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## 2010-11 SCHOOL REPORT CARD

**SCHOOL:** Anthony V Ceres School

**COUNTY:** Middlesex

**DISTRICT:** Perth Amboy City

>[District Narrative](#)

>[School Profile](#) (local narrative)

>[NCLB Report](#)

>[Guide to Report Card](#)

### School Environment

<u>Length of School Day</u>	
Amount of time school is in session on a normal school day.	
<b>School</b>	6 hours: 25 minutes
<b>State Average</b>	6 hours: 30 minutes

<u>Instructional Time</u>	
Amount of time per day students are engaged in instructional activities.	
<b>School</b>	5 hours: 30 minutes
<b>State Average</b>	5 hours: 43 minutes

<u>Student/Computer Ratio</u>		
Numbers of students per instructional, multi-media-capable computers, manufactured after July 1, 2007, available for use in supervised instruction.		
	<b>School</b>	<b>State Average</b>
2010-11	5.7	3.6

<u>Average Class Size</u>	2010-2011	
	School	State
Kindergarten	25.3	19.4
Grade 1	26.8	19.9
Grade 2	19.5	20.3
Grade 3	21.6	20.6
Grade 4	25.0	21.2
Total School	23.8	19.0

<u>Internet Connectivity</u>		
Numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2007 available for instruction at various locations and how many of those computers have a connection to the Internet.		
	2010-2011	
Locations	Computers	Computers Connected to the Internet
Classroom/Instructional	0	0
Library/Media Centers	12	12
Computer Labs	100	100
All Locations	112	112

### Student Information

**Enrollment by Grade**

Counts of students "on-roll" by grade in October of each school year.

Grade	2010-2011	2009-2010	2008-2009	2007-2008
Kindergarten (full-day)	152.0	137.0	130.0	127.0
Grade 1	161.0	138.0	151.0	134.0
Grade 2	117.0	95.0	98.0	91.0
Grade 3	108.0	88.0	102.0	100.0
Grade 4	100.0	109.0	105.0	111.0
SE students in specialized classes	4.0			
Total School	642.0	567.0	586.0	563.0

**Student Mobility Rate**

Percentage of students who entered and left during the school year.

	School	State Average
2010-11	0.0%	10.0%
2009-10	18.5%	10.5%
2008-09	16.6%	10.7%

**Students with Disabilities**

Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	1.7%
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**Limited English Proficient (LEP)**

Percentage of LEP students	17.4%
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**Language Diversity**

First language spoken at home in order of frequency.

Language	Percent
English	50.5%
Spanish	48.6%
Chinese	0.2%
French	0.2%
Mandar	0.2%
Polish	0.2%
Portuguese	0.2%
Other	0.2%

**Student Performance Indicators****ASSESSMENTS**

New Jersey Assessment of Skills and Knowledge (NJASK3) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	School	2010-11	109	52.3%	45.9%	1.8%
		2009-10	89	40.4%	57.3%	2.2%
	District	2010-11	703	51.9%	45%	3.1%
		2009-10	700	56.3%	42.1%	1.6%
	DFG	2010-11	17919	58.8%	39.1%	2.1%
		2009-10	18259	62.9%	35.8%	1.3%
	State	2010-11	99951	36.9%	56%	7.2%
		2009-10	101435	40.2%	54.2%	5.6%

\*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

New Jersey Assessment of Skills and Knowledge (NJASK3) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Mathematics</a>	School	2010-11	109	24.8%	42.2%	33%
		2009-10	89	14.6%	37.1%	48.3%
	District	2010-11	704	29.4%	43.5%	27.1%
		2009-10	702	28.9%	44.7%	26.4%
	DFG	2010-11	17987	39.8%	39.4%	20.8%
		2009-10	18360	40.6%	39.2%	20.2%
	State	2010-11	100276	20.9%	40.6%	38.5%
		2009-10	101762	21.7%	41.1%	37.2%

