



State of New Jersey 2014-15

39-0850-005

OVERVIEW

UNION
CLARK TWP

GRADE SPAN 09-12

ARTHUR L. JOHNSON HIGH SCHOOL
365 WESTFIELD AVENUE
CLARK, NJ 07066

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

In particular, the School Performance Reports seek to:

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

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

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



State of New Jersey 2014-15

DEMOGRAPHIC INFORMATION

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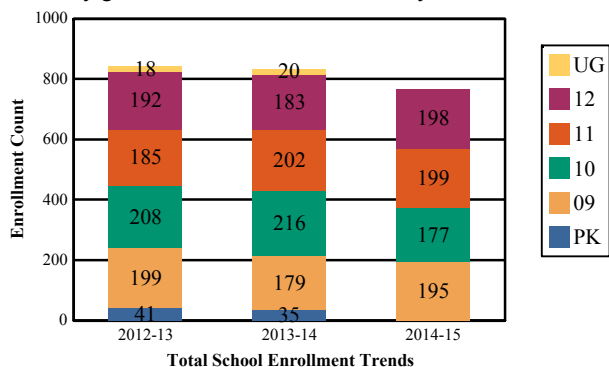
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Enrollment by Grade

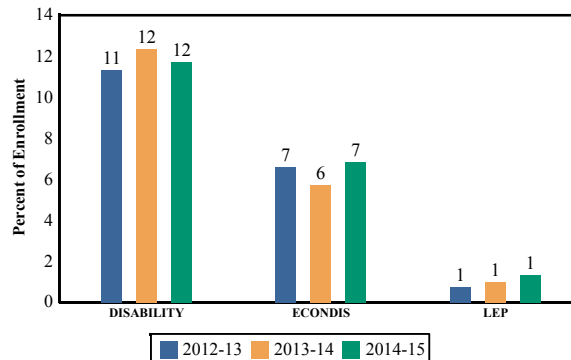
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

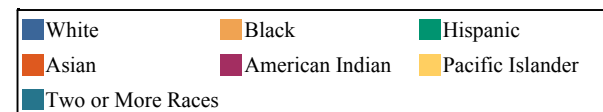
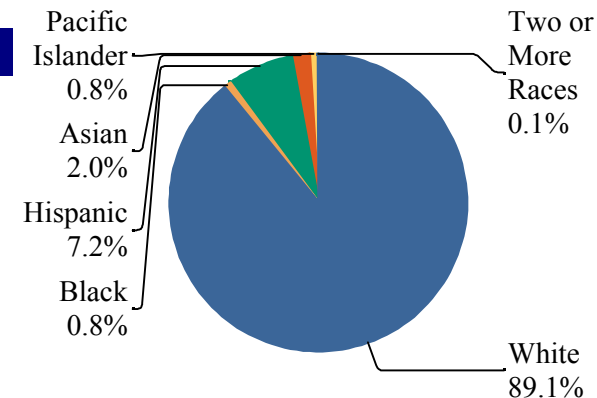
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

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

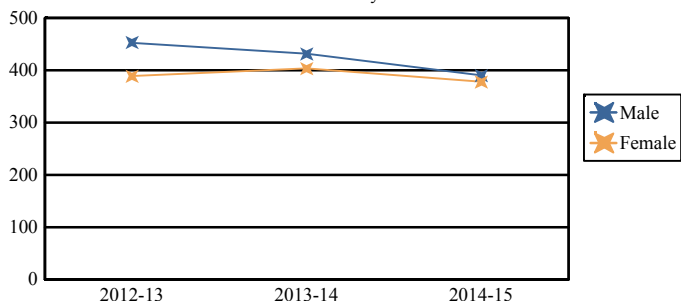


Total School Enrollment

2012-13	842
2013-14	835
2014-15	768

Enrollment by Gender

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



	Male	Female
2012-13	453	389
2013-14	432	404
2014-15	390	378

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	90	12%
Economically Disadvantaged Students	53	6.8%
English Language Learners	10	1.3%

Language Diversity

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

2014-15	Percent
English	85.7%
Spanish	3.9%
Portuguese	3.7%
Polish	2.8%
Arabic	1.1%
Tagalog	0.8%
Other	2.0%

ACADEMIC ACHIEVEMENT

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

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	41%	19	55
Math Met or Exceeded Expectation	17%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	321	41.1%	95%	96.5%	YES
White	291	41.2%	95%	96.4%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	319	16.6%	95%	97.3%	YES
White	289	16.6%	95%	97%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

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Proficiency Outcomes - Biology

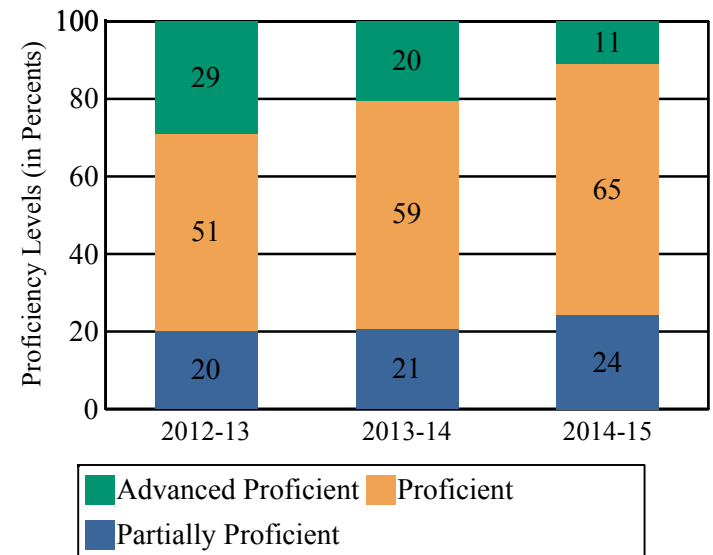
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	11%	65%	24%
White	11%	65%	24%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

Proficiency Trends - Biology

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



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PARCC Performance Level

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

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

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

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PARCC ELA Performance Distribution - Grade - 09

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	153	749	739	8%	14%	29%	37%	11%	48%	41%
White	139	749	746	9%	12%	29%	39%	11%	50%	47%
African American	-	-	723	-	-	-	-	-	-	23%
Hispanic	-	-	725	-	-	-	-	-	-	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	-	-	765	-	-	-	-	-	-	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	17	719	706	29%	24%	29%	18%	0%	18%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	12	740	724	8%	42%	0%	42%	8%	50%	24%

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PARCC ELA Performance Distribution - Grade - 10

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	168	735	735	17%	20%	28%	29%	5%	35%	38%
White	152	735	741	17%	22%	28%	28%	6%	34%	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	-	-	720	-	-	-	-	-	-	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	-	-	763	-	-	-	-	-	-	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	11	720	718	36%	18%	18%	27%	0%	27%	23%

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PARCC ELA Performance Distribution - Grade - 11

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	190	739	741	12%	25%	26%	28%	9%	37%	42%
White	166	740	745	11%	25%	27%	27%	10%	37%	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	17	725	731	24%	18%	35%	24%	0%	24%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	-	-	765	-	-	-	-	-	-	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	25	715	712	24%	28%	36%	12%	0%	12%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	13	726	730	38%	15%	8%	38%	0%	38%	30%

Advanced Placement/International Baccalaureate English Performance Distribution

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



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	-	-	-	3.36
- Data is suppressed to protect the confidentiality of the students.				

PARCC ALGEBRA I - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	98	724	740	15%	35%	37%	13%	0%	13%	40%
White	87	724	746	17%	33%	37%	13%	0%	13%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	11	731	725	9%	27%	45%	18%	0%	18%	21%

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PARCC GEOMETRY - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	193	730	728	6%	34%	42%	19%	0%	19%	21%
White	175	731	731	6%	33%	42%	19%	0%	19%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	12	720	718	17%	50%	17%	17%	0%	17%	8%

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PARCC ALGEBRA II - Performance Distribution

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

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

COLLEGE AND CAREER READINESS

UNION

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	94%	52	70	80%	YES
Percent of Students Participating in PSAT or PLAN	100%	100	100	60%	YES
Percent of Students Scoring Above 1550 on SAT	40%	6	52	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	27%	26	64	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	58%	10	43	75%	NO
Summary		39	66		60%

College Readiness Test Participation

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

2014-15 Percent of Students	School	Peer Avg.	State Avg
Participating in SAT	94.2%	88.3%	79.1%
Participating in ACT	10.1%		25.2%
Participating in PSAT or PLAN	100.0%	81.1%	79.6%
Participating in Dual Enrollment	7.9%		14.9%

AP/IB Participation - 'Unique' Students

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

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	42.4%	49.9%	36.3%
One or More Test	42.1%	42.6%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	26.7%	35.8%	25.3%

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

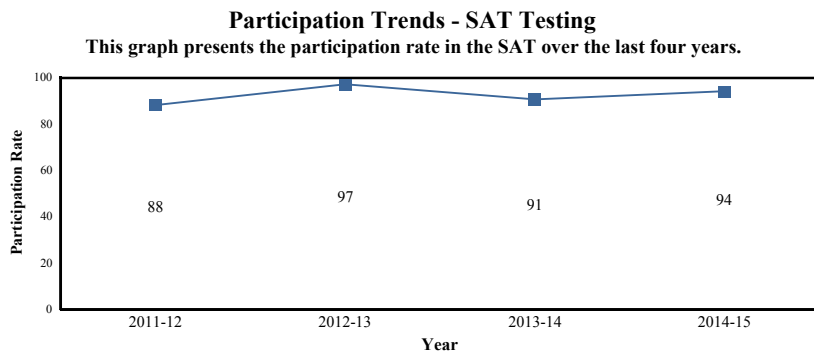
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Participation Trends - SAT Testing



Scholastic Assessment Test (SAT) Results

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

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	39.8%	59.5%	43.8%

Composite SAT Score

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

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,502	1,629	1,508
Critical Reading	500	533	496
Mathematics	507	560	518
Writing	495	536	494

