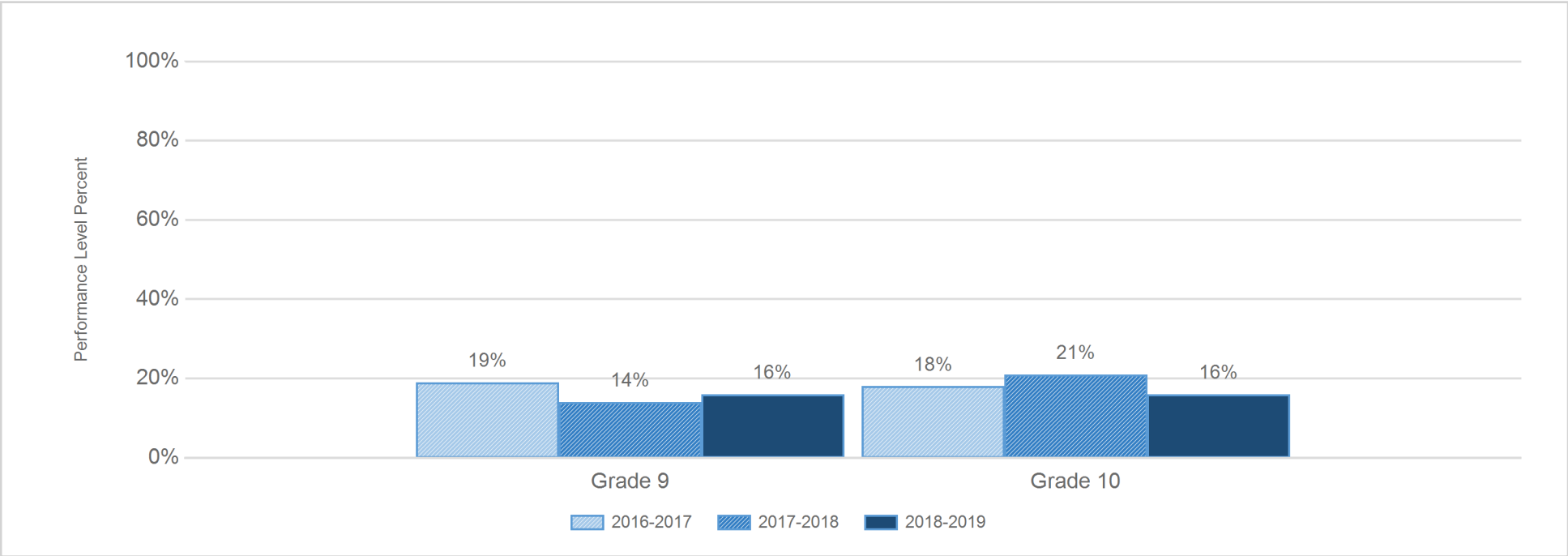


Passaic High School No. 12
(31-3970-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Passaic High School No. 12
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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	556	712	723	753	38%	26%	20%	*	*	16%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	528	711	723	737	39%	25%	20%	*	*	16%	40%
Black or African American	25	710	717	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	240	719	730	760	31%	24%	23%	*	*	23%	63%
Male	316	706	717	746	44%	27%	18%	*	*	10%	49%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	65%
Students with Disabilities	129	696	697	717	*	*	*	*	*	*	17%
Students without Disabilities	427	716	728	760	*	*	*	*	*	*	63%
English Learners	82	680	684	693	*	*	*	*	*	*	*
Non-English Learners	474	717	728	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



Passaic High School No. 12
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 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	561	704	715	757	47%	20%	17%	14%	2%	16%	58%
White	*	*	728	767	*	*	*	*	*	*	67%
Hispanic	517	704	*	738	48%	20%	17%	*	*	16%	43%
Black or African American	30	702	*	733	50%	*	*	*	*	10%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	255	711	723	766	41%	20%	19%	*	*	20%	66%
Male	306	699	708	749	53%	20%	16%	*	*	11%	51%
Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	67%
Students with Disabilities	114	686	687	711	*	*	*	*	*	*	19%
Students without Disabilities	447	709	721	765	*	*	*	*	*	*	65%
English Learners	104	673	679	687	*	*	*	*	*	*	*
Non-English Learners	457	712	722	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	*	710	*	*	*	*	*	*	10%



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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1145	94.3	*	*	44.5	*	23.1	Not Met
White	14	100.0	*	28.0	54.1	*	**	**
Hispanic	1067	94.4	*	*	28.8	*	23.1	Not Met
Black or African American	55	90.2	*	*	23.0	*	18	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	51.4	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	505	94.4	*	19.1	44.9	*		
Male	640	94.3	*	19.1	44.2	*		
Economically Disadvantaged Students	*	*	*	*	26.3	*	23.1	Not Met
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	248	95.0	*	*	17.4	*	14.4	Not Met
Students without Disabilities	897	94.1	*	*	50.0	*		
English Learners	281	93.3	*	15.8	25.0	*	14.6	Not Met
Non-English Learners	864	94.7	*	21.8	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

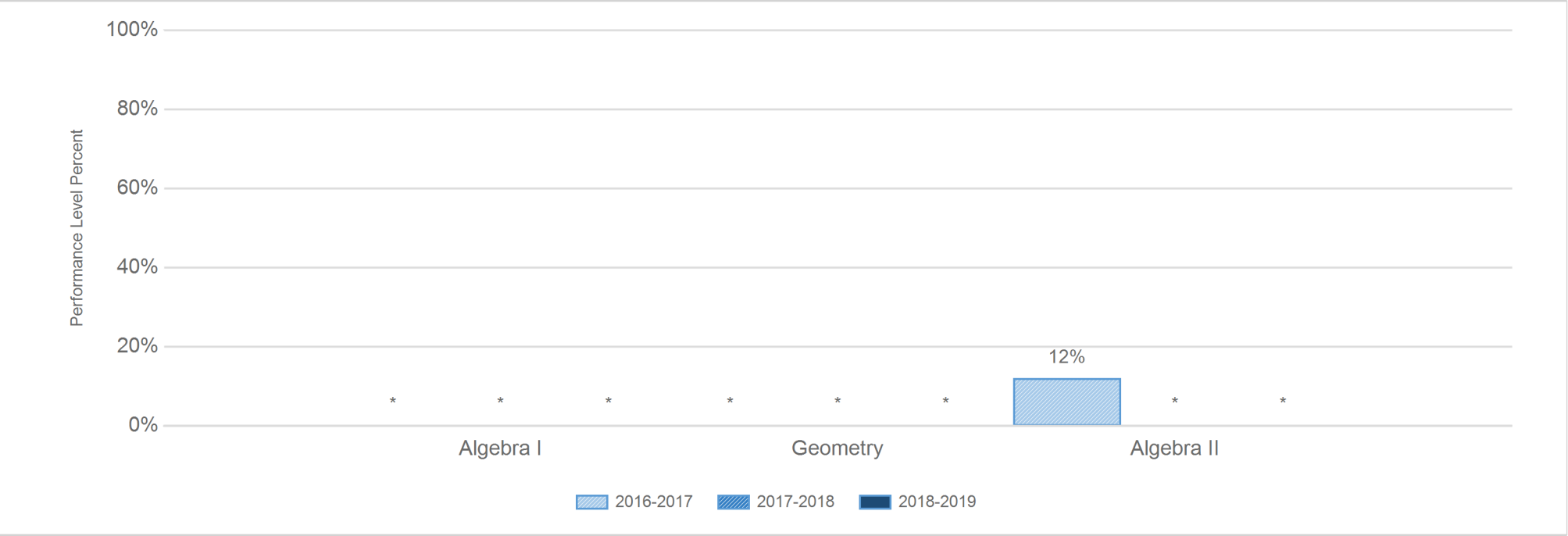


Passaic High School No. 12
(31-3970-050)
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2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	560	710	716	744	*	*	*	*	*	*	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	531	710	715	728	*	*	*	*	*	*	24%
Black or African American	25	710	714	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	736	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	243	713	718	745	*	*	*	*	*	*	44%
Male	317	708	714	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	124	703	704	717	*	*	*	*	*	*	12%
Students without Disabilities	436	712	718	748	*	*	*	*	*	*	47%
English Learners	104	697	704	710	*	*	*	*	*	*	*
Non-English Learners	456	713	717	745	*	*	*	*	*	*	*
Homeless Students	*	*	700	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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 (31-3970-050)
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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	400	703	712	737	*	*	*	*	*	*	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	373	702	*	724	*	*	*	*	*	*	17%
Black or African American	18	711	711	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	726	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	175	701	*	738	*	*	*	*	*	*	36%
Male	225	705	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	35	701	703	712	*	*	*	*	*	*	*
Students without Disabilities	365	703	712	741	*	*	*	*	*	*	*
English Learners	113	697	*	708	*	*	*	*	*	*	*
Non-English Learners	287	706	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	*	*	*	711	*	*	*	*	*	*	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	207	693	709	755	*	*	*	*	*	*	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	188	693	*	731	*	*	*	*	*	*	34%
Black or African American	11	683	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	98	692	707	752	*	*	*	*	*	*	55%
Male	109	694	711	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	78	682	682	715	*	*	*	*	*	*	25%
Students without Disabilities	129	700	716	756	*	*	*	*	*	*	60%
English Learners	34	677	680	696	*	*	*	*	*	*	11%
Non-English Learners	173	696	712	755	*	*	*	*	*	*	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	*	N
10	N	N
11	11	11

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	14.8%	40.9%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	211	*	*
3-4	143	*	*
5 or more	122	*	*



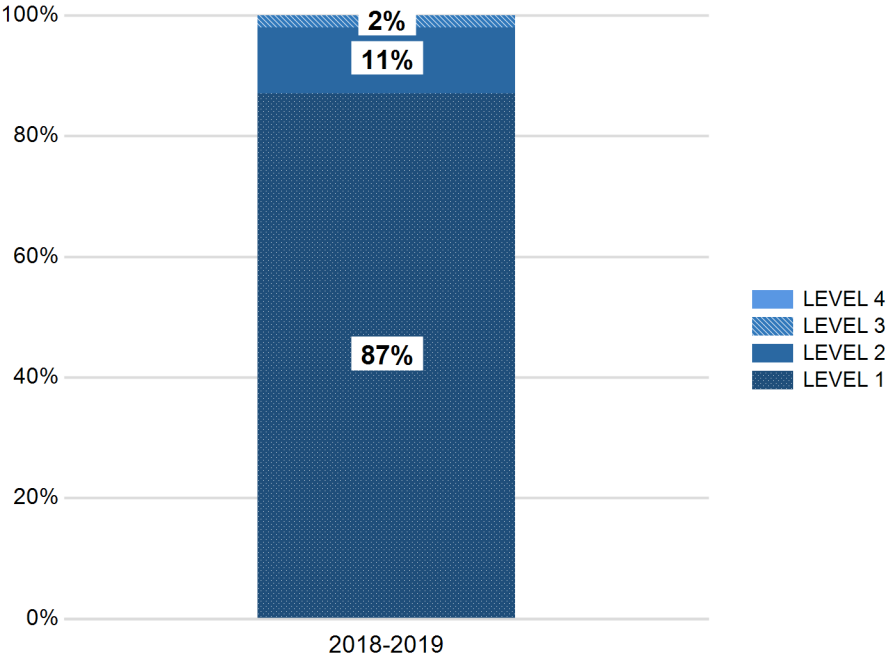
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	87	11	2	0
White	*	*	*	*
Hispanic	86	11	2	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	90	8	2	0
Male	85	13	3	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	86.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	375	476	Grade 10: 430 Grade 11: 460	18%	61%
PSAT 10/NMSQT - Math	402	477	Grade 10: 480 Grade 11: 510	12%	43%
SAT - Reading and Writing	426	539	480	22%	70%
SAT - Math	433	541	530	15%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%



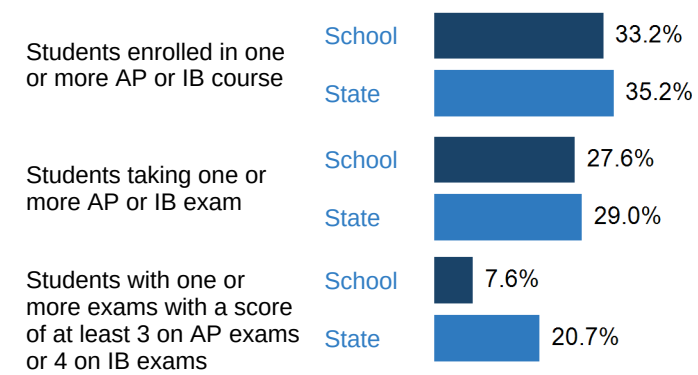
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	4	4
AP Biology	6	6
AP Calculus AB	45	53
AP Chemistry	3	3
AP Computer Science A	0	1
AP English Language and Composition	75	68
AP English Literature and Composition	140	136
AP Environmental Science	5	5
AP Macroeconomics	23	21
AP Physics 1	6	10
AP Physics C: Mechanics	0	9
AP Psychology	165	148
AP Spanish Language	97	72
AP Spanish Literature	83	59
AP Statistics	4	2
AP U.S. History	93	12



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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		609
Exams with scores of at least 3 on AP exams or 4 on IB exams		122



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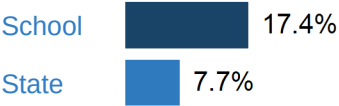
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



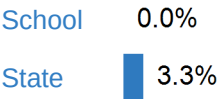
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	17.4%	8.9%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	17.3%	8.8%	10.3%	11.3%
Black or African American	18.4%	11.5%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	16.7%	8.6%	7.3%	10.6%
Male	18.0%	9.2%	8.0%	10.1%
Economically Disadvantaged Students	17.4%	8.9%	10.4%	11.8%
Students with Disabilities	18.3%	6.0%	6.6%	9.2%
English Learners	19.4%	*	8.7%	3.2%
Homeless Students	0.0%	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	*	*	10.4%	*



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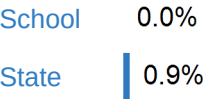
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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Arts, AV Technology & Communications	441		
Finance	180		
Information Technology	13		
Science, Technology, Engineering & Mathematics	18		
Total (All Clusters)	652	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	353	226	29	0	0	0	218
10	14	394	186	11	0	0	3
11	17	123	209	123	6	4	53
12	4	43	50	237	123	60	326
Total	388	786	474	371	129	64	600
Enrolled in AP/IB Course					45	4	0
Enrolled in Dual Enrollment Course	0	0	0	88	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	598	0	0	5	1	0
10	23	176	0	44	355	5
11	18	23	0	364	100	33
12	31	24	0	121	159	447
Total	670	223	0	534	615	485
Enrolled in AP/IB Course	6	3		5	6	0
Enrolled in Dual Enrollment Course	6	3	0	5	6	38



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	2	603	0	0	2	0
10	6	593	0	18	7	9
11	2	516	6	33	11	20
12	7	125	17	114	36	52
Total	17	1837	23	165	56	81
Enrolled in AP/IB Course	0	93	23	165		0
Enrolled in Dual Enrollment Course	0	0	0	0	56	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	68	2	0	0	0	0	0
10	453	46	0	0	0	0	0
11	255	18	0	0	0	0	0
12	193	19	0	0	0	0	0
Total	969	85	0	0	0	0	0
Enrolled in AP/IB Course	179	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	83	0	0	0	0	0	0
Enrolled in Level 3 or Higher	289	0	0	0	0	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	56	0	0	0	0	0
11	45	0	0	0	0	0
12	120	0	0	0	0	0
Total	221	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Passaic High School No. 12
 (31-3970-050)
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 2018-2019

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Spanish	94
Total	94



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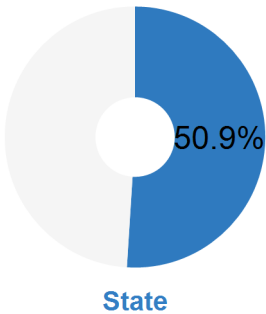
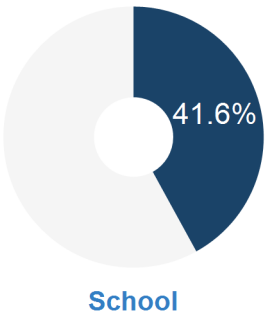
Report Key:
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Visual and Performing Arts – Course Participation

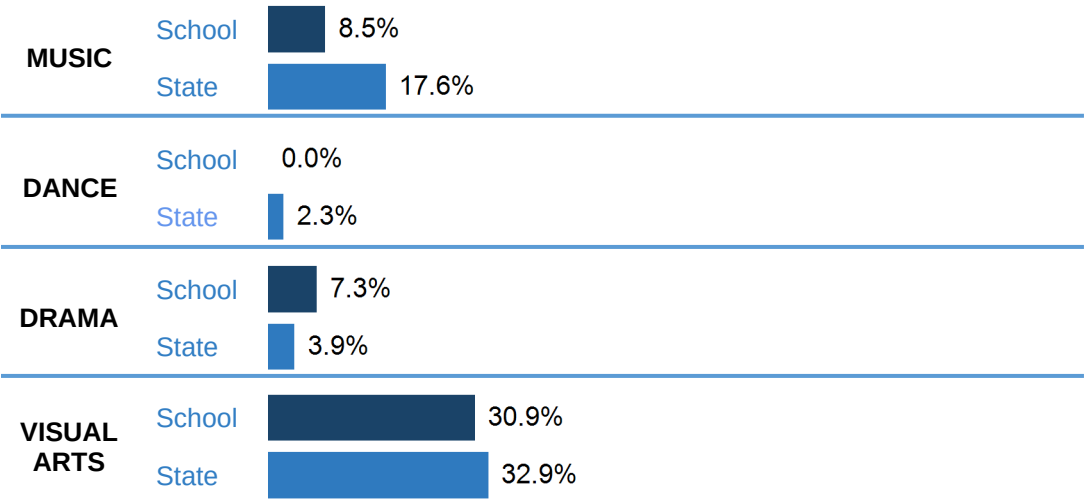
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

 Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:





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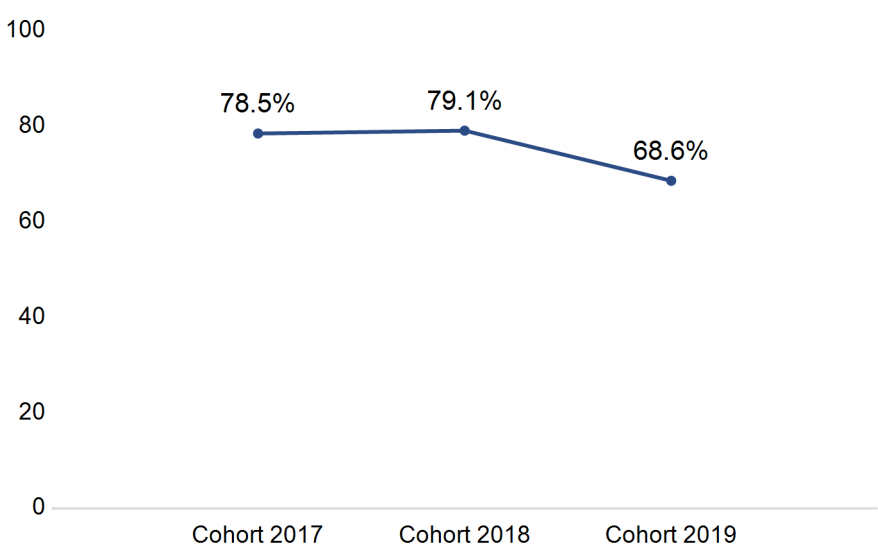
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

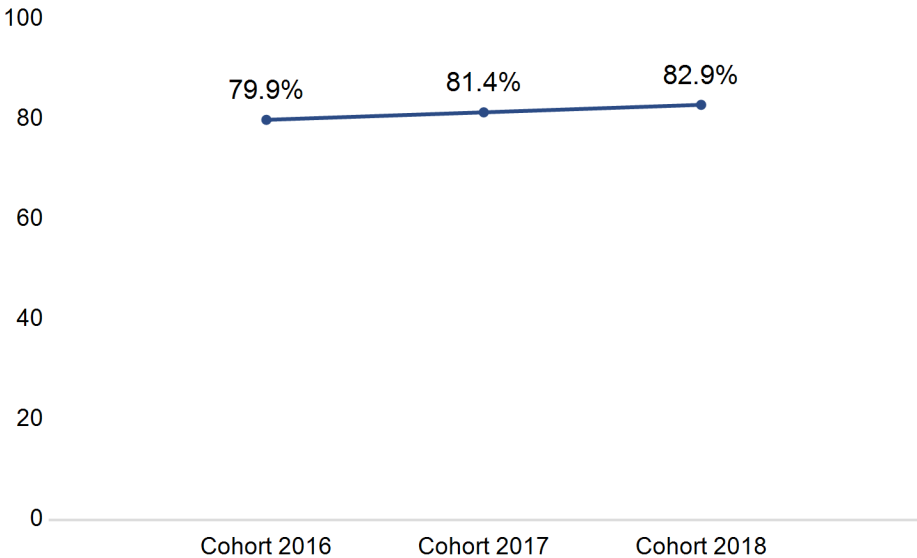
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	78.5%	79.1%	68.6%	79.9%	81.4%	82.9%
Annual Target	80.0%	80.8%		80.8%	81.6%	
Met Annual Target?	Not Met	Not Met		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	68.6%	90.6%	82.9%	92.5%	79.1%	80.8%	Not Met	81.4%	81.6%	Not Met
White	28.6%	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	69.2%	84.5%	83.4%	87.3%	80.1%	80.8%	Not Met	82.4%	81.5%	Met Target
Black or African American	63.6%	83.3%	83.3%	87.1%	75.7%	80.0%	Not Met	75.8%	80.4%	Not Met
Asian, Native Hawaiian or Pacific Islander	86.7%	96.9%	82.8%	97.8%	76.7%	89.1%	Not Met	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	N	91.4%	*	94.2%	*	**	**	N	N	N
Female	76.1%	92.8%	87.9%	94.4%	85.2%			85.6%		
Male	62.3%	88.5%	78.6%	90.8%	73.9%			77.4%		
Economically Disadvantaged Students	69.1%	84.0%	83.0%	87.3%	79.2%	80.4%	Not Met	82.3%	82.7%	Not Met
Students with Disabilities	68.4%	79.2%	78.1%	83.8%	70.5%	80.4%	Not Met	70.3%	84.2%	Not Met
English Learners	67.3%	75.4%	85.0%	80.1%	81.2%	77.8%	Met Target	80.0%	76.0%	Met Target
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	47.8%	49.9%
Substitute Competency Test	21.7%	12.5%
Portfolio Appeals Process	18.0%	23.2%
Alternate Requirements specified in IEP	11.5%	13.5%
Unknown	1.0%	1.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	2.7%	1.2%
2017-2018	2.6%	1.2%
2016-2017	2.7%	1.1%



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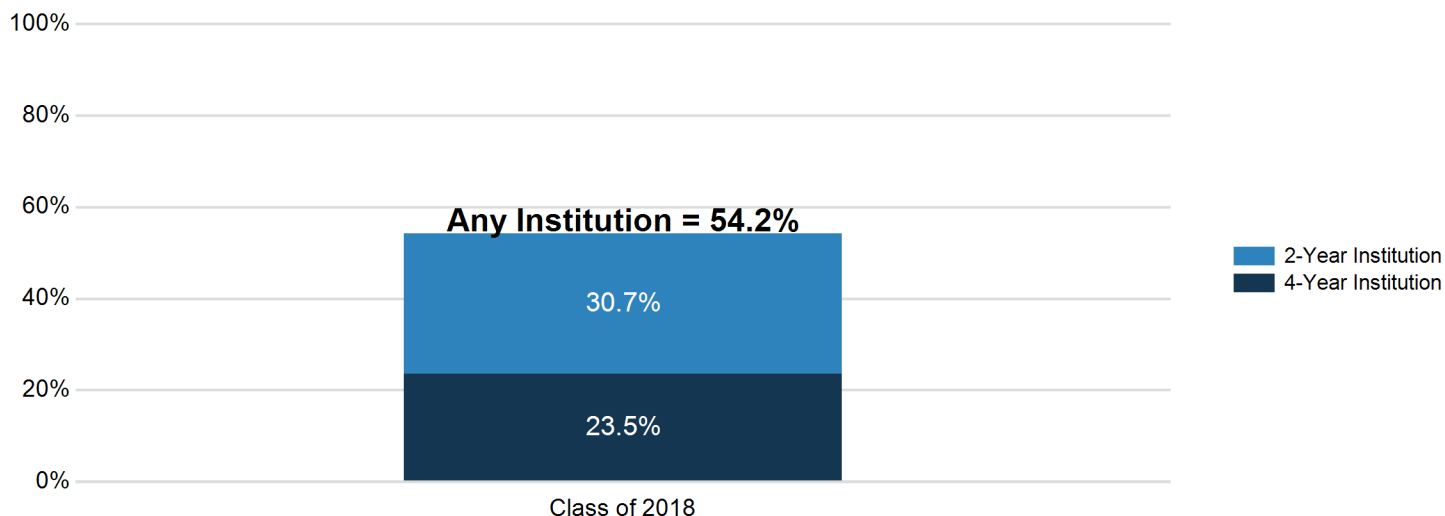
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	30.7%
% Enrolled in 4-Year Institution	23.5%
% Enrolled in Any Postsecondary Institution	54.2%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	43.5%	59.6%	40.4%
White	*	*	*
Hispanic	42.5%	61.5%	38.5%
Black or African American	52.2%	41.7%	58.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	43.4%	59.9%	40.1%
Students with Disabilities	27.8%	70%	30%
English Learners	35.7%	82.9%	17.1%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	54.2%	56.6%	43.4%	80%	20%	90.4%	9.6%
White	*	*	*	*	*	*	*
Hispanic	53.5%	56.4%	43.6%	78.6%	21.4%	90.2%	9.8%
Black or African American	62.5%	65%	35%	95%	5%	100%	0%
Asian, Native Hawaiian, or Pacific Islander	68%	47.1%	52.9%	88.2%	11.8%	88.2%	11.8%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	54.2%	56.6%	43.4%	80%	20%	90.4%	9.6%
Students with Disabilities	28.4%	69%	31%	79.3%	20.7%	82.8%	17.2%
English Learners	48.6%	55.6%	44.4%	63%	37%	87%	13%



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2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

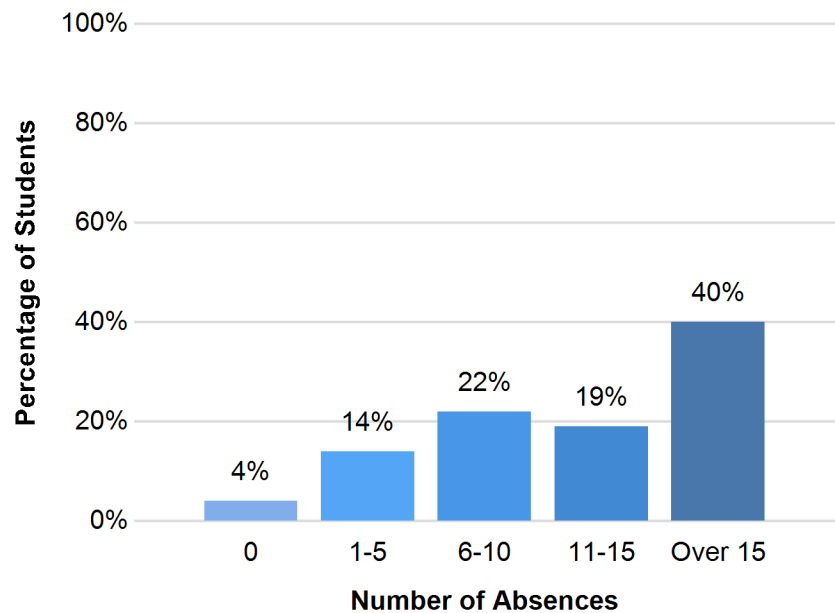
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	837	30.7	14.2	Not Met
White	10	17.9	14.2	Not Met
Hispanic	783	31.1	14.2	Not Met
Black or African American	41	35.3	14.2	Not Met
Asian, Native Hawaiian, or Pacific	3	10.3	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	391	32.6		
Male	446	29.3		
Economically Disadvantaged Students	837	30.7	14.2	Not Met
Students with Disabilities	158	25.5	14.2	Not Met
English Learners	157	30.6	14.2	Not Met
Homeless Students	11	73.3		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





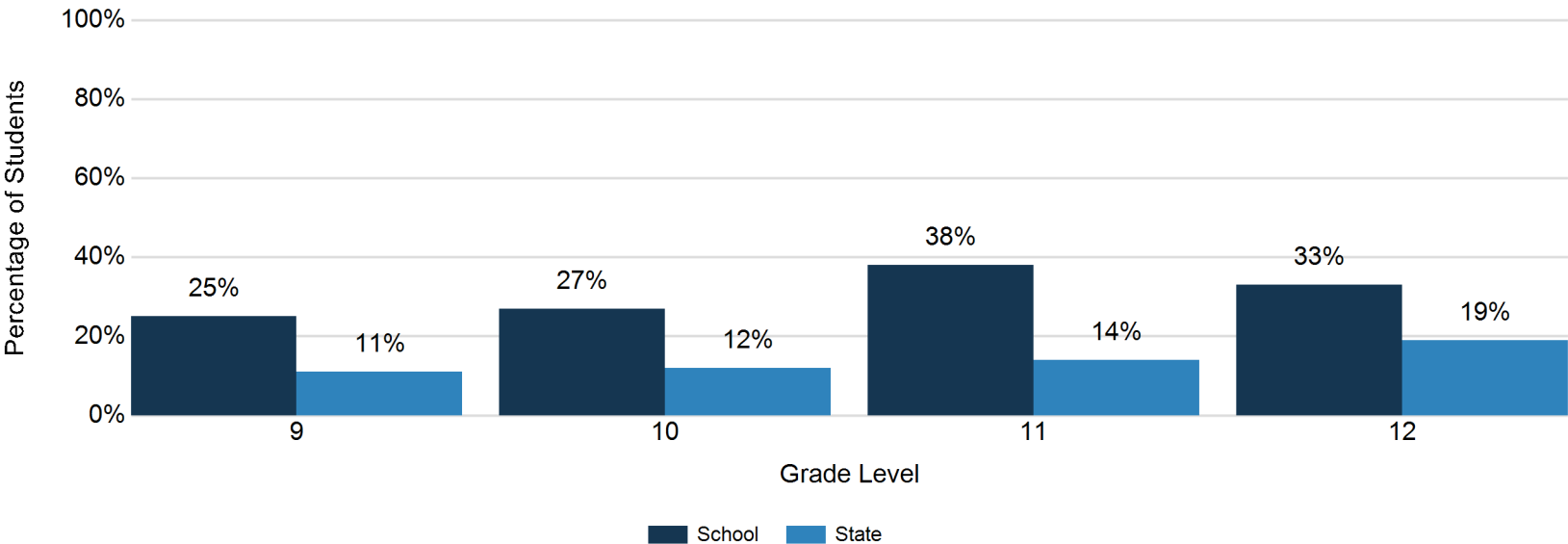
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	82
Weapons	6
Vandalism	6
Substances	121
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	214
Incidents Per 100 Students Enrolled	8.64

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	1	0	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	3	1	4
No Identified Nature	0		0

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	36
Weapons	4
Vandalism	4
Substances	21
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	11

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	13	0.5%
Out-of-School Suspensions	288	11.6%
Any Suspension	288	11.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
1745



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:55 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 44 Mins
Shared Time - Instructional Time	5 Hrs. 44 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	146	118,214
Average years experience in public schools	12.1	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	74.7%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	76	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	14.7	12.0
Percentage of Administrators with 4 or more years experience in the district	98.7%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	17:1	16:1
Students to Administrators	310:1	185:1
Teachers to Administrators	18:1	11:1
Students to Librarians/Media Specialists		7038:1
Students to Nurses		563:1
Students to Counselors		521:1
Students to Child Study Team Members		251:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.6%	60.3%	50.0%	48.4%	77.1%	54.9%
Male	54.4%	39.7%	50.0%	51.6%	22.9%	45.1%
White	0.9%	49.3%	50.0%	42.4%	83.6%	77.4%
Hispanic	94.4%	30.8%	50.0%	29.9%	7.3%	7.2%
Black or African American	3.5%	13.7%	0.0%	15.0%	6.6%	13.9%
Asian	1.0%	6.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	91.6%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Consistently Underperforming Student Group (TSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	Consistently Underperforming Student Group (TSI)
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	Consistently Underperforming Student Group (TSI)
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Passaic High School No. 12
(31-3970-050)
Grades Offered: 09-12
2018-2019

Report Key:

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	19.1%	17.6%	15.4%
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	78.5%	79.1%	68.6%
5-Year Graduation Rate†	79.9%	81.4%	82.9%
Progress toward English Language Proficiency		26.9%	14.8%
Chronic Absenteeism	20.3%	30.8%	30.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Yes
White	**	**	**	**	n/a	Not Met	No
Hispanic	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
Asian, Native Hawaiian, or Pacific Islander	**	**	Not Met	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
English Learners	Not Met	Not Met	Met Target	Met Target	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	- Graphic Design, Finance, Television Broadcasting, and Computer Programming were officially recognized as Perkins Programs. - Passaic High School offers eleven Advanced Placement courses. - Passaic High School offered Advanced Placement, ESL, and NJROTC after-school tutoring.
 Mission, Vision, Theme:	Vision: Passaic Public Schools will become one of the best school systems in New Jersey. Mission: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide all students the opportunity to graduate high school with a career certification and/or a minimum of 15 college credits.



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 Courses, Curriculum, Instruction:	In addition to our regular efforts around the development of common assessments to monitor student progress and inform both curriculum development and instruction, Passaic High School has partnered with the City of Passaic and Passaic County Community College to receive funding and support from the National Resource Network to build the High School Pathways programming.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) Passaic High School is proud of developing and supporting student athletes throughout the district. Our teams are led by coaches committed to athletic development and building strong sports programs.
 Clubs and Activities:	Passaic High School offers over 25 clubs for students to join, such as Academic Bowl, Literary Magazine, African-American Club, Mock Trial, Bio-Ecology Club, Model Congress, Modern Dance, Chess Club, Choir, National Honor Society, Club India, Newspaper Club, LASO, Peer Mediation, DECA, Environmental Science, Future Business of Leaders of America, Future Teachers, Spanish Club, Hiking Club, Student Council, History Club, Technology, and Yearbook.



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 Before and After School Programs:	Passaic High School offers academic support programs outside of the regular school day that are both subject based and designed to assist students with state and national exams.
 Staff and Professional Learning:	Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in three scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community during grade level meetings, professional learning communities, and staff meetings.
 Postsecondary Information:	Passaic graduates are encouraged to prepare for college going success. Our students were accepted to various colleges, universities, and military branches. As home to one of the largest NJROTC programs in the state, many of our students pursue careers in the Navy. Students were accepted to universities such as: Brown, Carnegie Mellon, Columbia, Cornell, Harvard, Northwestern, and Yale.



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 Student Supports and Services:	Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.
 Parent and Community Involvement:	At Passaic High School, the parent and community support and contribute to our learning. Through guest speakers, opportunities to visit local government officials, and family learning events, our school strives to learn together.



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 Technology and STEM:	Passaic High School offers a Computer Science pathway and a Girls Who Code Club.