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New Jersey Assessment of Skills and Knowledge (NJASK4) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	School	2010-11	99	46.5%	52.5%	1%
		2009-10	111	60.4%	38.7%	0.9%
	District	2010-11	694	56.6%	40.8%	2.6%
		2009-10	659	57.4%	38.8%	3.8%
	DFG	2010-11	17632	61.9%	36.6%	1.5%
		2009-10	17341	64.1%	33.5%	2.4%
	State	2010-11	101350	37%	55.7%	7.3%
		2009-10	101654	40.2%	50.4%	9.3%

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National Assessment Educational Progress (NAEP) GRADE 4 READING		Year	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
All Students <a href="#">»details for subgroups</a>	State (NJ)	2011	21.9%	34.2%	32.5%	11.4%
	Nation	2011	33.8%	33.8%	24.9%	7.5%

New Jersey Assessment of Skills and Knowledge (NJASK4) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Mathematics</a>	School	2010-11	99	12.1%	52.5%	35.4%
		2009-10	111	17.1%	63.1%	19.8%
	District	2010-11	695	29.2%	49.2%	21.6%
		2009-10	662	29.8%	48.3%	21.9%
	DFG	2010-11	17687	38.6%	44.4%	17%
		2009-10	17440	40.9%	40.8%	18.2%

State	2010-11	101687	20.4%	47.3%	32.3%
	2009-10	102032	22.8%	42.3%	34.9%

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National Assessment Educational Progress (NAEP) GRADE 4 MATHEMATICS		Year	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
All Students <a href="#">»details for subgroups</a>	State (NJ)	2011	11.0%	38.3%	40.9%	9.8%
	Nation	2011	18.1%	42.3%	33.2%	6.5%

New Jersey Assessment of Skills and Knowledge (NJASK4) SCIENCE		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Science</a>	School	2010-11	99	7.1%	67.7%	25.3%
		2009-10	111	7.2%	77.5%	15.3%
	District	2010-11	697	15.6%	58.4%	26%
		2009-10	662	10.6%	64.5%	24.9%
	DFG	2010-11	17662	25.2%	52.6%	22.1%
		2009-10	17421	17.6%	62.8%	19.7%
	State	2010-11	101624	9.8%	42.3%	47.9%
		2009-10	102004	6.5%	49.2%	44.3%

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## OTHER PERFORMANCE MEASURES

<a href="#">Attendance Rates</a>	2010-2011		2009-2010		<a href="#">Student Suspensions</a>			
Percentage of students present on average each day.	<b>School</b>	<b>State</b>	<b>School</b>	<b>State</b>	Percentage of students who were suspended from the school during the school year.			
Pre-K	0%	91.6%	0%	91.4%		<b>School</b>	<b>District Average</b>	<b>State Average</b>
Kindergarten	95.2%	94.2%	95.5%	94.3%				
Grade 1	95.9%	95.1%	96.3%	95.2%	2010-11	0%	12%	4%
Grade 2	96.3%	95.5%	98.0%	95.5%	2009-10	0%	13%	4%
Grade 3	95.9%	95.7%	97.2%	95.8%	2008-09	1%	12%	4%
Grade 4	96.5%	95.9%	96.9%	95.9%				
Grade 5	0%	95.9%	0%	95.8%				
Grade 6	0%	95.6%	0%	95.6%				
Grade 7	0%	95.3%	0%	95.2%				
					<a href="#">Student Expulsions</a>			
					The number of students who were expelled during the school year.			

	0%	95.0%	0%	94.9%		School	District	State Total
Grade 8	0%	95.0%	0%	94.9%				
Grade 9	0%	93.9%	0%	94.1%	2010-11	0	0	32
Grade 10	0%	93.8%	0%	94.0%	2009-10	0	0	90
Grade 11	0%	93.5%	0%	93.8%	2008-09	0	0	35
Grade 12	0%	92.2%	0%	92.4%				
SE students in specialized classes	0%	92.1%	0%	92.0%				
Total School	95.9%	94.6%	96.6%	94.6%				