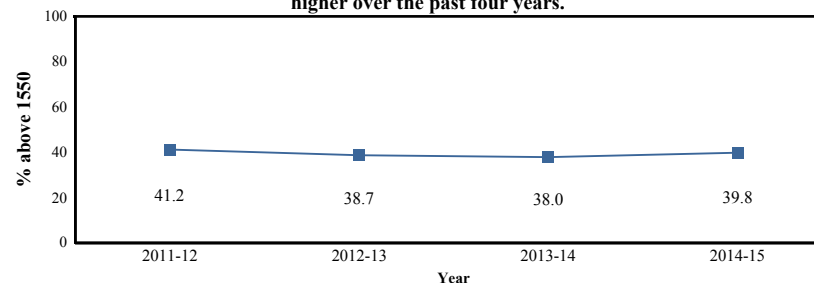
AP /IB Test Results

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

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	70.7%	79.8%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	58.5%	77.8%	69.7%

SAT Benchmark Trends

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



Composite SAT Score

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

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	560	570	540
50th Percentile	500	510	490
25th Percentile	440	443	430

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AP/IB Courses Offered

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

AP/IB Course Name	Students Enrolled	Students Tested
AP Psychology	85	85
AP Macroeconomics	45	45
AP Biology	36	31
AP Physics 1	22	22
AP U.S. History	20	20
AP Computer Science A	19	17
AP Calculus AB	15	15
AP Statistics	14	14
AP European History	14	14
AP Calculus BC	13	12
AP Physics 2	12	12
AP English Literature and Composition	11	11
AP Environmental Science	10	10
AP English Language and Composition	9	9
AP Spanish Language	8	8
AP Studio Art/Two-Dimensional	7	7
AP World History	7	7
AP French Language	6	6

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Visual and Performing Arts

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

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	2.6%	3.8%
Music	10.6%	17.8%
Visual Arts	62.2%	31.7%
Total: All Visual and Performing Arts	72.0%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

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

Percent of Students Enrolled	School	State
Participating in CTE	2.7%	18.3%
Structured Learning Experience	2.0%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

UNION

CLARK TWP

GRADE SPAN 09-12

ARTHUR L. JOHNSON HIGH SCHOOL
365 WESTFIELD AVENUE
CLARK, NJ 07066

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	97%	71	80	78%	YES
Dropout Rate	0.6%	13	43	2%	YES
SUMMARY - Graduation & Post-Secondary		42	62		100%

Graduation Rate by Subgroup

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

	School	State Target
Schoolwide	97%	78%
White	97%	
African American	-	
Hispanic	-	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	-	
English Language Learners	-	
Economically Disadvantaged Students	-	

Dropout Rate by Subgroup

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

	School	State Target
Schoolwide	.6%	2%
White	.6%	
African American	-	
Hispanic	1.8%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	1%	
English Language Learners	-	
Economically Disadvantaged Students	1.8%	

GRADUATION AND POSTSECONDARY

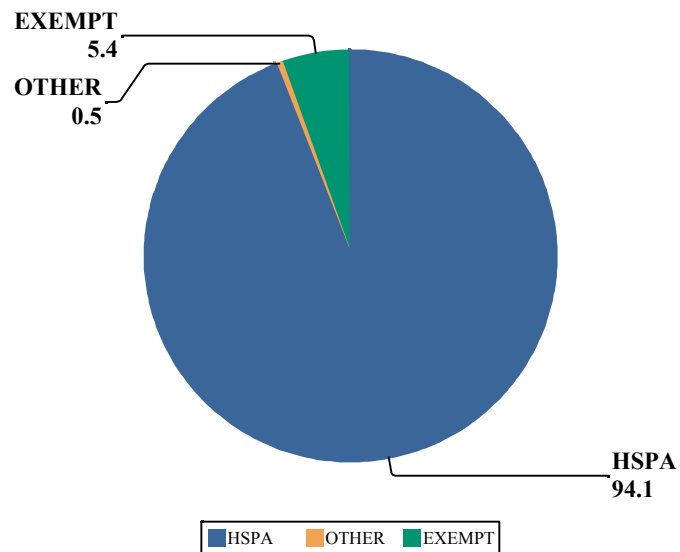
UNION
CLARK TWP

GRADE SPAN 09-12

39-0850-005
ARTHUR L. JOHNSON HIGH SCHOOL
365 WESTFIELD AVENUE
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Graduation Pathway Rates

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



Extended Year Graduation Rate

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

Class of	4-year Rate	5-year Rate
2012	99%	99%
2013	97%	98%
2014	96%	98%
2015	97%	

GRADUATION AND POSTSECONDARY

UNION
CLARK TWP

GRADE SPAN 09-12

ARTHUR L. JOHNSON HIGH SCHOOL
365 WESTFIELD AVENUE
CLARK, NJ 07066

Postsecondary Enrollment Rates

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

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

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	82%	25.6%	74.4%
White	82.1%	23.9%	76.1%
African American	-	-	-
Hispanic	-	-	-
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

WITHIN SCHOOL ACHIEVEMENT GAP

UNION
CLARK TWP

GRADE SPAN 09-12

ARTHUR L. JOHNSON HIGH SCHOOL
365 WESTFIELD AVENUE
CLARK, NJ 07066

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

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	826	850
75th	770	766
50th	745	739
25th	724	710
0th	650	650

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

PARCC ALG-1 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	772	821
75th	735	762
50th	723	735
25th	706	711
0th	677	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	51

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

CLARK TWP

GRADE SPAN 09-12

ARTHUR L. JOHNSON HIGH SCHOOL
365 WESTFIELD AVENUE
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Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	762	766
50th	739	733
25th	711	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	67

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	828	850
75th	763	768
50th	737	740
25th	711	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	57

PARCC GEO 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	780	793
75th	747	747
50th	731	726
25th	715	710
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	37

PARCC ALG-2 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	N/A	813
75th	N/A	748
50th	N/A	718
25th	N/A	692
0th	N/A	650

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

SCHOOL CLIMATE

UNION
CLARK TWP

GRADE SPAN 09-12

39-0850-005
ARTHUR L. JOHNSON HIGH SCHOOL
365 WESTFIELD AVENUE
CLARK, NJ 07066

Length of School Day

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

	School
2014-15	6 Hrs. 30 Mins.

Student Suspension Rate

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

	School
2014-15	12.5%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 39 Mins.
Shared Time	2 Hrs. 10 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	11
Administrators	384

SCHOOL PEER GROUP

UNION
CLARK TWP

GRADE SPAN 09-12

ARTHUR L. JOHNSON HIGH SCHOOL
365 WESTFIELD AVENUE
CLARK, NJ 07066

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	CRESSKILL BORO	CRESSKILL HIGH SCHOOL	03-0990-040	09-12	2.6%	4.6%	11.8%
BERGEN	DUMONT BORO	DUMONT HIGH SCHOOL	03-1130-040	09-12	8%	1%	9.5%
BERGEN	EMERSON BORO	EMERSON JR SR HIGH	03-1360-050	07-12	8%	1.9%	15%
BERGEN	MIDLAND PARK BORO	MIDLAND PARK JR./SR. HIGH SCHOOL	03-3170-050	07-12	8.1%	0.4%	12%
BERGEN	NEW MILFORD BORO	NEW MILFORD HIGH SCHOOL	03-3550-050	09-12	8.9%	1.6%	14.4%
BERGEN	PARAMUS BORO	PARAMUS HIGH SCHOOL	03-3930-050	PK-12	7.6%	1.5%	17.2%
BERGEN	WESTWOOD REGIONAL	WESTWOOD JUNIOR/SENIOR HIGH SCHOOL	03-5755-050	PK-12	7.1%	0.2%	15.4%
BURLINGTON	LENAPE REGIONAL	SHAWNEE HIGH SCHOOL	05-2610-060	09-12	6.8%	0.1%	12.6%
BURLINGTON	MOORESTOWN TWP	MOORESTOWN HIGH SCHOOL	05-3360-040	09-12	9.3%	0.3%	12.8%
ESSEX	CALDWELL-WEST CALDWELL	JAMES CALDWELL HIGH SCHOOL	13-0660-050	09-12	5.7%	0.2%	14.3%
HUNTERDON	HUNTERDON CENTRAL REG	HUNTERDON CENTRAL REGIONAL HIGH SCHOOL	19-2300-050	09-12	6.8%	1.4%	13%
HUNTERDON	N HUNT/VOORHEES REGIONAL	VOORHEES HIGH SCHOOL	19-3660-060	09-12	6%	0%	14.2%
MERCER	PRINCETON REGIONAL	PRINCETON HIGH SCHOOL	21-4255-050	09-12	8.5%	2.1%	11.6%
MERCER	W WINDSOR-PLAINSBORO REG	WEST WINDSOR-PLAINSBORO HIGH SCHOOL SOUTH	21-5715-020	09-12	4.6%	2.2%	8.7%
MIDDLESEX	METUCHEN BORO	METUCHEN HIGH SCHOOL	23-3120-050	09-12	7.6%	1.1%	13.2%
MONMOUTH	FREEHOLD REGIONAL	FREEHOLD TOWNSHIP HIGH SCHOOL	25-1650-055	09-12	9.5%	0.1%	13.7%
MONMOUTH	FREEHOLD REGIONAL	HOWELL HIGH SCHOOL	25-1650-060	09-12	7.1%	0%	12.2%
MONMOUTH	FREEHOLD REGIONAL	MANALAPAN HIGH SCHOOL	25-1650-070	09-12	7.5%	0%	13.2%
MONMOUTH	MIDDLETOWN TWP	MIDDLETOWN HIGH SCHOOL SOUTH	25-3160-053	09-12	6.4%	0%	15.7%
MONMOUTH	WALL TWP	WALL HIGH SCHOOL	25-5420-050	09-12	9.6%	0.2%	13.6%
MORRIS	MADISON BORO	MADISON HIGH SCHOOL	27-2870-050	09-12	6.1%	0.6%	13.1%
MORRIS	MONTVILLE TWP	MONTVILLE TOWNSHIP HIGH SCHOOL	27-3340-010	09-12	3.6%	1.3%	14%