Passaic Preparatory Academy
 (31-3970-302)
 Grades Offered: 06-11
 2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Passaic Preparatory Academy
 (31-3970-302)
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 2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Passaic City School District
Principal Name	Mr. Jason Marx
Address	252 Boulevard Passaic, NJ 07055
Phone Number	973-470-5504
Email Address	jmarx@passaicschools.org
Website	https://passaicschools.org
Facebook	https://www.facebook.com/PassaicPublicSchools
Twitter	https://twitter.com/passaicschools



Passaic Preparatory Academy
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	0	0	93
7	0	0	142
8	0	0	144
9	0	0	135
10	0	0	87
11	0	0	91
Total	0	0	692

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	N	N	72.5%
Male	N	N	27.5%
Economically Disadvantaged Students	N	N	100.0%
Students with Disabilities	N	N	2.6%
English Learners	N	N	4.8%
Homeless Students	N	N	0.3%
Students in Foster Care	N	N	0.3%
Military-Connected Students	N	N	0.0%
Migrant Students	N	N	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	N	N	1.0%
Hispanic	N	N	94.4%
Black or African American	N	N	3.8%
Asian	N	N	0.7%
Native Hawaiian or Pacific Islander	N	N	0.1%
American Indian or Alaska Native	N	N	0.0%
Two or More Races	N	N	0.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	N	N	692
Shared Time Students	N	N	0
Full Time Equivalent	N	N	692

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	84.5%
English	14.3%
Other Languages	1.2%



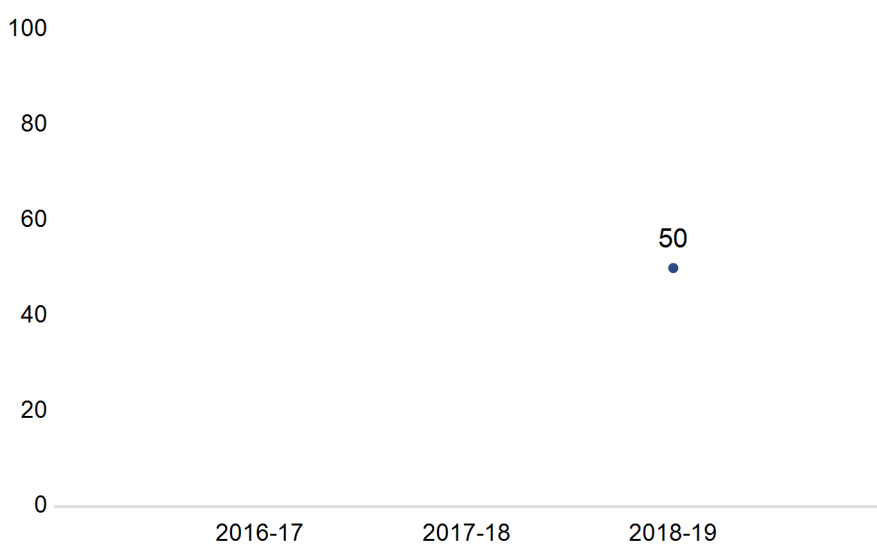
Passaic Preparatory Academy
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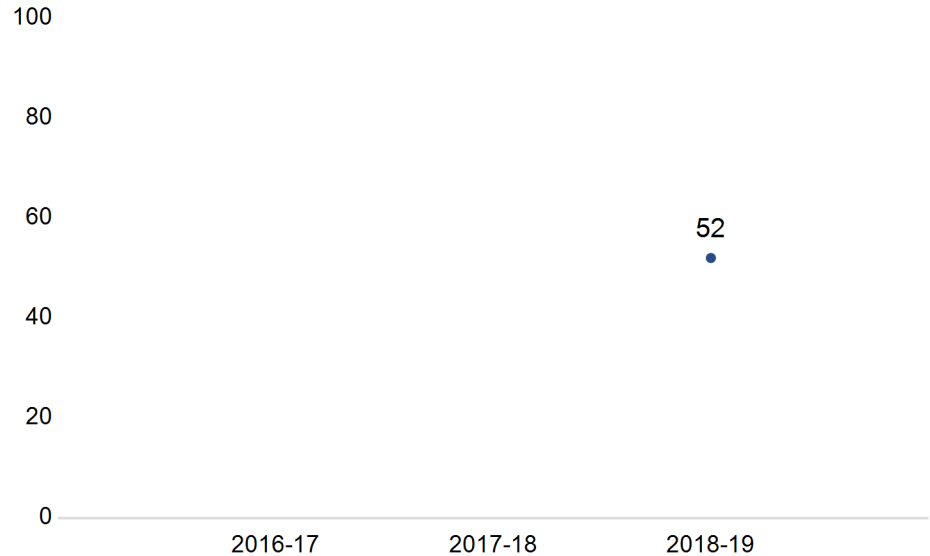
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	N	N	50	N	N	52
Met Standard (40-59.5)?	N	N	Met Standard	N	N	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	50	47	50	Met Standard	52	47	50	Met Standard
White	*	50	50	**	*	55	52	**
Hispanic	50	47	49	Met Standard	52.5	47	47	Met Standard
Black or African American	56.5	44	45	**	*	36	43	**
Asian, Native Hawaiian, or Pacific Islander	*	59	59	**	*	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	52	50	53	N	53	47	50	N
Male	47.5	44	47	N	51.5	46	51	N
Economically Disadvantaged Students	50	47	48	Met Standard	52	47	46	Met Standard
Students with Disabilities	47	37	43	**	*	42	45	**
English Learners	55	46	52	Met Standard	53	47	50	Met Standard
Homeless Students	*	38	43	N	*	33.5	44	N
Students in Foster Care	N	33	42	N	N	46	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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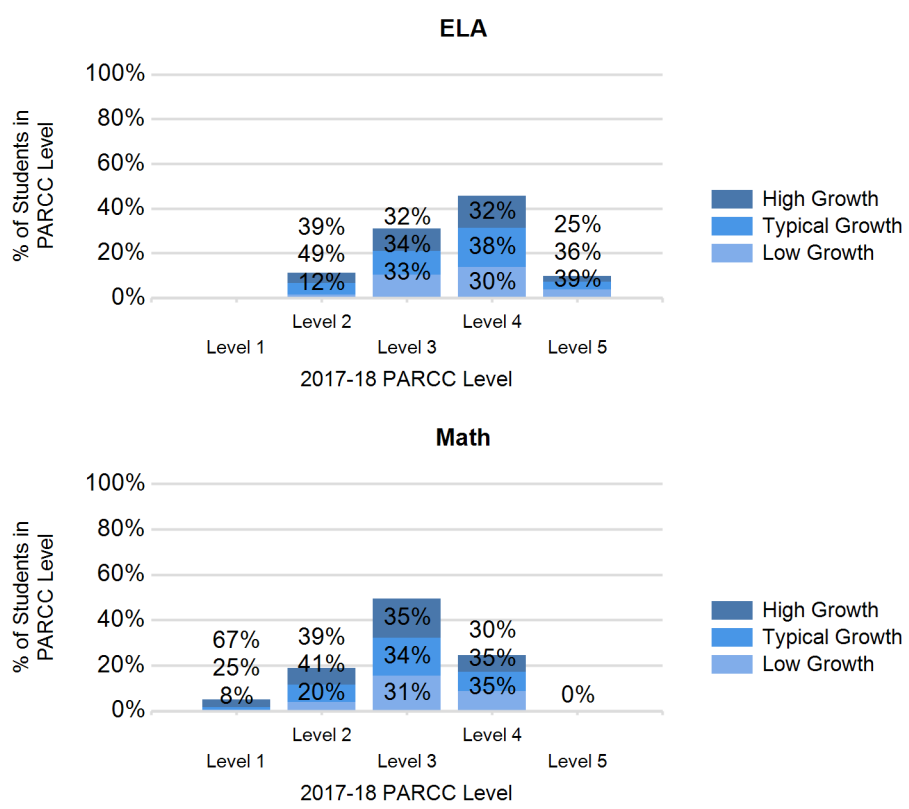
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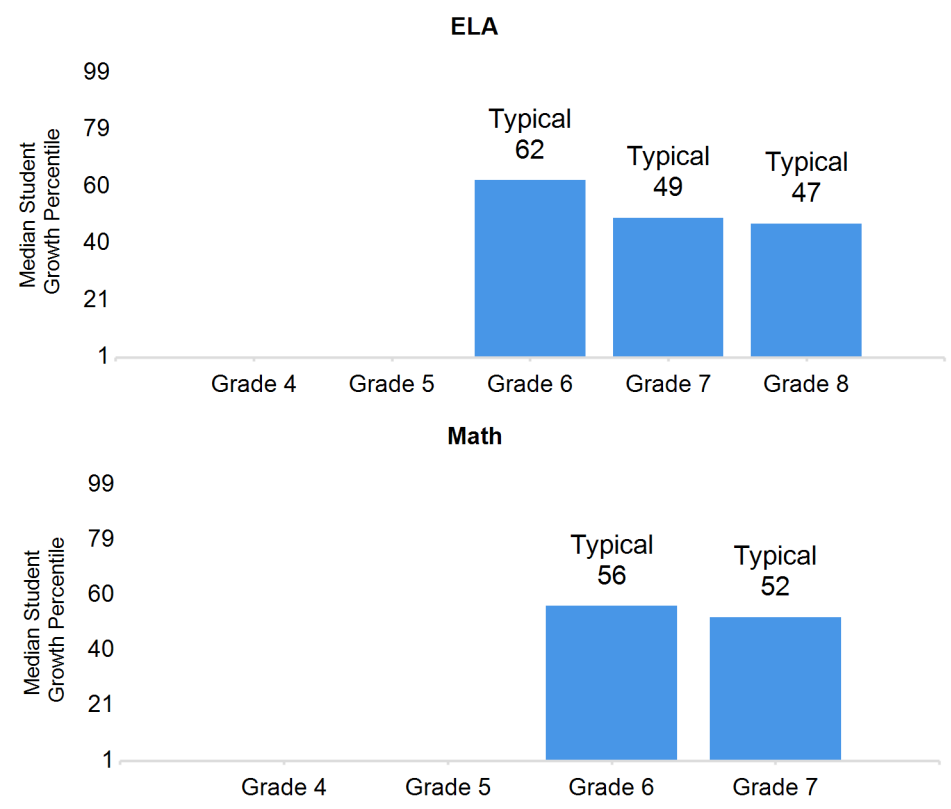
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



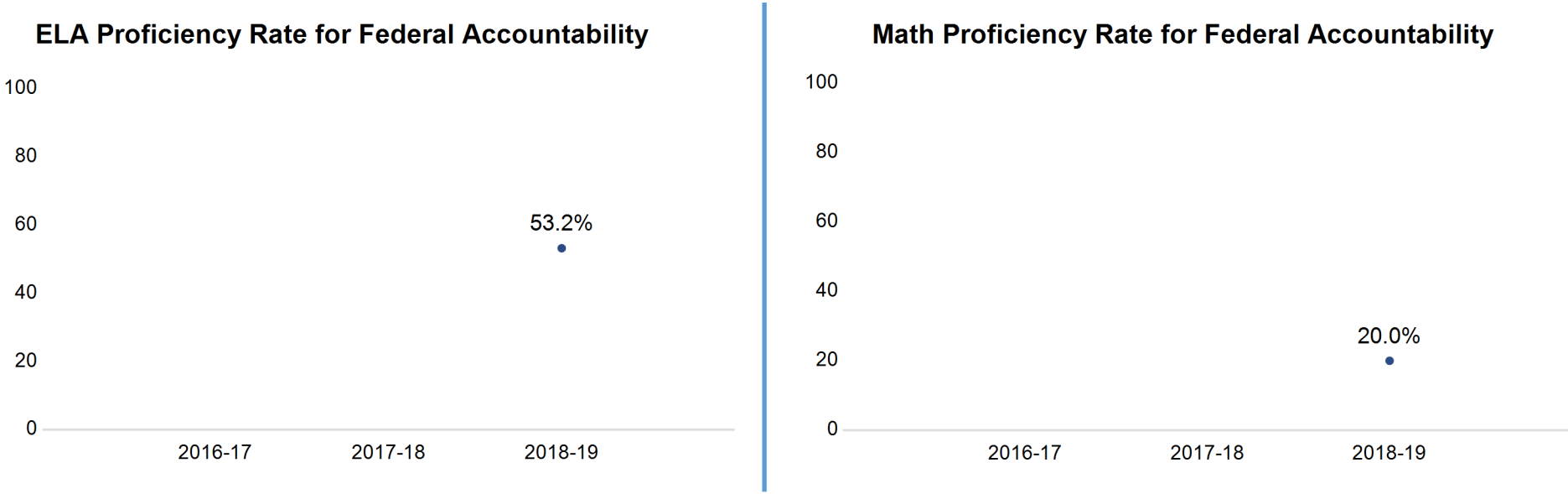


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	N	N	98.1%	N	N	99.2%
Proficiency Rate for Federal Accountability	N	N	53.2%	N	N	20.0%
Annual Target	N	N	N	N	N	N
Met Annual Target?			N			N
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment. This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	583	98.1	53.2	32.4	57.9	53.2	N	N
White	*	*	*	40.4	66.9	*	**	**
Hispanic	555	98.2	52.3	32.1	43.9	52.3	N	N
Black or African American	20	100.0	65.0	28.0	38.5	65.0	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	421	97.7	57.0	*	64.8	57.0		
Male	162	99.4	43.2	*	51.3	43.2		
Economically Disadvantaged Students	583	98.1	53.2	*	40.0	53.2	N	N
Non-Economically Disadvantaged Students	N	N	N	*	67.9	N		
Students with Disabilities	18	100.0	16.7	*	22.7	16.7	**	**
Students without Disabilities	565	98.1	54.3	*	65.1	54.3		
English Learners	131	100.0	42.7	*	29.3	42.7	N	N
Non-English Learners	452	97.6	56.2	*	60.6	56.2		
Homeless Students	*	*	*	22.4	29.1	*		
Students In Foster Care	*	*	*	10.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

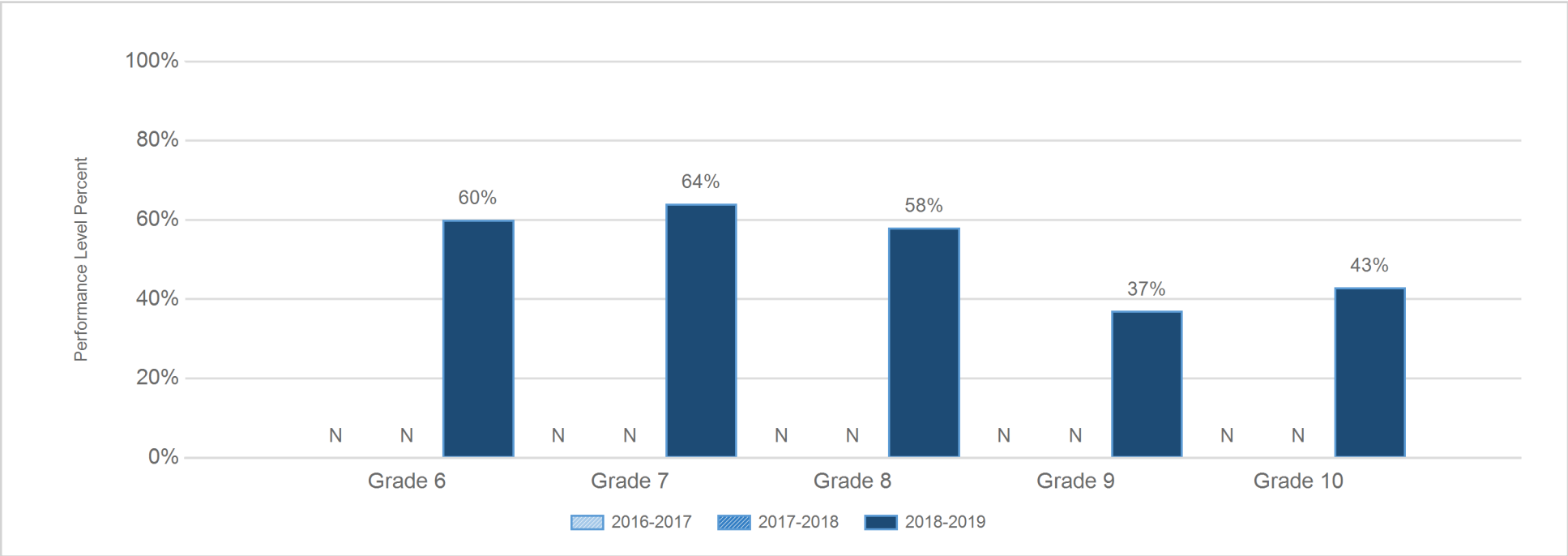


Passaic Preparatory Academy
 (31-3970-302)
 Grades Offered: 06-11
 2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
N No Data is available to display
 † This indicates a table specific note,see note below table

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Passaic Preparatory Academy
(31-3970-302)
Grades Offered: 06-11
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	757	735	754	*	11%	28%	*	*	60%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	87	757	735	743	*	11%	28%	*	*	60%	43%
Black or African American	*	*	735	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	67	760	744	762	*	*	*	*	*	66%	64%
Male	26	752	727	748	*	*	*	*	*	46%	48%
Economically Disadvantaged Students	93	757	*	740	*	11%	28%	*	*	60%	39%
Non-Economically Disadvantaged Students	N	N	*	763	N	N	N	N	N	N	67%
Students with Disabilities	*	*	702	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	742	761	*	*	*	*	*	*	64%
English Learners	*	*	703	710	*	*	*	*	*	*	*
Non-English Learners	*	*	742	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Passaic Preparatory Academy
(31-3970-302)
Grades Offered: 06-11
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	143	758	738	761	*	*	24%	49%	15%	64%	63%
White	N	N	*	769	N	N	N	N	N	N	72%
Hispanic	138	758	738	747	*	*	24%	50%	14%	64%	50%
Black or African American	*	*	738	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	102	761	747	769	*	*	18%	*	*	70%	71%
Male	41	750	731	753	*	*	39%	*	*	49%	55%
Economically Disadvantaged Students	143	758	*	743	*	*	24%	49%	15%	64%	45%
Non-Economically Disadvantaged Students	N	N	*	771	N	N	N	N	N	N	73%
Students with Disabilities	*	*	697	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	746	769	*	*	*	*	*	*	71%
English Learners	*	*	704	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	743	763	*	*	*	*	*	*	65%
Homeless Students	*	*	735	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Passaic Preparatory Academy
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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	144	755	735	762	8%	14%	20%	45%	13%	58%	63%
White	N	N	*	770	N	N	N	N	N	N	72%
Hispanic	135	753	734	747	8%	15%	21%	44%	13%	56%	49%
Black or African American	*	*	737	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	102	760	744	771	*	*	*	*	*	65%	71%
Male	42	741	726	753	*	*	*	*	*	43%	55%
Economically Disadvantaged Students	144	755	*	743	8%	14%	20%	45%	13%	58%	45%
Non-Economically Disadvantaged Students	N	N	*	772	N	N	N	N	N	N	72%
Students with Disabilities	*	*	701	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	741	770	*	*	*	*	*	*	71%
English Learners	*	*	701	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	764	*	*	*	*	*	*	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Passaic Preparatory Academy
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	742	723	753	9%	19%	36%	26%	10%	37%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	127	741	723	737	9%	19%	36%	26%	9%	35%	40%
Black or African American	*	*	717	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	783	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	97	747	730	760	*	*	*	*	*	38%	63%
Male	37	728	717	746	*	*	*	*	*	32%	49%
Economically Disadvantaged Students	134	742	*	734	9%	19%	36%	26%	10%	37%	36%
Non-Economically Disadvantaged Students	N	N	*	762	N	N	N	N	N	N	65%
Students with Disabilities	*	*	697	717	*	*	*	*	*	*	17%
Students without Disabilities	*	*	728	760	*	*	*	*	*	*	63%
English Learners	*	*	684	693	*	*	*	*	*	*	*
Non-English Learners	*	*	728	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



Passaic Preparatory Academy
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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	742	715	757	*	19%	26%	*	*	43%	58%
White	*	*	728	767	*	*	*	*	*	*	67%
Hispanic	*	*	*	738	*	*	*	*	*	*	43%
Black or African American	N	N	*	733	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	792	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	53	740	723	766	*	*	*	*	*	42%	66%
Male	16	749	708	749	*	*	*	*	*	50%	51%
Economically Disadvantaged Students	69	742	*	735	*	19%	26%	*	*	43%	40%
Non-Economically Disadvantaged Students	N	N	*	767	N	N	N	N	N	N	67%
Students with Disabilities	*	*	687	711	*	*	*	*	*	*	19%
Students without Disabilities	*	*	721	765	*	*	*	*	*	*	65%
English Learners	*	*	679	687	*	*	*	*	*	*	*
Non-English Learners	*	*	722	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	586	99.2	20.0	*	44.5	20.0	N	N
White	*	*	*	28.0	54.1	*	**	**
Hispanic	557	99.1	20.3	*	28.8	20.3	N	N
Black or African American	21	100.0	14.3	*	23.0	14.3	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	51.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	422	99.3	20.6	19.1	44.9	20.6		
Male	164	98.8	18.3	19.1	44.2	18.3		
Economically Disadvantaged Students	586	99.2	20.0	*	26.3	20.0	N	N
Non-Economically Disadvantaged Students	N	N	N	*	54.9	N		
Students with Disabilities	18	100.0	22.2	*	17.4	22.2	**	**
Students without Disabilities	568	99.1	19.9	*	50.0	19.9		
English Learners	131	100.0	16.8	15.8	25.0	16.8	N	N
Non-English Learners	455	98.9	20.9	21.8	46.5	20.9		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

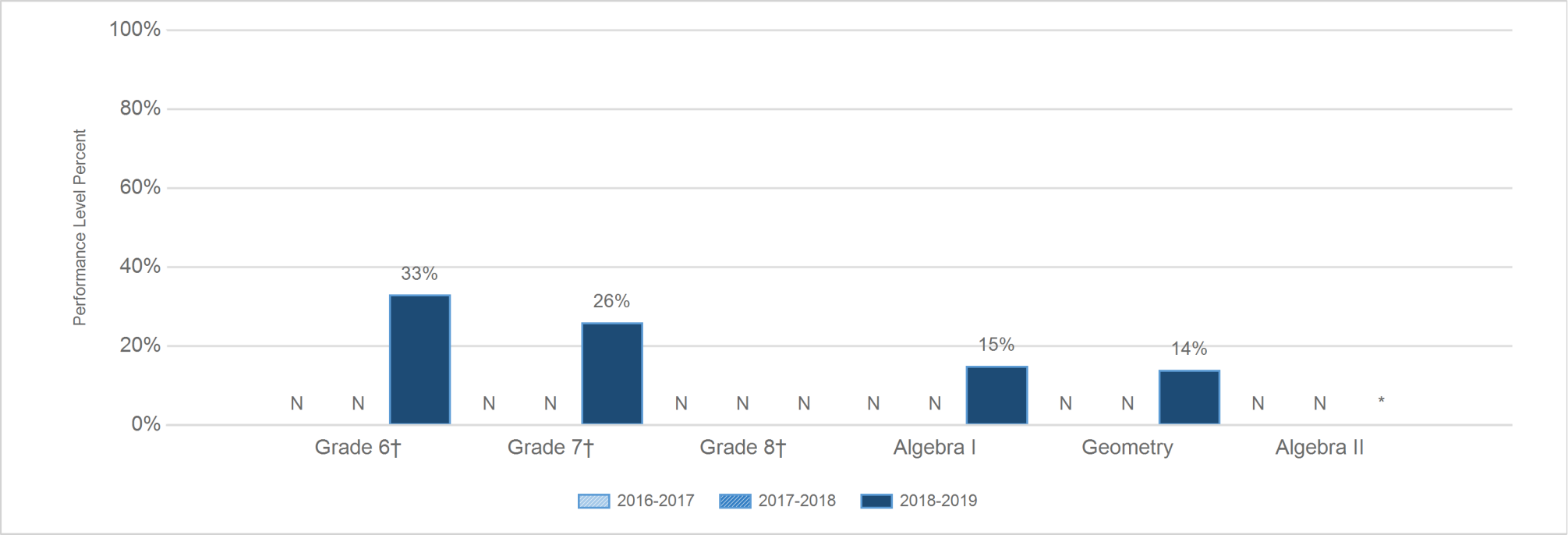


Passaic Preparatory Academy
(31-3970-302)
Grades Offered: 06-11
2018-2019

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† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Passaic Preparatory Academy
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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	741	722	741	*	20%	44%	*	*	33%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	87	741	722	729	*	20%	45%	*	*	33%	24%
Black or African American	*	*	716	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	738	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	67	740	724	742	*	*	42%	*	*	31%	42%
Male	26	744	721	740	*	*	50%	*	*	38%	40%
Economically Disadvantaged Students	93	741	*	726	*	20%	44%	*	*	33%	21%
Non-Economically Disadvantaged Students	N	N	*	750	N	N	N	N	N	N	53%
Students with Disabilities	*	*	706	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	725	746	*	*	*	*	*	*	46%
English Learners	*	*	704	709	*	*	*	*	*	*	*
Non-English Learners	*	*	726	743	*	*	*	*	*	*	*
Homeless Students	N	N	705	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	738	727	744	*	23%	49%	*	*	26%	42%
White	N	N	*	751	N	N	N	N	N	N	53%
Hispanic	137	739	727	733	*	21%	50%	*	*	27%	26%
Black or African American	*	*	716	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	101	741	729	744	*	*	49%	*	*	29%	42%
Male	41	732	725	743	*	*	51%	*	*	20%	42%
Economically Disadvantaged Students	142	738	*	731	*	23%	49%	*	*	26%	24%
Non-Economically Disadvantaged Students	N	N	*	751	N	N	N	N	N	N	53%
Students with Disabilities	*	*	705	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	731	749	*	*	*	*	*	*	48%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	745	*	*	*	*	*	*	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Passaic Preparatory Academy
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2018-2019

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- N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	*	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	*	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	*	730	N	N	N	N	N	N	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Passaic Preparatory Academy
(31-3970-302)
Grades Offered: 06-11
2018-2019

Report Key:

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	226	722	716	744	16%	40%	28%	*	*	15%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	212	722	715	728	17%	40%	28%	*	*	15%	24%
Black or African American	*	*	714	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	736	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	161	724	718	745	*	*	*	*	*	*	44%
Male	65	717	714	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	226	722	*	727	16%	40%	28%	*	*	15%	23%
Non-Economically Disadvantaged Students	N	N	*	752	N	N	N	N	N	N	52%
Students with Disabilities	*	*	704	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	718	748	*	*	*	*	*	*	47%
English Learners	*	*	704	710	*	*	*	*	*	*	*
Non-English Learners	*	*	717	745	*	*	*	*	*	*	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Passaic Preparatory Academy
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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	725	712	737	*	36%	41%	*	*	14%	35%
White	N	N	*	743	N	N	N	N	N	N	43%
Hispanic	79	725	*	724	*	37%	41%	*	*	14%	17%
Black or African American	*	*	711	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	726	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	63	725	*	738	*	*	*	*	*	10%	36%
Male	18	724	*	736	*	*	*	*	*	28%	34%
Economically Disadvantaged Students	81	725	*	722	*	36%	41%	*	*	14%	16%
Non-Economically Disadvantaged Students	N	N	*	743	N	N	N	N	N	N	43%
Students with Disabilities	*	*	703	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	712	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	720	709	755	*	*	*	*	*	*	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	*	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	30	719	707	752	*	*	*	*	*	*	55%
Male	14	721	711	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	44	720	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	N	N	*	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	682	715	N	N	N	N	N	N	25%
Students without Disabilities	44	720	716	756	*	*	*	*	*	*	60%
English Learners	*	*	680	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	712	755	*	*	*	*	*	*	59%
Homeless Students	N	N	*	717	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	715	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
7	N	N
8	N	N
9	N	N
10	N	N
11	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	48.5%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	14	78.6%	21.4%
5 or more	11	81.8%	18.2%



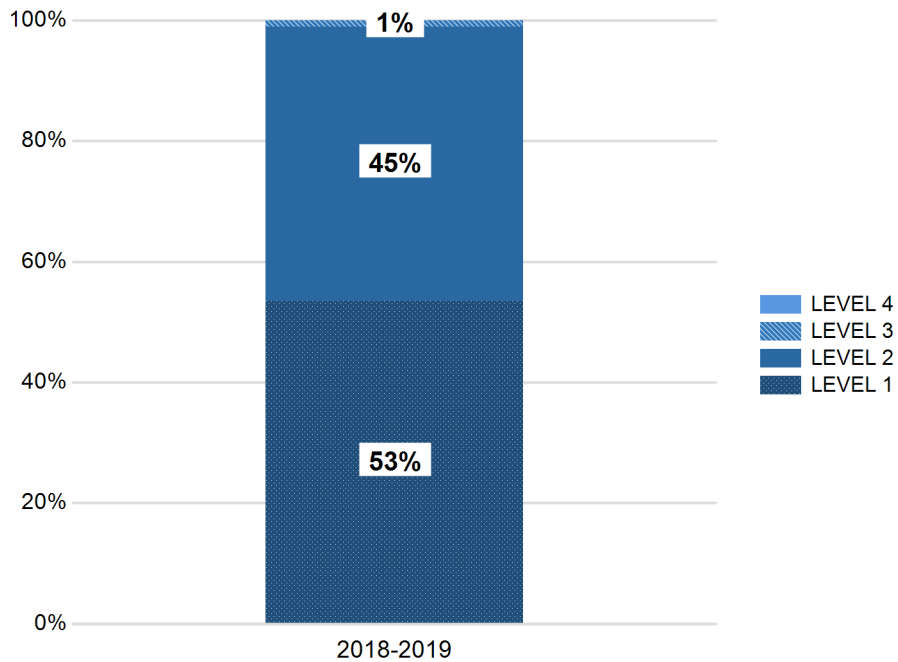
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	53	45	1	0
White	N	N	N	N
Hispanic	55	44	1	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	48	51	1	0
Male	67	31	2	0
Economically Disadvantaged Students	53	45	1	0
Non-Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



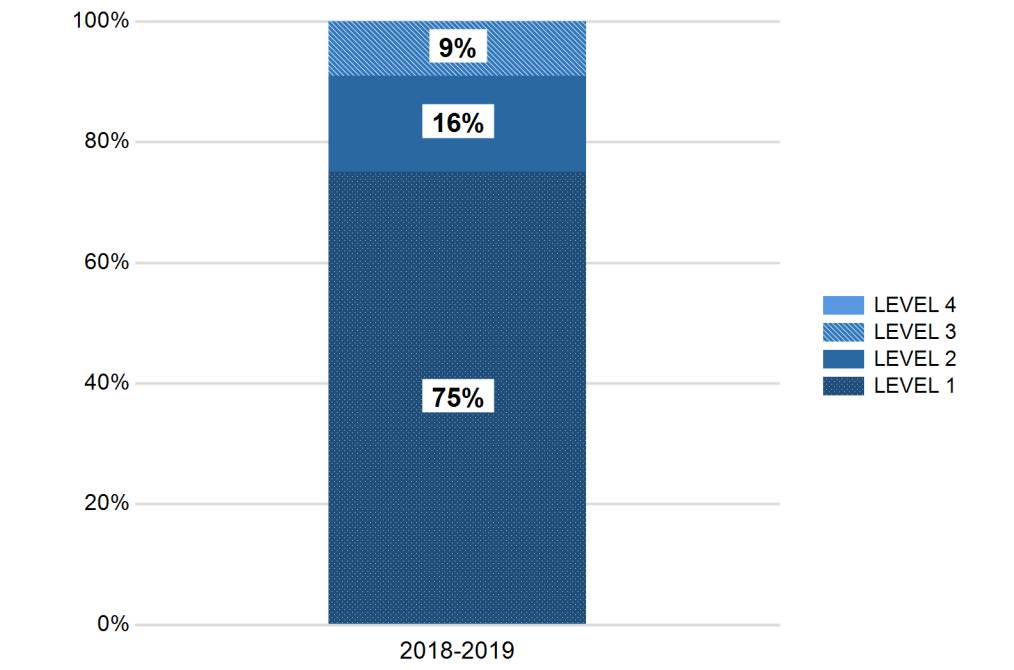
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NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	75	16	9	0
White	*	*	*	*
Hispanic	77	15	8	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	78	16	5	0
Male	62	15	23	0
Economically Disadvantaged Students	75	16	9	0
Non-Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
Students without Disabilities	75	16	9	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	N	84.5%
12th graders taking SAT in 2018-19 or prior years	N	72.1%
12th graders taking ACT in 2018-19 or prior years	N	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	N	476	N	1%	61%
PSAT 10/NMSQT - Math	N	477	N	1%	43%
SAT - Reading and Writing	N	539	N	1%	70%
SAT - Math	N	541	N	1%	53%
ACT - Reading	N	25	N	1%	66%
ACT - English	N	24	N	1%	81%
ACT - Math	N	24	N	1%	65%
ACT - Science	N	24	N	1%	57%



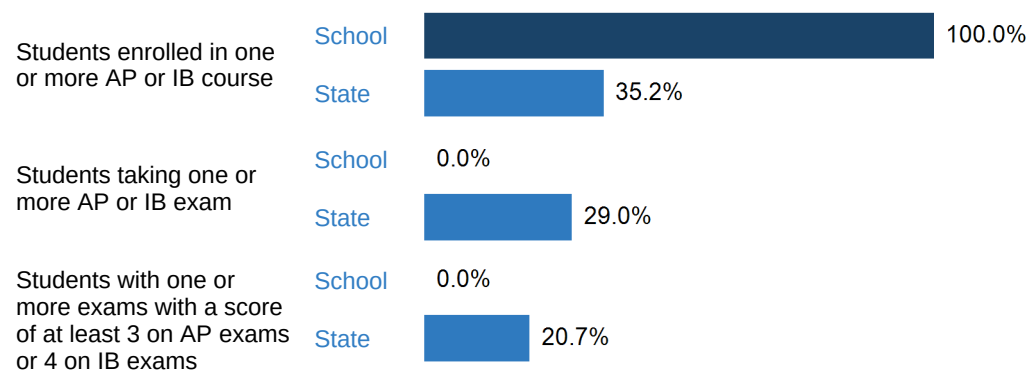
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.