## Staff Information

<u>Student/Administrator Ratio</u>		
Numbers of students per administrator.		
	School	State Average
2010-11	321.0	295.6
2009-10	283.5	275.1
2008-09	293.0	276.8

<u>Student/Faculty Ratio</u>		
Numbers of students per faculty member.		
	School	State Average
2010-11	12.6	11.1
2009-10	9.9	10.6
2008-09	10.2	10.8

<u>Faculty Mobility Rate</u>		
Percentage of faculty who entered and left the school during the school year.		
	School	State Average
2010-11	0.0%	5.0%
2009-10	0.0%	5.4%
2008-09	0.0%	4.0%

<u>Faculty and Administrator Credentials</u>			
Percentage of faculty and administrators possessing a bachelor's, master's, or doctoral degree.			
	BA/BS	MA/MS	PhD/EdD
2010-11	58.5%	41.5%	0.0%
2009-10	63.2%	36.8%	0.0%
2008-09	63.8%	36.2%	0.0%

<u>Faculty Attendance Rate</u>		
Percentage of faculty present on average each day.		
	School	State Average
2010-11	95.9%	95.8%
2009-10	99.5%	95.7%
2008-09	97.1%	95.3%

<u>National Board Certification</u>			
Number of teachers who have been certified by the National Board for Professional Teaching Standards.			
	School	District	State
2010-11	1	10	
2009-10	1	12	
2008-09	1	7	93

## District Financial Data

**Administrative and Faculty Personnel**

In FTE (Full-time Equivalents).

	# of Administrators		# of Schools		# of Students per Administrator		# of Faculty per Administrator	
	District	State Average	District	State Average	District	State Average	District	State Average
2010-11	40.0	26.0	10.0	7.5	261.4	173.0	22.1	16.0
2009-10	50.0	28.3	10.0	7.6	199.5	161.0	18.3	15.4
2008-09	46.5	28.5	10.0	7.6	207.1	158.9	19.4	15.2

**Median Salary and Years of Experience of Administrative and Faculty Personnel**

	2010-11	2009-10	2008-09
<b>Administrators</b>			
Salary - District	\$125,185	\$120,890	\$114,326
Salary - State	\$119,491	\$117,895	\$114,915
Years of Experience - District	19	18	19
Years of Experience - State	19	20	21
<b>Faculty</b>			
Salary - District	\$59,850	\$57,150	\$53,525
Salary - State	\$63,851	\$61,840	\$59,530
Years of Experience - District	9	8	8
Years of Experience - State	10	10	9

**Teacher Salaries and Benefits**

Percents of teacher salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in teacher salaries/benefits from one year to the next.

	% for Teachers Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	62%	57%	1%	-1%
2009-10	62%	56%	6%	4%
2008-09	61%	56%	6%	4%

**Administrative Salaries and Benefits**

Percents of administrative salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in administrative salaries/benefits from one year to the next.

	% for Administrative Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	7%	9%	-4%	-2%
2009-10	7%	9%	3%	4%
2008-09	7%	8%	5%	3%

**Revenues**

Percents of total revenues from various sources.

	2010-2011		2009-2010		2008-2009	
	District	Budget Type Average	District	Budget Type Average	District	Budget Type Average
Local	13%	52%	13%	50%	12%	49%
State	82%	42%	69%	39%	84%	45%
Federal	5%	4%	18%	9%	4%	3%
Other	0%	2%	0%	2%	0%	2%

**Per Pupil Expenditures**

Two calculations of the average cost per pupil in the district.

(See #1 and #2 below).