SCHOOL PEER GROUP

UNION
CLARK TWP

GRADE SPAN 09-12

ARTHUR L. JOHNSON HIGH SCHOOL
365 WESTFIELD AVENUE
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MORRIS	MORRIS HILLS REGIONAL	MORRIS KNOLLS HIGH SCHOOL	27-3370-060	09-12	9.3%	0%	18.3%
MORRIS	RANDOLPH TWP	RANDOLPH HIGH SCHOOL	27-4330-050	09-12	6.3%	0.9%	15.2%
PASSAIC	WAYNE TWP	WAYNE HILLS HIGH SCHOOL	31-5570-055	09-12	8.5%	1.6%	12.3%
PASSAIC	WAYNE TWP	WAYNE VALLEY HIGH SCHOOL	31-5570-050	09-12	9.1%	0%	9.8%
SOMERSET	BRIDGEWATER-RARITAN REG	BRIDGEWATER-RARITAN REGIONAL HIGH SCHOOL	35-0555-005	09-12	8%	0%	19.4%
SOMERSET	HILLSBOROUGH TWP	HILLSBOROUGH HIGH SCHOOL	35-2170-030	09-12	7.5%	1%	13.4%
SOMERSET	SOMERSET HILLS REGIONAL	BERNARDS HIGH SCHOOL	35-4815-020	09-12	9.9%	1.8%	14.2%
UNION	CLARK TWP	ARTHUR L. JOHNSON HIGH SCHOOL	39-0850-005	09-12	6.8%	1.3%	10.4%
UNION	SCOTCH PLAINS-FANWOOD REG	SCOTCH PLAINS-FANWOOD HIGH SCHOOL	39-4670-050	09-12	7.2%	0.6%	10.6%

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

In particular, the School Performance Reports seek to:

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

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

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

DEMOGRAPHIC INFORMATION

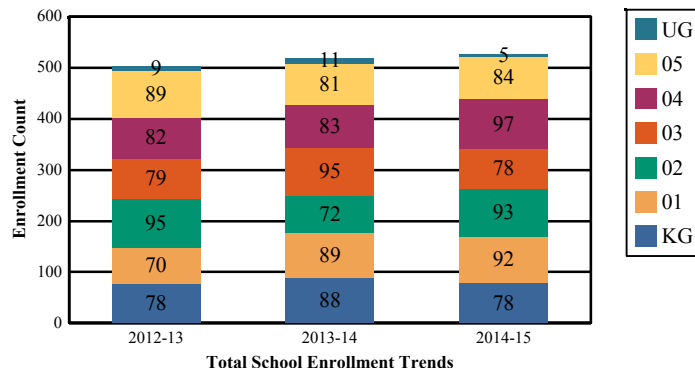
UNION
CLARK TWP

GRADE SPAN KG-05

39-0850-030
FRANK K. HEHNLY
590 RARITAN ROAD
CLARK, NJ 07066

Enrollment by Grade

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

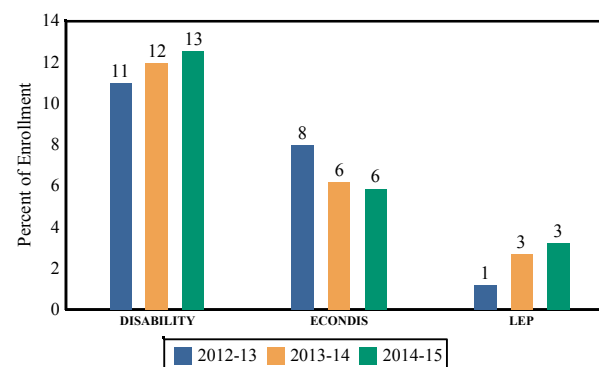


Total School Enrollment Trends

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

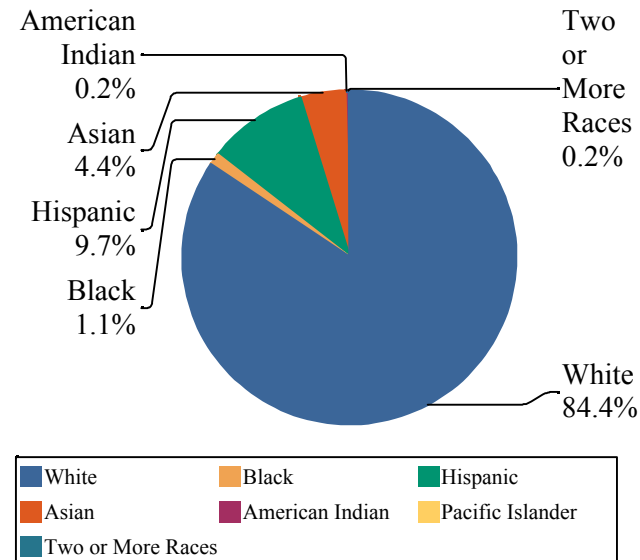
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

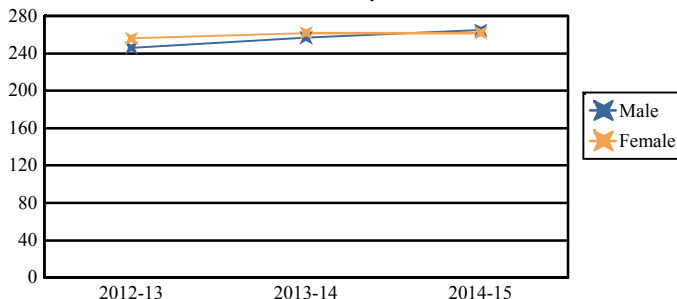
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	502
2013-14	519
2014-15	527

Enrollment by Gender

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



	Male	Female
2012-13	246	256
2013-14	257	262
2014-15	265	262

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	66	13%
Economically Disadvantaged Students	31	5.9%
English Language Learners	17	3.2%

Language Diversity

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

2014-15	Percent
English	86.4%
Spanish	3.9%
Portuguese	2.6%
Polish	1.7%
Italian	0.9%
Chinese	0.7%
Other	3.7%

ACADEMIC ACHIEVEMENT

UNION

CLARK TWP

GRADE SPAN KG-05

39-0850-030
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CLARK, NJ 07066

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	61%	23	65
Math Met or Exceeded Expectation	47%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	248	60.9%	95%	97.8%	YES
White	211	59.2%	95%	97.4%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	42	35.7%	95%	95.5%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

UNION

CLARK TWP

GRADE SPAN KG-05

39-0850-030

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	247	47.3%	95%	97.1%	YES
White	210	48.1%	95%	97%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	41	29.2%	95%	93.2%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

UNION
CLARK TWP

GRADE SPAN KG-05

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PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	756	744	3%	14%	27%	51%	6%	56%	44%
White	63	756	753	3%	13%	30%	48%	6%	54%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

UNION
CLARK TWP

GRADE SPAN KG-05

39-0850-030
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PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	92	761	751	2%	5%	28%	47%	17%	64%	52%
White	79	762	758	1%	5%	29%	44%	20%	65%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	15	733	725	13%	27%	33%	27%	0%	27%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

UNION
CLARK TWP

GRADE SPAN KG-05

39-0850-030
FRANK K. HEHNLY
590 RARITAN ROAD
CLARK, NJ 07066

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	85	752	751	7%	14%	18%	58%	4%	61%	53%
White	69	751	757	7%	14%	20%	55%	3%	58%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	19	719	723	26%	37%	5%	32%	0%	32%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

UNION
CLARK TWP

GRADE SPAN KG-05

39-0850-030
FRANK K. HEHNLY
590 RARITAN ROAD
CLARK, NJ 07066

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	72	744	746	6%	13%	38%	42%	3%	44%	46%
White	63	745	752	5%	14%	33%	44%	3%	48%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

UNION
CLARK TWP

GRADE SPAN KG-05

39-0850-030
FRANK K. HEHNLY
590 RARITAN ROAD
CLARK, NJ 07066

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	91	752	744	1%	16%	29%	52%	2%	54%	42%
White	78	753	749	1%	15%	28%	53%	3%	55%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	14	737	724	0%	43%	29%	29%	0%	29%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

UNION
CLARK TWP

GRADE SPAN KG-05

39-0850-030
FRANK K. HEHNLY
590 RARITAN ROAD
CLARK, NJ 07066

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	84	747	744	0%	11%	46%	40%	2%	43%	42%
White	69	746	749	0%	12%	48%	41%	0%	41%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	19	741	724	0%	16%	58%	21%	5%	26%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

UNION
CLARK TWP

GRADE SPAN KG-05

39-0850-030
FRANK K. HEHNLY
590 RARITAN ROAD
CLARK, NJ 07066

NJASK Results - Science Grade Level - 04

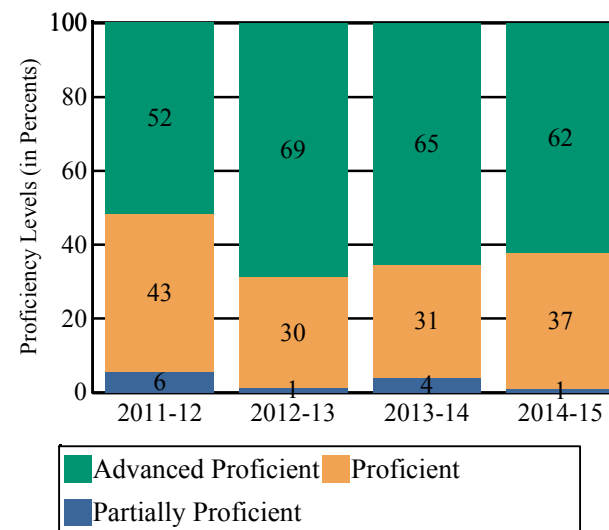
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	62%	37%	1%
White	62%	36%	1%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	27%	67%	7%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