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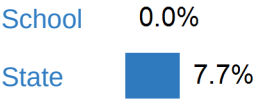
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

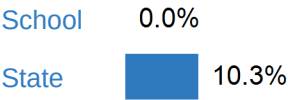
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
 (completed only one course in an approved CTE program)



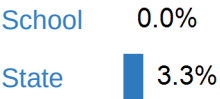
CTE Concentrators
 (completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	93
7	0	0	0	0	0	0	142
8	133	6	0	0	0	0	5
9	0	38	17	0	0	0	81
10	0	44	27	10	0	0	10
11	0	18	22	40	5	0	18
Total	133	106	66	50	5	0	349
Enrolled in AP/IB Course					5	0	0
Enrolled in Dual Enrollment Course	0	0	0	50	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	135	0	0	0	0	0
10	5	49	0	0	33	0
11	5	1	0	57	33	0
Total	145	50	0	57	66	0
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	134	1	33	0	0
10	0	87	19	41	0	0
11	0	90	34	39	0	0
Total	0	311	54	113	0	0
Enrolled in AP/IB Course	0	311	54	113		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	67
7	0	0	0	0	0	0	143
8	0	0	0	0	0	0	120
9	134	0	0	0	0	0	0
10	85	0	0	0	0	0	0
11	70	0	0	0	0	0	0
Total	289	0	0	0	0	0	330
Enrolled in AP/IB Course	23	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	23	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0



Passaic Preparatory Academy
 (31-3970-302)
 Grades Offered: 06-11
 2018-2019

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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	0	0	9	0	0	0
7	0	0	142	0	0	0
8	0	0	71	0	0	0
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
Total	0	0	222	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Total	0



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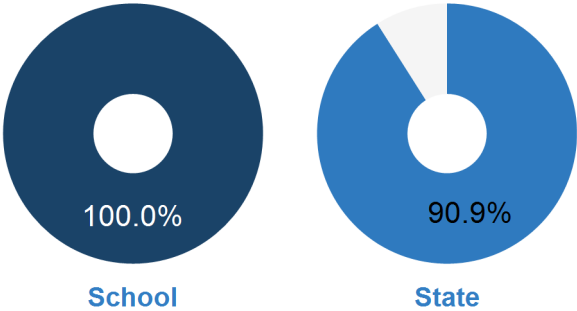
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Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

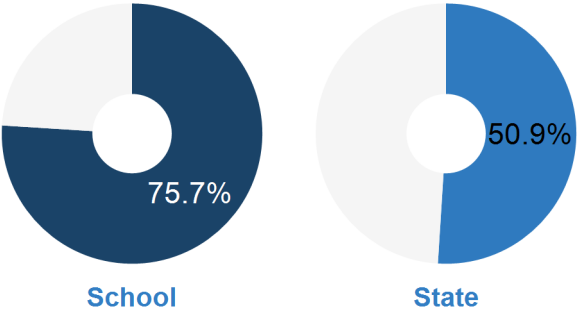
Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

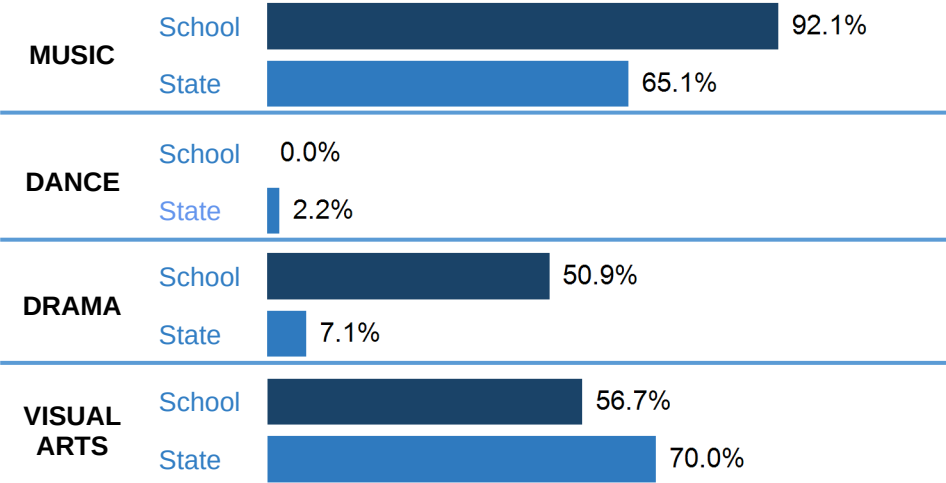


Grades 9-12:

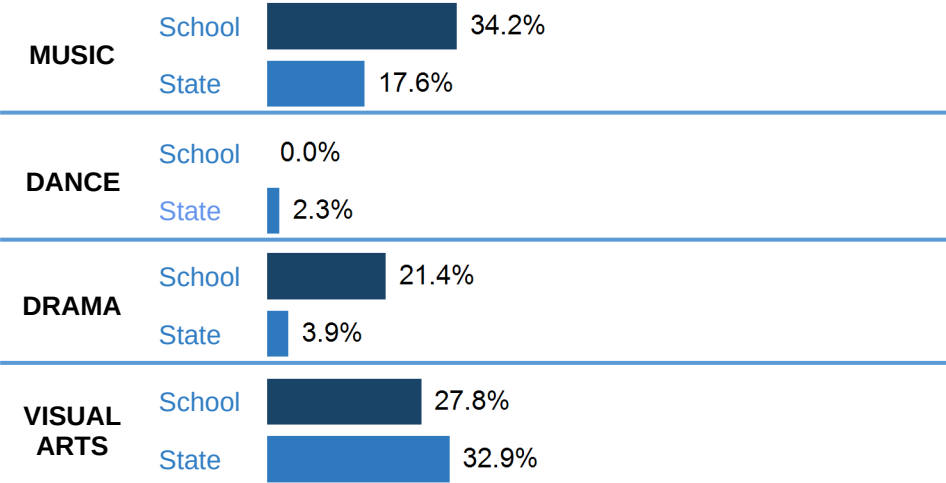
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

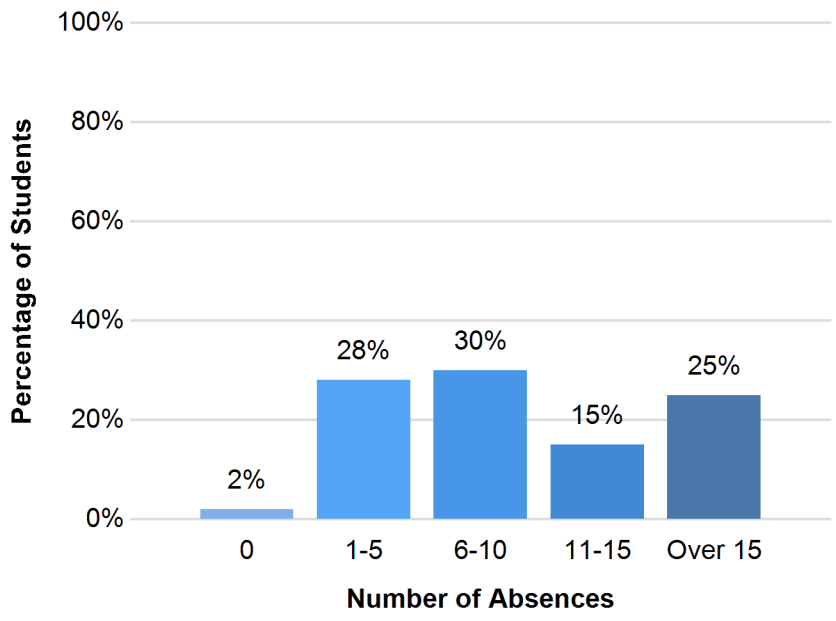
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	102	14.7	10.8	Not Met
White	*	*	**	**
Hispanic	95	14.5	10.8	Not Met
Black or African American	7	26.9	10.8	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	80	15.9		
Male	22	11.6		
Economically Disadvantaged Students	102	14.7	10.8	Not Met
Students with Disabilities	2	11.1	**	**
English Learners	4	12.1	10.8	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





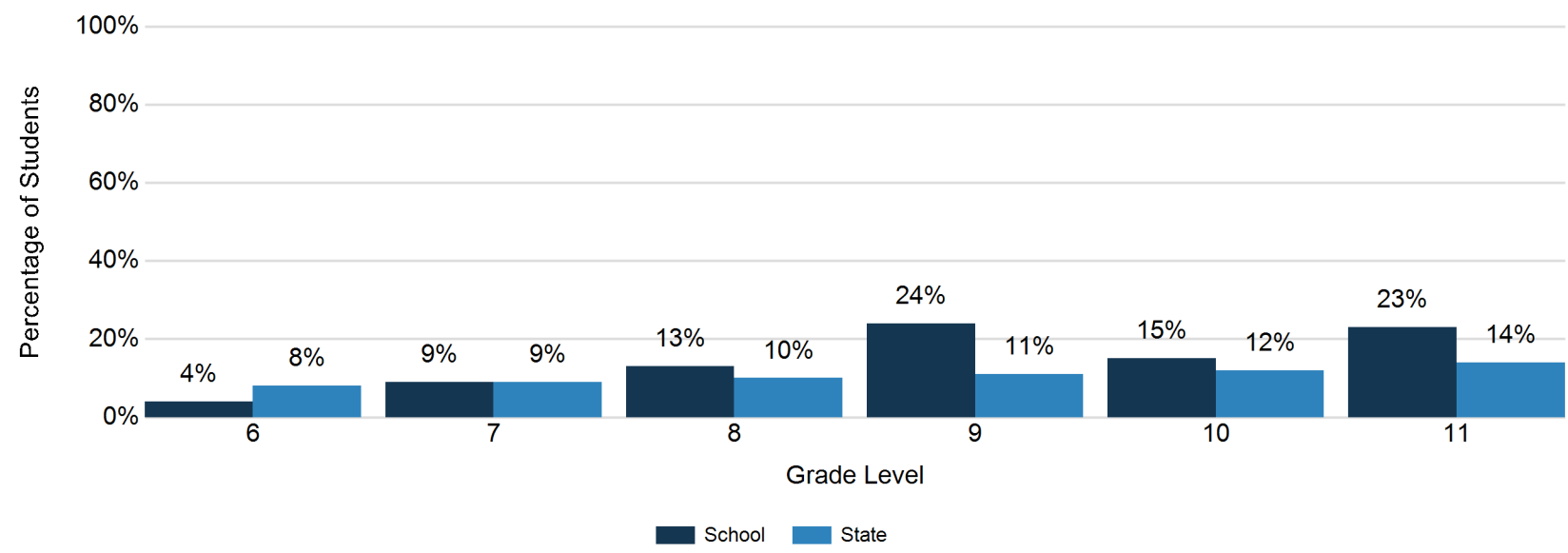
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	5
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	16
Total Unique Incidents	23
Incidents Per 100 Students Enrolled	3.32

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	3	4
Religion	1	0	1
Ancestry	0	1	1
Gender	0	1	1
Sexual Orientation	1	2	3
Disability	1	0	1
Other	4	11	15
No Identified Nature	2		2

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	15	2.2%
Any Suspension	15	2.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
40



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:55 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 44 Mins
Shared Time - Instructional Time	5 Hrs. 44 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	N



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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,214
Average years experience in public schools	7.8	12.1
Average years experience in district	7.0	10.8
Percentage of Teachers with 4 or more years experience in the district	59.1%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	76	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	14.7	12.0
Percentage of Administrators with 4 or more years experience in the district	98.7%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	16:1	16:1
Students to Administrators	346:1	185:1
Teachers to Administrators	22:1	11:1
Students to Librarians/Media Specialists		7038:1
Students to Nurses		563:1
Students to Counselors		521:1
Students to Child Study Team Members		251:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	72.5%	68.2%	50.0%	48.4%	77.1%	54.9%
Male	27.5%	31.8%	50.0%	51.6%	22.9%	45.1%
White	1.0%	59.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	94.4%	34.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.8%	2.3%	0.0%	15.0%	6.6%	13.9%
Asian	0.7%	4.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

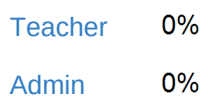
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	91.9%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	N	N	53.2%
Math Proficiency	N	N	20.0%
ELA Growth	N	N	50
Math Growth	N	N	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	48.5%
Chronic Absenteeism	N	N	14.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	N	N	N	N	Met Standard	Met Standard	Met Target	Not Met	No
White	**	**	N	N	**	**	n/a	**	No
Hispanic	N	N	N	N	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	N	N	N	N	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	N	N	**	**	n/a	**	No
American Indian or Alaska Native	**	**	N	N	**	**	n/a	**	No
Two or More Races	**	**	N	N	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	N	N	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	N	N	**	**	n/a	**	No
English Learners	N	N	N	N	Met Standard	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



Passaic Preparatory Academy
 (31-3970-302)
 Grades Offered: 06-11
 2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
N No Data is available to display
 † This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	- Drama, Musical Technology, and Digital Arts were officially recognized as Perkins Programs. - Passaic Preparatory Academy offers fourteen Advanced Placement courses. - Provided students with an after school academic support program in English/Language Arts and Mathematics.
 Mission, Vision, Theme:	Vision: Passaic Public Schools will become one of the best school systems in New Jersey. Mission: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide all students the opportunity to graduate high school with a career certification and/or a minimum of 15 college credits.



Passaic Preparatory Academy
 (31-3970-302)
 Grades Offered: 06-11
 2018-2019

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 Courses, Curriculum, Instruction:	In addition to our regular efforts around the development of common assessments to monitor student progress and inform both curriculum development and instruction, Passaic Preparatory Academy partnered with Bergen Community College to receive funding and support from the National Resource Network to build the High School Pathways programming.
 Clubs and Activities:	Passaic Preparatory Academy students have the opportunity to participate in a wide variety of clubs and activities. Students are encouraged to join student organizations in the school.



Passaic Preparatory Academy

(31-3970-302)

Grades Offered: 06-11

2018-2019

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School Narrative

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 Before and After School Programs:	Passaic Preparatory Academy offers academic support programs outside of the regular school day that are both subject based and designed to assist students with state and national exams.
 Staff and Professional Learning:	Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in three scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community during grade level meetings, professional learning communities, and staff meetings.



Passaic Preparatory Academy
 (31-3970-302)
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 2018-2019

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School Narrative

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 Student Supports and Services:	Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.
 Parent and Community Involvement:	At Passaic Preparatory Academy, the parent and community support and contribute to our learning. Through guest speakers, opportunities to visit local government officials, and family learning events, our school strives to learn together. Parents can contact our Parent Liaison with questions about our school and parent programming.



School No. 5
(31-3970-097)
Grades Offered: KG-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



School No. 5
(31-3970-097)
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2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Passaic City School District
Principal Name	Mr. Steven Cruz
Address	168 Monroe St. Passaic, NJ 07055
Phone Number	973-591-6747
Email Address	scruz@passaicschools.org
Website	https://passaicschools.org
Facebook	https://www.facebook.com/PassaicPublicSchools
Twitter	https://twitter.com/passaicschools



School No. 5

(31-3970-097)

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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	51	68	44
1	51	64	63
2	37	58	58
3	59	48	58
4	60	59	60
5	56	79	66
6	34	62	53
Total	348	438	471

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.4%	50.2%	48.8%
Male	50.6%	49.8%	51.2%
Economically Disadvantaged Students	100.0%	100.0%	100.0%
Students with Disabilities	21.8%	17.1%	15.3%
English Learners	37.6%	43.8%	42.3%
Homeless Students	0.0%	2.5%	0.8%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.3%	0.7%	0.0%
Hispanic	94.5%	95.7%	96.8%
Black or African American	4.9%	3.4%	3.0%
Asian	0.0%	0.2%	0.2%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	51	68	44

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	88.1%
English	11.9%



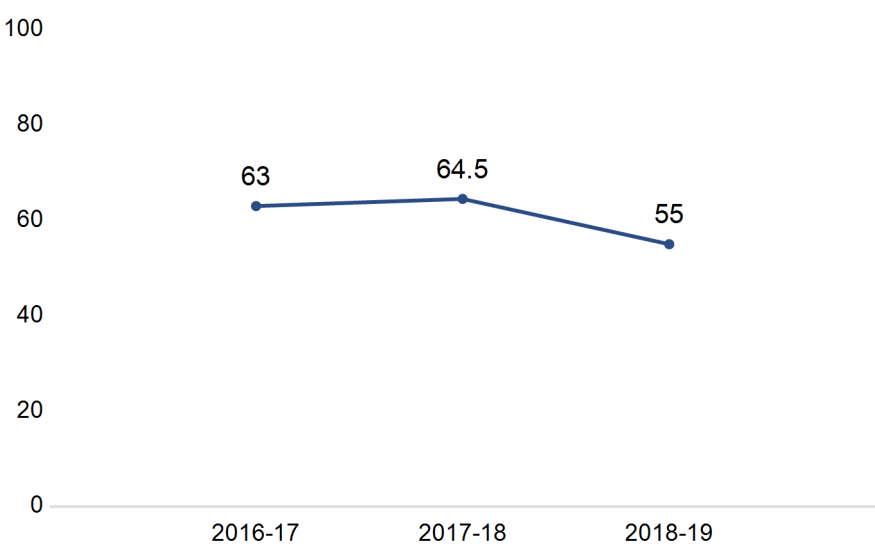
School No. 5
(31-3970-097)
Grades Offered: KG-08
2018-2019

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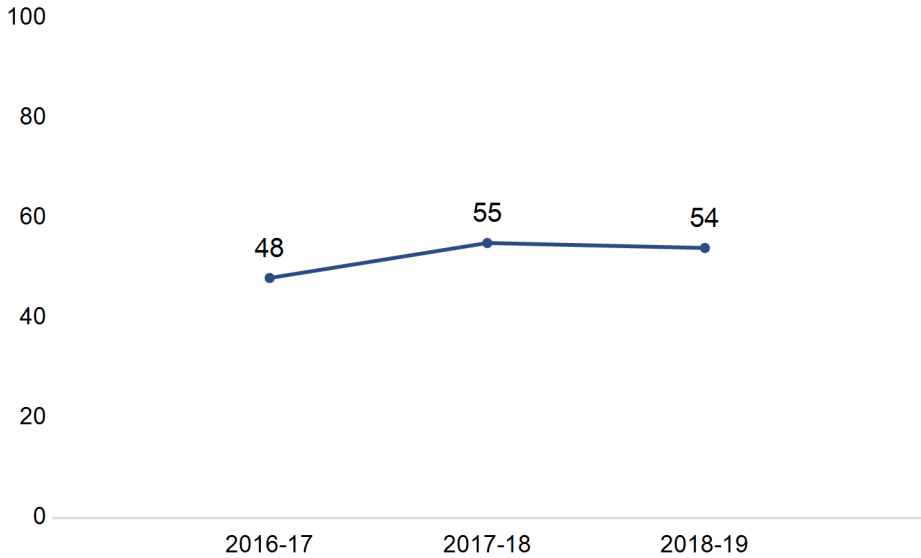
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	63	64.5	55	48	55	54
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	55	47	50	Met Standard	54	47	50	Met Standard
White	N	50	50	**	N	55	52	**
Hispanic	55	47	49	Met Standard	54.5	47	47	Met Standard
Black or African American	*	44	45	**	*	36	43	**
Asian, Native Hawaiian, or Pacific Islander	*	59	59	**	*	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	63	50	53	N	51	47	50	N
Male	49.5	44	47	N	55	46	51	N
Economically Disadvantaged Students	55	47	48	Met Standard	54	47	46	Met Standard
Students with Disabilities	49	37	43	Met Standard	54	42	45	Met Standard
English Learners	62	46	52	Exceeds Standard	53.5	47	50	Met Standard
Homeless Students	*	38	43	N	*	33.5	44	N
Students in Foster Care	N	33	42	N	N	46	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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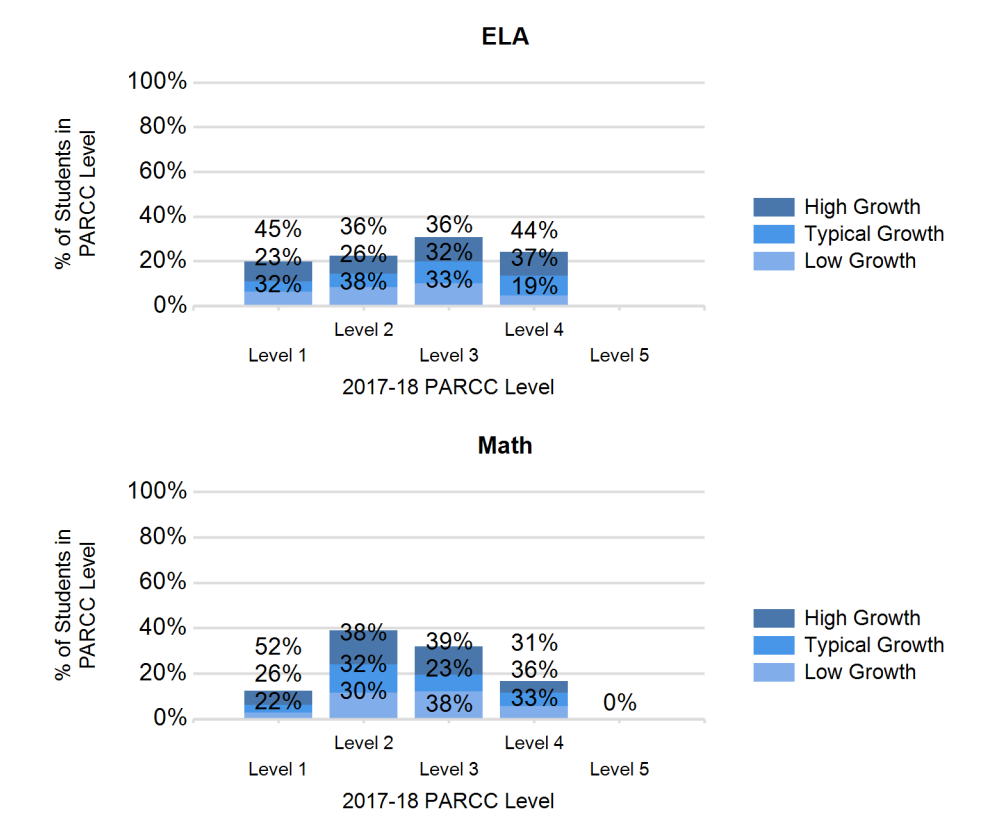
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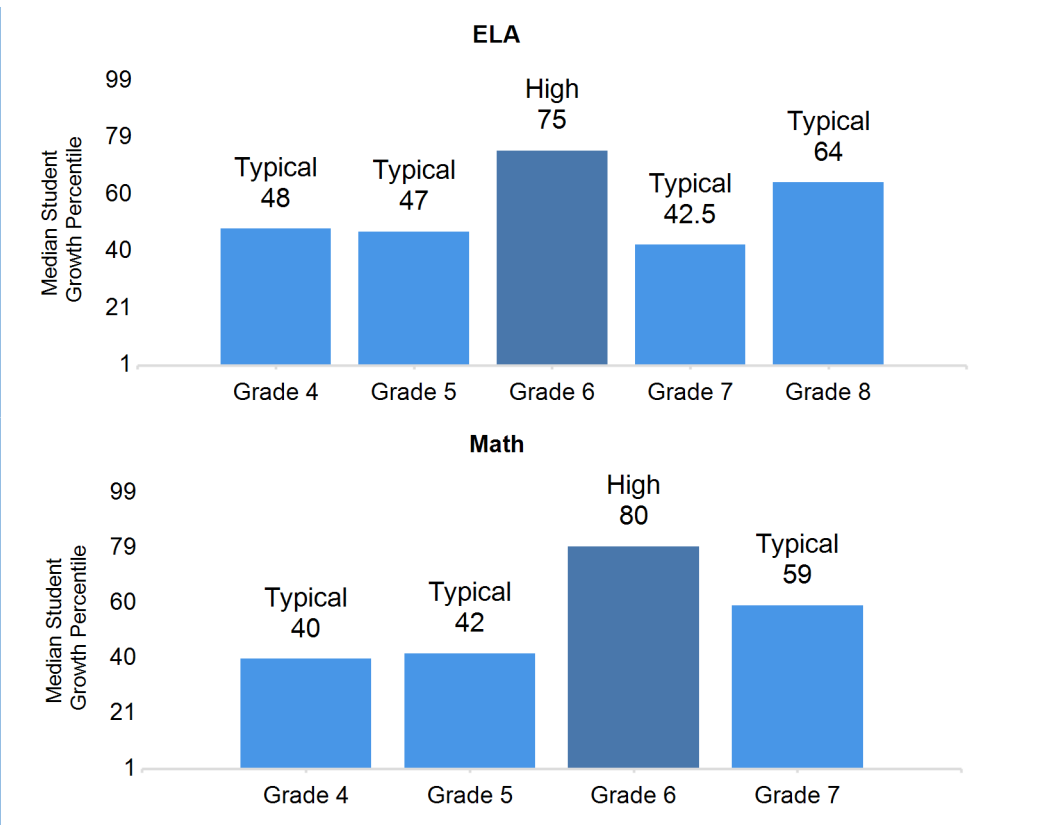
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





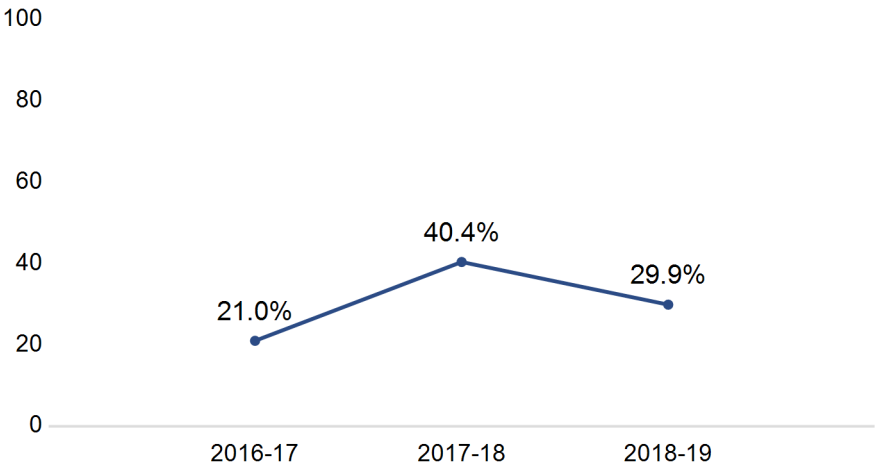
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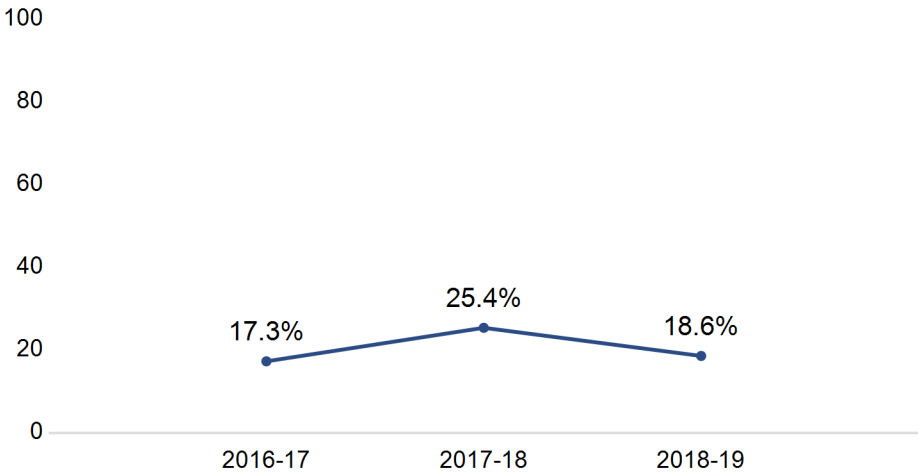
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.0%	98.8%	99.4%	99.1%	99.2%	99.4%
Proficiency Rate for Federal Accountability	21.0%	40.4%	29.9%	17.3%	25.4%	18.6%
Annual Target	19.0%	22.2%	N	18.5%	21.8%	N
Met Annual Target?	Met Target	Met Target	N	Met Target†	Met Target	N
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	308	99.4	29.9	32.4	57.9	29.9	N	N
White	N	N	N	40.4	66.9	N	**	**
Hispanic	294	99.3	30.3	32.1	43.9	30.3	N	N
Black or African American	12	100.0	16.7	28.0	38.5	16.7	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	144	100.0	35.4	*	64.8	35.4		
Male	164	98.8	25.0	*	51.3	25.0		
Economically Disadvantaged Students	*	*	*	*	40.0	*	N	N
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	57	98.3	*	*	22.7	*	N	N
Students without Disabilities	251	99.6	*	*	65.1	*		
English Learners	184	98.9	23.9	*	29.3	23.9	N	N
Non-English Learners	124	100.0	38.7	*	60.6	38.7		
Homeless Students	*	*	*	22.4	29.1	*		
Students In Foster Care	N	N	N	10.0	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

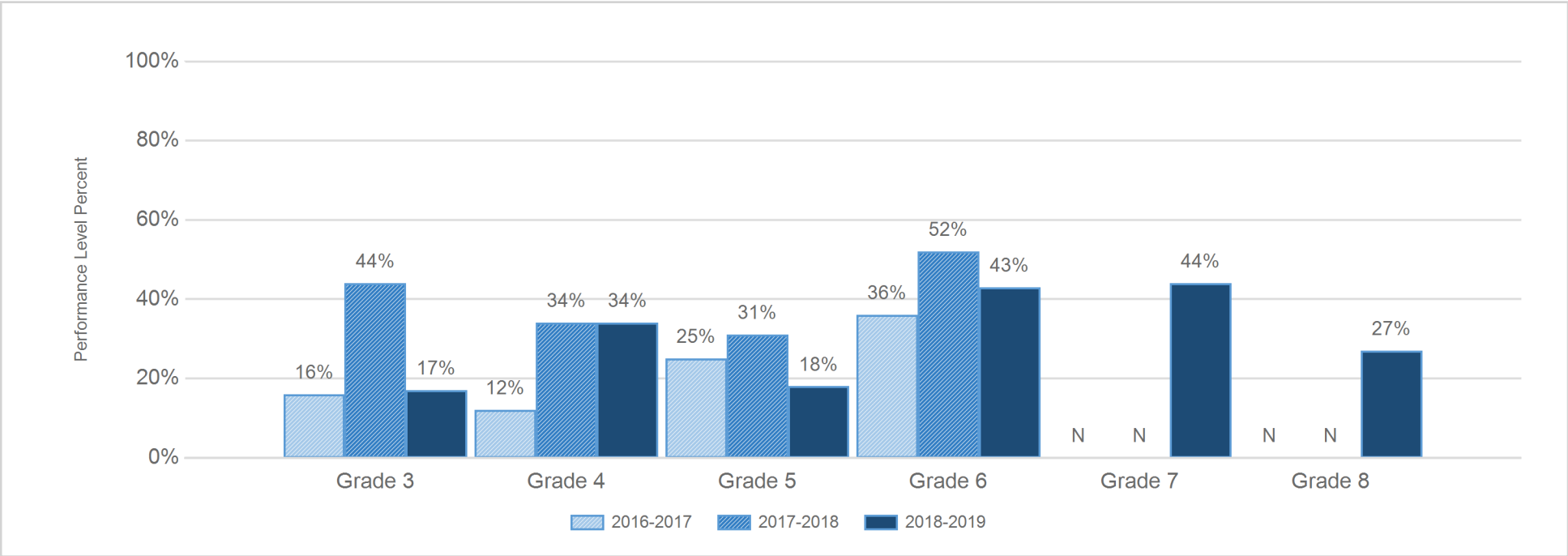


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	715	725	748	33%	29%	21%	17%	0%	17%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	*	*	724	734	*	*	*	*	*	*	36%
Black or African American	*	*	727	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	758	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	30	720	731	753	*	*	*	*	*	20%	55%
Male	28	709	720	743	*	*	*	*	*	14%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	686	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	35	702	704	713	*	*	*	*	*	*	17%
Non-English Learners	23	736	743	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	735	734	755	18%	24%	24%	*	*	34%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	*	*	734	743	*	*	*	*	*	*	44%
Black or African American	*	*	724	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	761	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	30	737	740	760	*	*	*	*	*	40%	62%
Male	32	733	729	750	*	*	*	*	*	28%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	12	701	701	725	*	*	*	*	*	*	25%
Students without Disabilities	50	743	740	761	*	*	*	*	*	*	64%
English Learners	30	717	710	720	*	*	*	*	*	10%	17%
Non-English Learners	32	752	747	758	*	*	*	*	*	56%	60%
Homeless Students	*	*	713	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



School No. 5
(31-3970-097)
Grades Offered: KG-08
2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	727	732	756	18%	31%	32%	*	*	18%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	732	743	*	*	*	*	*	*	44%
Black or African American	*	*	731	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	30	728	739	761	*	33%	33%	*	*	17%	64%
Male	41	726	726	750	*	29%	32%	*	*	20%	52%
Economically Disadvantaged Students	71	727	*	740	18%	31%	32%	*	*	18%	39%
Non-Economically Disadvantaged Students	N	N	*	766	N	N	N	N	N	N	69%
Students with Disabilities	20	700	697	724	*	*	*	*	*	*	23%
Students without Disabilities	51	737	739	762	*	*	*	*	*	*	65%
English Learners	20	717	*	713	*	*	*	*	*	*	11%
Non-English Learners	51	730	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	720	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



School No. 5
(31-3970-097)
Grades Offered: KG-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	744	735	754	*	*	37%	*	*	43%	56%
White	N	N	*	762	N	N	N	N	N	N	65%
Hispanic	48	743	735	743	*	*	40%	*	*	42%	43%
Black or African American	*	*	735	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	26	752	744	762	*	*	*	*	*	54%	64%
Male	25	735	727	748	*	*	*	*	*	32%	48%
Economically Disadvantaged Students	51	744	*	740	*	*	37%	*	*	43%	39%
Non-Economically Disadvantaged Students	N	N	*	763	N	N	N	N	N	N	67%
Students with Disabilities	*	*	702	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	742	761	*	*	*	*	*	*	64%
English Learners	*	*	703	710	*	*	*	*	*	*	*
Non-English Learners	*	*	742	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



School No. 5
(31-3970-097)
Grades Offered: KG-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	737	738	761	*	*	*	*	*	44%	63%
White	N	N	*	769	N	N	N	N	N	N	72%
Hispanic	*	*	738	747	*	*	*	*	*	*	50%
Black or African American	N	N	738	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	775	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	16	750	747	769	*	*	*	*	*	56%	71%
Male	25	730	731	753	*	*	*	*	*	36%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	10	709	697	720	*	*	*	*	*	10%	22%
Students without Disabilities	31	747	746	769	*	*	*	*	*	55%	71%
English Learners	*	*	704	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	743	763	*	*	*	*	*	*	65%
Homeless Students	*	*	735	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



School No. 5
(31-3970-097)
Grades Offered: KG-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	30	724	735	762	*	*	33%	*	*	27%	63%
White	N	N	*	770	N	N	N	N	N	N	72%
Hispanic	*	*	734	747	*	*	*	*	*	*	49%
Black or African American	*	*	737	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	762	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	13	738	744	771	*	*	*	*	*	38%	71%
Male	17	714	726	753	*	*	*	*	*	18%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	701	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	741	770	*	*	*	*	*	*	71%
English Learners	*	*	701	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	764	*	*	*	*	*	*	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



School No. 5
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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	312	99.4	18.6	*	44.5	18.6	N	N
White	N	N	N	28.0	54.1	N	**	**
Hispanic	298	99.3	18.8	*	28.8	18.8	N	N
Black or African American	12	100.0	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	51.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	146	100.0	16.4	19.1	44.9	16.4		
Male	166	98.8	20.5	19.1	44.2	20.5		
Economically Disadvantaged Students	*	*	*	*	26.3	*	N	N
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	57	98.3	10.5	*	17.4	10.5	N	N
Students without Disabilities	255	99.6	20.4	*	50.0	20.4		
English Learners	188	99.0	16.0	15.8	25.0	16.0	N	N
Non-English Learners	124	100.0	22.6	21.8	46.5	22.6		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	10.0	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