	2010-2011		2009-2010		2008-2009	
	District Actual	Budget Type Average	District Actual	Budget Type Average	District Actual	Budget Type Average
Classroom - Salaries and Benefits	\$8,566	\$7,564	\$8,673	\$7,682	\$8,450	\$7,386
Classroom - General Supplies/Textbooks	\$225	\$238	\$343	\$266	\$343	\$280
Classroom - Purchased Services and Other	\$28	\$110	\$31	\$110	\$46	\$104
<b>Total Classroom Instruction</b>	\$8,819	\$7,912	\$9,046	\$8,059	\$8,839	\$7,786
Support Services - Salaries and Benefits	\$1,518	\$1,834	\$1,630	\$1,937	\$1,625	\$1,839
Support Services - other	\$369	\$216	\$326	\$222	\$286	\$231
<b>Total Support Services</b>	\$1,887	\$2,050	\$1,956	\$2,159	\$1,911	\$2,070
Administration - Salaries and Benefits	\$912	\$1,137	\$967	\$1,163	\$973	\$1,126
Administration - other	\$159	\$231	\$163	\$237	\$188	\$242
<b>Total Administration Costs</b>	\$1,071	\$1,368	\$1,130	\$1,400	\$1,161	\$1,368
Op./Maint. of Plant - Salaries and Benefits	\$769	\$816	\$843	\$868	\$824	\$856
Op./Maint. of Plant - other	\$702	\$786	\$636	\$773	\$684	\$786
<b>Total Operations and Maintenance of Plant</b>	\$1,471	\$1,602	\$1,479	\$1,641	\$1,508	\$1,642
<b>Total Food Services Costs</b>		\$55		\$64		\$67
<b>Total Extracurricular Costs</b>	\$102	\$225	\$119	\$246	\$118	\$240
<b>(1)BUDGETARY COST PER PUPIL</b>	\$13,736	\$13,253	\$13,948	\$13,594	\$13,860	\$13,207
<b>(2)TOTAL COST PER PUPIL</b>	\$17,717	\$17,455	\$18,414	\$17,885	\$17,977	\$17,322

(1) The Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

(2) Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

>>[NCLB School, District, and State Reports](#)

The federal *No Child Left Behind (NCLB) Act* has imposed specific accountability and reporting requirements on states. The *NCLB* reports present school-, district-, and state-level information in those areas mandated by *NCLB*, which are as follows: status regarding Adequate Yearly Progress; information on highly qualified teachers; attendance and dropout data; and assessment data that has incorporated all of the conditions mandated under *NCLB* for meeting federally approved proficiency levels.

The results displayed on *NCLB* Reports are based on the state assessment data with the *NCLB* conditions applied. Additionally, the *NCLB* data incorporates the data appeals submitted by districts/schools that have been granted by the NJDOE. Therefore, the data in the *NCLB* Reports may be different from the data displayed on the NJ School Report Cards.

>>[New Jersey School Report Card](#)

The annual New Jersey School Report Card is required under a 1995 state law. It presents thirty-five fields of information for each school in the following categories: school environment, students, student performance indicators, staff, and district finances.

The assessment results displayed on the New Jersey School Report Cards are based on the state assessment data without any *NCLB* conditions applied. Therefore, the assessment data in the NJ School Report Card may be different from the assessment data displayed on the *NCLB* Reports where there have been *NCLB* conditions applied to the test results.

- [Historical Report Card Data](#)
- [Additional Data Reports](#)
- [Highly Qualified Teacher Survey Results](#)

>>[REPORT CARDS](#) >>2011

## WELCOME TO THE NEW JERSEY SCHOOL REPORT CARD FOR 2011

One of the major goals of the Department of Education is to increase school- and district-level accountability for educational progress by communicating useful information to members of the public to be used in measuring how well their schools are doing. The New Jersey School Report Card has provided the public with information about every school in New Jersey since 1995 when the Legislature mandated the annual accountability report.

The 2011 edition of the New Jersey School Report Card offers the same level of information as last year. We encourage you to examine your school's report card to decide for yourself whether your school is making satisfactory progress in helping your child meet New Jersey's Core Curriculum Content Standards. If you would like to give the department feedback on the report card process, please contact us: [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us).

Above all, the Department of Education urges you to become involved with your local schools. With the scrutiny and support of the community, our schools can and will provide an excellent education for all of our students.