UNION
CLARK TWP

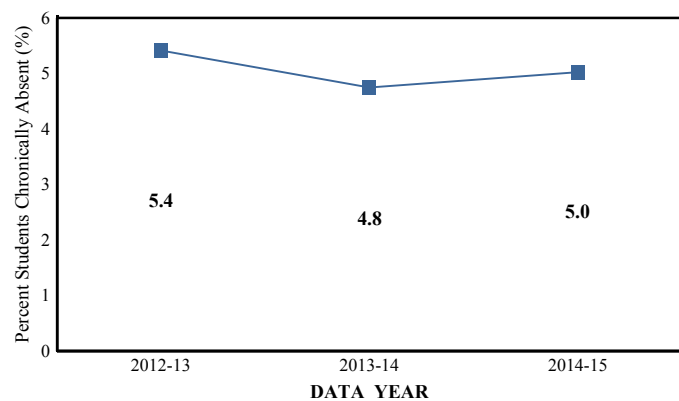
GRADE SPAN KG-05

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CLARK, NJ 07066

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

Chronic Absenteeism Trend

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

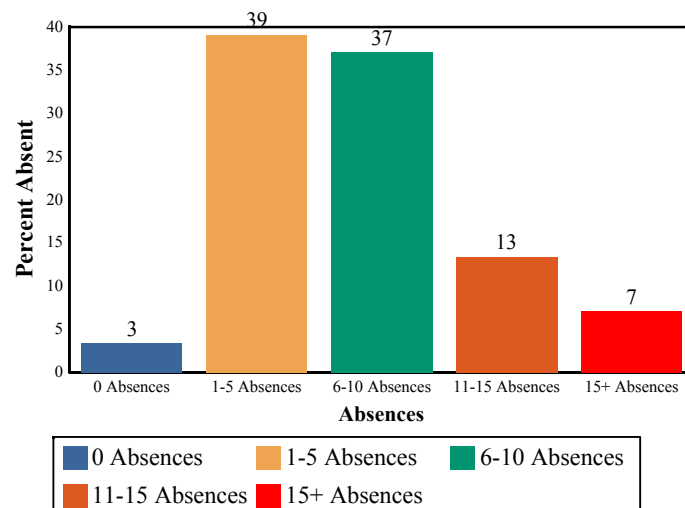


Chronic Absenteeism for 2014-15

5.03%

Absenteeism

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



STUDENT GROWTH

UNION

CLARK TWP

GRADE SPAN KG-05

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	48	15	40	35	YES
Student Growth on Math	49	29	42	35	YES
		22	41		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	1%	0%
Partially Met	6%	3%	0%
Approached	9%	12%	3%
Met	13%	21%	18%
Exceeded	1%	3%	7%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	0%	0%
Partially Met	9%	4%	2%
Approached	18%	11%	9%
Met	14%	14%	18%
Exceeded	0%	0%	2%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

CLARK TWP

GRADE SPAN KG-05

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	827	850
75th	780	770
50th	756	743
25th	736	715
0th	691	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	766	767
50th	747	745
25th	730	722
0th	684	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

CLARK TWP

GRADE SPAN KG-05

39-0850-030

FRANK K. HEHNLY

590 RARITAN ROAD

CLARK, NJ 07066

Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	829	850
75th	783	773
50th	755	750
25th	740	728
0th	691	650

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

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	807	850
75th	771	773
50th	758	751
25th	736	728
0th	684	650

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

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	771	764
50th	750	742
25th	735	721
0th	693	650

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

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	789	850
75th	756	763
50th	748	743
25th	734	723
0th	704	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	22	40

SCHOOL CLIMATE

UNION

CLARK TWP

State of New Jersey

2014-15

GRADE SPAN KG-05

39-0850-030

FRANK K. HEHNLY

590 RARITAN ROAD

CLARK, NJ 07066

Length of School Day

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

	School
2014-15	6 Hrs. 30 Mins.

Student Suspension Rate

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

	School
2014-15	1.5%

Instructional Time

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

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

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	14
Administrators	527

SCHOOL PEER GROUP

UNION

CLARK TWP

GRADE SPAN KG-05

39-0850-030

FRANK K. HEHNLY

590 RARITAN ROAD

CLARK, NJ 07066

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	FAIR LAWN BORO	HENRY B. MILNES ELEMENTARY SCHOOL	03-1450-080	KG-05	9.4%	7.7%	17.5%
BERGEN	PARAMUS BORO	MIDLAND ELEMENTARY SCHOOL	03-3930-090	KG-04	8%	6.3%	18.9%
BERGEN	RAMSEY BORO	MARY A. HUBBARD ELEMENTARY SCHOOL	03-4310-070	KG-03	5.2%	3.1%	5.4%
BERGEN	WESTWOOD REGIONAL	JESSIE F. GEORGE ELEMENTARY	03-5755-065	KG-05	4.4%	0%	15.3%
BURLINGTON	MEDFORD TWP	CRANBERRY PINES ELEMENTARY	05-3080-040	KG-05	3.7%	0%	12%
BURLINGTON	MEDFORD TWP	TAUNTON FORGE ELEMENTARY SCHOOL	05-3080-070	KG-05	4.1%	0.3%	14.9%
CAMDEN	HADDON HEIGHTS BORO	ATLANTIC AVE	07-1880-080	KG-06	5.2%	1.3%	16.8%
ESSEX	CALDWELL-WEST CALDWELL	WASHINGTON ELEMENTARY SCHOOL	13-0660-110	KG-05	4.9%	1.7%	12.7%
ESSEX	CALDWELL-WEST CALDWELL	WILSON ELEMENTARY SCHOOL	13-0660-120	PK-05	4.7%	1.4%	11.3%
ESSEX	FAIRFIELD TWP	CHURCHILL	13-1465-030	04-06	3.9%	0.7%	12.1%
ESSEX	NUTLEY TOWN	RADCLIFFE SCHOOL	13-3750-080	PK-06	5.4%	1.8%	17.1%
ESSEX	ROSELAND BORO	LESTER C NOECKER	13-4530-020	PK-06	4.8%	1.6%	14%
MERCER	HOPEWELL VALLEY REGIONAL	STONY BROOK ELEMENTARY SCHOOL	21-2280-065	KG-05	4.1%	0.7%	15.6%
MERCER	W WINDSOR-PLAINSBORO REG	VILLAGE ELEMENTARY SCHOOL	21-5715-160	04-05	4.1%	0.3%	10.2%
MIDDLESEX	EAST BRUNSWICK TWP	FROST ELEMENTARY SCHOOL	23-1170-130	KG-05	7.3%	4.9%	8.2%
MIDDLESEX	MILLTOWN BORO	PARKVIEW SCHOOL	23-3220-060	PK-03	6%	2.9%	11.2%
MIDDLESEX	MONROE TWP	OAK TREE ELEMENTARY SCHOOL	23-3290-060	PK-03	4.6%	1.8%	7.6%
MONMOUTH	HOLMDEL TWP	INDIAN HILL SCHOOL	25-2230-050	04-06	4.4%	0.6%	13.8%
MONMOUTH	MARLBORO TWP	ROBERTSVILLE ELEMENTARY SCHOOL	25-3030-060	01-05	8.5%	6.3%	17.8%
MONMOUTH	WALL TWP	ALLENWOOD ELEMENTARY SCHOOL	25-5420-060	KG-05	3.7%	0%	21.8%
MORRIS	RANDOLPH TWP	CENTER GROVE SCHOOL	27-4330-057	PK-05	5%	1%	13.7%
PASSAIC	WAYNE TWP	LAFAYETTE ELEMENTARY SCHOOL	31-5570-090	KG-05	4.7%	1.8%	12.1%

SCHOOL PEER GROUP

**UNION
CLARK TWP**

GRADE SPAN KG-05

**39-0850-030
FRANK K. HEHNLY
590 RARITAN ROAD
CLARK, NJ 07066**

PASSAIC	WAYNE TWP	THEUNIS DEY ELEMENTARY SCHOOL	31-5570-150	KG-05	4.1%	0%	12.2%
SOMERSET	BERNARDS TWP	OAK STREET SCHOOL	35-0350-060	KG-05	4%	0.5%	11.7%
SOMERSET	BRIDGEWATER-RARITAN REG	CRIM ELEMENTARY SCHOOL	35-0555-045	KG-04	4.1%	0%	15.7%
SOMERSET	BRIDGEWATER-RARITAN REG	VAN HOLTEN ELEMENTARY SCHOOL	35-0555-105	KG-04	3.5%	0%	14.3%
SOMERSET	MONTGOMERY TWP	MONTGOMERY LOWER MIDDLE SCHOOL	35-3320-045	05-06	4.3%	1.2%	11.1%
SOMERSET	MONTGOMERY TWP	VILLAGE ELEMENTARY SCHOOL	35-3320-105	03-04	4.8%	1.1%	16.8%
SUSSEX	SPARTA TWP	HELEN MORGAN SCHOOL	37-4960-060	04-05	3.9%	0.2%	18.3%
UNION	CLARK TWP	FRANK K. HEHNLY	39-0850-030	KG-05	5.9%	3.2%	12.1%
UNION	NEW PROVIDENCE BORO	SALT BROOK SCHOOL	39-3560-090	KG-06	4.8%	0.8%	10%



State of New Jersey 2014-15

OVERVIEW
UNION
CLARK TWP

GRADE SPAN 06-08

39-0850-035
CARL H. KUMPF SCHOOL
59 MILDRED TERRACE
CLARK, NJ 07066

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

In particular, the School Performance Reports seek to:

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

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

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

DEMOGRAPHIC INFORMATION

UNION

CLARK TWP

GRADE SPAN 06-08

39-0850-035

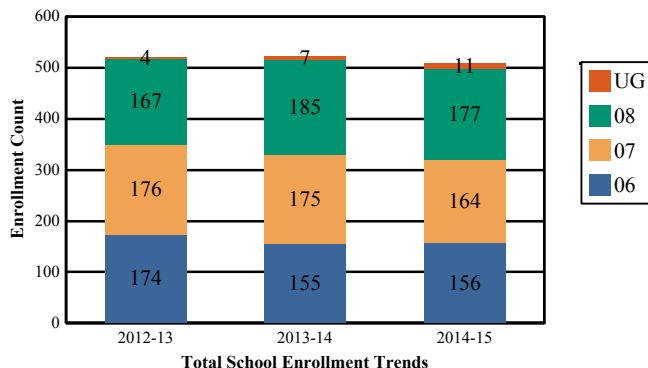
CARL H. KUMPF SCHOOL

59 MILDRED TERRACE

CLARK, NJ 07066

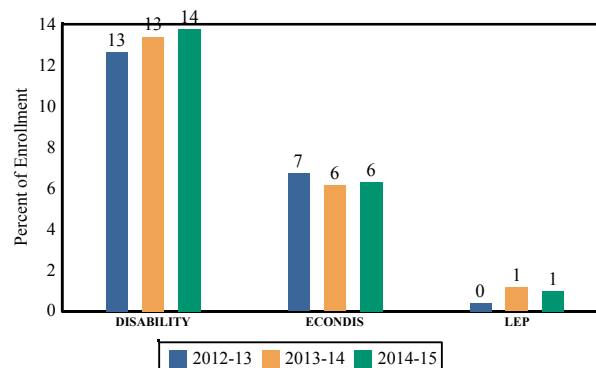
Enrollment by Grade

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



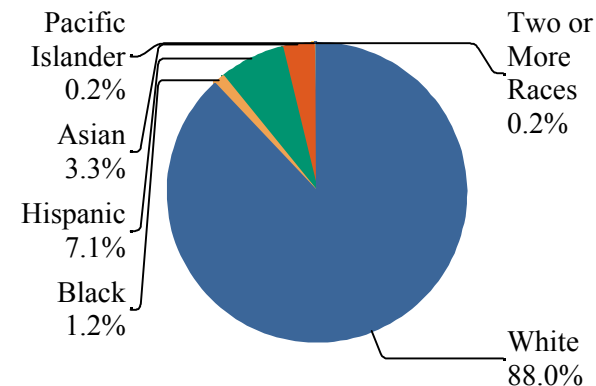
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

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



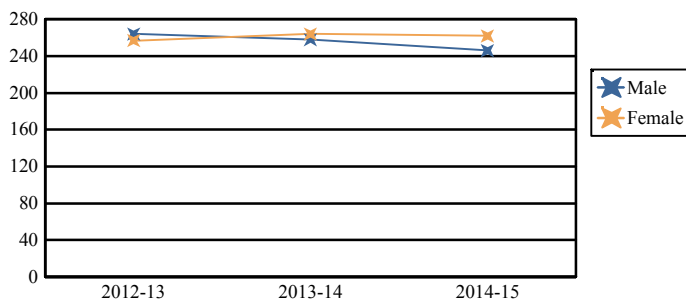
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

Year	Enrollment
2012-13	521
2013-14	522
2014-15	508

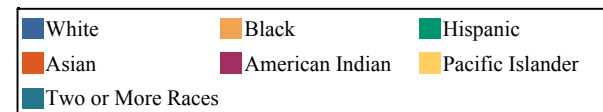
Enrollment by Gender

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



Current Year Enrollment by Program Participation

Program	Count of Students	% of Enrollment
Students with Disability	70	14%
Economically Disadvantaged Students	32	6.3%
English Language Learners	5	1.0%



Language Diversity

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

2014-15	Percent
English	92.2%
Polish	2.4%
Spanish	1.8%
Chinese	0.6%
Portuguese	0.6%
Elamite	0.4%
Other	2.2%

ACADEMIC ACHIEVEMENT

UNION
CLARK TWP

GRADE SPAN 06-08

39-0850-035
CARL H. KUMPF SCHOOL
59 MILDRED TERRACE
CLARK, NJ 07066

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	49%	4	50
Math Met or Exceeded Expectation	43%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	487	48.6%	95%	98.4%	YES
White	430	48.6%	95%	98.2%	YES
African American	-	-	--	--	--
Hispanic	35	40%	95%	100%	-
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	71	22.5%	95%	98.6%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	485	42.7%	95%	98.4%	YES
White	429	42.9%	95%	98.2%	YES
African American	-	-	--	--	--
Hispanic	35	42.8%	95%	100%	-
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	69	15.9%	95%	98.6%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

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PARCC ELA Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	154	756	749	3%	12%	30%	40%	16%	56%	50%
White	139	756	755	3%	13%	30%	38%	16%	54%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	-	-	736	-	-	-	-	-	-	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	22	730	718	5%	23%	36%	27%	9%	36%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	12	748	733	8%	8%	25%	50%	8%	58%	30%

PARCC ELA Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	157	736	750	16%	25%	27%	22%	10%	31%	53%
White	139	737	757	15%	24%	27%	22%	11%	33%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	15	724	736	20%	40%	27%	13%	0%	13%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	33%

PARCC ELA Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	176	754	750	6%	15%	21%	45%	13%	58%	53%
White	152	753	757	5%	16%	21%	47%	11%	58%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	13	751	735	15%	15%	15%	31%	23%	54%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	30	723	713	23%	33%	20%	23%	0%	23%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	-	-	732	-	-	-	-	-	-	34%

ACADEMIC ACHIEVEMENT

UNION
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GRADE SPAN 06-08

39-0850-035
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PARCC MATH - Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	153	748	743	1%	20%	33%	40%	7%	46%	42%
White	139	747	749	0%	21%	34%	40%	6%	45%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	21	729	718	5%	33%	48%	10%	5%	14%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	12	744	729	0%	17%	42%	33%	8%	42%	23%

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PARCC MATH - Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	145	738	740	4%	19%	43%	32%	1%	33%	38%
White	127	738	745	5%	19%	43%	32%	2%	34%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	15	734	730	0%	27%	53%	20%	0%	20%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	18	711	715	17%	44%	28%	11%	0%	11%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	728	-	-	-	-	-	-	21%

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PARCC MATH - Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	112	733	726	13%	24%	34%	29%	0%	29%	24%
White	96	734	732	10%	26%	34%	29%	0%	29%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	29	713	705	41%	21%	21%	17%	0%	17%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

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PARCC ALGEBRA I - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	75	761	740	0%	1%	25%	73%	0%	73%	40%
White	67	761	746	0%	1%	24%	75%	0%	75%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

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NJASK Results - Science Grade Level - 08

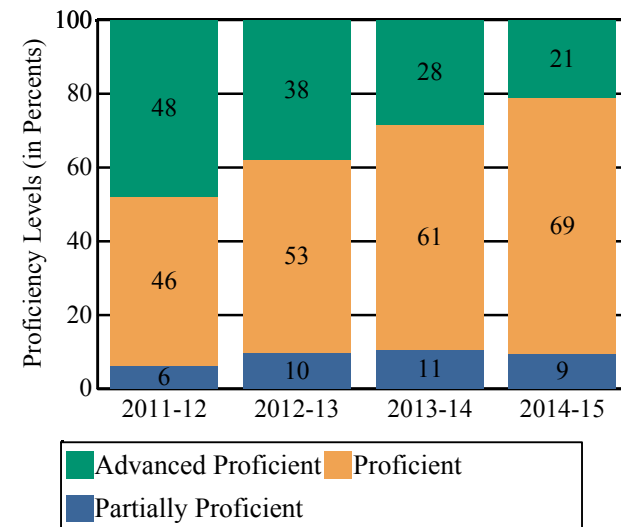
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	21%	69%	9%
White	21%	72%	8%
African American	-	-	-
Hispanic	23%	46%	31%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	4%	52%	44%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Science - Grade Level - 08

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



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

Algebra I Course Enrollment

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

Algebra I Enrollment Count	Algebra I PARCC Test Count
79	77

Algebra I Test Taking

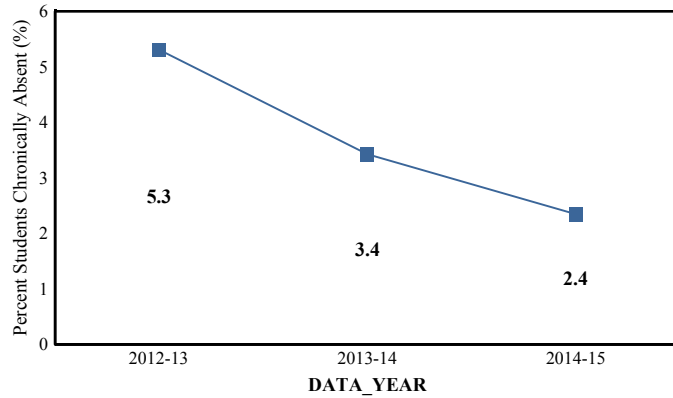
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
100.0%	72.7%

- Data Suppressed to protect the confidentiality of students

Chronic Absenteeism Trend

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

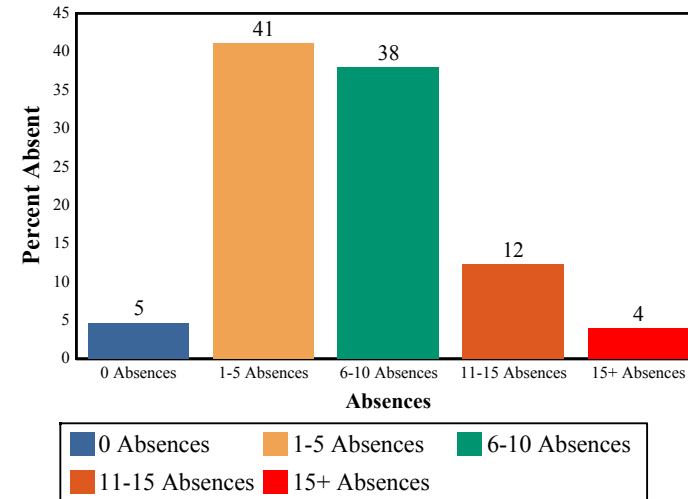


Chronic Absenteeism for 2014-15

2.35%

Absenteeism

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



Visual and Performing Arts

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

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	38.2%	66.0%
Visual Arts	97.6%	71.1%
Total: All Visual and Performing Arts	98.6%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