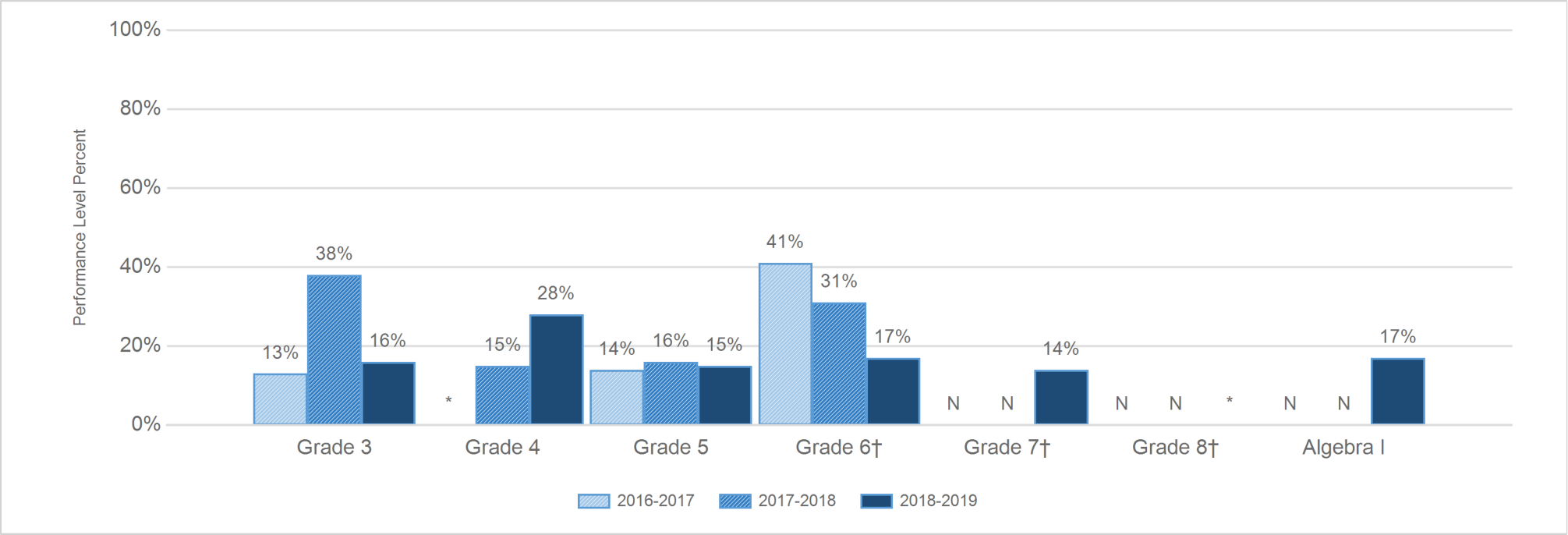


School No. 5
(31-3970-097)
Grades Offered: KG-08
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	726	732	752	*	29%	40%	*	*	16%	55%
White	N	N	*	760	N	N	N	N	N	N	66%
Hispanic	*	*	732	739	*	*	*	*	*	*	40%
Black or African American	*	*	721	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	763	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	30	722	732	751	*	*	37%	*	*	10%	54%
Male	28	730	733	752	*	*	43%	*	*	21%	56%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	713	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	735	756	*	*	*	*	*	*	60%
English Learners	35	725	720	728	*	*	*	*	*	14%	26%
Non-English Learners	23	727	743	754	*	*	*	*	*	17%	58%
Homeless Students	N	N	722	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	727	731	749	*	38%	*	28%	0%	28%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	*	*	731	737	*	*	*	*	*	*	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	31	724	729	749	*	42%	*	*	*	19%	50%
Male	33	730	732	749	*	33%	*	*	*	36%	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	12	715	710	726	*	*	*	*	*	25%	25%
Students without Disabilities	52	730	734	754	*	*	*	*	*	29%	56%
English Learners	32	716	716	722	*	*	*	*	*	13%	18%
Non-English Learners	32	738	740	751	*	*	*	*	*	44%	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



School No. 5
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	724	729	747	14%	44%	26%	15%	0%	15%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	*	*	728	735	*	*	*	*	*	*	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	31	723	730	747	*	55%	*	*	*	10%	47%
Male	41	724	727	747	*	37%	*	*	*	20%	47%
Economically Disadvantaged Students	72	724	*	732	14%	44%	26%	15%	0%	15%	27%
Non-Economically Disadvantaged Students	N	N	*	757	N	N	N	N	N	N	59%
Students with Disabilities	20	713	714	725	*	*	*	*	*	*	19%
Students without Disabilities	52	728	731	752	*	*	*	*	*	*	52%
English Learners	21	719	*	718	*	52%	*	*	*	10%	12%
Non-English Learners	51	726	*	749	*	41%	*	*	*	18%	49%
Homeless Students	N	N	707	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	728	722	741	*	38%	35%	*	*	17%	41%
White	N	N	*	749	N	N	N	N	N	N	51%
Hispanic	49	727	722	729	*	37%	37%	*	*	16%	24%
Black or African American	*	*	716	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	738	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	27	727	724	742	*	*	*	*	*	22%	42%
Male	25	729	721	740	*	*	*	*	*	12%	40%
Economically Disadvantaged Students	52	728	*	726	*	38%	35%	*	*	17%	21%
Non-Economically Disadvantaged Students	N	N	*	750	N	N	N	N	N	N	53%
Students with Disabilities	*	*	706	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	725	746	*	*	*	*	*	*	46%
English Learners	*	*	704	709	*	*	*	*	*	*	*
Non-English Learners	*	*	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	705	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	728	727	744	*	33%	43%	*	*	14%	42%
White	N	N	*	751	N	N	N	N	N	N	53%
Hispanic	*	*	727	733	*	*	*	*	*	*	26%
Black or African American	N	N	716	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	16	730	729	744	*	*	*	*	*	13%	42%
Male	26	727	725	743	*	*	*	*	*	15%	42%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	53%
Students with Disabilities	10	713	705	718	*	*	*	*	*	10%	13%
Students without Disabilities	32	733	731	749	*	*	*	*	*	16%	48%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	745	*	*	*	*	*	*	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



School No. 5

(31-3970-097)

Grades Offered: KG-08

2018-2019

Report Key:
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 † This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	728	*	*	*	*	*	*	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	*	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



School No. 5

(31-3970-097)

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	29	718	716	744	*	45%	*	*	*	17%	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	*	*	715	728	*	*	*	*	*	*	24%
Black or African American	*	*	714	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	736	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	12	722	718	745	*	*	*	*	*	*	44%
Male	17	715	714	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	29	718	*	727	*	45%	*	*	*	17%	23%
Non-Economically Disadvantaged Students	N	N	*	752	N	N	N	N	N	N	52%
Students with Disabilities	*	*	704	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	718	748	*	*	*	*	*	*	47%
English Learners	*	*	704	710	*	*	*	*	*	*	*
Non-English Learners	*	*	717	745	*	*	*	*	*	*	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*
6	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	35.3%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	30	*	*
3-4	61	*	*
5 or more	107	85.0%	15.0%



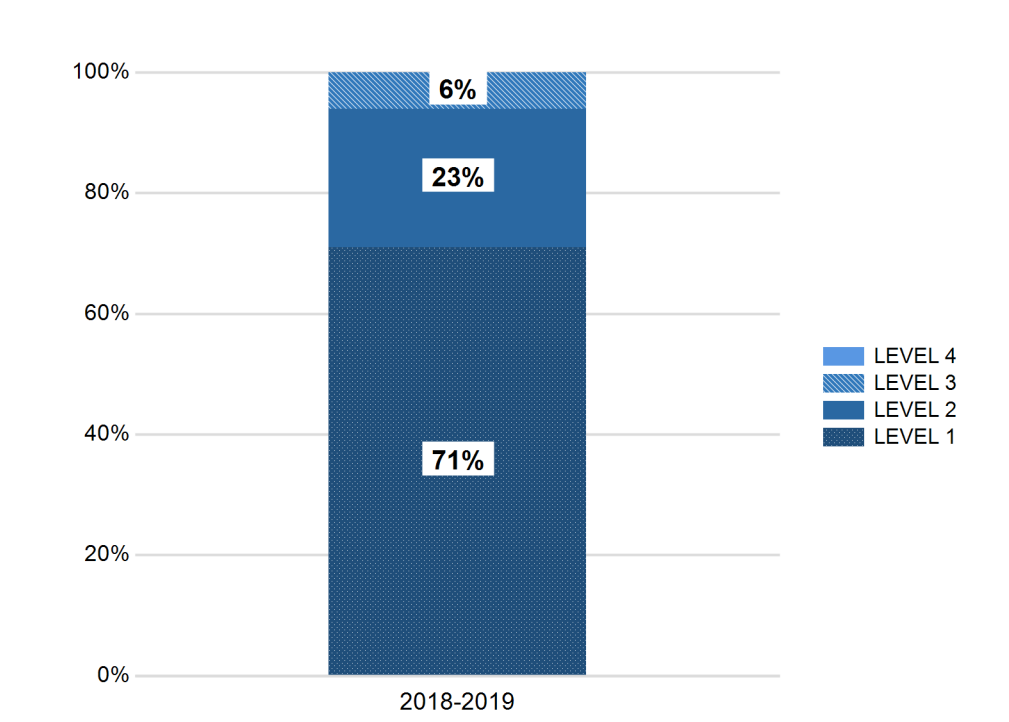
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2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	71	23	6	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	73	20	7	0
Male	69	26	5	0
Economically Disadvantaged Students	71	23	6	0
Non-Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	76	24	0	0
Non-English Learners	69	23	8	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



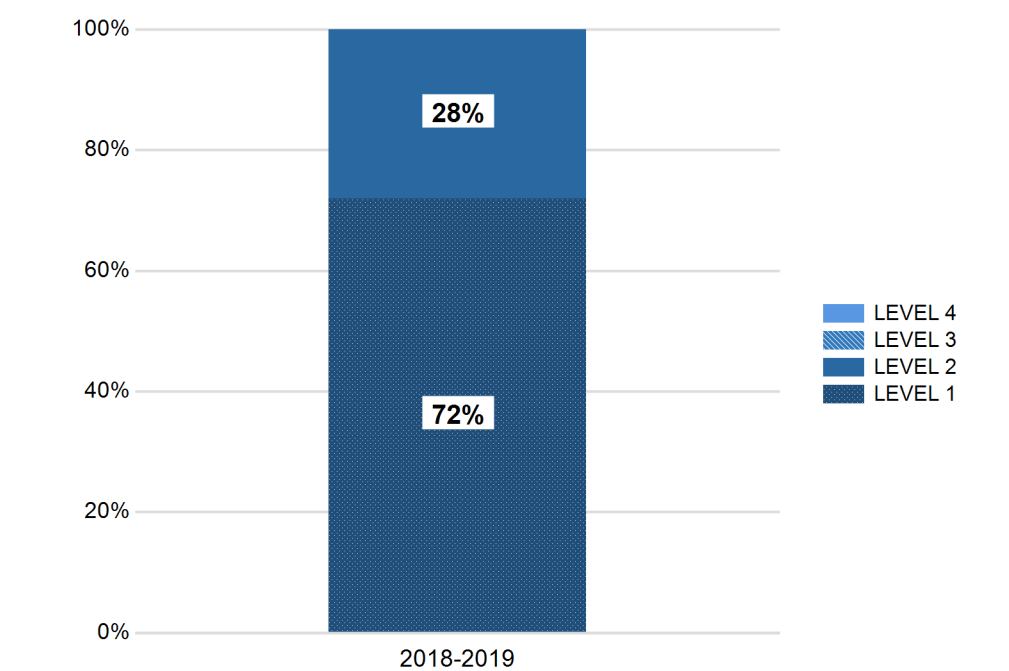
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	72	28	0	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	75	25	0	0
Male	71	29	0	0
Economically Disadvantaged Students	72	28	0	0
Non-Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	53
7	0	0	39
8	29	0	0
Total	29	0	92

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	50
7	0	0	0	0	0	0	41
8	0	0	0	0	0	0	28
Total	0	0	0	0	0	0	119



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Visual and Performing Arts – Course Participation

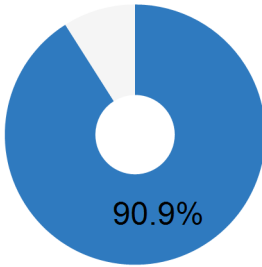
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

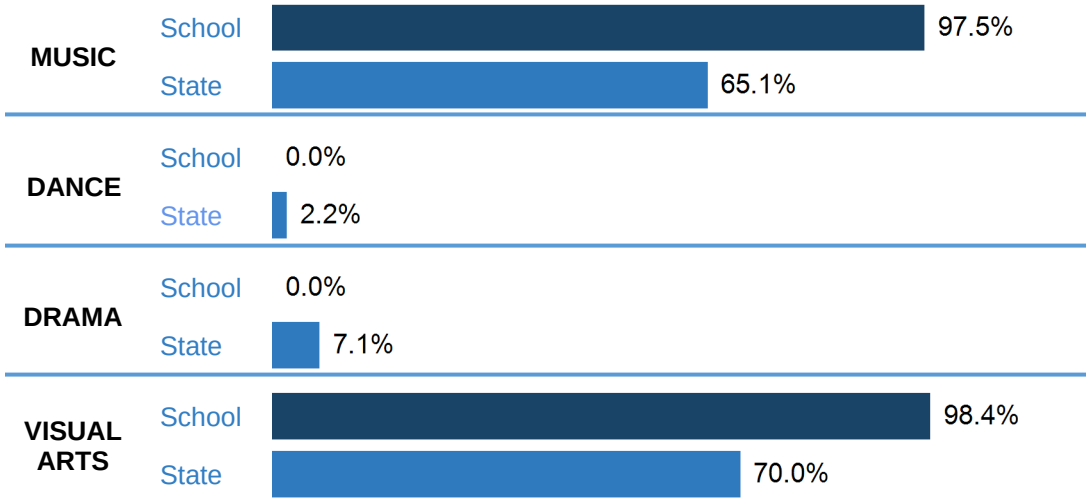


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

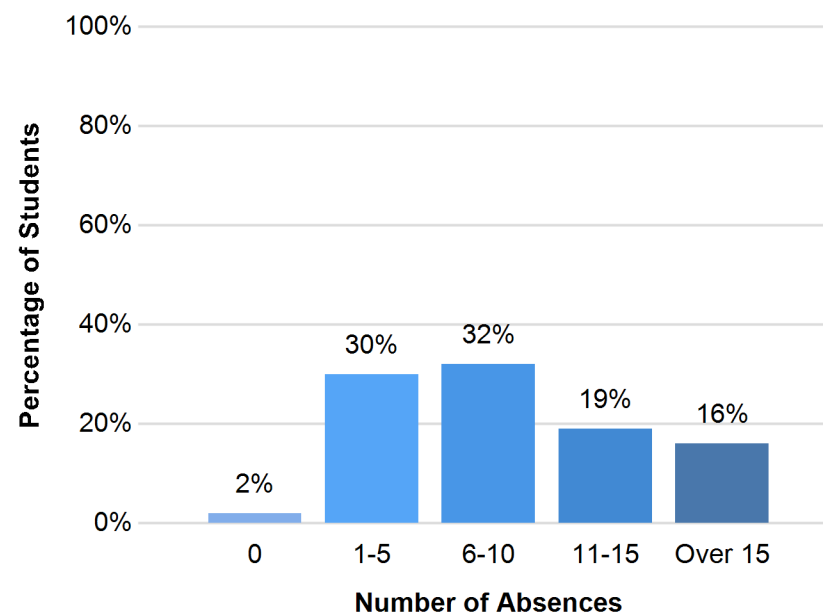
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	53	10.8	9.0	Not Met
White	N	N	N	N
Hispanic	51	10.7	9.0	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	30	12.6		
Male	23	9.0		
Economically Disadvantaged Students	53	10.8	9.0	Not Met
Students with Disabilities	15	15.6	9.0	Not Met
English Learners	19	9.2	9.0	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





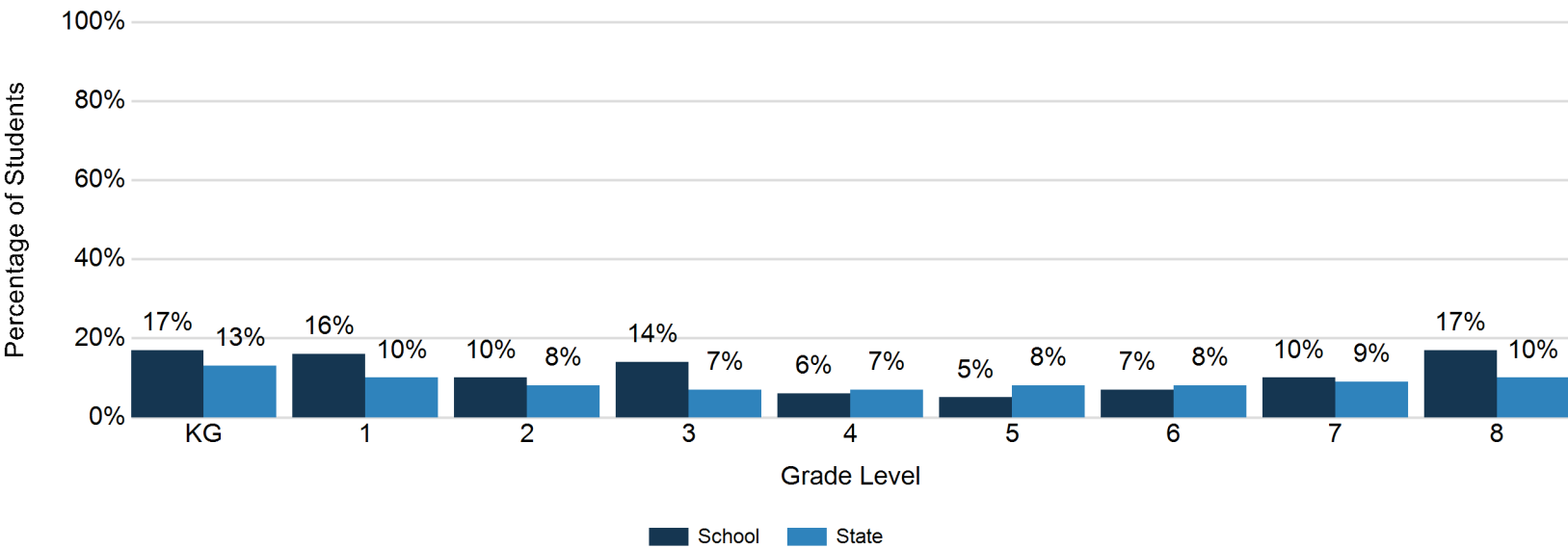
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	2.76

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	3	1	4
Religion	0	0	0
Ancestry	2	0	2
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	1	1	2
Other	14	9	23
No Identified Nature	0		0

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 8 Mins
Shared Time - Instructional Time	6 Hrs. 8 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	33	118,214
Average years experience in public schools	14.5	12.1
Average years experience in district	13.5	10.8
Percentage of Teachers with 4 or more years experience in the district	90.9%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	76	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	14.7	12.0
Percentage of Administrators with 4 or more years experience in the district	98.7%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	14:1	16:1
Students to Administrators	236:1	185:1
Teachers to Administrators	17:1	11:1
Students to Librarians/Media Specialists		7038:1
Students to Nurses		563:1
Students to Counselors		521:1
Students to Child Study Team Members		251:1



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Teachers: All classroom teachers

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.8%	72.7%	50.0%	48.4%	77.1%	54.9%
Male	51.2%	27.3%	50.0%	51.6%	22.9%	45.1%
White	0.0%	42.4%	0.0%	42.4%	83.6%	77.4%
Hispanic	96.8%	51.5%	50.0%	29.9%	7.3%	7.2%
Black or African American	3.0%	6.1%	50.0%	15.0%	6.6%	13.9%
Asian	0.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



School No. 5
(31-3970-097)
Grades Offered: KG-08
2018-2019

Report Key:
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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

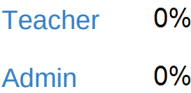
Bachelor’s Degree



Master’s Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	92.6%



School No. 5
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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



School No. 5
(31-3970-097)
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2018-2019

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	21.0%	40.4%	29.9%
Math Proficiency	17.3%	25.4%	18.6%
ELA Growth	63	64	55
Math Growth	48	55	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		48.1%	35.3%
Chronic Absenteeism	14.3%	11.9%	10.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



School No. 5
(31-3970-097)
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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	N	N	Met Standard	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	N	N	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	N	N	Met Standard	Met Standard	n/a	Not Met	No
English Learners	N	N	Exceeds Standard	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Provided teachers with classroom embedded coaching to enhance student literacy and math experiences. • Provided students with an after school academic support program in English/Language Arts and Mathematics. • Provided teachers with classroom embedded coaching to enhance student literacy experiences.
Mission, Vision, Theme:	Vision: Passaic Public Schools will become one of the best school systems in New Jersey. Mission: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide all students the opportunity to graduate high school with a career certification and/or a minimum of 15 college credits.



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 Courses, Curriculum, Instruction:	School No. 5 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based and math workshop activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.



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 Before and After School Programs:	Students at School No. 5 have opportunities to learn beyond the regular school day. Learning begins with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.
 Staff and Professional Learning:	Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in three scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community during grade level meetings, professional learning communities, and staff meetings.



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An icon depicting a blue silhouette of a person with a sunburst above their head, and a blue arrow pointing upwards to the right.	Student Supports and Services: Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.
An icon depicting two blue hands shaking, symbolizing partnership or agreement.	Parent and Community Involvement: At School No. 5 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.



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Other Information	School No. 5 serves students in grades K-8.



School No.16
(31-3970-180)
Grades Offered: PK-PK
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



School No.16
(31-3970-180)
Grades Offered: PK-PK
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Passaic City School District
Principal Name	Dr. Terrence Love
Address	657 Main Av. Passaic, NJ 07055
Phone Number	973-591-1647
Email Address	tlove@passaicschools.org
Website	https://passaicschools.org
Facebook	https://www.facebook.com/PassaicPublicSchools
Twitter	https://twitter.com/passaicschools



School No.16
(31-3970-180)
Grades Offered: PK-PK
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	356	365	503
KG	187	180	0
Total	543	545	503

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.4%	48.4%	49.9%
Male	50.6%	51.6%	50.1%
Economically Disadvantaged Students	100.0%	99.8%	100.0%
Students with Disabilities	4.1%	4.6%	4.0%
English Learners	18.8%	20.0%	0.0%
Homeless Students	0.0%	0.6%	1.2%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.0%	0.2%	0.2%
Hispanic	95.9%	96.9%	94.6%
Black or African American	3.3%	2.2%	4.0%
Asian	0.7%	0.7%	1.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	356	365	503
KG - Half Day	0	0	0
KG - Full Day	187	180	0

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	73.2%
English	26.2%
Other Languages	0.6%



School No.16
(31-3970-180)
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2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

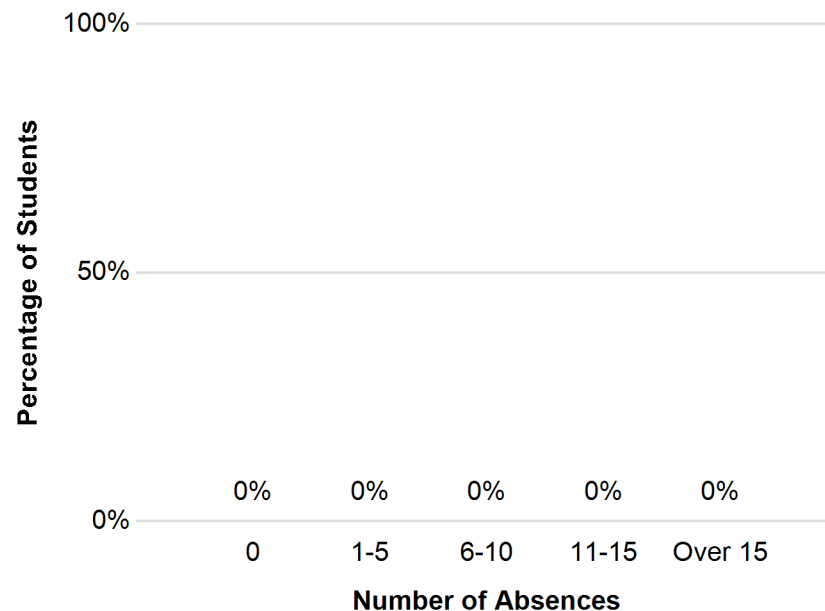
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



**School No.16**

(31-3970-180)

Grades Offered: PK-PK

2018-2019

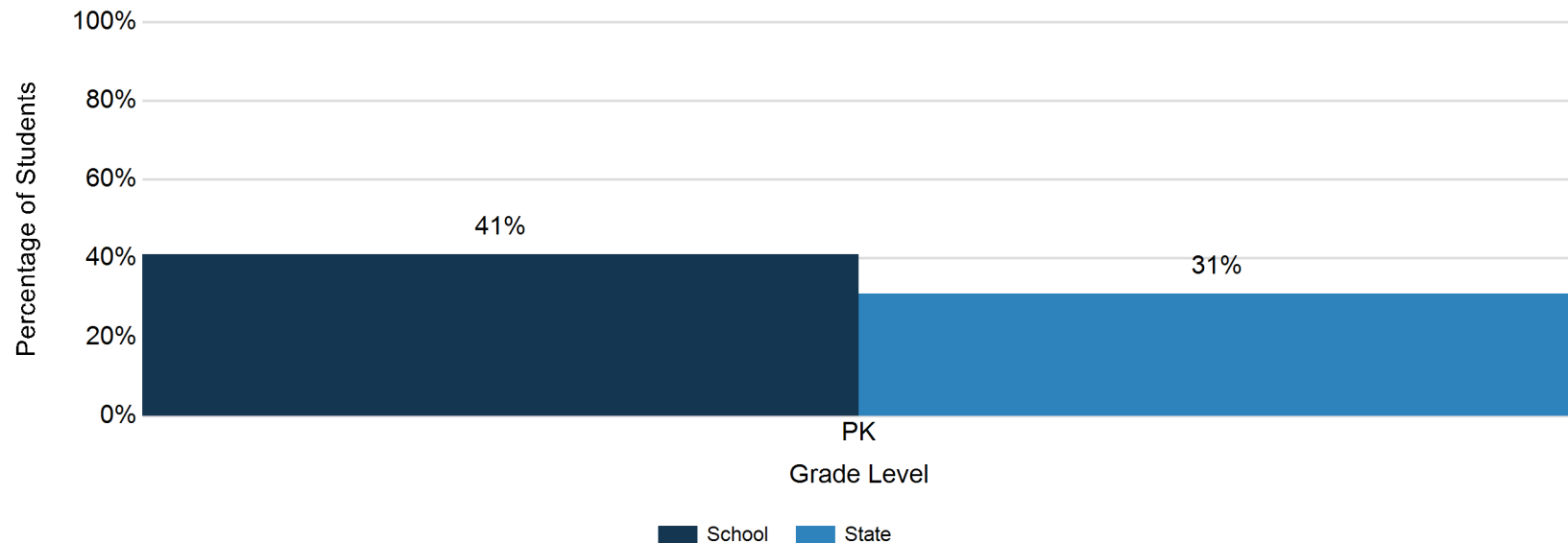
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





School No.16
(31-3970-180)
Grades Offered: PK-PK
2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions

N



School No.16
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Grades Offered: PK-PK
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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 25 Mins
Shared Time - Instructional Time	6 Hrs. 25 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	N



School No.16
(31-3970-180)
Grades Offered: PK-PK
2018-2019

Report Key:

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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	37	118,214
Average years experience in public schools	15.4	12.1
Average years experience in district	14.8	10.8
Percentage of Teachers with 4 or more years experience in the district	100.0%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	76	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	14.7	12.0
Percentage of Administrators with 4 or more years experience in the district	98.7%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	16:1
Students to Administrators	252:1	185:1
Teachers to Administrators	19:1	11:1
Students to Librarians/Media Specialists		7038:1
Students to Nurses		563:1
Students to Counselors		521:1
Students to Child Study Team Members		251:1



School No.16
(31-3970-180)
Grades Offered: PK-PK
2018-2019

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.9%	100.0%	50.0%	48.4%	77.1%	54.9%
Male	50.1%	0.0%	50.0%	51.6%	22.9%	45.1%
White	0.2%	43.2%	50.0%	42.4%	83.6%	77.4%
Hispanic	94.6%	43.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.0%	2.7%	50.0%	15.0%	6.6%	13.9%
Asian	1.2%	10.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



School No.16
(31-3970-180)
Grades Offered: PK-PK
2018-2019

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Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	94.0%



School No.16
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2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Highlights:

- The Division of Early Childhood Education provides learning environments that are developmentally appropriate and academically rigorous for the youngest learners in the city of Passaic.
- Student experiences are developed with a focus on kindergarten readiness.



Mission, Vision, Theme:

Vision: Passaic Public Schools will become one of the best school systems in New Jersey. Mission: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide all students the opportunity to graduate high school with a career certification and/or a minimum of 15 college credits.

**School No.16**

(31-3970-180)

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Courses, Curriculum, Instruction:

School No. 16 provides a nurturing prekindergarten program for 3 and 4 year olds developed to support students as they prepare to enter kindergarten. The curriculum used is High Scope, which emphasizes "active participatory learning."

**School No.16**

(31-3970-180)

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2018-2019

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Staff and Professional Learning:

Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in three scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community during grade level meetings, professional learning communities, and staff meetings.



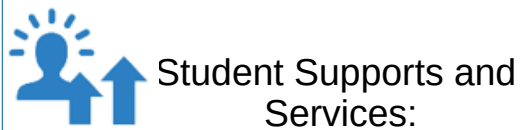
School No.16
(31-3970-180)
Grades Offered: PK-PK
2018-2019

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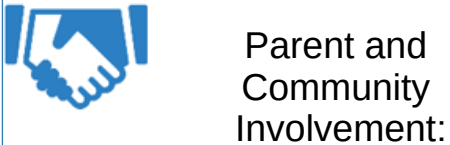
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Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.



At School No. 16 we value parent involvement. We offer monthly parent workshops covering subjects such as appropriate social development and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.

**School No.16**

(31-3970-180)

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School Narrative

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Early Childhood Education:

The classrooms consist of three and four-year old students and are taught by a P-3 certified teacher and a paraprofessional. We offer a full day program with class size of 15 students.



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Other Information

School No. 16 serves Pre-Kindergarten students.



Theodore Roosevelt School No. 10
(31-3970-130)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

**Theodore Roosevelt School No. 10**

(31-3970-130)

Grades Offered: PK-08

2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Passaic City School District
Principal Name	Mr. Luis Colon
Address	151 Harrison St. Passaic, NJ 07055
Phone Number	973-470-5510
Email Address	scruez@passaicschools.org
Website	https://passaicschools.org
Facebook	https://www.facebook.com/PassaicPublicSchools
Twitter	https://twitter.com/passaicschools



Theodore Roosevelt School No. 10
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 2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade	Enrollment Trends by Student Group	Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	28	0	29
KG	0	121	119
1	1	138	106
2	155	132	109
3	147	124	116
4	146	126	122
5	136	110	109
6	137	128	76
Total	750	879	924

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.1%	50.1%	46.9%
Male	51.9%	49.9%	53.1%
Economically Disadvantaged Students	100.0%	99.9%	100.0%
Students with Disabilities	13.2%	10.9%	12.3%
English Learners	28.6%	45.4%	44.2%
Homeless Students	0.0%	1.1%	0.5%
Students in Foster Care	0.1%	0.1%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.3%	0.0%	0.0%
Hispanic	95.2%	96.4%	98.3%
Black or African American	4.1%	3.1%	1.4%
Asian	0.4%	0.6%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	28	0	29
KG - Half Day	0	0	0
KG - Full Day	0	121	119

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	86.4%
English	13.5%
Other Languages	0.1%



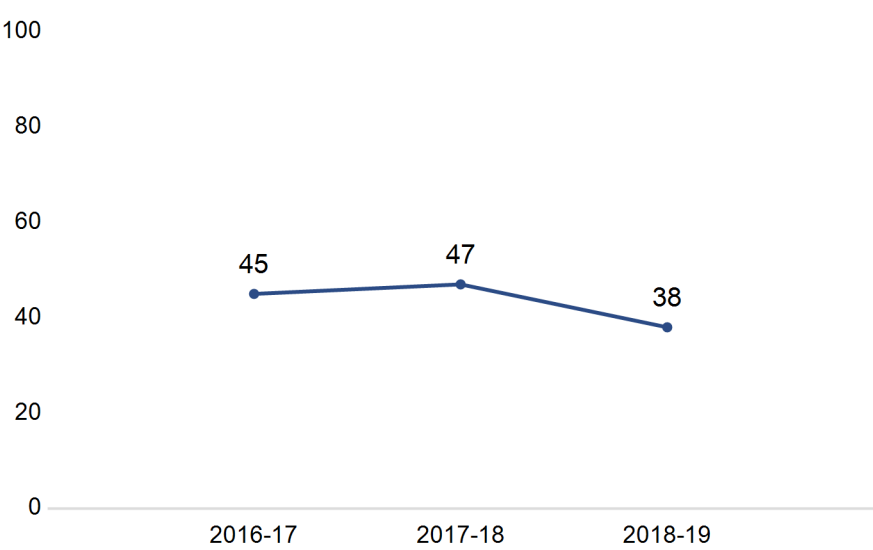
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2018-2019