- [Guide to the New Jersey School Report Card](#)
- [Report Card Databases](#)

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## 2010-11 SCHOOL REPORT CARD

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# Report Card Narratives

## NEW JERSEY DEPARTMENT OF EDUCATION

**PERTH AMBOY CITY (23-4090)**

Welcome to Perth Amboy, an historic 4.5 square mile municipality, located along the shores of the beautiful Raritan Bay in Middlesex County. Perth Amboy operates Early Childhood Centers (3 to 4 year olds), 5 Elementary Schools (Grades K-4), 2 Middle Schools (Grades 5 - 8), 1 High School (Grades 9 - 12) and Adult Education Center. Each of our schools offers state-of-the-art technology, housed in modern innovative facilities, led by well-qualified staff dedicated to providing a solid academic foundation in a safe and healthy environment.

The 2010-2011 school year is a wonderful time of exciting experiences and a chance to learn more than ever before. One of the most important things is how we can work together to make each child's education as effective and inspiring as possible. Simple communication about what is happening at school is very important for every family.

The Perth Amboy Public Schools report card is one way to communicate with our school community the highlights of the 2010-2011 school year. Here are a few of the highlights of our district:

1. Our school district has satisfied at least 80% of the weighted indicators in each of the five areas of the QSAC review process and has been designated as high performing. Pursuant to N.J.S.A. 18A:7A-14, Acting Commissioner Cerf will recommend that the State Board of Education certify your school district for a period of three years as providing a thorough and efficient system of education.
2. The preschool curriculum is a comprehensive, research based curriculum. The curriculum specifies the literacy, math, science and technology content to be taught based on the preschool standards. It relates directly to the subject area curricula used in elementary school, so children's learning in preschool forms the basis of all learning that will follow. The preschool program continues to focus on systematic, collaborative, and continuous improvement of classroom practices.
3. The Elementary Schools continued to raise achievement levels while aligning the Common Core State Standards through implementation of a comprehensive school program and collaboration among school, parents, and the community. During the 2010-2011 school year our elementary schools acknowledged the fact that the accomplishment of making every child a strong reader was our utmost concern. It is with this interest that stakeholders, constantly examine and evaluate the needs of our staff and students.
4. At the Middle and High School levels emphasis on the integration of technology was incorporated in all content areas. Resources included appropriate educational technology in the planning, delivery, and assessment of instruction. High quality professional development was available for all professional staff and included the proper, effective, and responsible use of student data to make educated decisions.
5. Our district is committed to all students receiving a solid academic foundation to achieve the Common Core State Standards through excellent educational experiences, support programs that insure student growth development and community enrichment programs. This will be accomplished within a learning structure of high expectation quality professional development, and fiscally responsible decision making.

In order to improve learning, we must address curriculum, instruction, and assessment. Curriculum is what we teach, instruction is how we teach it, and assessment is how we measure our results. We are addressing each of these areas through the following strategies:

### Curriculum

We are aligning our curriculum to the Common Core State Standards, which will become the requirement in NJ in the next couple of years. We now recognize that curriculum development is never done; it is a continual process that happens through teachers and teacher teams. We also recognize that teachers benefit from collaboration and sharing their work. In order to develop our skills, we are engaging Curriculum 21 to work with our administrators and newly selected Educational Leaders on Common Core alignment and curriculum mapping. These educators will then work with teacher teams, organized into professional learning communities, in their buildings to improve curriculum development capacity in every school. In order to facilitate collaboration, we will be using the Atlas Rubicon software program to share our work across the district, and provide a user-friendly way to analyze the skills that are included across grade levels, schools, subject areas, and the district as a whole.

### Instruction

Students learn best when they are actively engaged in tasks that include critical thinking skills, and academic discourse with one another. These two areas are at the heart of Charlotte Danielson's Framework for Teaching, and included in domains 3B and 3C. Our administrators (through participation in three professional learning communities) are now learning how to facilitate instructional rounds in their schools, allowing teachers to work together to improve their skills in student engagement and discourse. Building administrators will work with their professional learning communities so that every educator in our district will understand the instructional rounds process and be able to give and receive valuable feedback regarding instruction.