UNION

CLARK TWP

GRADE SPAN 06-08

CARL H. KUMPF SCHOOL

59 MILDRED TERRACE

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	35	13	13	35	YES
Student Growth on Math	35	13	13	35	YES
		13	13		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	8%	0%	0%
Partially Met	14%	2%	1%
Approached	16%	9%	2%
Met	11%	11%	13%
Exceeded	1%	2%	10%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	1%	0%
Partially Met	13%	6%	2%
Approached	16%	13%	8%
Met	12%	9%	14%
Exceeded	0%	1%	1%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

CLARK TWP

GRADE SPAN 06-08

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

Grade Level - 06

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

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

Percentile	School Scale Score	State Scale Score
99th	829	850
75th	781	770
50th	753	749
25th	735	726
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	44

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	805	850
75th	766	763
50th	747	742
25th	733	721
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	42

WITHIN SCHOOL ACHIEVEMENT GAP

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Grade Level - 07

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

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

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	756	776
50th	733	751
25th	713	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
--	-----------------------------	----------------------------

25th vs 75th Gap	43	52
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Grade Level - 08

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

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

Percentile	School Scale Score	State Scale Score
99th	834	850
75th	779	777
50th	755	751
25th	732	723
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
--	-----------------------------	----------------------------

25th vs 75th Gap	47	54
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Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	785	850
75th	752	759
50th	740	740
25th	725	720
0th	653	650

	Scale Score Gap - School	Scale Score Gap - State
--	-----------------------------	----------------------------

25th vs 75th Gap	27	39
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Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	780	850
75th	753	748
50th	737	726
25th	718	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
--	-----------------------------	----------------------------

25th vs 75th Gap	35	44
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SCHOOL CLIMATE

UNION

CLARK TWP

State of New Jersey

2014-15

GRADE SPAN 06-08

39-0850-035

CARL H. KUMPF SCHOOL

59 MILDRED TERRACE

CLARK, NJ 07066

Length of School Day

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

	School
2014-15	6 Hrs. 37 Mins.

Student Suspension Rate

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

	School
2014-15	5.3%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	254

SCHOOL PEER GROUP

UNION
CLARK TWP

GRADE SPAN 06-08

39-0850-035
CARL H. KUMPF SCHOOL
59 MILDRED TERRACE
CLARK, NJ 07066

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	PORT REPUBLIC CITY	PORT REPUBLIC SCHOOL DISTRICT	01-4240-050	KG-08	9.2%	0%	16.2%
BERGEN	CLOSTER BORO	TENAKILL MIDDLE SCHOOL	03-0930-060	05-08	0%	4.6%	12%
BERGEN	NORTHVALE BORO	NATHAN HALE M.S.	03-3730-050	KG-08	0%	6.9%	13.4%
BERGEN	OAKLAND BORO	VALLEY MIDDLE SCHOOL	03-3760-080	06-08	6.5%	0.5%	13.4%
BERGEN	RUTHERFORD BORO	UNION SCHOOL	03-4600-100	04-08	4.6%	0.6%	9.1%
BURLINGTON	MEDFORD TWP	MEDFORD MEMORIAL MIDDLE SCHOOL	05-3080-055	07-08	6.9%	0.6%	13.4%
BURLINGTON	RIVERTON	RIVERTON SCHOOL	05-4460-050	KG-08	9%	0%	16.2%
CAPE MAY	UPPER TWP	UPPER TOWNSHIP MIDDLE SCHOOL	09-5340-030	06-08	7.7%	0.2%	13.4%
CHARTERS	UNITY CS	UNITY CHARTER SCHOOL	80-8050-990	KG-08	8.4%	0%	18.8%
HUNTERDON	DELAWARE TWP	DELAWARE TOWNSHIP SCHOOL	19-1040-040	PK-08	9%	1.1%	19.3%
HUNTERDON	FRANKLIN TWP	FRANKLIN TOWNSHIP SCHOOL	19-1600-050	PK-08	4.3%	0.7%	11.3%
HUNTERDON	KINGWOOD TWP	KINGWOOD TOWNSHIP SCHOOL	19-2450-050	PK-08	8.9%	0%	16.3%
HUNTERDON	MILFORD BORO	MILFORD SCHOOL	19-3180-050	PK-08	7.3%	2.1%	16.5%
HUNTERDON	READINGTON TWP	READINGTON MIDDLE SCHOOL	19-4350-050	06-08	6.7%	1%	17.2%
MERCER	W WINDSOR-PLAINSBORO REG	COMMUNITY MIDDLE SCHOOL	21-5715-140	06-08	5.9%	0.2%	9.7%
MONMOUTH	COLTS NECK TWP	CEDAR DRIVE MIDDLE SCHOOL	25-0945-030	06-08	5.7%	3%	16.8%
MONMOUTH	MILLSTONE TWP	MILLSTONE TOWNSHIP MIDDLE SCHOOL	25-3200-040	06-08	8%	0%	17.4%
MONMOUTH	OCEANPORT BORO	MAPLE PLACE MIDDLE SCHOOL	25-3830-030	05-08	8.3%	0.7%	18.8%
MORRIS	MADISON BORO	MADISON JUNIOR SCHOOL	27-2870-100	06-08	7.3%	0.5%	16.2%
MORRIS	PEQUANNOCK TWP	PEQUANNOCK VALLEY SCHOOL	27-4080-080	06-08	6.8%	0.4%	15.7%
MORRIS	RANDOLPH TWP	RANDOLPH MIDDLE SCHOOL	27-4330-075	06-08	8%	1.4%	18.5%
SOMERSET	BRIDGEWATER-RARITAN REG	BRIDGEWATER-RARITAN REGIONAL MIDDLE SCHOOL	35-0555-010	07-08	9.6%	0%	16.9%
SOMERSET	HILLSBOROUGH TWP	HILLSBOROUGH TOWNSHIP MIDDLE SCHOOL	35-2170-035	07-08	8.7%	0.8%	16.3%

State of New Jersey
2014-15

SCHOOL PEER GROUP

UNION

CLARK TWP

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SUSSEX	ANDOVER REG	LONG POND SCHOOL	37-0090-040	05-08	8.9%	0.4%	20.4%
SUSSEX	BYRAM TWP	BYRAM INTERMEDIATE SCHOOL	37-0640-030	05-08	8.8%	0.2%	18.6%
SUSSEX	GREEN TWP	GREEN HILLS SCHOOL	37-1800-060	KG-08	5.7%	0%	10.2%
UNION	CLARK TWP	CARL H. KUMPF SCHOOL	39-0850-035	06-08	6.3%	1%	13.8%
UNION	NEW PROVIDENCE BORO	NEW PROVIDENCE MIDDLE SCHOOL	39-3560-080	07-08	5.3%	0.3%	10%
UNION	SCOTCH PLAINS-FANWOOD REG	PARK MIDDLE SCHOOL	39-4670-060	05-08	8.2%	0.8%	16.6%
WARREN	ALLAMUCHY TWP	ALLAMUCHY TOWNSHIP SCHOOL	41-0030-010	02-08	9.4%	0.6%	19.9%
WARREN	GREAT MEADOWS REGIONAL	GREAT MEADOWS REGIONAL MIDDLE SCHOOL	41-1785-040	06-08	9.1%	1%	18.9%



State of New Jersey

2014-15

OVERVIEW

UNION

CLARK TWP

GRADE SPAN KG-05

39-0850-040

VALLEY ROAD SCHOOL

150 VALLEY ROAD

CLARK, NJ 07066

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

In particular, the School Performance Reports seek to:

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

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

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

DEMOGRAPHIC INFORMATION

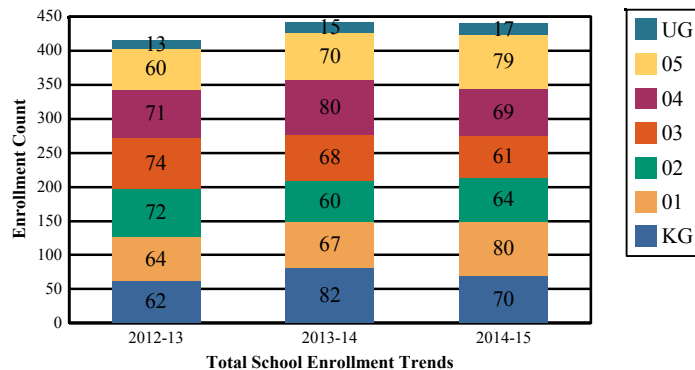
UNION
CLARK TWP

GRADE SPAN KG-05

39-0850-040
VALLEY ROAD SCHOOL
150 VALLEY ROAD
CLARK, NJ 07066

Enrollment by Grade

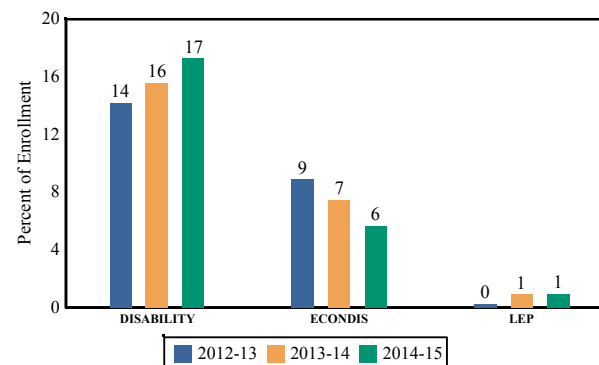
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