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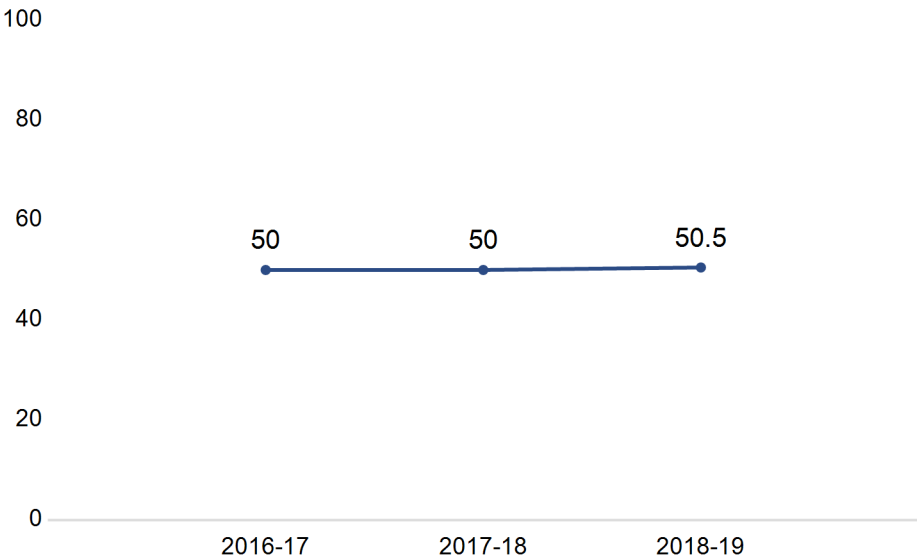
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	47	38	50	50	50.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	38	47	50	Not Met	50.5	47	50	Met Standard
White	N	50	50	**	N	55	52	**
Hispanic	38	47	49	Not Met	50	47	47	Met Standard
Black or African American	*	44	45	**	*	36	43	**
Asian, Native Hawaiian, or Pacific Islander	*	59	59	**	*	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	44.5	50	53	N	51	47	50	N
Male	33	44	47	N	50	46	51	N
Economically Disadvantaged Students	38.5	47	48	Not Met	50	47	46	Met Standard
Students with Disabilities	32.5	37	43	Not Met	40	42	45	Met Standard
English Learners	39	46	52	Not Met	51	47	50	Met Standard
Homeless Students	*	38	43	N	*	33.5	44	N
Students in Foster Care	N	33	42	N	N	46	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Theodore Roosevelt School No. 10
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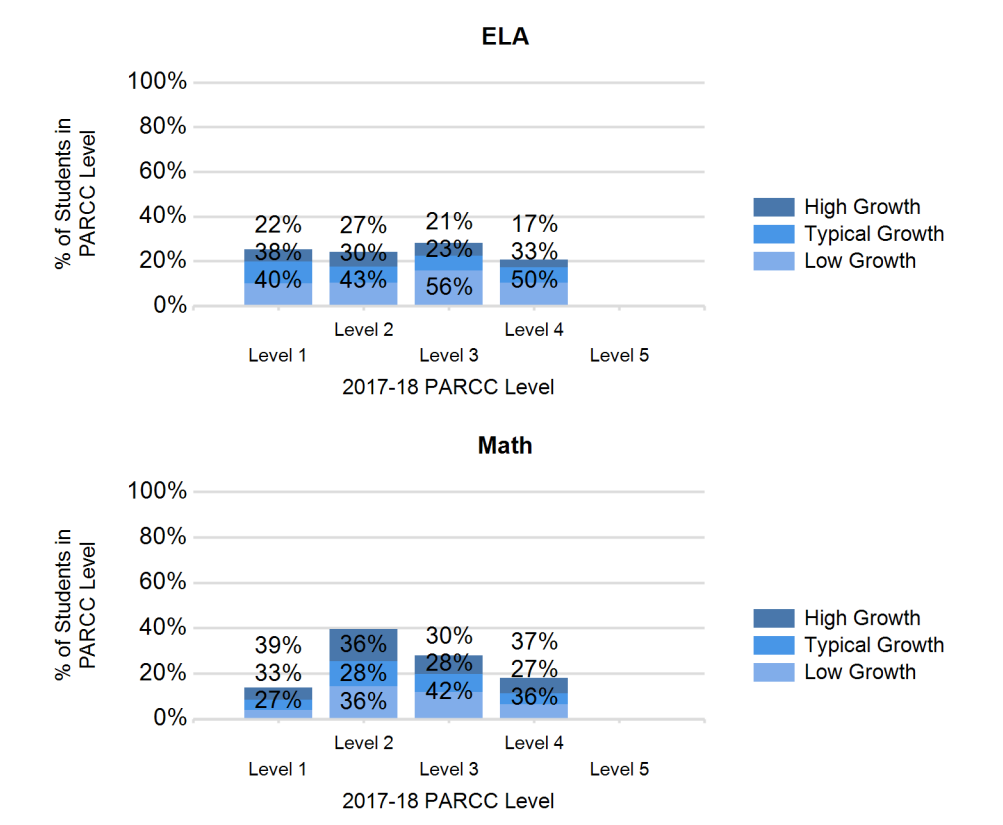
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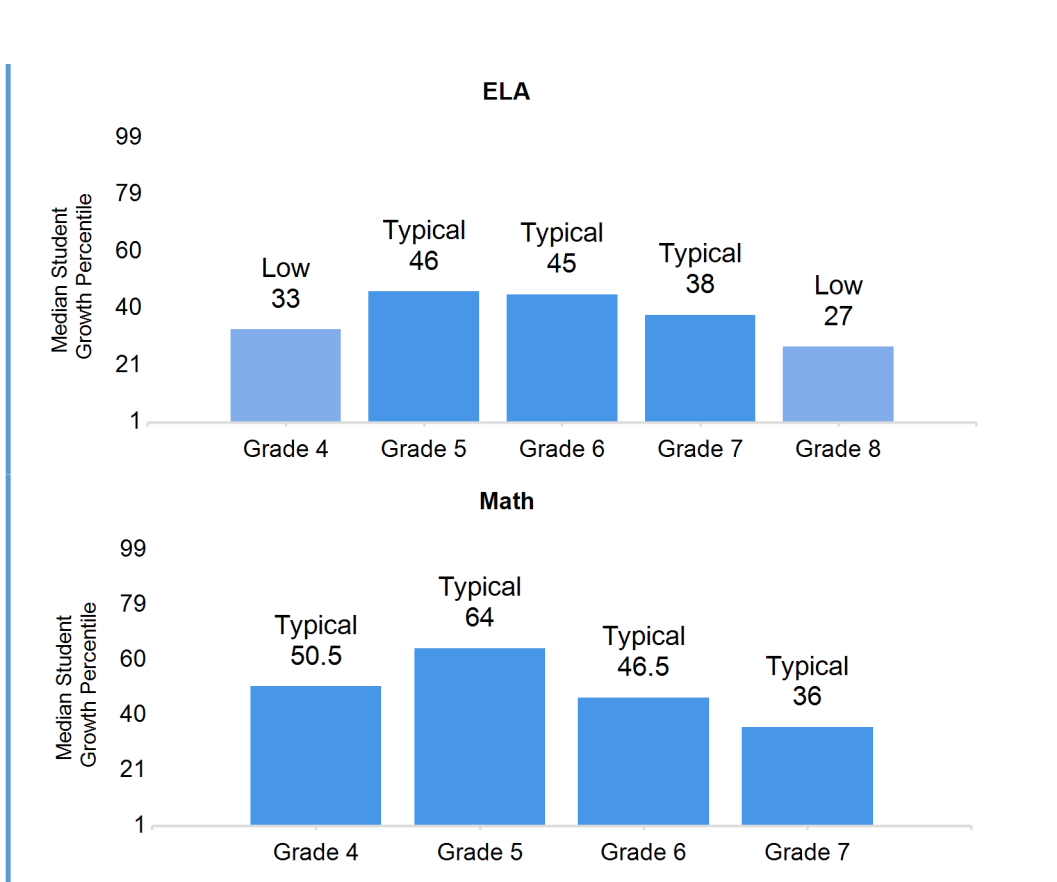
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





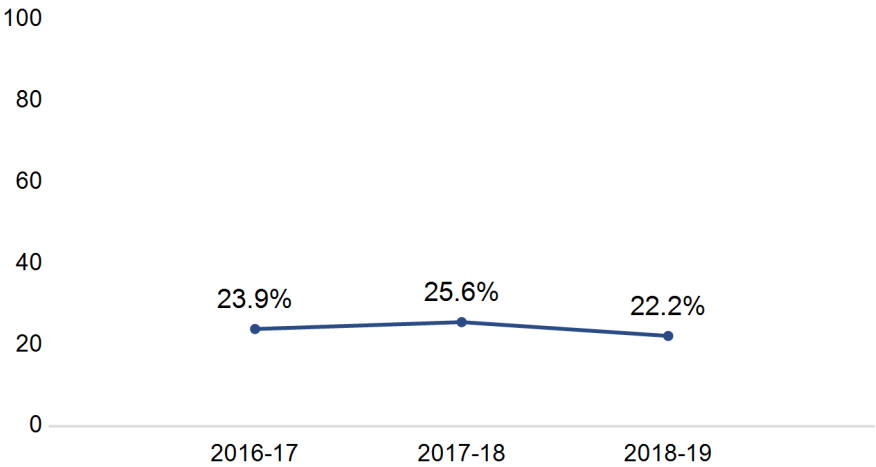
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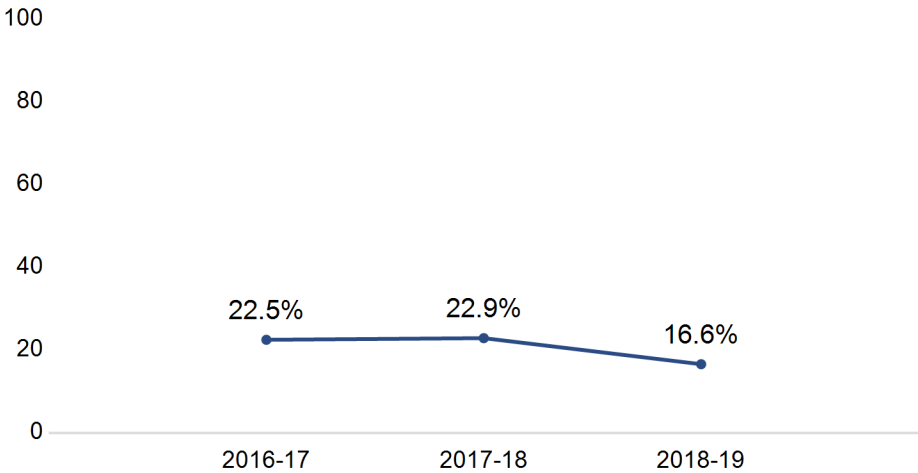
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	99.6%	99.6%	99.3%	99.6%	99.7%
Proficiency Rate for Federal Accountability	23.9%	25.6%	22.2%	22.5%	22.9%	16.6%
Annual Target	21.8%	24.8%	N	27.0%	29.8%	N
Met Annual Target?	Met Target	Met Target	N	Not Met	Not Met	N
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Theodore Roosevelt School No. 10

(31-3970-130)

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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	550	99.6	22.2	32.4	57.9	22.2	N	N
White	N	N	N	40.4	66.9	N	**	**
Hispanic	539	99.6	22.1	32.1	43.9	22.1	N	N
Black or African American	*	*	*	28.0	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	249	100.0	30.5	*	64.8	30.5		
Male	301	99.3	15.3	*	51.3	15.3		
Economically Disadvantaged Students	*	*	*	*	40.0	*	N	N
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	93	99.0	*	*	22.7	*	N	N
Students without Disabilities	457	99.8	*	*	65.1	*		
English Learners	324	99.7	15.4	*	29.3	15.4	N	N
Non-English Learners	226	99.6	31.9	*	60.6	31.9		
Homeless Students	*	*	*	22.4	29.1	*		
Students In Foster Care	*	*	*	10.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

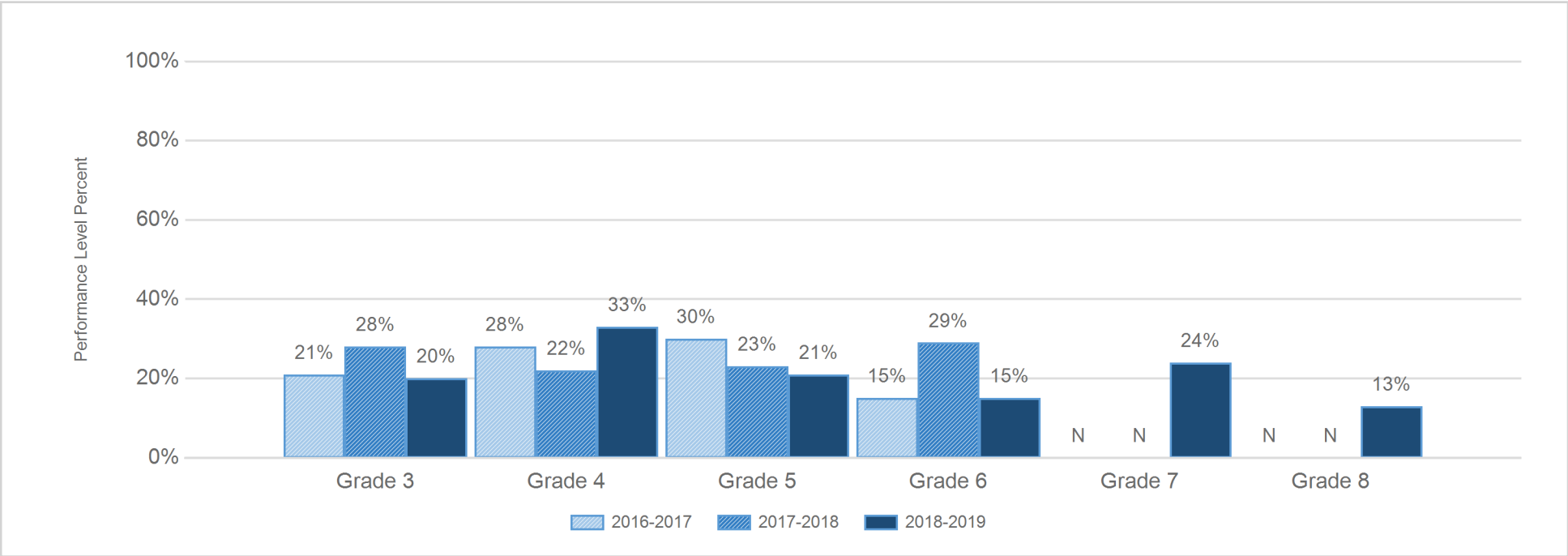


Theodore Roosevelt School No. 10
(31-3970-130)
Grades Offered: PK-08
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	712	725	748	40%	18%	23%	20%	0%	20%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	*	*	724	734	*	*	*	*	*	*	36%
Black or African American	*	*	727	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	758	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	45	719	731	753	36%	*	27%	*	*	24%	55%
Male	66	708	720	743	42%	*	20%	*	*	17%	46%
Economically Disadvantaged Students	111	712	*	731	40%	18%	23%	20%	0%	20%	33%
Non-Economically Disadvantaged Students	N	N	*	759	N	N	N	N	N	N	61%
Students with Disabilities	17	680	686	719	*	*	*	*	*	*	24%
Students without Disabilities	94	718	731	754	*	*	*	*	*	*	56%
English Learners	75	700	704	713	*	*	*	*	*	*	17%
Non-English Learners	36	737	743	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Theodore Roosevelt School No. 10
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	730	734	755	16%	29%	22%	*	*	33%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	*	*	734	743	*	*	*	*	*	*	44%
Black or African American	*	*	724	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	761	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	54	732	740	760	*	*	*	*	*	33%	62%
Male	56	728	729	750	*	*	*	*	*	32%	53%
Economically Disadvantaged Students	110	730	*	740	16%	29%	22%	*	*	33%	40%
Non-Economically Disadvantaged Students	N	N	*	765	N	N	N	N	N	N	69%
Students with Disabilities	12	688	701	725	*	*	*	*	*	*	25%
Students without Disabilities	98	735	740	761	*	*	*	*	*	*	64%
English Learners	41	704	710	720	*	*	*	*	*	*	17%
Non-English Learners	69	746	747	758	*	*	*	*	*	*	60%
Homeless Students	N	N	713	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Theodore Roosevelt School No. 10
(31-3970-130)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	726	732	756	19%	30%	31%	*	*	21%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	732	743	*	*	*	*	*	*	44%
Black or African American	*	*	731	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	57	732	739	761	18%	26%	25%	*	*	32%	64%
Male	51	719	726	750	20%	33%	37%	*	*	10%	52%
Economically Disadvantaged Students	108	726	*	740	19%	30%	31%	*	*	21%	39%
Non-Economically Disadvantaged Students	N	N	*	766	N	N	N	N	N	N	69%
Students with Disabilities	15	692	697	724	*	*	*	*	*	*	23%
Students without Disabilities	93	731	739	762	*	*	*	*	*	*	65%
English Learners	36	708	*	713	*	42%	*	*	*	11%	11%
Non-English Learners	72	735	*	758	*	24%	*	*	*	26%	60%
Homeless Students	*	*	720	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	721	735	754	24%	30%	30%	*	*	15%	56%
White	N	N	*	762	N	N	N	N	N	N	65%
Hispanic	*	*	735	743	*	*	*	*	*	*	43%
Black or African American	*	*	735	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	770	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	35	731	744	762	*	*	*	*	*	*	64%
Male	44	713	727	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	79	721	*	740	24%	30%	30%	*	*	15%	39%
Non-Economically Disadvantaged Students	N	N	*	763	N	N	N	N	N	N	67%
Students with Disabilities	16	690	702	722	*	*	*	*	*	*	19%
Students without Disabilities	63	728	742	761	*	*	*	*	*	*	64%
English Learners	18	709	703	710	*	*	*	*	*	*	*
Non-English Learners	61	724	742	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	721	738	761	33%	20%	24%	*	*	24%	63%
White	N	N	*	769	N	N	N	N	N	N	72%
Hispanic	76	721	738	747	33%	20%	24%	*	*	24%	50%
Black or African American	*	*	738	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	39	735	747	769	*	*	*	*	*	*	71%
Male	41	708	731	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	22	691	697	720	*	*	*	*	*	*	22%
Students without Disabilities	58	732	746	769	*	*	*	*	*	*	71%
English Learners	*	*	704	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	743	763	*	*	*	*	*	*	65%
Homeless Students	*	*	735	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Theodore Roosevelt School No. 10
(31-3970-130)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	716	735	762	26%	36%	25%	*	*	13%	63%
White	N	N	*	770	N	N	N	N	N	N	72%
Hispanic	*	*	734	747	*	*	*	*	*	*	49%
Black or African American	*	*	737	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	762	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	20	730	744	771	*	*	*	*	*	20%	71%
Male	41	710	726	753	*	*	*	*	*	10%	55%
Economically Disadvantaged Students	61	716	*	743	26%	36%	25%	*	*	13%	45%
Non-Economically Disadvantaged Students	N	N	*	772	N	N	N	N	N	N	72%
Students with Disabilities	*	*	701	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	741	770	*	*	*	*	*	*	71%
English Learners	*	*	701	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	764	*	*	*	*	*	*	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	560	99.7	16.6	*	44.5	16.6	N	N
White	N	N	N	28.0	54.1	N	**	**
Hispanic	549	99.6	16.9	*	28.8	16.9	N	N
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	51.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	251	100.0	18.3	19.1	44.9	18.3		
Male	309	99.4	15.2	19.1	44.2	15.2		
Economically Disadvantaged Students	*	*	*	*	26.3	*	N	N
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	93	99.0	*	*	17.4	*	N	N
Students without Disabilities	467	99.8	*	*	50.0	*		
English Learners	334	99.7	14.4	15.8	25.0	14.4	N	N
Non-English Learners	226	99.6	19.9	21.8	46.5	19.9		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

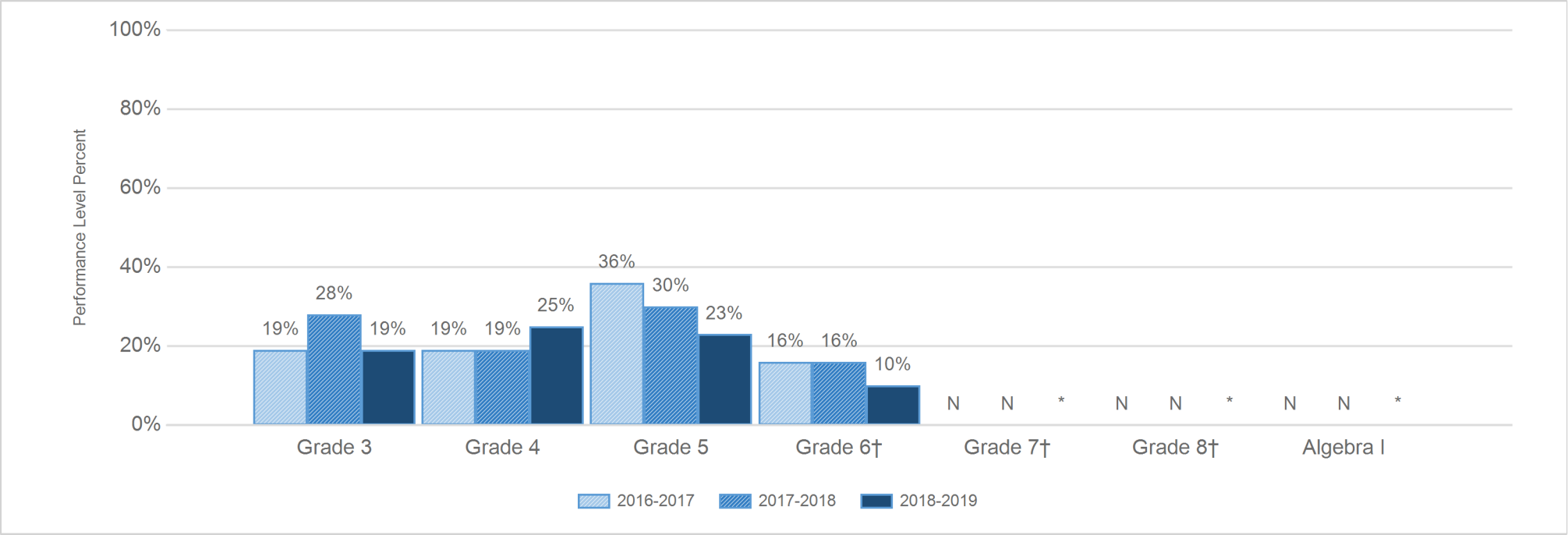


Theodore Roosevelt School No. 10
(31-3970-130)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	719	732	752	30%	23%	28%	19%	0%	19%	55%
White	N	N	*	760	N	N	N	N	N	N	66%
Hispanic	*	*	732	739	*	*	*	*	*	*	40%
Black or African American	*	*	721	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	763	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	45	720	732	751	29%	*	38%	*	*	16%	54%
Male	67	719	733	752	31%	*	21%	*	*	21%	56%
Economically Disadvantaged Students	112	719	*	737	30%	23%	28%	19%	0%	19%	37%
Non-Economically Disadvantaged Students	N	N	*	761	N	N	N	N	N	N	67%
Students with Disabilities	17	701	713	731	*	*	*	*	*	*	31%
Students without Disabilities	95	722	735	756	*	*	*	*	*	*	60%
English Learners	76	709	720	728	*	*	22%	*	*	12%	26%
Non-English Learners	36	740	743	754	*	*	39%	*	*	33%	58%
Homeless Students	*	*	722	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	732	731	749	11%	30%	34%	*	*	25%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	*	*	731	737	*	*	*	*	*	*	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	55	729	729	749	*	40%	25%	*	*	24%	50%
Male	57	735	732	749	*	21%	42%	*	*	26%	52%
Economically Disadvantaged Students	112	732	*	734	11%	30%	34%	*	*	25%	32%
Non-Economically Disadvantaged Students	N	N	*	759	N	N	N	N	N	N	63%
Students with Disabilities	12	702	710	726	*	*	*	*	*	*	25%
Students without Disabilities	100	736	734	754	*	*	*	*	*	*	56%
English Learners	43	715	716	722	*	*	*	*	*	*	18%
Non-English Learners	69	743	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	716	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Theodore Roosevelt School No. 10
(31-3970-130)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	730	729	747	10%	35%	32%	*	*	23%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	*	*	728	735	*	*	*	*	*	*	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	58	729	730	747	*	34%	31%	*	*	22%	47%
Male	51	731	727	747	*	35%	33%	*	*	24%	47%
Economically Disadvantaged Students	109	730	*	732	10%	35%	32%	*	*	23%	27%
Non-Economically Disadvantaged Students	N	N	*	757	N	N	N	N	N	N	59%
Students with Disabilities	15	709	714	725	*	*	*	*	*	*	19%
Students without Disabilities	94	734	731	752	*	*	*	*	*	*	52%
English Learners	37	722	*	718	*	38%	27%	*	*	16%	12%
Non-English Learners	72	734	*	749	*	33%	35%	*	*	26%	49%
Homeless Students	*	*	707	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Theodore Roosevelt School No. 10

(31-3970-130)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	715	722	741	23%	49%	18%	*	*	10%	41%
White	N	N	*	749	N	N	N	N	N	N	51%
Hispanic	*	*	722	729	*	*	*	*	*	*	24%
Black or African American	*	*	716	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	738	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	36	717	724	742	*	*	*	*	*	*	42%
Male	46	714	721	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	82	715	*	726	23%	49%	18%	*	*	10%	21%
Non-Economically Disadvantaged Students	N	N	*	750	N	N	N	N	N	N	53%
Students with Disabilities	16	701	706	716	*	*	*	*	*	*	12%
Students without Disabilities	66	719	725	746	*	*	*	*	*	*	46%
English Learners	21	705	704	709	*	*	*	*	*	*	*
Non-English Learners	61	719	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	705	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	717	727	744	*	*	*	*	*	*	42%
White	N	N	*	751	N	N	N	N	N	N	53%
Hispanic	80	718	727	733	*	*	*	*	*	*	26%
Black or African American	*	*	716	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	40	722	729	744	*	*	*	*	*	*	42%
Male	44	712	725	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	53%
Students with Disabilities	22	706	705	718	*	*	*	*	*	*	13%
Students without Disabilities	62	721	731	749	*	*	*	*	*	*	48%
English Learners	13	715	715	716	*	*	*	*	*	*	10%
Non-English Learners	71	717	729	745	*	*	*	*	*	*	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	728	*	*	*	*	*	*	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	*	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	708	716	744	*	*	*	*	*	*	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	*	*	715	728	*	*	*	*	*	*	24%
Black or African American	*	*	714	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	736	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	19	710	718	745	*	*	*	*	*	*	44%
Male	44	707	714	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	63	708	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	N	N	*	752	N	N	N	N	N	N	52%
Students with Disabilities	*	*	704	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	718	748	*	*	*	*	*	*	47%
English Learners	*	*	704	710	*	*	*	*	*	*	*
Non-English Learners	*	*	717	745	*	*	*	*	*	*	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	N	N
6	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	35.5%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	75	*	*
3-4	143	*	*
5 or more	183	*	*



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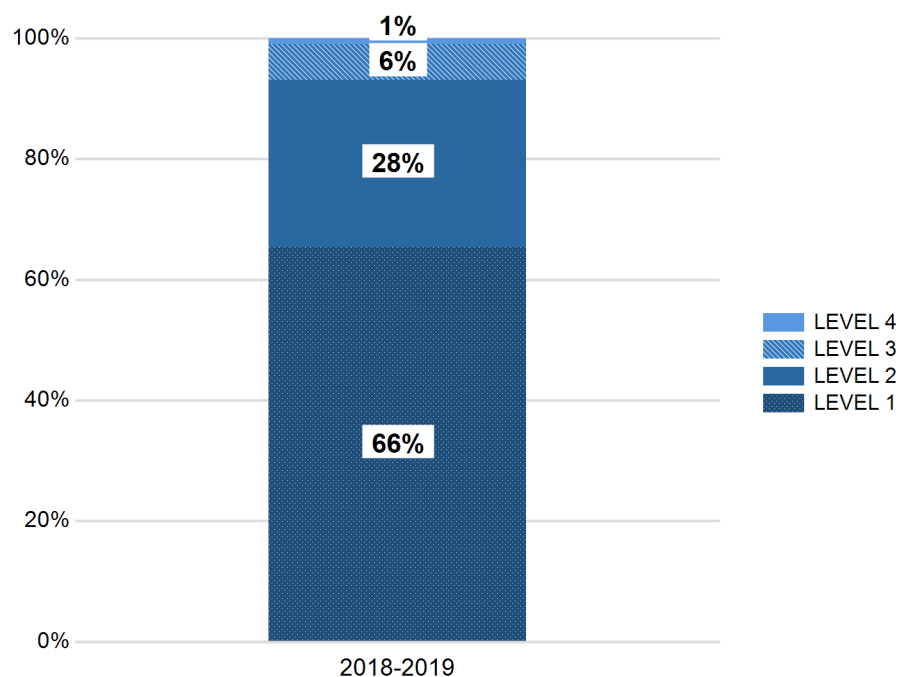
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	66	28	6	1
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	69	24	5	2
Male	63	31	6	0
Economically Disadvantaged Students	66	28	6	1
Non-Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	78	19	3	0
Non-English Learners	60	32	7	1
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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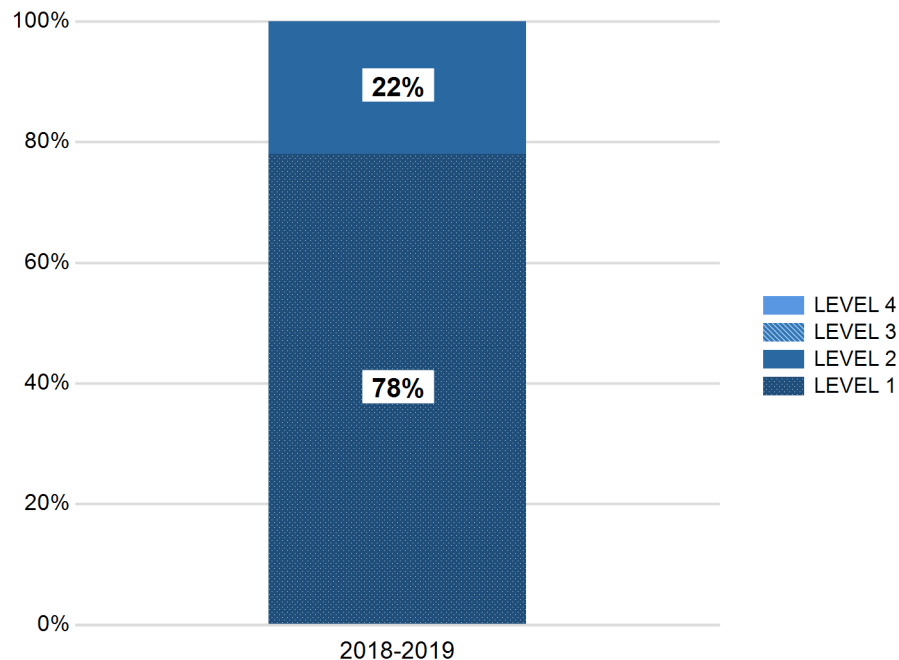
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	78	22	0	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	74	26	0	0
Male	80	20	0	0
Economically Disadvantaged Students	78	22	0	0
Non-Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	73
7	0	0	74
8	64	0	0
Total	64	0	147

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	76
7	0	0	0	0	0	0	71
8	0	0	0	0	0	0	61
Total	0	0	0	0	0	0	208



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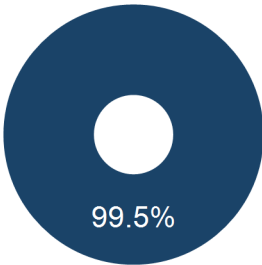
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Visual and Performing Arts – Course Participation

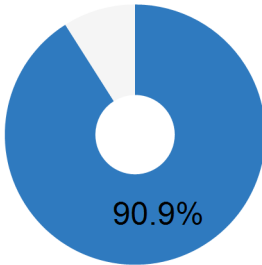
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

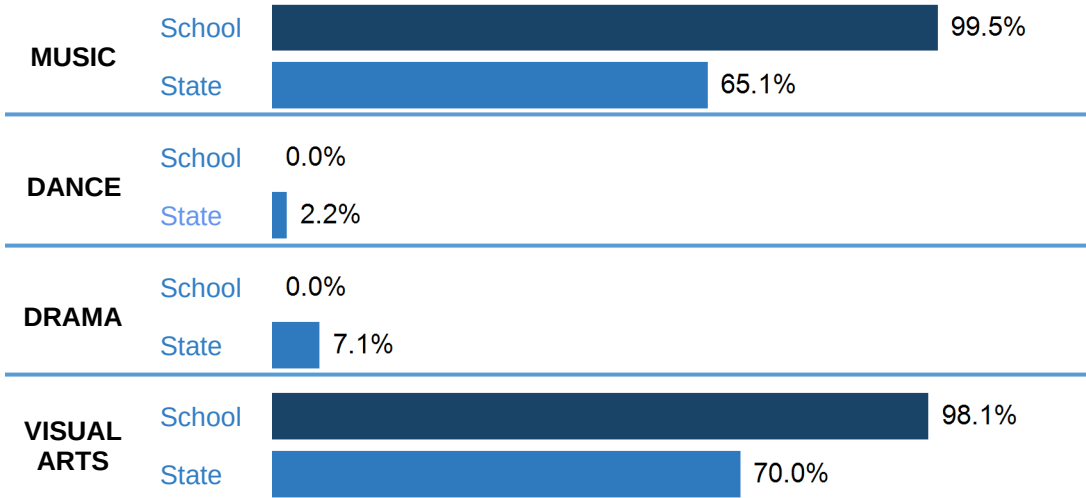


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

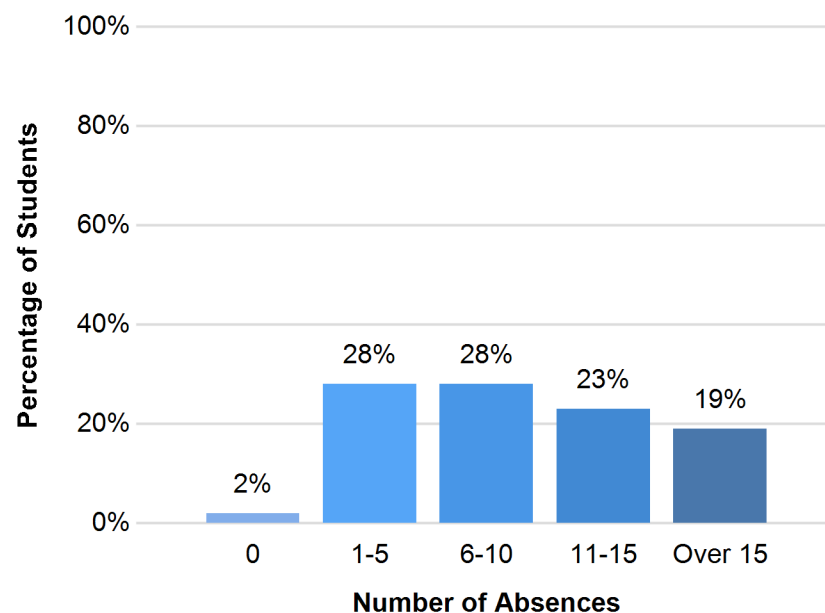
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	115	12.7	9.0	Not Met
White	N	N	N	N
Hispanic	111	12.4	9.0	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	48	11.5		
Male	67	13.6		
Economically Disadvantaged Students	115	12.7	9.0	Not Met
Students with Disabilities	30	22.6	9.0	Not Met
English Learners	49	12.0	9.0	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





Theodore Roosevelt School No. 10

(31-3970-130)

Grades Offered: PK-08

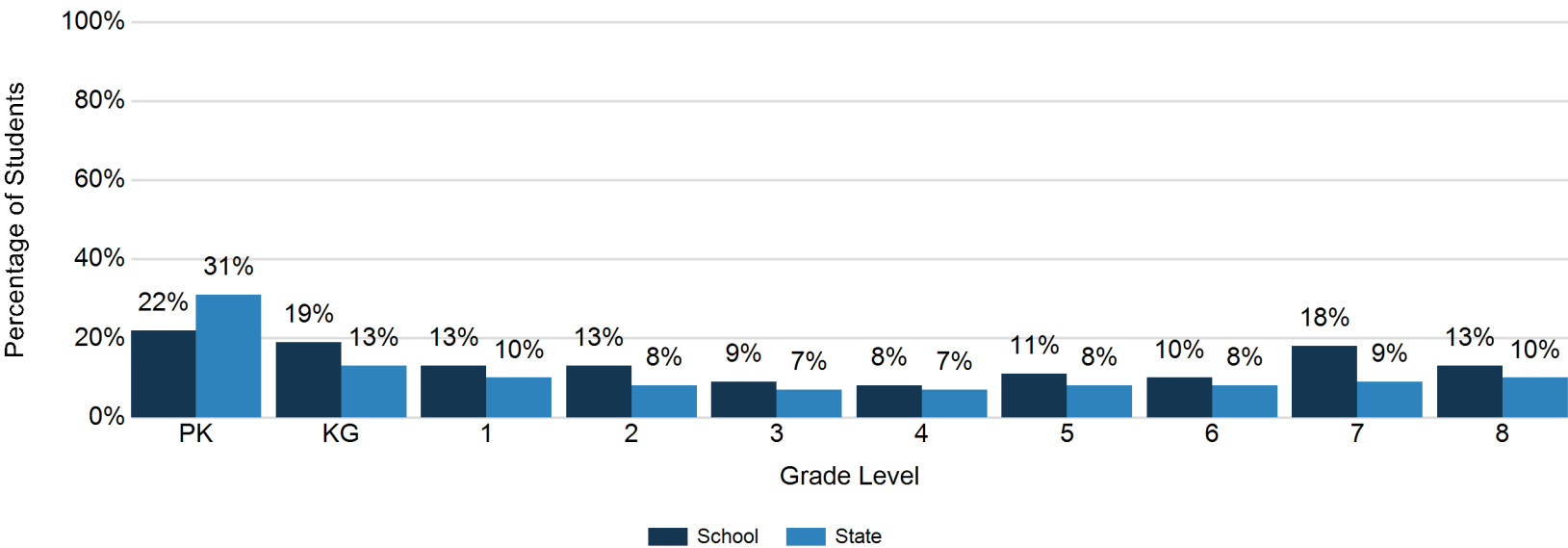
2018-2019

Report Key:
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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(31-3970-130)

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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	26
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	2.92

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	0	0
Ancestry	0	1	1
Gender	3	4	7
Sexual Orientation	1	3	4
Disability	3	1	4
Other	19	16	35
No Identified Nature	0		0

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Other Incidents Leading to Removal	0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



Theodore Roosevelt School No. 10
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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 8 Mins
Shared Time - Instructional Time	6 Hrs. 8 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	60	118,214
Average years experience in public schools	13.8	12.1
Average years experience in district	12.9	10.8
Percentage of Teachers with 4 or more years experience in the district	91.7%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	76	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	14.7	12.0
Percentage of Administrators with 4 or more years experience in the district	98.7%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	15:1	16:1
Students to Administrators	308:1	185:1
Teachers to Administrators	20:1	11:1
Students to Librarians/Media Specialists		7038:1
Students to Nurses		563:1
Students to Counselors		521:1
Students to Child Study Team Members		251:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.9%	78.3%	33.3%	48.4%	77.1%	54.9%
Male	53.1%	21.7%	66.7%	51.6%	22.9%	45.1%
White	0.0%	55.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	98.3%	36.7%	66.7%	29.9%	7.3%	7.2%
Black or African American	1.4%	6.7%	33.3%	15.0%	6.6%	13.9%
Asian	0.3%	1.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Theodore Roosevelt School No. 10
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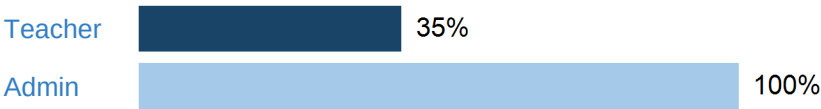
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

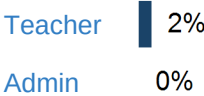
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	92.2%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	23.9%	25.6%	22.2%
Math Proficiency	22.5%	22.9%	16.6%
ELA Growth	45	47	38
Math Growth	50	50	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		43.1%	35.5%
Chronic Absenteeism	9.2%	8.7%	12.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	N	N	Not Met	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	N	N	Not Met	Met Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	N	N	Not Met	Met Standard	n/a	Not Met	No
English Learners	N	N	Not Met	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	• Provided teachers with classroom embedded coaching to enhance student literacy and math experiences. • Provided students with an after school academic support program in English/Language Arts and Mathematics. • Provided teachers with classroom embedded coaching to enhance student literacy experiences.
 Mission, Vision, Theme:	Vision: Passaic Public Schools will become one of the best school systems in New Jersey. Mission: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide all students the opportunity to graduate high school with a career certification and/or a minimum of 15 college credits.