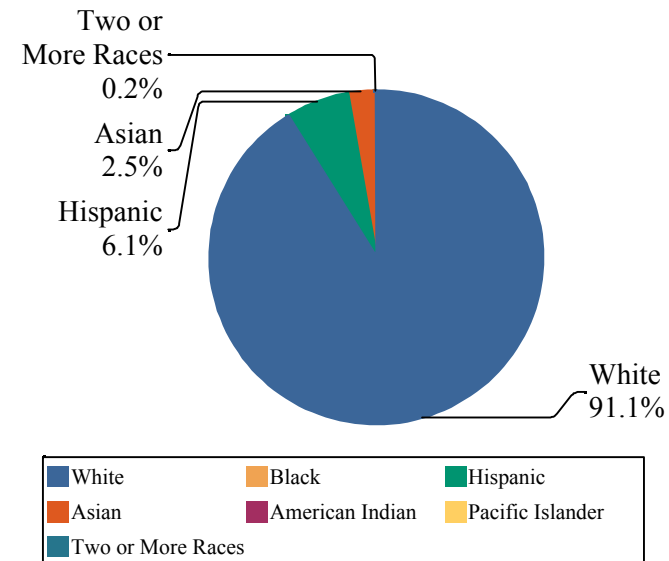
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

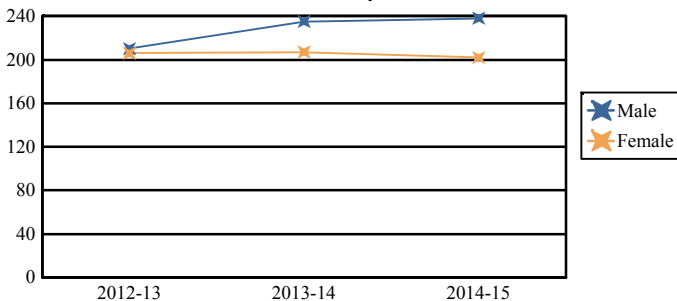
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	416
2013-14	442
2014-15	440

Enrollment by Gender

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



	Male	Female
2012-13	210	206
2013-14	235	207
2014-15	238	202

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	76	17%
Economically Disadvantaged Students	25	5.7%
English Language Learners	4	0.9%

Language Diversity

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

2014-15	Percent
English	90.5%
Portuguese	2.7%
Polish	2.5%
Spanish	2.0%
Arabic	0.7%
Greek, Modern (1453-)	0.5%
Other	1.1%

ACADEMIC ACHIEVEMENT

UNION

CLARK TWP

GRADE SPAN KG-05

39-0850-040

VALLEY ROAD SCHOOL

150 VALLEY ROAD

CLARK, NJ 07066

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	60%	26	64
Math Met or Exceeded Expectation	51%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	202	60.3%	95%	99.1%	YES
White	183	58.4%	95%	99%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	34	26.4%	95%	100%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

UNION

CLARK TWP

GRADE SPAN KG-05

39-0850-040

VALLEY ROAD SCHOOL

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CLARK, NJ 07066

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	202	51%	95%	99.1%	YES
White	183	50.8%	95%	99%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	34	26.4%	95%	100%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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



State of New Jersey
2014-15

ACADEMIC ACHIEVEMENT

UNION
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GRADE SPAN KG-05

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VALLEY ROAD SCHOOL
150 VALLEY ROAD
CLARK, NJ 07066

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

UNION
CLARK TWP

GRADE SPAN KG-05

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VALLEY ROAD SCHOOL
150 VALLEY ROAD
CLARK, NJ 07066

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	56	768	744	2%	7%	32%	41%	18%	59%	44%
White	51	768	753	0%	8%	33%	39%	20%	59%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

UNION
CLARK TWP

GRADE SPAN KG-05

39-0850-040
VALLEY ROAD SCHOOL
150 VALLEY ROAD
CLARK, NJ 07066

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	66	765	751	0%	9%	29%	41%	21%	62%	52%
White	60	765	758	0%	8%	32%	38%	22%	60%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	14	737	725	0%	36%	43%	14%	7%	21%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

UNION
CLARK TWP

GRADE SPAN KG-05

39-0850-040
VALLEY ROAD SCHOOL
150 VALLEY ROAD
CLARK, NJ 07066

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	80	757	751	5%	9%	26%	51%	9%	60%	53%
White	72	756	757	6%	10%	28%	49%	8%	57%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	13	726	723	23%	23%	31%	23%	0%	23%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

UNION
CLARK TWP

GRADE SPAN KG-05

39-0850-040
VALLEY ROAD SCHOOL
150 VALLEY ROAD
CLARK, NJ 07066

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	56	760	746	0%	7%	32%	46%	14%	61%	46%
White	51	760	752	0%	8%	31%	47%	14%	61%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

UNION
CLARK TWP

GRADE SPAN KG-05

39-0850-040
VALLEY ROAD SCHOOL
150 VALLEY ROAD
CLARK, NJ 07066

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	66	757	744	2%	15%	26%	47%	11%	58%	42%
White	60	756	749	2%	17%	25%	45%	12%	57%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	14	732	724	7%	36%	36%	21%	0%	21%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

UNION
CLARK TWP

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VALLEY ROAD SCHOOL
150 VALLEY ROAD
CLARK, NJ 07066

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	80	744	744	1%	24%	36%	35%	4%	39%	42%
White	72	744	749	1%	22%	38%	35%	4%	39%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	13	727	724	0%	54%	31%	15%	0%	15%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

UNION
CLARK TWP

GRADE SPAN KG-05

39-0850-040
VALLEY ROAD SCHOOL
150 VALLEY ROAD
CLARK, NJ 07066

NJASK Results - Science Grade Level - 04

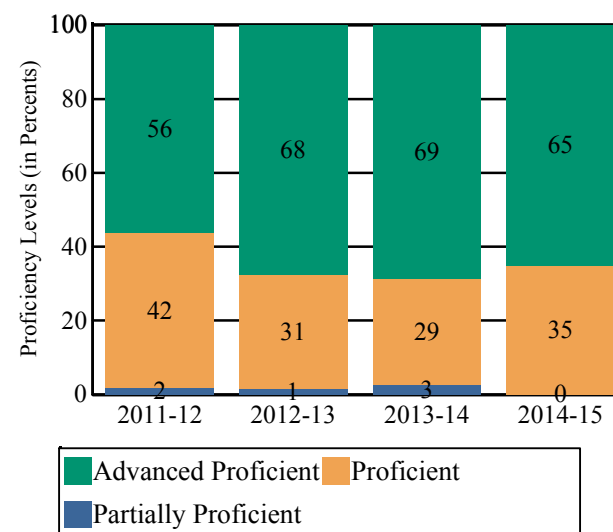
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	65%	35%	0%
White	65%	35%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	31%	69%	0%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

UNION
CLARK TWP

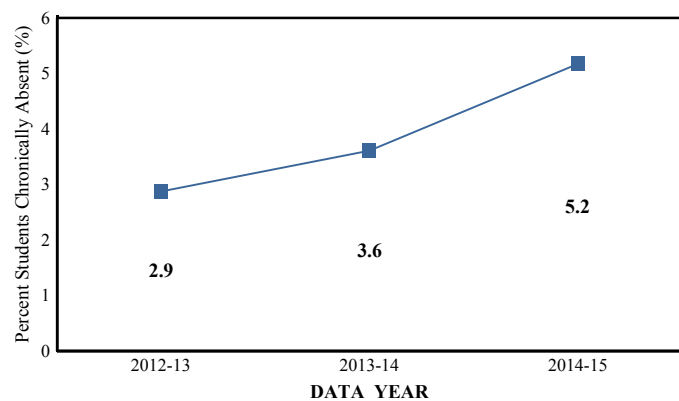
GRADE SPAN KG-05

39-0850-040
VALLEY ROAD SCHOOL
150 VALLEY ROAD
CLARK, NJ 07066

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

Chronic Absenteeism Trend

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

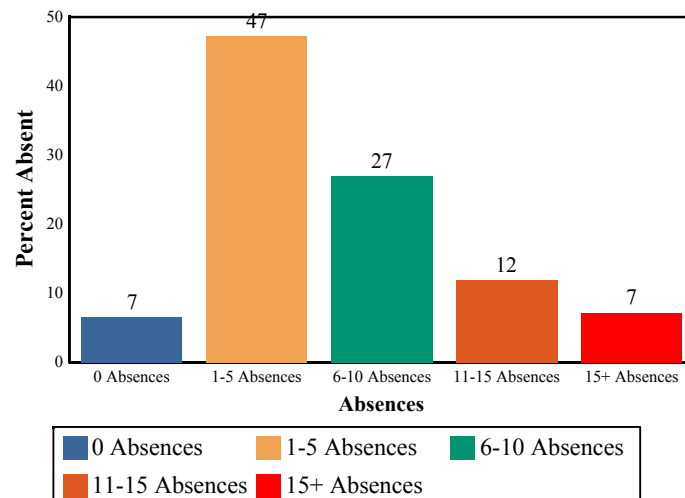


Chronic Absenteeism for 2014-15

5.18%

Absenteeism

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



STUDENT GROWTH

UNION

GRADE SPAN KG-05

CLARK TWP

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	57	60	68	35	YES
Student Growth on Math	42	23	26	35	YES
		42	47		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	5%	4%	0%
Approached	14%	9%	3%
Met	7%	15%	25%
Exceeded	0%	3%	11%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	14%	5%	1%
Approached	14%	11%	7%
Met	14%	13%	13%
Exceeded	0%	1%	5%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

CLARK TWP

GRADE SPAN KG-05

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	835	850
75th	799	770
50th	767	743
25th	740	715
0th	691	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	59	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	813	850
75th	776	767
50th	758	745
25th	742	722
0th	696	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

CLARK TWP

GRADE SPAN KG-05

Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	785	773
50th	770	750
25th	738	728
0th	707	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	45

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	830	850
75th	780	773
50th	757	751
25th	738	728
0th	671	650

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

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	776	764
50th	758	742
25th	730	721
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	763	763
50th	742	743
25th	725	723
0th	697	650

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

SCHOOL CLIMATE

UNION

CLARK TWP

State of New Jersey

2014-15

GRADE SPAN KG-05

39-0850-040

VALLEY ROAD SCHOOL

150 VALLEY ROAD

CLARK, NJ 07066

Length of School Day

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

	School
2014-15	6 Hrs. 30 Mins.

Student Suspension Rate

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

	School
2014-15	0.7%

Instructional Time

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

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

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	13
Administrators	440

SCHOOL PEER GROUP

UNION

CLARK TWP

GRADE SPAN KG-05

39-0850-040

VALLEY ROAD SCHOOL

150 VALLEY ROAD

CLARK, NJ 07066

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	EMERSON BORO	PATRICK M VILLANO SCHOOL	03-1360-060	03-06	8.1%	5.1%	17.6%
BERGEN	FAIR LAWN BORO	RADBURN ELEMENTARY SCHOOL	03-1450-110	KG-05	8.7%	5.1%	23.3%
BERGEN	HILLSDALE BORO	MEADOWBROOK	03-2180-030	PK-04	5.9%	0.9%	21.5%
BERGEN	MAHWAH TWP	GEORGE WASHINGTON SCHOOL	03-2900-080	KG-03	6.7%	1.7%	15.7%
BERGEN	RUTHERFORD BORO	LINCOLN SCHOOL	03-4600-070	KG-03	4.6%	0.2%	5.7%
BERGEN	WESTWOOD REGIONAL	WASHINGTON ELEMENTARY SCHOOL	03-5755-080	KG-05	5.7%	0.7%	10.7%
BURLINGTON	CHESTERFIELD TWP	CHESTERFIELD TOWNSHIP ELEMENTARY SCHOOL	05-0830-025	PK-06	5.6%	0.3%	10.8%
CAMDEN	HADDON HEIGHTS BORO	SEVENTH AVE	07-1880-090	KG-06	4.6%	0%	9.1%
CAMDEN	VOORHEES TWP	EDWARD T. HAMILTON	07-5400-020	KG-05	5.5%	1.2%	18.4%
CAMDEN	VOORHEES TWP	KRESSON SCHOOL	07-5400-055	KG-05	4.6%	0%	9.3%
CHARTERS	HATIKVAH INTERNATIONAL CS	HATIKVAH INTERNATIONAL CHARTER SCHOOL	80-6041-916	KG-05	7.4%	3%	10.7%
HUNTERDON	ALEXANDRIA TWP	LESTER D. WILSON ELEMENTARY SCHOOL	19-0020-010	PK-03	5.6%	0%	10.2%
HUNTERDON	READINGTON TWP	HOLLAND BROOK SCHOOL	19-4350-030	04-05	5.8%	1.1%	21.6%
MERCER	W WINDSOR-PLAINS BORO REG	MILLSTONE RIVER SCHOOL	21-5715-150	04-05	6.5%	1.9%	10.3%
MIDDLESEX	EAST BRUNSWICK TWP	WARNSDORFER ELEMENTARY SCHOOL	23-1170-138	KG-05	5.4%	0%	10.4%
MIDDLESEX	METUCHEN BORO	CAMPBELL ELEMENTARY SCHOOL	23-3120-060	01-04	6.1%	0.6%	13.2%
MONMOUTH	HOWELL TWP	GREENVILLE ELEMENTARY SCHOOL	25-2290-012	KG-05	5%	0%	13.7%
MONMOUTH	MIDDLETOWN TWP	RIVER PLAZA ELEMENTARY SCHOOL	25-3160-160	KG-05	4.9%	0.6%	11.1%
MORRIS	MADISON BORO	TOREY J. SABATINI SCHOOL	27-2870-110	KG-05	5.5%	0.9%	12.2%
MORRIS	PARSIPPANY-TROY HILLS TWP	MOUNT TABOR ELEMENTARY SCHOOL	27-3950-100	KG-05	7.5%	4.1%	12.9%
MORRIS	ROXBURY TWP	KENNEDY ELEMENTARY SCHOOL DISTRICT	27-4560-067	KG-04	5.4%	0%	14.8%

State of New Jersey
2014-15

SCHOOL PEER GROUP

UNION
CLARK TWP

GRADE SPAN KG-05

39-0850-040
VALLEY ROAD SCHOOL
150 VALLEY ROAD
CLARK, NJ 07066

PASSAIC	RINGWOOD BORO	PETER COOPER SCHOOL	31-4400-055	KG-03	5.8%	1.2%	10%
PASSAIC	WAYNE TWP	ALBERT PAYSON TERHUNE ELEMENTARY	31-5570-078	KG-05	5.1%	0.5%	12.4%
PASSAIC	WAYNE TWP	JAMES FALLON ELEMENTARY SCHOOL	31-5570-085	KG-05	5.9%	0.6%	10.9%
SOMERSET	BRANCHBURG TWP	STONY BROOK SCHOOL	35-0510-060	04-05	6%	0.3%	18.9%
SOMERSET	BRIDGEWATER-RARITAN REG	MILLTOWN ELEMENTARY SCHOOL	35-0555-085	KG-04	4.7%	0%	11.2%
UNION	CLARK TWP	VALLEY ROAD SCHOOL	39-0850-040	KG-05	5.7%	0.9%	15.7%
UNION	CRANFORD TWP	LIVINGSTON AVENUE SCHOOL	39-0980-080	03-05	5.1%	0%	24.6%
UNION	SCOTCH PLAINS-FANWOOD REG	WILLIAM J. MCGINN	39-4670-105	KG-04	5.2%	0%	13%
UNION	SUMMIT CITY	LINCOLN-HUBBARD ELEMENTARY SCHOOL	39-5090-100	01-05	7.3%	4%	7.6%
UNION	WESTFIELD TOWN	MCKINLEY ELEMENTARY SCHOOL	39-5730-140	01-05	7%	3.2%	18.3%

DEMOGRAPHIC INFORMATION

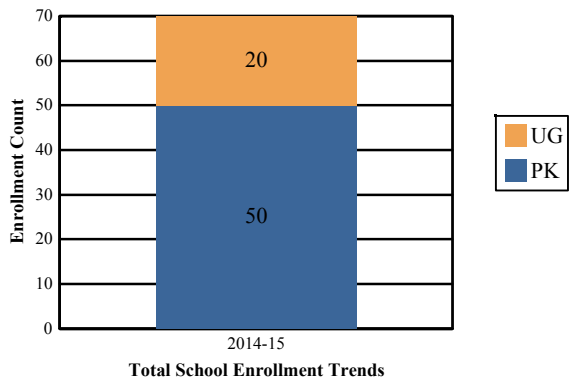
UNION
CLARK TWP

GRADE SPAN PK

39-0850-300
CLARK PRESCHOOL ANNEX
430 WESTFIELD AVE
CLARK, NJ 07066

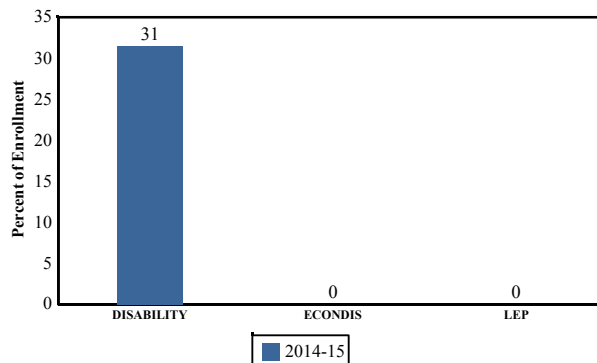
Enrollment by Grade

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



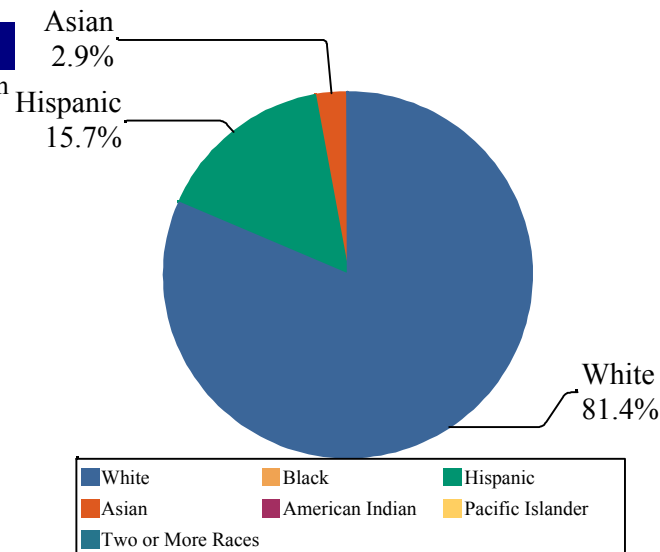
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

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



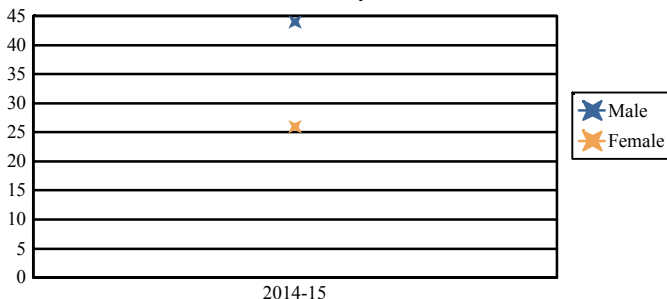
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment

2014-15	70
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Enrollment by Gender

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



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	22	31%
Economically Disadvantaged Students	0	0.0%
English Language Learners	0	0.0%

Language Diversity

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

2014-15	Percent
English	98.7%
Korean	1.3%

	Male	Female
2014-15	44	26

SCHOOL CLIMATE

UNION

CLARK TWP

State of New Jersey

2014-15

GRADE SPAN PK

39-0850-300

CLARK PRESCHOOL ANNEX

430 WESTFIELD AVE

CLARK, NJ 07066

Length of School Day

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

	School
2014-15	6 Hrs. 15 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

Instructional Time

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

2014-15	School
Full Time	4 Hrs. 0 Mins.
Shared Time	2 Hrs. 15 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	N/R
Administrators	N/R

N/R - Data Not Reported