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 Courses, Curriculum, Instruction:	School No. 10 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based and math workshop activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.



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 Before and After School Programs:	Students at School No. 10 have opportunities to learn beyond the regular school day. Learning begins with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.
 Staff and Professional Learning:	Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in three scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community during grade level meetings, professional learning communities, and staff meetings.



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 Student Supports and Services:	Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.
 Parent and Community Involvement:	At School No. 10 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.



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Other Information	School No. 10 serves students in grades PK-8.



Thomas Jefferson School No. 1
(31-3970-080)
Grades Offered: KG-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Thomas Jefferson School No. 1
(31-3970-080)
Grades Offered: KG-08
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Passaic City School District
Principal Name	Mrs. Karen Fragale
Address	390 Van Houten Ave. Passaic, NJ 07055
Phone Number	973-470-5501
Email Address	kfragale@passaicschools.org
Website	https://passaicschools.org
Facebook	https://www.facebook.com/PassaicPublicSchools
Twitter	https://twitter.com/passaicschools



Thomas Jefferson School No. 1
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	103	94	89
1	100	107	99
2	88	89	82
3	108	84	78
4	80	105	77
5	105	89	129
6	81	101	79
Total	665	669	787

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.1%	47.1%	45.0%
Male	52.9%	52.9%	55.0%
Economically Disadvantaged Students	100.0%	100.0%	100.0%
Students with Disabilities	19.4%	20.5%	22.7%
English Learners	23.8%	28.4%	27.2%
Homeless Students	0.2%	1.6%	0.9%
Students in Foster Care	0.3%	0.3%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	1.8%	1.5%	1.0%
Hispanic	86.9%	87.6%	89.8%
Black or African American	5.0%	4.8%	4.8%
Asian	5.6%	5.4%	3.9%
Native Hawaiian or Pacific Islander	0.8%	0.7%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	103	94	89

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	68.9%
English	27.7%
Gujarati	2.4%
Other Languages	1.0%



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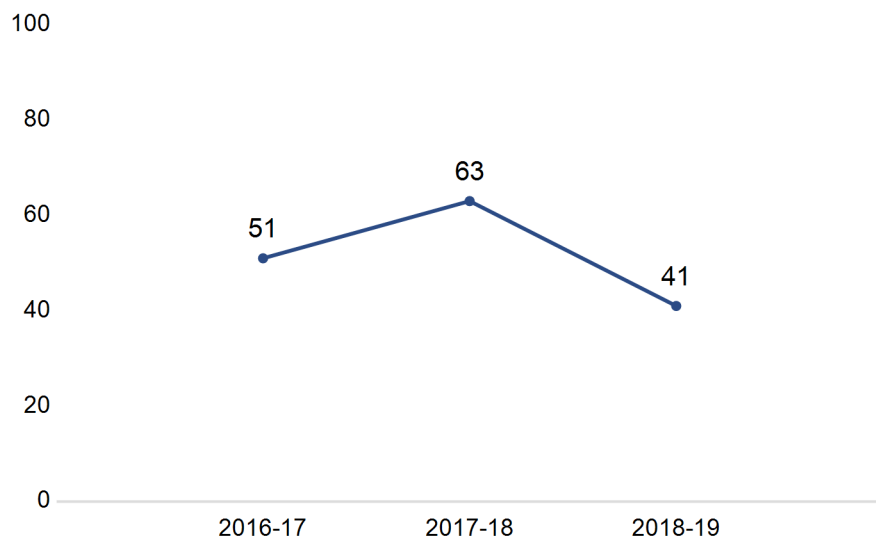
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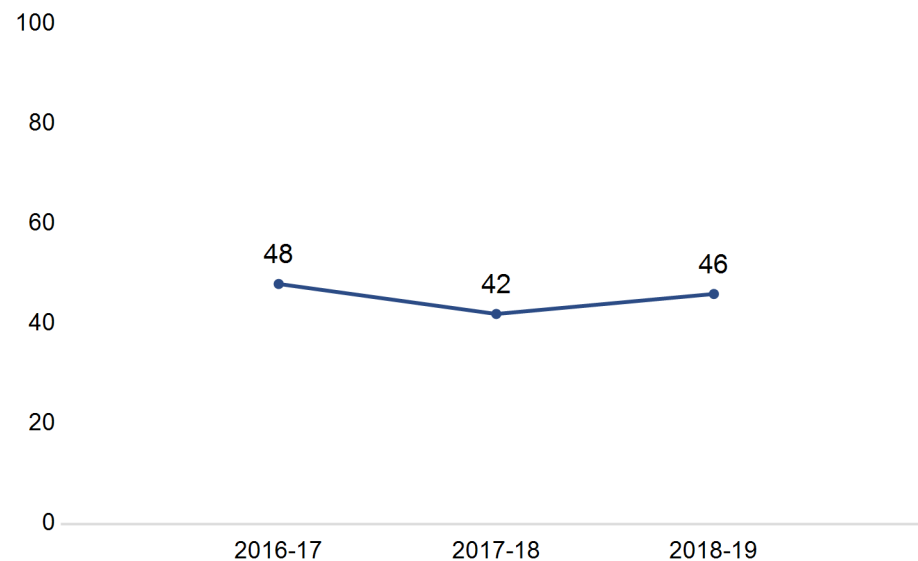
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	63	41	48	42	46
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	41	47	50	Met Standard	46	47	50	Met Standard
White	*	50	50	**	*	55	52	**
Hispanic	40	47	49	Met Standard	44	47	47	Met Standard
Black or African American	50	44	45	**	52	36	43	**
Asian, Native Hawaiian, or Pacific Islander	56	59	59	**	68	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	41	50	53	N	50	47	50	N
Male	39.5	44	47	N	44	46	51	N
Economically Disadvantaged Students	41	47	48	Met Standard	46	47	46	Met Standard
Students with Disabilities	33	37	43	Not Met	40	42	45	Met Standard
English Learners	39	46	52	Not Met	41	47	50	Met Standard
Homeless Students	*	38	43	N	*	33.5	44	N
Students in Foster Care	*	33	42	N	*	46	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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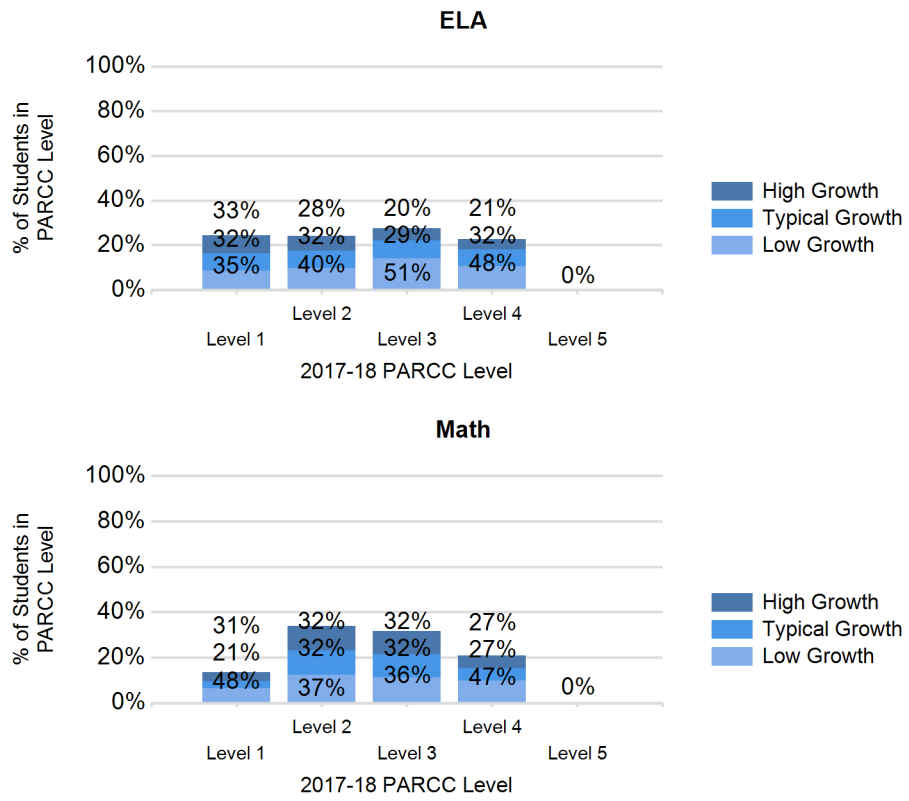
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

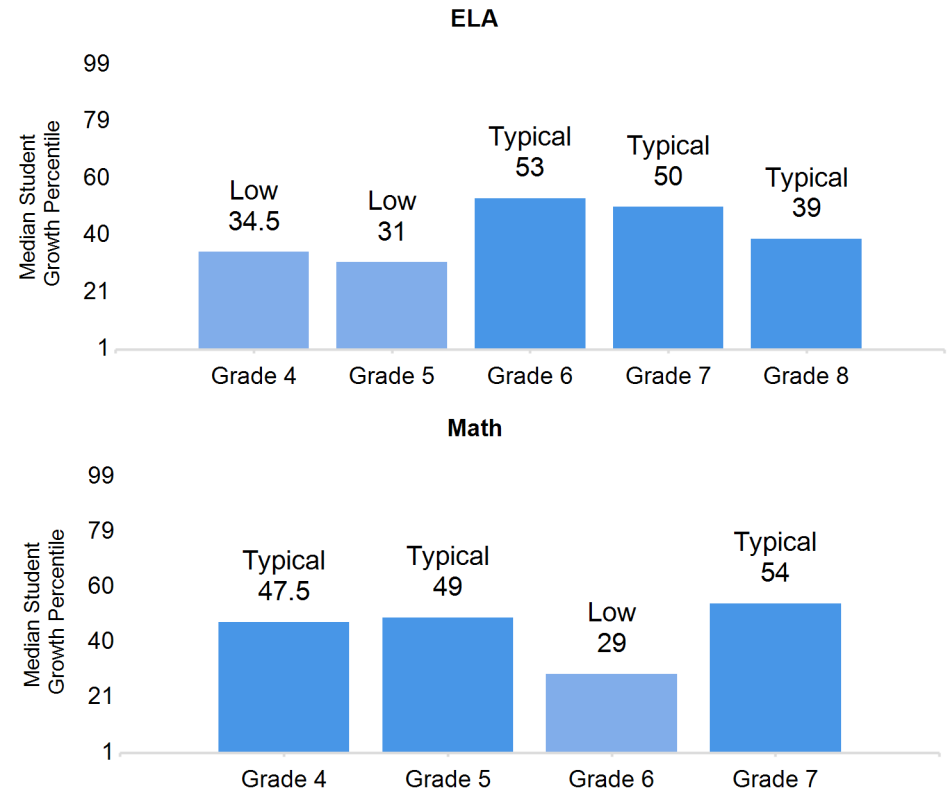
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





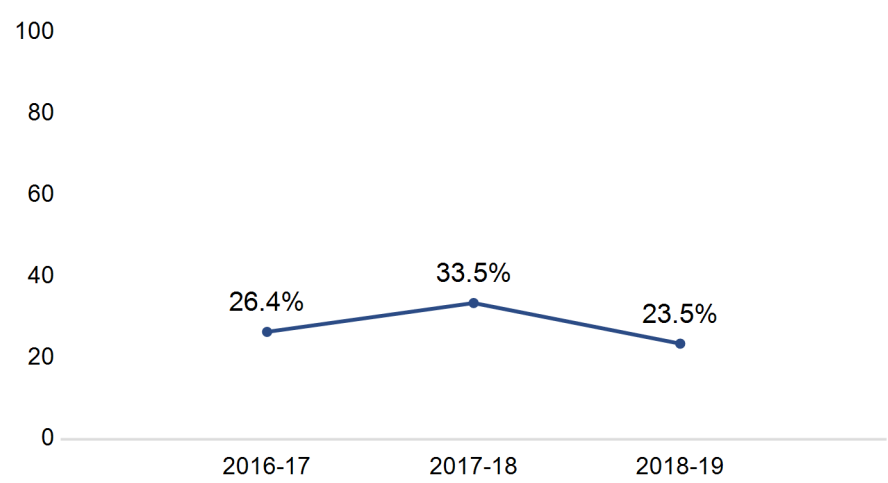
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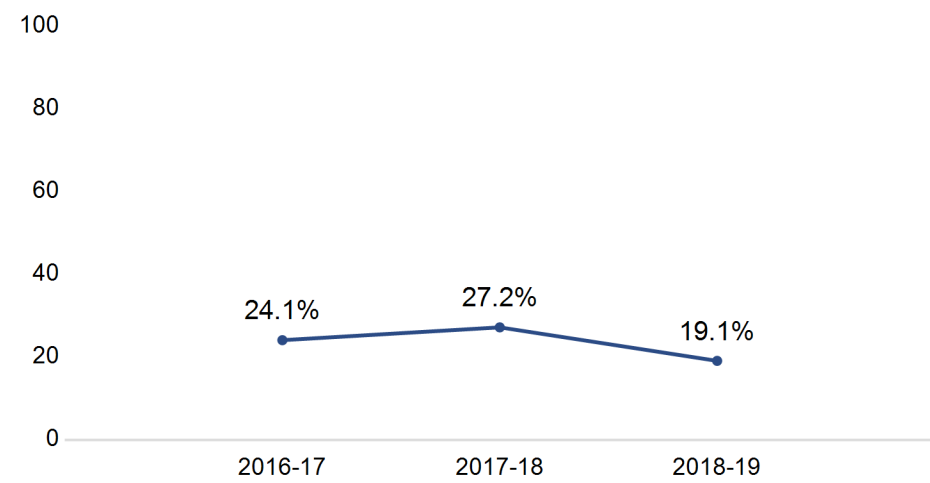
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	99.7%	99.8%	99.2%	99.4%	99.6%
Proficiency Rate for Federal Accountability	26.4%	33.5%	23.5%	24.1%	27.2%	19.1%
Annual Target	32.5%	35.0%	N	36.1%	38.4%	N
Met Annual Target?	Not Met	Met Target†	N	Not Met	Not Met	N
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	464	99.8	23.5	32.4	57.9	23.5	N	N
White	*	*	*	40.4	66.9	*	**	**
Hispanic	407	100.0	22.1	32.1	43.9	22.1	N	N
Black or African American	24	100.0	25.0	28.0	38.5	25.0	N	N
Asian, Native Hawaiian, or Pacific Islander	27	100.0	44.4	59.3	82.9	44.4	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	200	99.5	29.0	*	64.8	29.0		
Male	264	100.0	19.3	*	51.3	19.3		
Economically Disadvantaged Students	*	*	*	*	40.0	*	N	N
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	109	99.1	*	*	22.7	*	N	N
Students without Disabilities	355	100.0	*	*	65.1	*		
English Learners	225	100.0	13.8	*	29.3	13.8	N	N
Non-English Learners	239	99.6	32.6	*	60.6	32.6		
Homeless Students	*	*	*	22.4	29.1	*		
Students In Foster Care	*	*	*	10.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

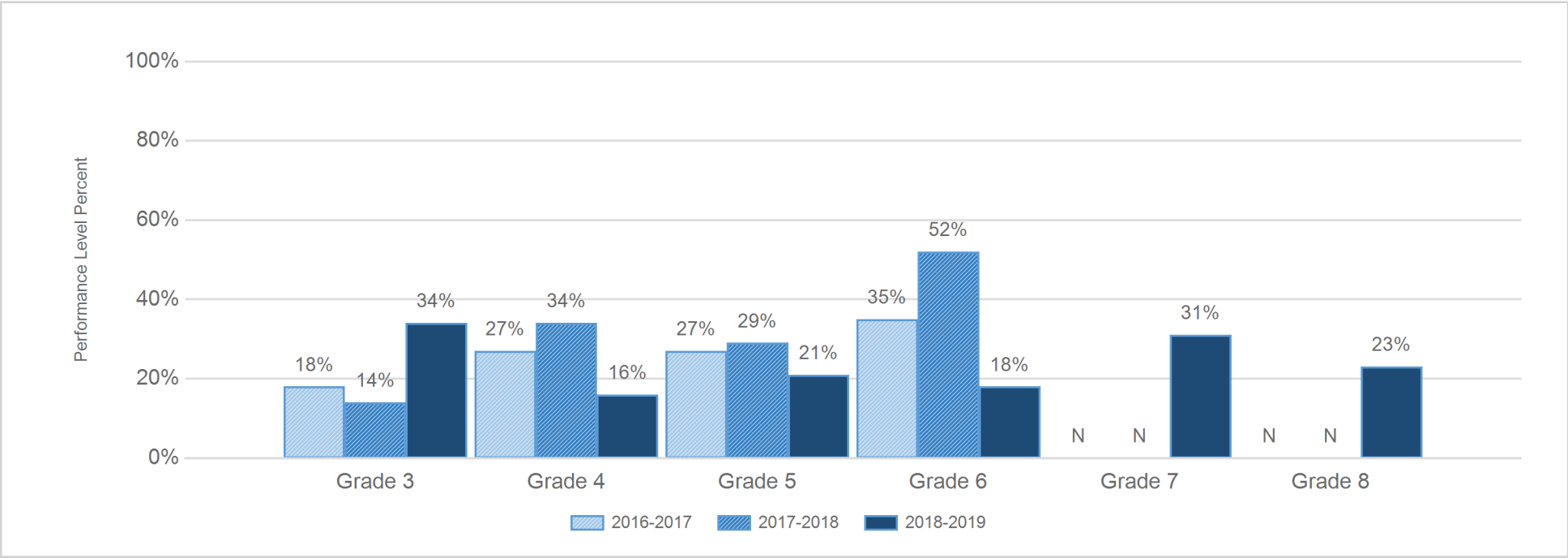


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	729	725	748	25%	18%	22%	*	*	34%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	62	727	724	734	26%	19%	23%	32%	0%	32%	36%
Black or African American	*	*	727	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	10	746	758	773	*	*	*	*	*	40%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	37	730	731	753	*	*	*	*	*	38%	55%
Male	39	729	720	743	*	*	*	*	*	31%	46%
Economically Disadvantaged Students	76	729	*	731	25%	18%	22%	*	*	34%	33%
Non-Economically Disadvantaged Students	N	N	*	759	N	N	N	N	N	N	61%
Students with Disabilities	11	695	686	719	*	*	0%	*	*	18%	24%
Students without Disabilities	65	735	731	754	*	*	26%	*	*	37%	56%
English Learners	29	711	704	713	*	*	*	*	*	10%	17%
Non-English Learners	47	741	743	751	*	*	*	*	*	49%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	727	734	755	*	38%	36%	*	*	16%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	65	728	734	743	*	42%	37%	*	*	14%	44%
Black or African American	*	*	724	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	31	729	740	760	*	39%	39%	*	*	16%	62%
Male	43	726	729	750	*	37%	35%	*	*	16%	53%
Economically Disadvantaged Students	74	727	*	740	*	38%	36%	*	*	16%	40%
Non-Economically Disadvantaged Students	N	N	*	765	N	N	N	N	N	N	69%
Students with Disabilities	*	*	701	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	761	*	*	*	*	*	*	64%
English Learners	17	715	710	720	*	*	*	*	*	*	17%
Non-English Learners	57	731	747	758	*	*	*	*	*	*	60%
Homeless Students	*	*	713	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	722	732	756	29%	26%	24%	21%	0%	21%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	99	720	732	743	30%	28%	21%	20%	0%	20%	44%
Black or African American	*	*	731	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	50	725	739	761	24%	30%	24%	22%	0%	22%	64%
Male	62	721	726	750	32%	23%	24%	21%	0%	21%	52%
Economically Disadvantaged Students	112	722	*	740	29%	26%	24%	21%	0%	21%	39%
Non-Economically Disadvantaged Students	N	N	*	766	N	N	N	N	N	N	69%
Students with Disabilities	26	698	697	724	*	*	*	*	*	*	23%
Students without Disabilities	86	730	739	762	*	*	*	*	*	*	65%
English Learners	23	697	*	713	*	*	*	*	*	*	11%
Non-English Learners	89	729	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	720	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	720	735	754	27%	27%	27%	18%	0%	18%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	59	718	735	743	29%	27%	27%	17%	0%	17%	43%
Black or African American	*	*	735	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	24	727	744	762	*	*	*	*	*	25%	64%
Male	42	716	727	748	*	*	*	*	*	14%	48%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	763	*	*	*	*	*	*	67%
Students with Disabilities	15	697	702	722	*	*	*	*	*	*	19%
Students without Disabilities	51	727	742	761	*	*	*	*	*	*	64%
English Learners	*	*	703	710	*	*	*	*	*	*	*
Non-English Learners	*	*	742	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	730	738	761	18%	26%	25%	*	*	31%	63%
White	*	*	*	769	*	*	*	*	*	*	72%
Hispanic	63	730	738	747	17%	29%	24%	*	*	30%	50%
Black or African American	*	*	738	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	30	742	747	769	*	*	*	*	*	50%	71%
Male	38	721	731	753	*	*	*	*	*	16%	55%
Economically Disadvantaged Students	68	730	*	743	18%	26%	25%	*	*	31%	45%
Non-Economically Disadvantaged Students	N	N	*	771	N	N	N	N	N	N	73%
Students with Disabilities	17	697	697	720	*	*	*	*	*	*	22%
Students without Disabilities	51	742	746	769	*	*	*	*	*	*	71%
English Learners	*	*	704	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	743	763	*	*	*	*	*	*	65%
Homeless Students	N	N	735	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	713	735	762	39%	18%	20%	23%	0%	23%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	62	713	734	747	42%	16%	19%	23%	0%	23%	49%
Black or African American	*	*	737	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	28	717	744	771	36%	*	*	*	*	29%	71%
Male	43	711	726	753	42%	*	*	*	*	19%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	772	*	*	*	*	*	*	72%
Students with Disabilities	29	683	701	721	*	*	*	*	*	*	22%
Students without Disabilities	42	734	741	770	*	*	*	*	*	*	71%
English Learners	*	*	701	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	739	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	477	99.6	19.1	*	44.5	19.1	N	N
White	*	*	*	28.0	54.1	*	**	**
Hispanic	419	99.8	16.7	*	28.8	16.7	N	N
Black or African American	24	100.0	*	*	23.0	*	N	N
Asian, Native Hawaiian, or Pacific Islander	27	100.0	63.0	51.4	76.5	63.0	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	206	99.5	18.4	19.1	44.9	18.4		
Male	271	99.6	19.6	19.1	44.2	19.6		
Economically Disadvantaged Students	*	*	*	*	26.3	*	N	N
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	110	99.1	*	*	17.4	*	N	N
Students without Disabilities	367	99.7	*	*	50.0	*		
English Learners	237	99.6	15.6	15.8	25.0	15.6	N	N
Non-English Learners	240	99.6	22.5	21.8	46.5	22.5		
Homeless Students	10	100.0	*	*	17.1	*		
Students In Foster Care	*	*	*	10.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

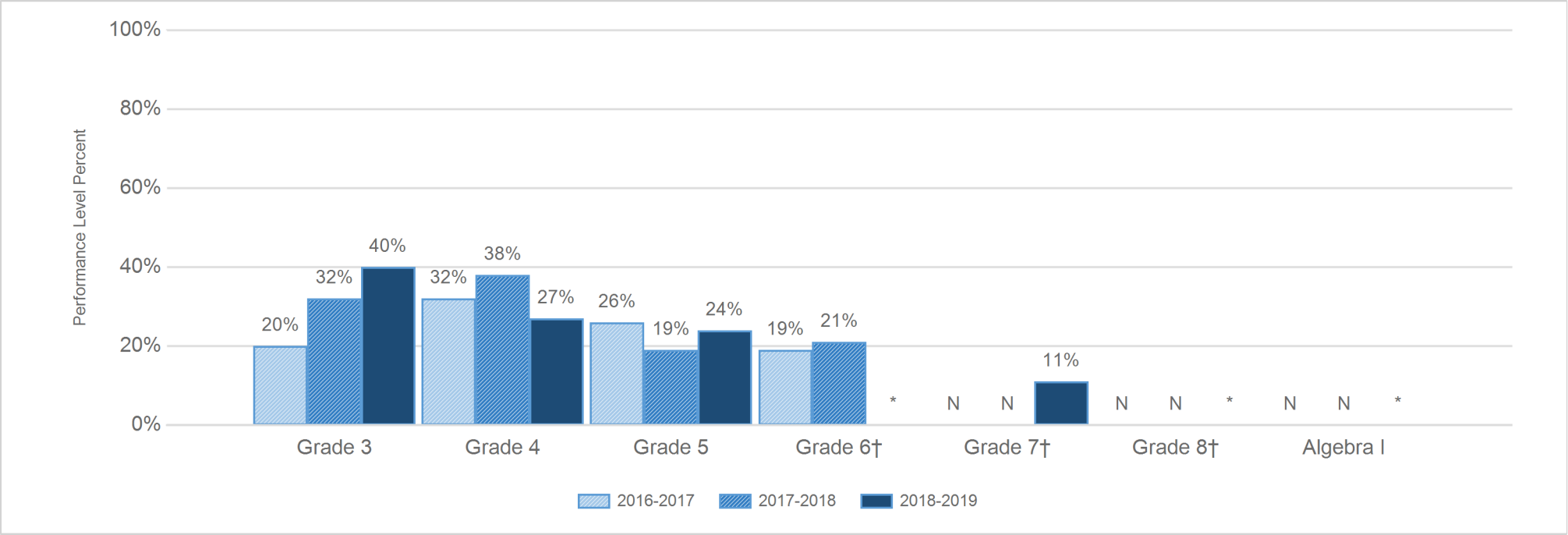


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	740	732	752	*	20%	31%	*	*	40%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	67	739	732	739	*	21%	37%	*	*	36%	40%
Black or African American	*	*	721	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	10	756	763	778	*	*	0%	*	*	70%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	41	737	732	751	*	*	29%	*	*	34%	54%
Male	40	744	733	752	*	*	33%	*	*	45%	56%
Economically Disadvantaged Students	81	740	*	737	*	20%	31%	*	*	40%	37%
Non-Economically Disadvantaged Students	N	N	*	761	N	N	N	N	N	N	67%
Students with Disabilities	11	723	713	731	*	*	*	*	*	18%	31%
Students without Disabilities	70	743	735	756	*	*	*	*	*	43%	60%
English Learners	34	733	720	728	*	*	35%	*	*	26%	26%
Non-English Learners	47	745	743	754	*	*	28%	*	*	49%	58%
Homeless Students	*	*	722	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	733	731	749	*	*	35%	27%	0%	27%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	68	732	731	737	*	28%	37%	*	*	24%	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	33	733	729	749	*	*	39%	*	*	24%	50%
Male	44	733	732	749	*	*	32%	*	*	30%	52%
Economically Disadvantaged Students	77	733	*	734	*	*	35%	27%	0%	27%	32%
Non-Economically Disadvantaged Students	N	N	*	759	N	N	N	N	N	N	63%
Students with Disabilities	*	*	710	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	734	754	*	*	*	*	*	*	56%
English Learners	20	721	716	722	*	*	*	*	*	10%	18%
Non-English Learners	57	737	740	751	*	*	*	*	*	33%	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	730	729	747	11%	34%	31%	*	*	24%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	101	728	728	735	13%	35%	33%	*	*	20%	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	51	730	730	747	*	31%	35%	*	*	22%	47%
Male	63	731	727	747	*	37%	27%	*	*	25%	47%
Economically Disadvantaged Students	114	730	*	732	11%	34%	31%	*	*	24%	27%
Non-Economically Disadvantaged Students	N	N	*	757	N	N	N	N	N	N	59%
Students with Disabilities	26	722	714	725	*	65%	*	*	*	12%	19%
Students without Disabilities	88	733	731	752	*	25%	*	*	*	27%	52%
English Learners	25	715	*	718	*	*	*	*	*	*	12%
Non-English Learners	89	735	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	707	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	704	722	741	*	*	*	*	*	*	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	61	704	722	729	*	*	*	*	*	*	24%
Black or African American	*	*	716	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	738	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	25	703	724	742	*	*	*	*	*	*	42%
Male	43	705	721	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	*	750	*	*	*	*	*	*	53%
Students with Disabilities	15	695	706	716	*	*	*	*	*	*	12%
Students without Disabilities	53	707	725	746	*	*	*	*	*	*	46%
English Learners	11	688	704	709	*	*	*	*	*	*	*
Non-English Learners	57	707	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	705	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	722	727	744	17%	43%	29%	*	*	11%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	65	722	727	733	18%	40%	31%	*	*	11%	26%
Black or African American	*	*	716	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	30	727	729	744	*	33%	*	*	*	13%	42%
Male	40	718	725	743	*	50%	*	*	*	10%	42%
Economically Disadvantaged Students	70	722	*	731	17%	43%	29%	*	*	11%	24%
Non-Economically Disadvantaged Students	N	N	*	751	N	N	N	N	N	N	53%
Students with Disabilities	17	705	705	718	*	*	*	*	*	*	13%
Students without Disabilities	53	728	731	749	*	*	*	*	*	*	48%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	745	*	*	*	*	*	*	44%
Homeless Students	N	N	714	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	728	*	*	*	*	*	*	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	*	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	709	716	744	*	*	*	*	*	*	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	64	711	715	728	*	*	*	*	*	*	24%
Black or African American	*	*	714	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	736	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	30	710	718	745	*	*	*	*	*	*	44%
Male	43	709	714	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	73	709	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	N	N	*	752	N	N	N	N	N	N	52%
Students with Disabilities	28	699	704	717	*	*	*	*	*	*	12%
Students without Disabilities	45	716	718	748	*	*	*	*	*	*	47%
English Learners	11	705	704	710	*	*	*	*	*	*	*
Non-English Learners	62	710	717	745	*	*	*	*	*	*	*
Homeless Students	*	*	700	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Thomas Jefferson School No. 1
(31-3970-080)
Grades Offered: KG-08
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	N	N
6	*	*
7	N	N
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	38.1%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	46	*	*
3-4	60	*	*
5 or more	102	*	*



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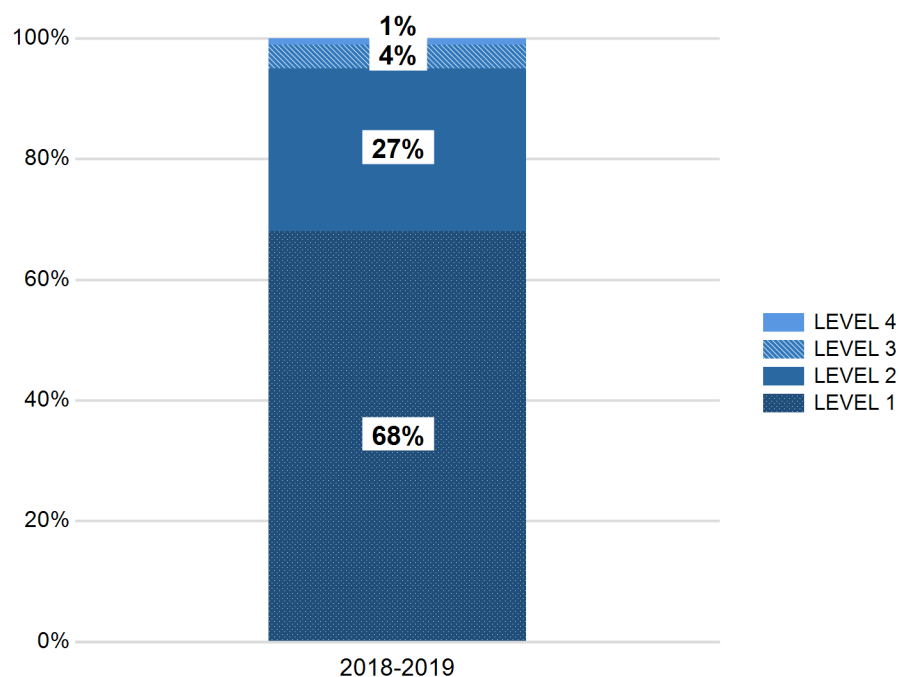
Report Key:

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	68	27	4	1
White	N	N	N	N
Hispanic	71	26	3	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	70	27	4	0
Male	68	27	4	1
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	88	12	0	0
Students without Disabilities	60	34	6	1
English Learners	88	12	0	0
Non-English Learners	62	32	5	1
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



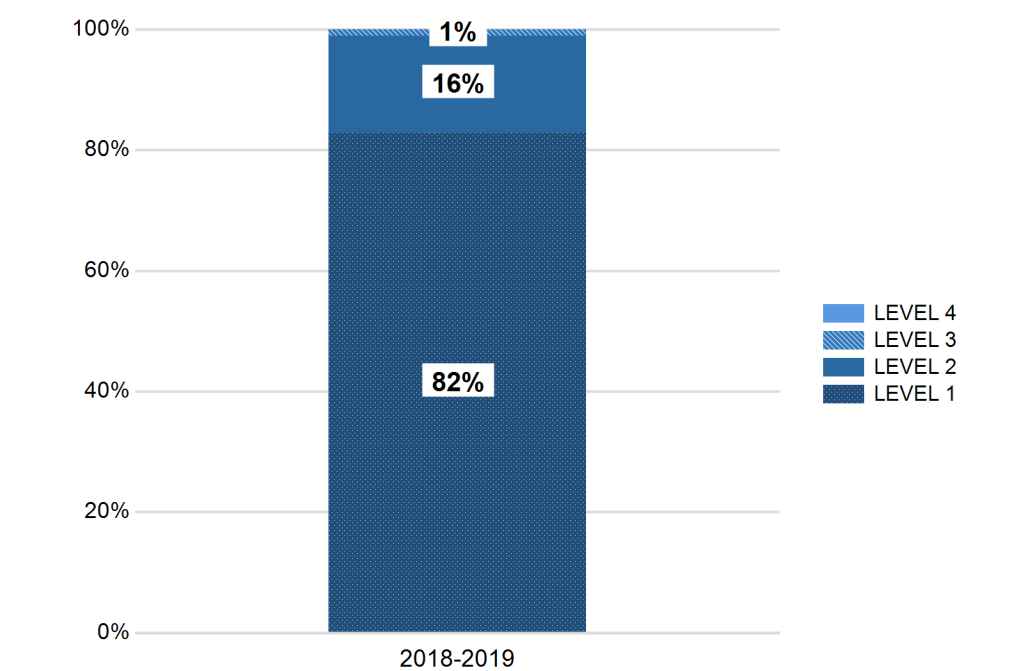
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	82	16	1	0
White	*	*	*	*
Hispanic	85	14	2	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	77	23	0	0
Male	86	11	2	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	79
7	0	0	81
8	73	0	0
Total	73	0	160

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	78
7	0	0	0	0	0	0	80
8	0	0	0	0	0	0	73
Total	0	0	0	0	0	0	231



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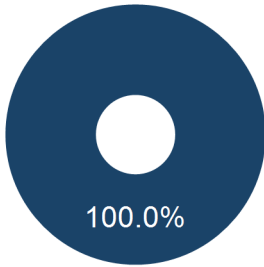
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Visual and Performing Arts – Course Participation

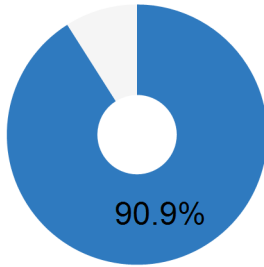
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

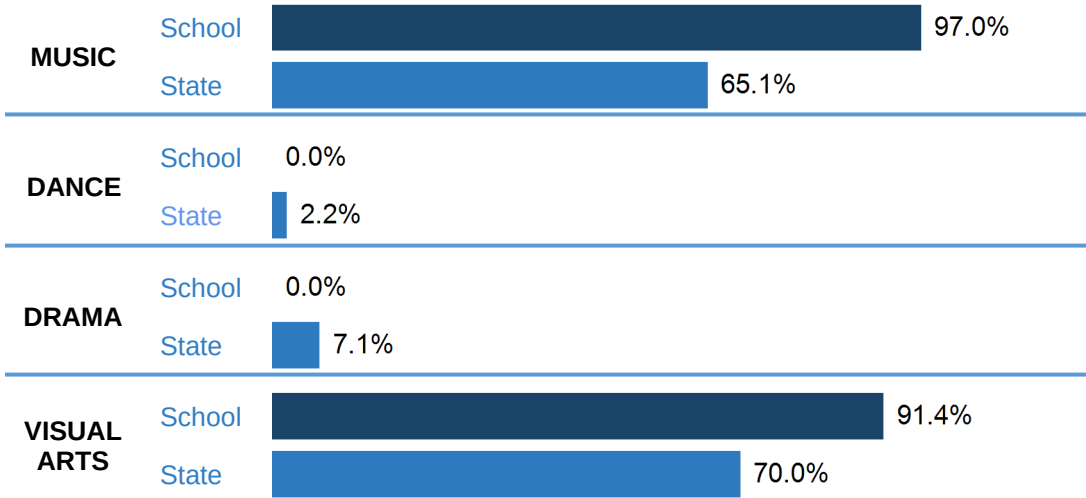


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

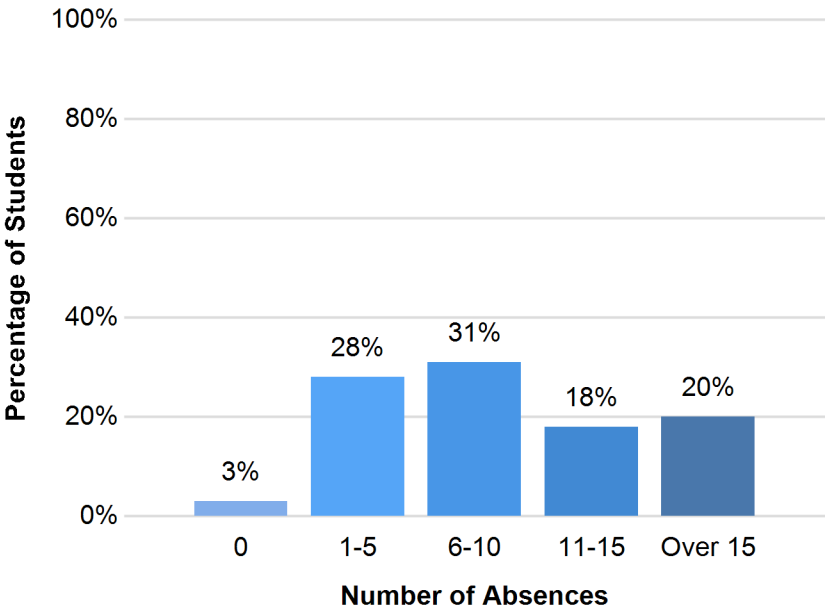
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	84	10.9	9.0	Not Met
White	*	*	**	**
Hispanic	76	11.2	9.0	Not Met
Black or African American	7	17.5	9.0	Not Met
Asian, Native Hawaiian, or Pacific	1	2.9	9.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	38	11.0		
Male	46	10.8		
Economically Disadvantaged Students	84	10.9	9.0	Not Met
Students with Disabilities	21	12.7	9.0	Not Met
English Learners	17	8.7	9.0	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





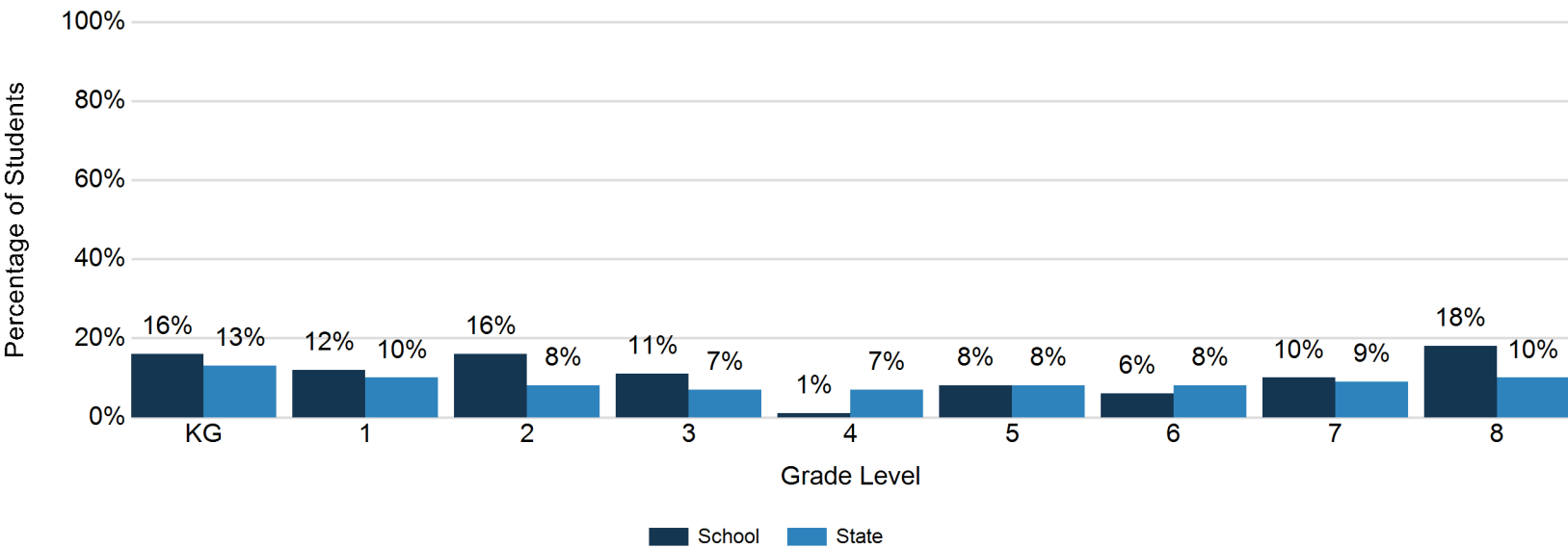
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	0.89

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	4	4
No Identified Nature	11		11

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	2

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	15	1.9%
Any Suspension	16	2.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

33



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 8 Mins
Shared Time - Instructional Time	6 Hrs. 8 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	52	118,214
Average years experience in public schools	14.3	12.1
Average years experience in district	13.8	10.8
Percentage of Teachers with 4 or more years experience in the district	90.4%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	76	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	14.7	12.0
Percentage of Administrators with 4 or more years experience in the district	98.7%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	16:1
Students to Administrators	394:1	185:1
Teachers to Administrators	26:1	11:1
Students to Librarians/Media Specialists		7038:1
Students to Nurses		563:1
Students to Counselors		521:1
Students to Child Study Team Members		251:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.0%	80.8%	100.0%	48.4%	77.1%	54.9%
Male	55.0%	19.2%	0.0%	51.6%	22.9%	45.1%
White	1.0%	63.5%	50.0%	42.4%	83.6%	77.4%
Hispanic	89.8%	30.8%	50.0%	29.9%	7.3%	7.2%
Black or African American	4.8%	3.8%	0.0%	15.0%	6.6%	13.9%
Asian	3.9%	1.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

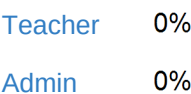
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	93.1%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	26.4%	33.5%	23.5%
Math Proficiency	24.1%	27.2%	19.1%
ELA Growth	51	63	41
Math Growth	48	42	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		52.8%	38.1%
Chronic Absenteeism	8.1%	11.9%	10.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Thomas Jefferson School No. 1

(31-3970-080)

Grades Offered: KG-08

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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† This indicates a table specific note,see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	N	N	Met Standard	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	N	N	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	N	N	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	N	N	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	N	N	Not Met	Met Standard	n/a	Not Met	No
English Learners	N	N	Not Met	Met Standard	Met Standard	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	• Provided teachers with classroom embedded coaching to enhance student literacy and math experiences. • Provided students with an after school academic support program in English/Language Arts and Mathematics. • Provided students with access to Saturday enrichment programs, including coding, instrumental music, and robotics.
 Mission, Vision, Theme:	Vision: Passaic Public Schools will become one of the best school systems in New Jersey. Mission: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide all students the opportunity to graduate high school with a career certification and/or a minimum of 15 college credits.



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 Courses, Curriculum, Instruction:	School No. 1 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based and math workshop activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.



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 Before and After School Programs:	Students at School No. 1 have opportunities to learn beyond the regular school day. Learning begins with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.
 Staff and Professional Learning:	Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in three scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community during grade level meetings, professional learning communities, and staff meetings.



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 Student Supports and Services:	Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.
 Parent and Community Involvement:	At School No. 1 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.



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School Narrative

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Other Information	School No. 1 serves students in grades K-8.



Ulysses S. Grant School No. 7
(31-3970-110)
Grades Offered: PK-01
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Ulysses S. Grant School No. 7
 (31-3970-110)
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 2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Passaic City School District
Principal Name	Mr. Gulamhussein Janoowalla
Address	155 Summer St. Passaic, NJ 07055
Phone Number	973-470-5507
Email Address	gjanoowalla@passaicschools.org
Website	https://passaicschools.org
Facebook	https://www.facebook.com/PassaicPublicSchools
Twitter	https://twitter.com/passaicschools



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	120	146	145
KG	112	99	144
1	138	118	106
Total	370	363	395

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.8%	44.6%	48.1%
Male	53.2%	55.4%	51.9%
Economically Disadvantaged Students	100.0%	100.0%	100.0%
Students with Disabilities	7.6%	6.9%	8.1%
English Learners	28.1%	29.5%	33.7%
Homeless Students	0.0%	0.6%	0.5%
Students in Foster Care	0.5%	0.0%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.5%	0.8%	0.8%
Hispanic	93.8%	93.1%	93.9%
Black or African American	5.4%	5.0%	4.8%
Asian	0.3%	0.6%	0.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.3%	0.0%
Two or More Races	0.0%	0.3%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	120	146	145
KG - Half Day	0	0	0
KG - Full Day	112	99	144

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	78.7%
English	21.3%



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English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	62.3%	56.6%	Met Target

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	29	*	*
3-4	92	*	*
5 or more	*	*	*



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

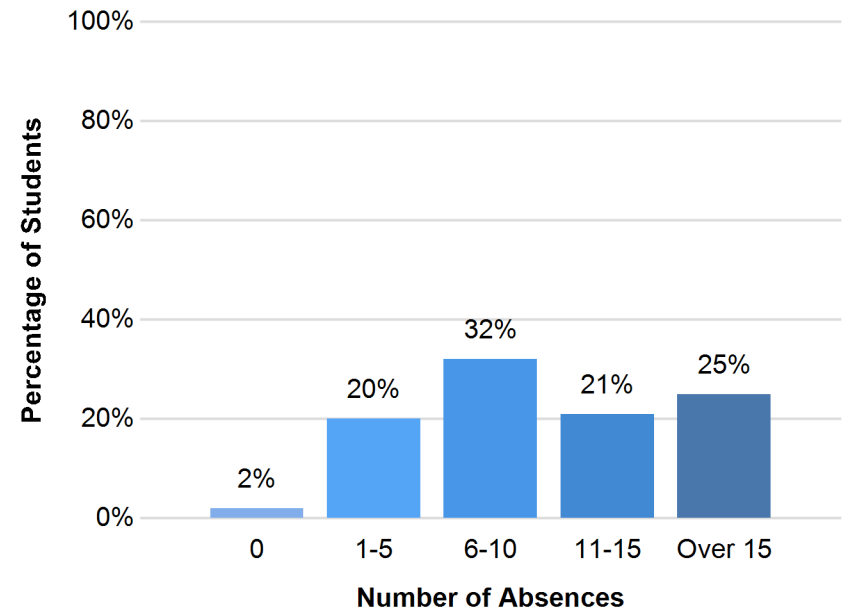
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	36	14.4	11.4	Not Met
White	*	*	**	**
Hispanic	31	13.2	11.4	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	15	12.8		
Male	21	15.8		
Economically Disadvantaged Students	36	14.4	11.4	Not Met
Students with Disabilities	8	34.8	11.4	Not Met
English Learners	17	12.9	11.4	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





Ulysses S. Grant School No. 7
(31-3970-110)
Grades Offered: PK-01
2018-2019

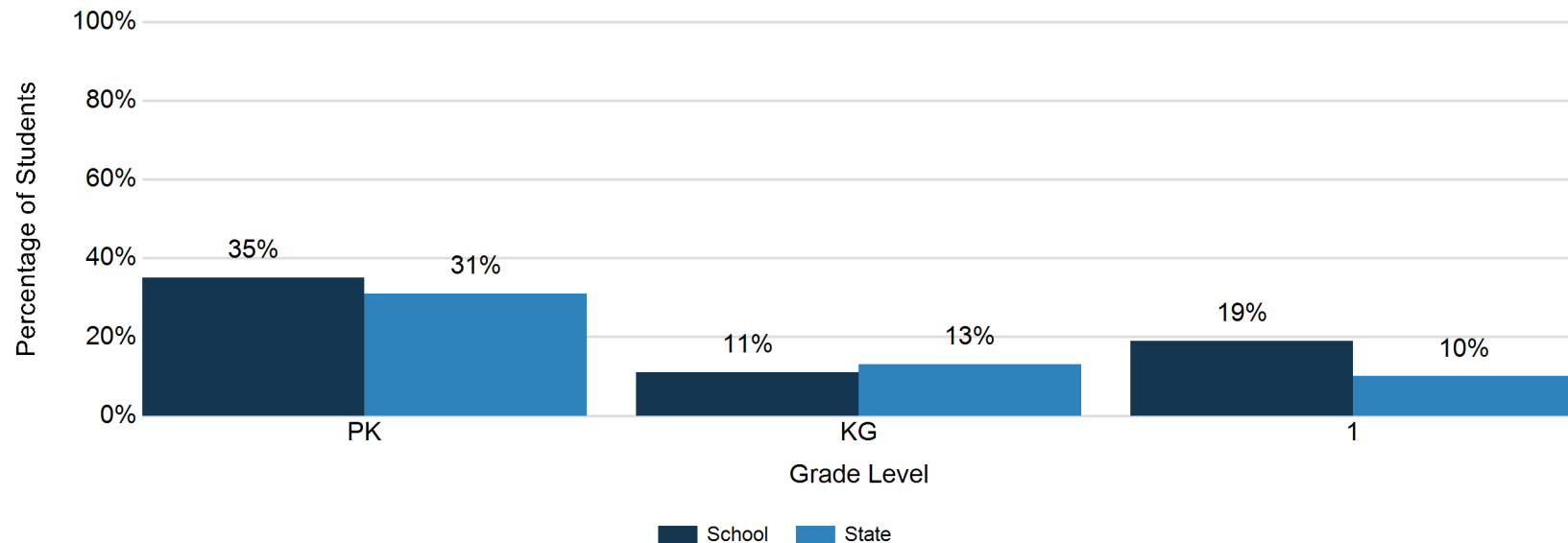
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions
N



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 8 Mins
Shared Time - Instructional Time	6 Hrs. 8 Mins.



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	25	118,214
Average years experience in public schools	15.4	12.1
Average years experience in district	14.8	10.8
Percentage of Teachers with 4 or more years experience in the district	100.0%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	76	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	14.7	12.0
Percentage of Administrators with 4 or more years experience in the district	98.7%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	16:1	16:1
Students to Administrators	395:1	185:1
Teachers to Administrators	25:1	11:1
Students to Librarians/Media Specialists		7038:1
Students to Nurses		563:1
Students to Counselors		521:1
Students to Child Study Team Members		251:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.1%	88.0%	0.0%	48.4%	77.1%	54.9%
Male	51.9%	12.0%	100.0%	51.6%	22.9%	45.1%
White	0.8%	56.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	93.9%	28.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.8%	12.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.5%	4.0%	100.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

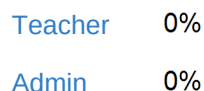
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	92.5%



Ulysses S. Grant School No. 7
(31-3970-110)
Grades Offered: PK-01
2018-2019

Report Key:

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Ulysses S. Grant School No. 7
 (31-3970-110)
 Grades Offered: PK-01
 2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Highlights:

- Provided teachers with classroom embedded coaching to enhance student literacy and math experiences.
- Provided students with an after school academic support program in English/Language Arts and Mathematics.
- Provided teachers with classroom embedded coaching to enhance student literacy experiences.



Mission, Vision, Theme:

Vision: Passaic Public Schools will become one of the best school systems in New Jersey. Mission: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide all students the opportunity to graduate high school with a career certification and/or a minimum of 15 college credits.



Ulysses S. Grant School No. 7
(31-3970-110)
Grades Offered: PK-01
2018-2019

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Courses, Curriculum, Instruction:

School No. 7 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.



Ulysses S. Grant School No. 7
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Before and After School Programs:

Students at School No. 7 have opportunities to learn beyond the regular school day. Learning begins with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.



Staff and Professional Learning:

Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in three scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community during grade level meetings, professional learning communities, and staff meetings.



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School Narrative

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Student Supports and Services:

Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.



Parent and Community Involvement:

At School No. 7 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.



Ulysses S. Grant School No. 7
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Other Information

School No. 7 serves students in grades PK-1. .



Vincent Capuana School No. 15
(31-3970-170)
Grades Offered: PK-PK
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

**Vincent Capuana School No. 15**

(31-3970-170)

Grades Offered: PK-PK

2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Passaic City School District
Principal Name	Ms. Janet Drago
Address	374 Broadway Passaic, NJ 07055
Phone Number	973-815-8563
Email Address	jdrago@passaicschools.org
Website	https://passaicschools.org
Facebook	https://www.facebook.com/PassaicPublicSchools
Twitter	https://twitter.com/passaicschools



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	279	276	286
Total	279	276	286

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.5%	47.1%	46.9%
Male	54.5%	52.9%	53.1%
Economically Disadvantaged Students	100.0%	100.0%	100.0%
Students with Disabilities	10.8%	17.4%	18.9%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	1.8%	0.3%
Students in Foster Care	1.4%	0.4%	1.7%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	2.9%	3.3%	1.7%
Hispanic	82.4%	81.2%	81.8%
Black or African American	7.9%	10.1%	9.1%
Asian	6.5%	5.4%	7.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.4%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	279	276	286

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	48.6%
English	47.2%
Gujarati	3.5%
Other Languages	0.7%



Vincent Capuana School No. 15
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2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

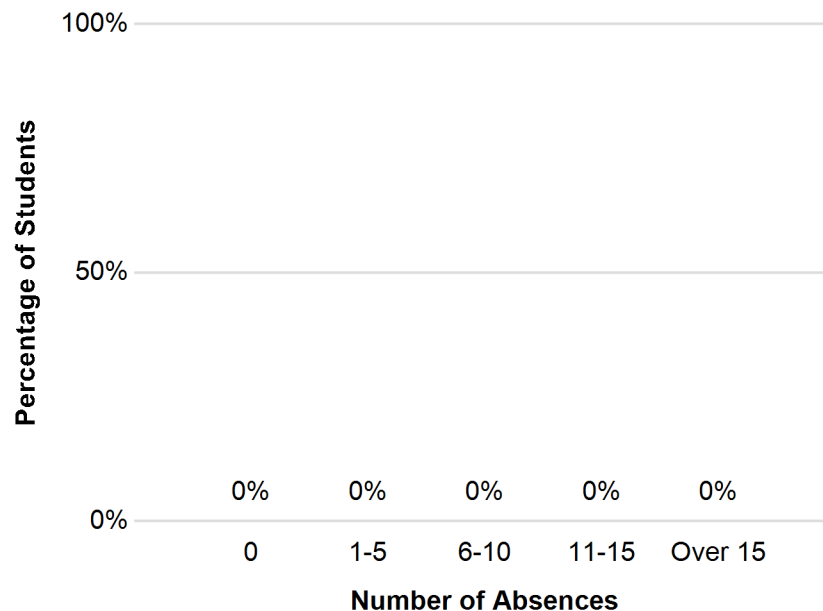
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



**Vincent Capuana School No. 15**

(31-3970-170)

Grades Offered: PK-PK

2018-2019

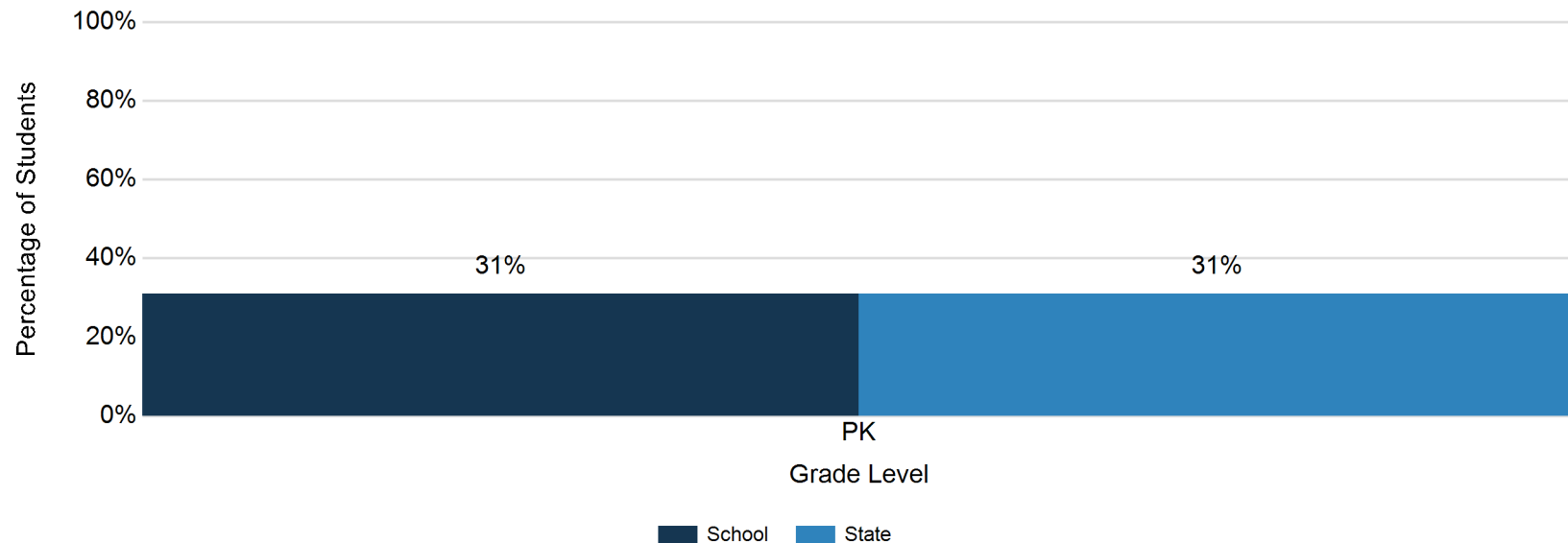
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





Vincent Capuana School No. 15

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Grades Offered: PK-PK

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions

N

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 25 Mins
Shared Time - Instructional Time	6 Hrs. 25 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	N



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	25	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	92.0%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	76	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	14.7	12.0
Percentage of Administrators with 4 or more years experience in the district	98.7%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	16:1
Students to Administrators	143:1	185:1
Teachers to Administrators	13:1	11:1
Students to Librarians/Media Specialists		7038:1
Students to Nurses		563:1
Students to Counselors		521:1
Students to Child Study Team Members		251:1



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Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.9%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	53.1%	0.0%	0.0%	51.6%	22.9%	45.1%
White	1.7%	52.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	81.8%	36.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.1%	8.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.0%	4.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	93.5%



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Per-Pupil Expenditures by Source

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[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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Highlights:

- The Division of Early Childhood Education provides learning environments that are developmentally appropriate and academically rigorous for the youngest learners in the city of Passaic.
- Student experiences are developed with a focus on kindergarten readiness.

Mission, Vision,
Theme:

Vision: Passaic Public Schools will become one of the best school systems in New Jersey. Mission: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide all students the opportunity to graduate high school with a career certification and/or a minimum of 15 college credits.


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**Courses, Curriculum,
Instruction:**

School No. 15 provides a nurturing prekindergarten program for 3 and 4 year olds developed to support students as they prepare to enter kindergarten. The curriculum used is High Scope, which emphasizes "active participatory learning."

**Vincent Capuana School No. 15**

(31-3970-170)

Grades Offered: PK-PK

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School Narrative

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Staff and Professional Learning:

Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in three scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community during grade level meetings, professional learning communities, and staff meetings.



Vincent Capuana School No. 15
(31-3970-170)
Grades Offered: PK-PK
2018-2019

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School Narrative

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Student Supports and Services:

Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.



Parent and Community Involvement:

At School No. 15 we value parent involvement. We offer monthly parent workshops covering subjects such as appropriate social development and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.

**Vincent Capuana School No. 15**

(31-3970-170)

Grades Offered: PK-PK

2018-2019

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School Narrative

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Early Childhood Education:

The classrooms consist of three and four-year old students and are taught by a P-3 certified teacher and a paraprofessional. We offer a full day program with class size of 15 students.

**Vincent Capuana School No. 15**

(31-3970-170)

Grades Offered: PK-PK

2018-2019

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School Narrative

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Other Information

School No. 15 serves Pre-Kindergarten students.



William B. Cruise Memorial School No. 11
(31-3970-140)
Grades Offered: KG-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



William B. Cruise Memorial School No. 11
(31-3970-140)
Grades Offered: KG-08
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Passaic City School District
Principal Name	Mr. Manuel Negron
Address	390 Gregory Ave. Passaic, NJ 07055
Phone Number	973-470-5511
Email Address	mnegron@passaicschools.org
Website	https://passaicschools.org
Facebook	https://www.facebook.com/PassaicPublicSchools
Twitter	https://twitter.com/passaicschools



William B. Cruise Memorial School No. 11
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
1	190	155	156
2	172	143	115
3	204	172	120
4	194	199	149
5	209	183	159
6	190	197	105
Total	1,159	1,049	1,171

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.2%	46.8%	48.5%
Male	52.8%	53.2%	51.5%
Economically Disadvantaged Students	100.0%	99.9%	100.0%
Students with Disabilities	9.3%	14.8%	8.7%
English Learners	40.6%	44.4%	48.4%
Homeless Students	0.4%	1.1%	1.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.2%	0.2%	0.2%
Hispanic	95.3%	95.7%	96.2%
Black or African American	2.4%	2.5%	1.9%
Asian	2.2%	1.5%	1.8%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	86.3%
English	12.3%
Gujarati	1.3%
Other Languages	0.2%



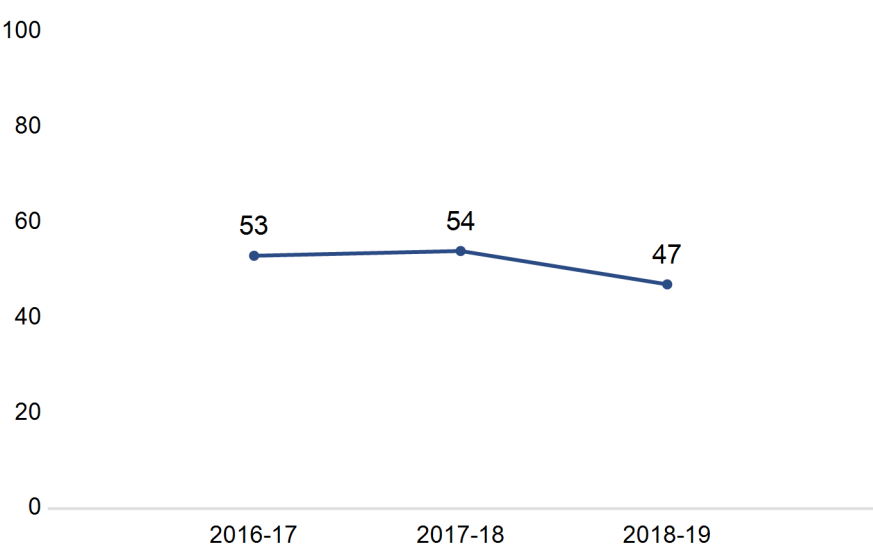
William B. Cruise Memorial School No. 11
(31-3970-140)
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2018-2019

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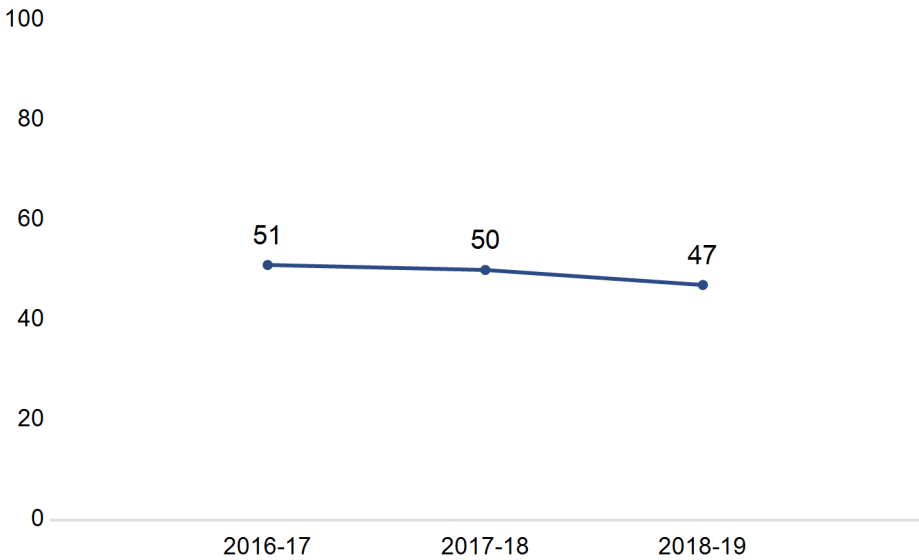
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53	54	47	51	50	47
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



William B. Cruise Memorial School No. 11
(31-3970-140)
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2018-2019

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	47	47	50	Met Standard	47	47	50	Met Standard
White	N	50	50	**	N	55	52	**
Hispanic	46	47	49	Met Standard	46	47	47	Met Standard
Black or African American	55	44	45	**	42	36	43	**
Asian, Native Hawaiian, or Pacific Islander	*	59	59	**	*	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	N	*	52	**
Female	51	50	53	N	42.5	47	50	N
Male	44	44	47	N	49	46	51	N
Economically Disadvantaged Students	47	47	48	Met Standard	47	47	46	Met Standard
Students with Disabilities	39.5	37	43	Not Met	55	42	45	Met Standard
English Learners	46	46	52	Met Standard	45	47	50	Met Standard
Homeless Students	*	38	43	N	*	33.5	44	N
Students in Foster Care	N	33	42	N	N	46	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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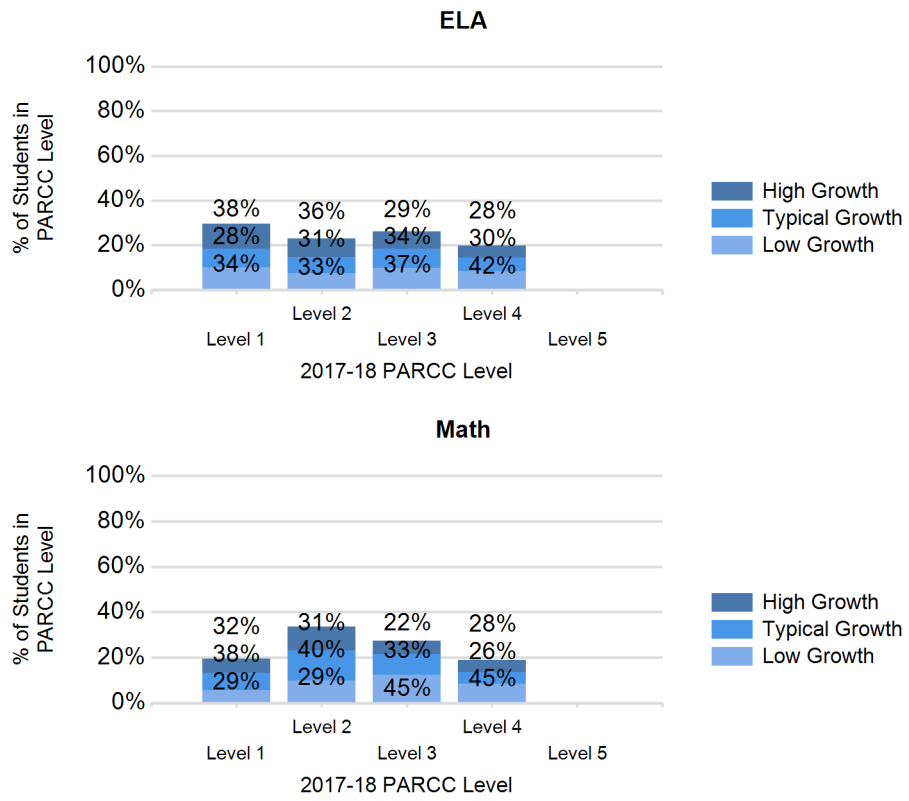
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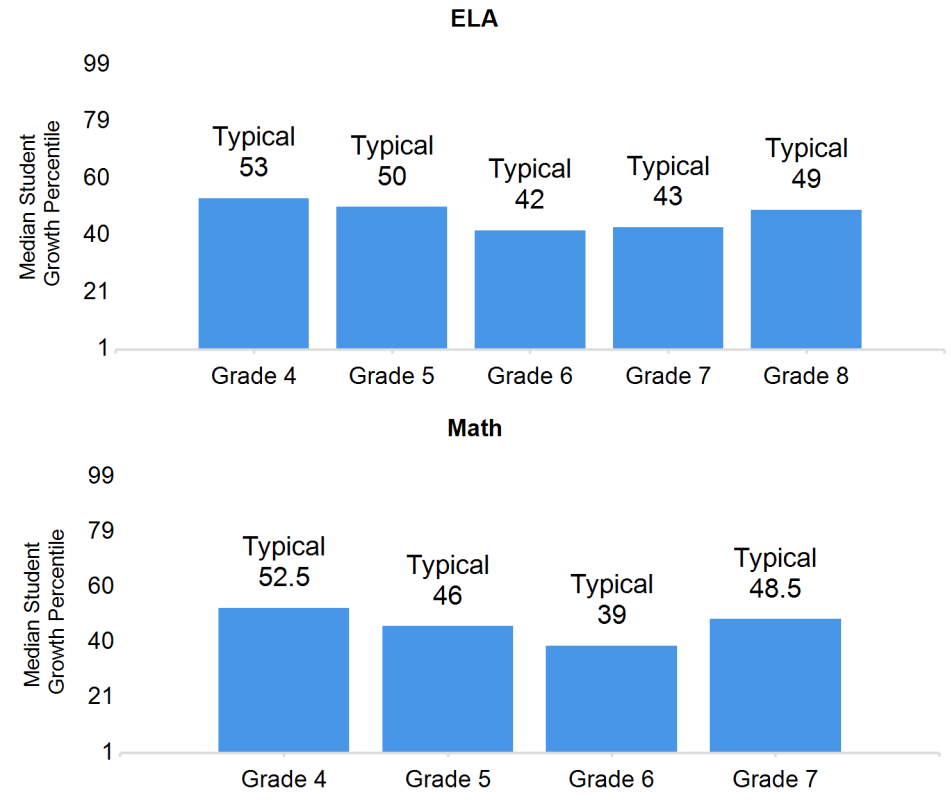
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





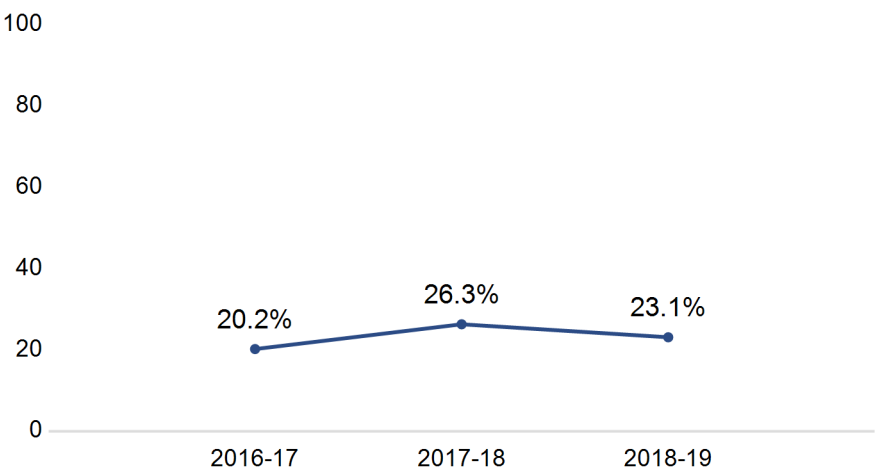
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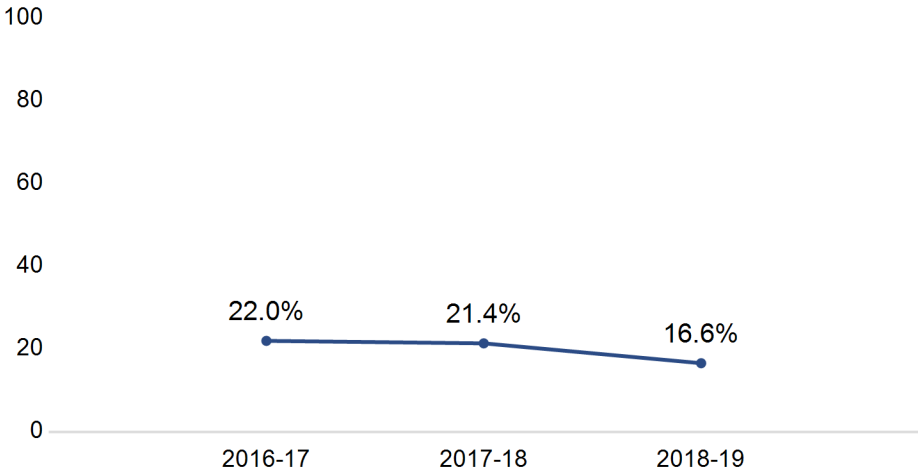
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	99.9%	99.9%	99.1%	99.7%	99.9%
Proficiency Rate for Federal Accountability	20.2%	26.3%	23.1%	22.0%	21.4%	16.6%
Annual Target	18.3%	21.6%	N	19.9%	23.0%	N
Met Annual Target?	Met Target	Met Target	N	Met Target	Met Target†	N
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	739	99.9	23.1	32.4	57.9	23.1	N	N
White	N	N	N	40.4	66.9	N	**	**
Hispanic	712	99.9	21.9	32.1	43.9	21.9	N	N
Black or African American	15	100.0	46.7	28.0	38.5	46.7	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	339	100.0	27.1	*	64.8	27.1		
Male	400	99.8	19.8	*	51.3	19.8		
Economically Disadvantaged Students	*	*	*	*	40.0	*	N	N
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	89	100.0	*	*	22.7	*	N	N
Students without Disabilities	650	99.8	*	*	65.1	*		
English Learners	517	99.8	15.1	*	29.3	15.1	N	N
Non-English Learners	222	100.0	41.9	*	60.6	41.9		
Homeless Students	10	100.0	20.0	22.4	29.1	20.0		
Students In Foster Care	N	N	N	10.0	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

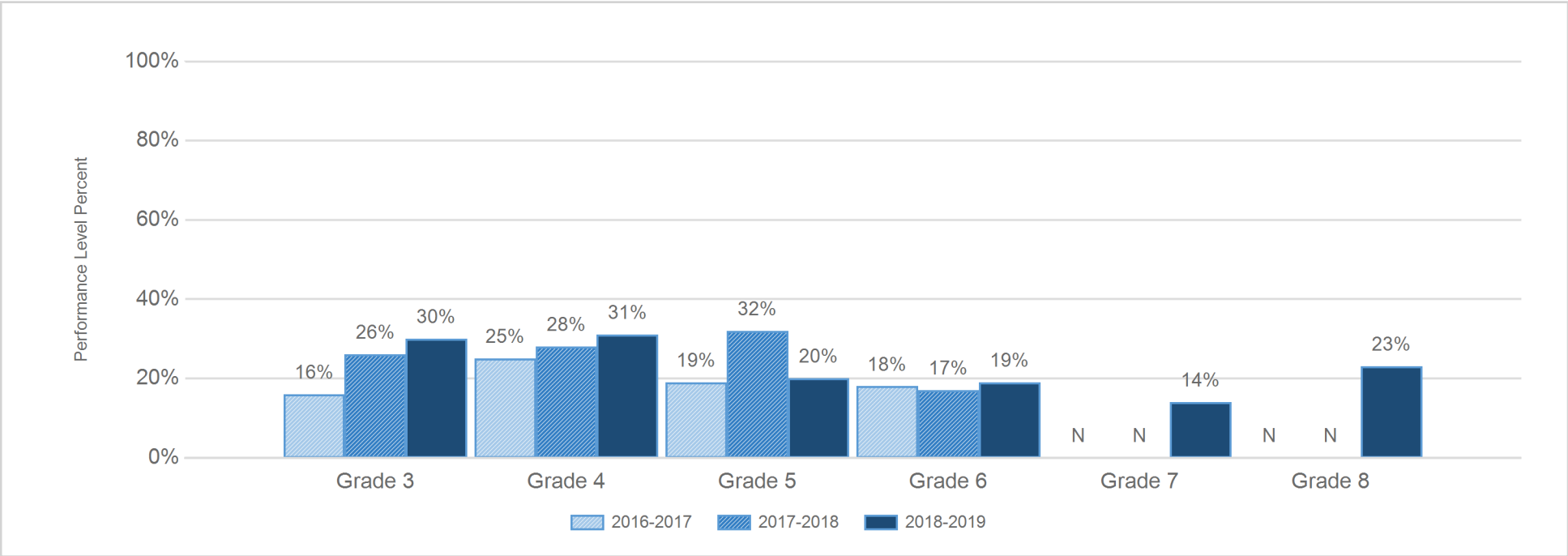


William B. Cruise Memorial School No. 11
(31-3970-140)
Grades Offered: KG-08
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	724	725	748	28%	25%	17%	*	*	30%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	109	722	724	734	29%	26%	17%	*	*	28%	36%
Black or African American	*	*	727	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	57	727	731	753	26%	23%	*	*	*	33%	55%
Male	57	722	720	743	30%	28%	*	*	*	26%	46%
Economically Disadvantaged Students	114	724	*	731	28%	25%	17%	*	*	30%	33%
Non-Economically Disadvantaged Students	N	N	*	759	N	N	N	N	N	N	61%
Students with Disabilities	*	*	686	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	63	705	704	713	*	*	*	*	*	11%	17%
Non-English Learners	51	749	743	751	*	*	*	*	*	53%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	147	731	734	755	22%	26%	20%	24%	7%	31%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	144	731	734	743	23%	26%	20%	23%	8%	31%	44%
Black or African American	*	*	724	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	64	738	740	760	*	27%	25%	*	*	34%	62%
Male	83	726	729	750	*	25%	17%	*	*	29%	53%
Economically Disadvantaged Students	147	731	*	740	22%	26%	20%	24%	7%	31%	40%
Non-Economically Disadvantaged Students	N	N	*	765	N	N	N	N	N	N	69%
Students with Disabilities	12	704	701	725	*	*	*	*	*	*	25%
Students without Disabilities	135	734	740	761	*	*	*	*	*	*	64%
English Learners	77	708	710	720	*	*	*	*	*	*	17%
Non-English Learners	70	757	747	758	*	*	*	*	*	*	60%
Homeless Students	*	*	713	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	166	728	732	756	20%	20%	39%	*	*	20%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	160	728	732	743	21%	21%	39%	*	*	19%	44%
Black or African American	*	*	731	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	81	734	739	761	15%	16%	44%	*	*	25%	64%
Male	85	723	726	750	26%	25%	33%	*	*	16%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	25	695	697	724	*	*	*	*	*	*	23%
Students without Disabilities	141	734	739	762	*	*	*	*	*	*	65%
English Learners	67	709	*	713	*	*	*	*	*	*	11%
Non-English Learners	99	741	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	720	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



William B. Cruise Memorial School No. 11
 (31-3970-140)
 Grades Offered: KG-08
 2018-2019

Report Key:
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 N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	724	735	754	23%	29%	29%	*	*	19%	56%
White	N	N	*	762	N	N	N	N	N	N	65%
Hispanic	104	722	735	743	24%	30%	29%	*	*	17%	43%
Black or African American	*	*	735	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	50	732	744	762	*	30%	36%	*	*	24%	64%
Male	58	717	727	748	*	28%	22%	*	*	16%	48%
Economically Disadvantaged Students	108	724	*	740	23%	29%	29%	*	*	19%	39%
Non-Economically Disadvantaged Students	N	N	*	763	N	N	N	N	N	N	67%
Students with Disabilities	18	701	702	722	*	*	*	*	*	*	19%
Students without Disabilities	90	728	742	761	*	*	*	*	*	*	64%
English Learners	33	705	703	710	*	*	*	*	*	*	*
Non-English Learners	75	732	742	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



William B. Cruise Memorial School No. 11
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 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	715	738	761	33%	30%	23%	*	*	14%	63%
White	N	N	*	769	N	N	N	N	N	N	72%
Hispanic	*	*	738	747	*	*	*	*	*	*	50%
Black or African American	*	*	738	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	775	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	47	724	747	769	*	40%	30%	*	*	17%	71%
Male	72	708	731	753	*	24%	18%	*	*	13%	55%
Economically Disadvantaged Students	119	715	*	743	33%	30%	23%	*	*	14%	45%
Non-Economically Disadvantaged Students	N	N	*	771	N	N	N	N	N	N	73%
Students with Disabilities	16	700	697	720	*	*	*	*	*	*	22%
Students without Disabilities	103	717	746	769	*	*	*	*	*	*	71%
English Learners	43	696	704	706	*	*	*	*	*	*	12%
Non-English Learners	76	725	743	763	*	*	*	*	*	*	65%
Homeless Students	*	*	735	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	721	735	762	26%	25%	27%	*	*	23%	63%
White	N	N	*	770	N	N	N	N	N	N	72%
Hispanic	91	721	734	747	26%	24%	27%	*	*	22%	49%
Black or African American	*	*	737	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	49	729	744	771	*	24%	27%	*	*	31%	71%
Male	48	714	726	753	*	25%	27%	*	*	15%	55%
Economically Disadvantaged Students	97	721	*	743	26%	25%	27%	*	*	23%	45%
Non-Economically Disadvantaged Students	N	N	*	772	N	N	N	N	N	N	72%
Students with Disabilities	*	*	701	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	741	770	*	*	*	*	*	*	71%
English Learners	30	707	701	708	*	*	*	*	*	17%	12%
Non-English Learners	67	728	739	764	*	*	*	*	*	25%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	754	99.9	16.6	*	44.5	16.6	N	N
White	N	N	N	28.0	54.1	N	**	**
Hispanic	727	99.9	16.2	*	28.8	16.2	N	N
Black or African American	15	100.0	13.3	*	23.0	13.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	51.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	345	100.0	15.9	19.1	44.9	15.9		
Male	409	99.8	17.1	19.1	44.2	17.1		
Economically Disadvantaged Students	*	*	*	*	26.3	*	N	N
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	89	100.0	*	*	17.4	*	N	N
Students without Disabilities	665	99.9	*	*	50.0	*		
English Learners	532	99.8	13.2	15.8	25.0	13.2	N	N
Non-English Learners	222	100.0	24.8	21.8	46.5	24.8		
Homeless Students	11	100.0	*	*	17.1	*		
Students In Foster Care	N	N	N	10.0	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

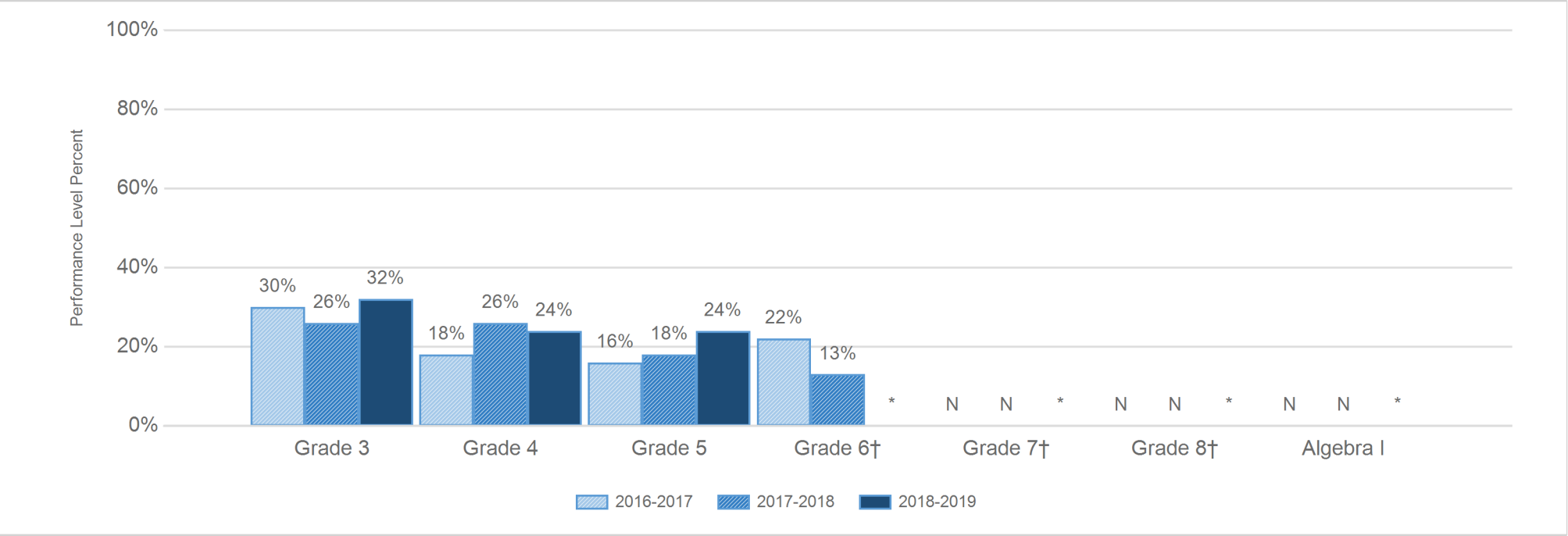


William B. Cruise Memorial School No. 11
(31-3970-140)
Grades Offered: KG-08
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	728	732	752	25%	20%	23%	*	*	32%	55%
White	N	N	*	760	N	N	N	N	N	N	66%
Hispanic	113	726	732	739	26%	21%	23%	*	*	30%	40%
Black or African American	*	*	721	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	58	728	732	751	29%	19%	17%	*	*	34%	54%
Male	60	728	733	752	20%	22%	28%	*	*	30%	56%
Economically Disadvantaged Students	118	728	*	737	25%	20%	23%	*	*	32%	37%
Non-Economically Disadvantaged Students	N	N	*	761	N	N	N	N	N	N	67%
Students with Disabilities	*	*	713	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	735	756	*	*	*	*	*	*	60%
English Learners	67	713	720	728	*	*	18%	*	*	19%	26%
Non-English Learners	51	748	743	754	*	*	29%	*	*	49%	58%
Homeless Students	*	*	722	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	152	727	731	749	20%	26%	30%	*	*	24%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	149	727	731	737	20%	26%	30%	*	*	24%	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	66	725	729	749	23%	26%	30%	*	*	21%	50%
Male	86	729	732	749	17%	26%	30%	*	*	27%	52%
Economically Disadvantaged Students	152	727	*	734	20%	26%	30%	*	*	24%	32%
Non-Economically Disadvantaged Students	N	N	*	759	N	N	N	N	N	N	63%
Students with Disabilities	12	709	710	726	*	*	*	*	*	*	25%
Students without Disabilities	140	729	734	754	*	*	*	*	*	*	56%
English Learners	82	712	716	722	*	*	*	*	*	*	18%
Non-English Learners	70	745	740	751	*	*	*	*	*	*	54%
Homeless Students	*	*	716	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	168	728	729	747	12%	34%	30%	*	*	24%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	162	728	728	735	12%	34%	30%	*	*	23%	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	82	730	730	747	12%	30%	30%	*	*	27%	47%
Male	86	727	727	747	12%	37%	30%	*	*	21%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	25	715	714	725	*	*	*	*	*	*	19%
Students without Disabilities	143	731	731	752	*	*	*	*	*	*	52%
English Learners	69	715	*	718	*	46%	20%	*	*	10%	12%
Non-English Learners	99	738	*	749	*	25%	37%	*	*	33%	49%
Homeless Students	*	*	707	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	718	722	741	*	*	*	*	*	*	41%
White	N	N	*	749	N	N	N	N	N	N	51%
Hispanic	109	717	722	729	*	*	*	*	*	*	24%
Black or African American	*	*	716	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	738	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	53	718	724	742	*	*	*	*	*	*	42%
Male	60	717	721	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	113	718	*	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	N	N	*	750	N	N	N	N	N	N	53%
Students with Disabilities	18	712	706	716	*	*	*	*	*	*	12%
Students without Disabilities	95	719	725	746	*	*	*	*	*	*	46%
English Learners	38	708	704	709	*	*	*	*	*	*	*
Non-English Learners	75	722	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	705	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	717	727	744	*	*	*	*	*	*	42%
White	N	N	*	751	N	N	N	N	N	N	53%
Hispanic	*	*	727	733	*	*	*	*	*	*	26%
Black or African American	*	*	716	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	49	717	729	744	*	*	*	*	*	*	42%
Male	73	717	725	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	122	717	*	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	N	N	*	751	N	N	N	N	N	N	53%
Students with Disabilities	16	709	705	718	*	*	*	*	*	*	13%
Students without Disabilities	106	718	731	749	*	*	*	*	*	*	48%
English Learners	46	705	715	716	*	*	*	*	*	*	10%
Non-English Learners	76	724	729	745	*	*	*	*	*	*	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



William B. Cruise Memorial School No. 11
 (31-3970-140)
 Grades Offered: KG-08
 2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	728	*	*	*	*	*	*	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	712	716	744	*	*	*	*	*	*	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	95	711	715	728	*	*	*	*	*	*	24%
Black or African American	*	*	714	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	736	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	51	709	718	745	*	*	*	*	*	*	44%
Male	50	714	714	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	101	712	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	N	N	*	752	N	N	N	N	N	N	52%
Students with Disabilities	*	*	704	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	718	748	*	*	*	*	*	*	47%
English Learners	35	717	704	710	*	*	*	*	*	*	*
Non-English Learners	66	708	717	745	*	*	*	*	*	*	*
Homeless Students	*	*	700	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	N	N
6	N	N
7	N	N
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	38.5%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	125	*	*
3-4	164	*	*
5 or more	270	87.8%	12.2%



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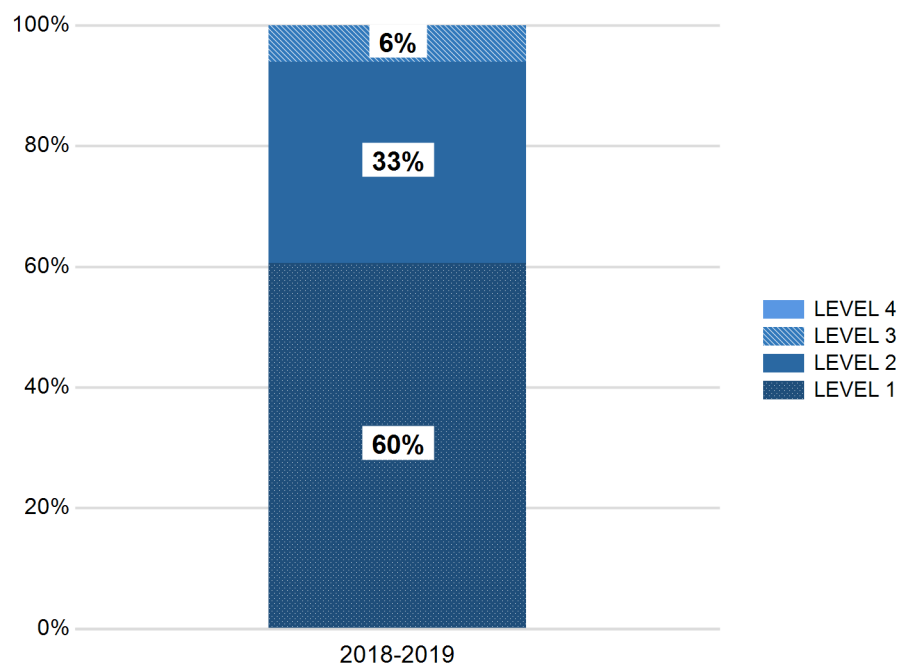
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	60	33	6	0
White	N	N	N	N
Hispanic	61	34	5	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	60	35	5	0
Male	61	32	8	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	85	12	3	0
Non-English Learners	43	48	9	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



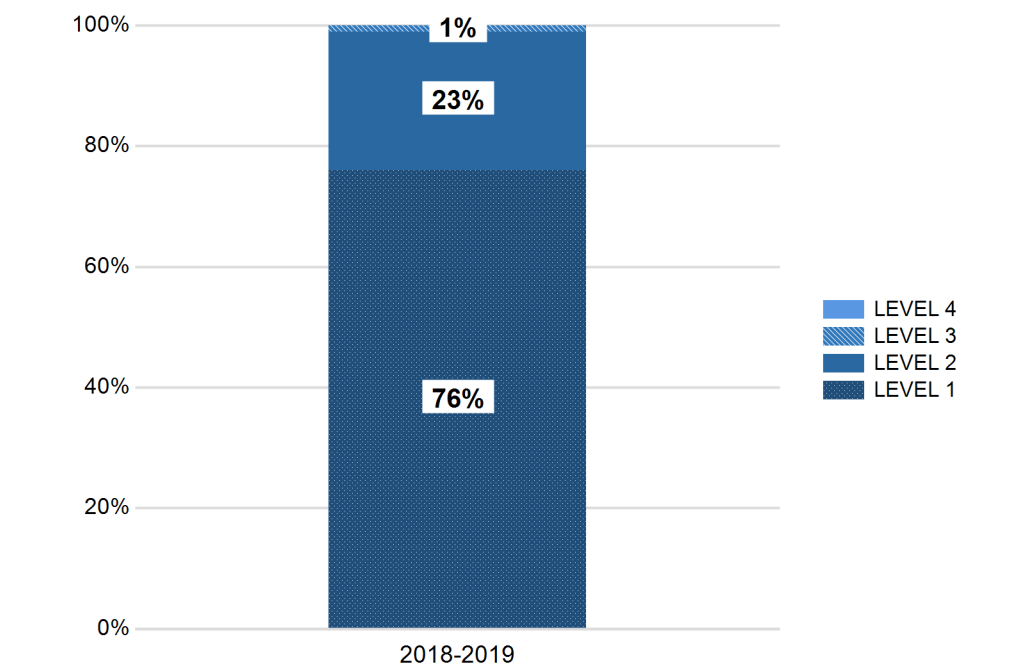
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	76	23	1	0
White	*	*	*	*
Hispanic	76	23	1	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	69	31	0	0
Male	84	14	2	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	74	23	3	0
Non-English Learners	78	22	0	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	105
7	0	0	120
8	101	0	0
Total	101	0	225

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	104
7	0	0	0	0	0	0	119
8	0	0	0	0	0	0	101
Total	0	0	0	0	0	0	324



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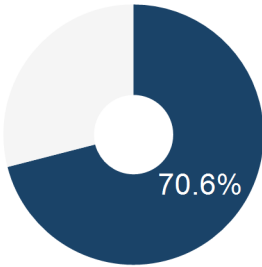
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Visual and Performing Arts – Course Participation

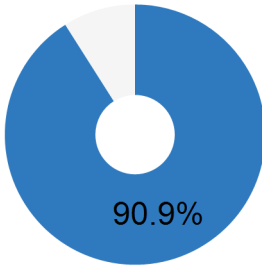
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

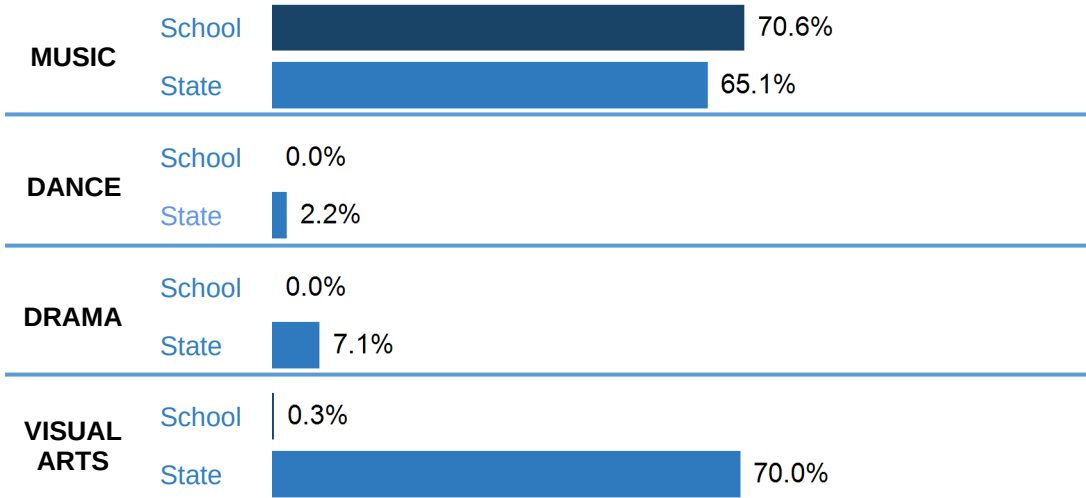


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

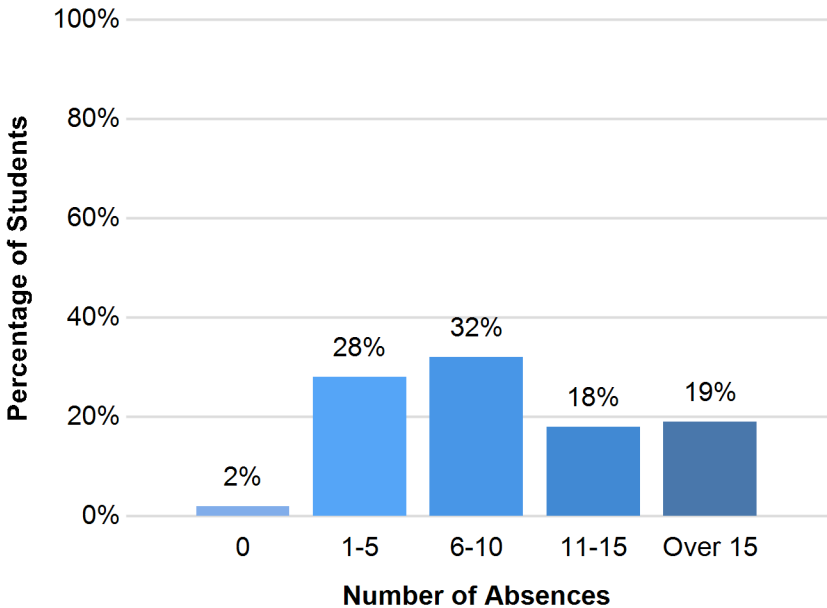
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	151	12.4	9.0	Not Met
White	*	*	**	**
Hispanic	143	12.2	9.0	Not Met
Black or African American	5	20.8	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	9.0	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	85	14.8		
Male	66	10.3		
Economically Disadvantaged Students	151	12.4	9.0	Not Met
Students with Disabilities	23	14.8	9.0	Not Met
English Learners	76	13.1	9.0	Not Met
Homeless Students	3	25.0		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





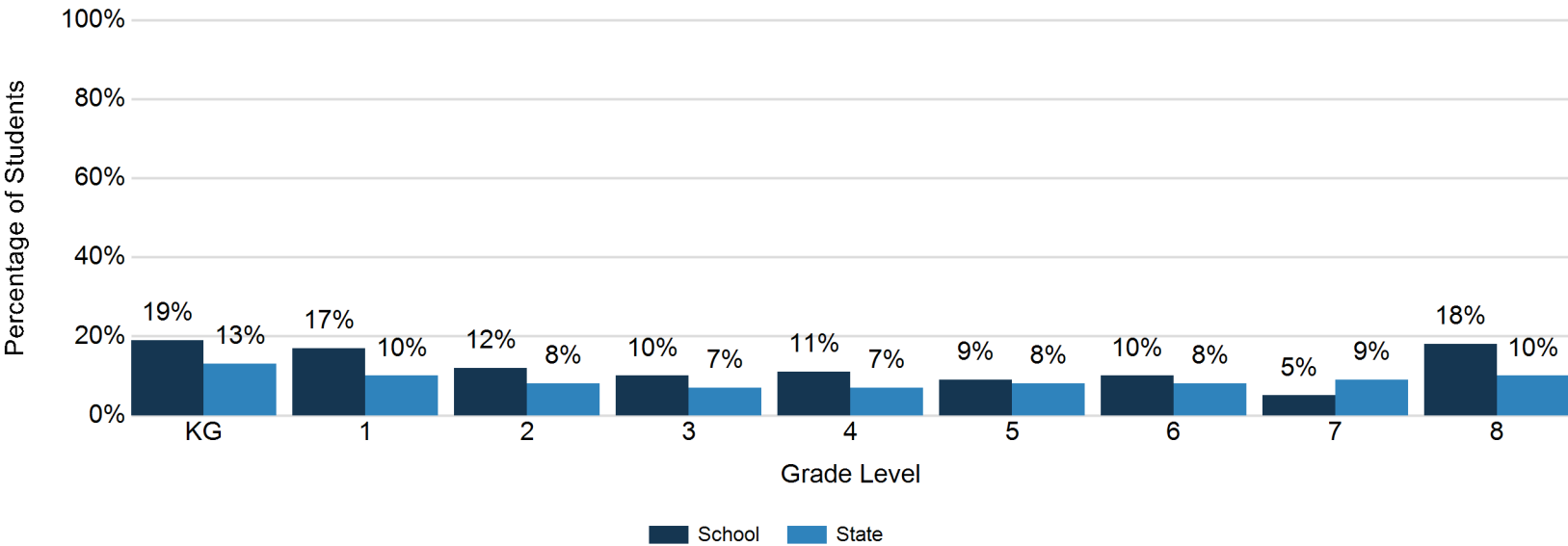
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.43

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	5	2	7
No Identified Nature	0		0

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	31	2.6%
Any Suspension	31	2.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
118


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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 8 Mins
Shared Time - Instructional Time	6 Hrs. 8 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	61	118,214
Average years experience in public schools	12.2	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	82.0%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	76	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	14.7	12.0
Percentage of Administrators with 4 or more years experience in the district	98.7%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	19:1	16:1
Students to Administrators	293:1	185:1
Teachers to Administrators	15:1	11:1
Students to Librarians/Media Specialists		7038:1
Students to Nurses		563:1
Students to Counselors		521:1
Students to Child Study Team Members		251:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.5%	75.4%	25.0%	48.4%	77.1%	54.9%
Male	51.5%	24.6%	75.0%	51.6%	22.9%	45.1%
White	0.2%	49.2%	25.0%	42.4%	83.6%	77.4%
Hispanic	96.2%	41.0%	50.0%	29.9%	7.3%	7.2%
Black or African American	1.9%	4.9%	25.0%	15.0%	6.6%	13.9%
Asian	1.8%	4.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

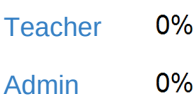
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	93.5%



William B. Cruise Memorial School No. 11

(31-3970-140)

Grades Offered: KG-08

2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	20.2%	26.3%	23.1%
Math Proficiency	22.0%	21.4%	16.6%
ELA Growth	53	54	47
Math Growth	51	50	47
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		44.5%	38.5%
Chronic Absenteeism	7.7%	9.3%	12.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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 For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	N	N	Met Standard	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	N	N	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	N	N	Not Met	Met Standard	n/a	Not Met	No
English Learners	N	N	Met Standard	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	• Provided teachers with classroom embedded coaching to enhance student literacy and math experiences. • Provided students with an after school academic support program in English/Language Arts and Mathematics. • Students in grades 3-8 had the opportunity to participate in 21st CCLC ACCESS after school program focusing on college and career readiness.
 Mission, Vision, Theme:	Vision: Passaic Public Schools will become one of the best school systems in New Jersey. Mission: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide all students the opportunity to graduate high school with a career certification and/or a minimum of 15 college credits.



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 Courses, Curriculum, Instruction:	School No. 11 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based and math workshop activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.



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 Before and After School Programs:	Students at School No. 11 have opportunities to learn beyond the regular school day. Learning begins with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.
 Staff and Professional Learning:	Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in three scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community during grade level meetings, professional learning communities, and staff meetings.



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 Student Supports and Services:	Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.
 Parent and Community Involvement:	At School No. 11 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.



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 Other Information	School No. 11 serves students in grades K-8.