We are partnering with Quantum Learning to assist us in creating the highest possible levels of expectations and engagement with students. This approach not only improves instruction, but also creates a common language around achievement and behavior, and develops positive character traits in students.

### Assessment

We know that teachers need frequent information that can be used to guide instruction. To that end, each school is working together with Cambridge Education to develop common assessments that will help teachers understand how well students are learning in their classes. These assessments will reduce the amount of instructional time dedicated to testing, reduce administrative work for teachers, while providing them with more timely, actionable data.

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# Report Card Narratives

## NEW JERSEY DEPARTMENT OF EDUCATION

**ANTHONY V CERES SCHOOL (23-4090-070)**

Dedicated to make sure that every child learns!!

The Anthony V. Ceres Elementary School is a K - 4 facility with approximately 600 students located within an urban district. The school is in its fourth year of implementing Professional Learning Communities. Teams of teachers work together to plan lessons, review data, identify the needs of our students and to identify and utilize best practices. Teachers are provided a daily, 45-minute common preparation period which allows them to meet at least once a week. In addition, the school has also implemented a daily forty-five minute intervention / enrichment period per grade level. At this time, teachers focus their instruction on skills that students have not mastered, as reflected on common assessments, and provide enrichment for those students who have met the standards. This intervention / enrichment program allows all students to receive the extra assistance they need daily, during the school day.

There are other programs in place that also assist the school in ascertaining that all students learn. The Four Corners program, which is in its sixth year, is an eight-week intensive program focusing on Language Arts and Mathematics. Students who score proficient or near proficient on the previous year's state assessments attend half-hour sessions with specialists and intervention teachers during the school day. There is also an after school program structured with an academic focus and smaller class sizes to reach our at risk students. Students identified by our Intervention and Referral Services Team as needing additional assistance are tutored at least twice a week. The school also has third and fourth grade gifted and talented classes that address the needs of our students that have the ability to accelerate in the academic areas.

Our curriculum consists of an uninterrupted, 90-minute language arts literacy block which includes guided reading, vocabulary workshop, and a writing workshop. Differentiated instruction strategies are used to meet the students' instructional needs. A 30-minute self-selected reading block is initiated by mini-lessons that include an opportunity for shared/independent reading and individual conferencing with the teacher, implemented daily. Learning stations are strategically placed within the classroom with motivational learning activities for the students. Each classroom has a leveled library thematically labeled. Two reading specialists model lessons using varied active teaching / active learning strategies needed for instruction of Language Arts Literacy and also provide teachers with a vast amount of resources.

In the area of Mathematics, our curriculum includes an uninterrupted 60-minute block of instruction with a focus on the individual and diverse needs of the students. In addition, the entire school has a common 15-minute block of Calendar Math daily. Math is integrated in the content areas to provide real life experiences.

Updated technology has been infused into each classroom by providing two student computers that are connected to the Internet. The students use the computers to reinforce skills, conduct research, and complete classroom assignments. Every classroom also houses a teacher's station, which consists of a computer designated for their use only with its own printer. Among various uses, the teacher takes attendance on this computer through a district web-based application known as CrossPointe Schools Online and has access to an application known as Safari Video Networks and Montage. This database can be searched for educational videos that coordinate with their lesson plans and display them via a ceiling mounted television. Safari can also be used to display the teacher's computer screen on the television so all students can view a PowerPoint presentation, a United Streaming image, or a video clip. The school also has two traveling Macbook labs that can be rolled into classrooms for whole group instruction; there are 4 additional wireless carts that contain 6 Dell Laptops that can be utilized as workstations. In addition, we have a computer lab containing thirty-one computers. Each homeroom visits the lab once a week for a lesson with our full-time technology educator. The school uses First in Math and Bookflix to assist students in mastering skills in language arts literacy and mathematics. Our network provides the opportunity for students to begin work in the lab with the technology educator and has the capability to save it to their classroom account so they can finish it in their classrooms, if need be. Three mobile Smart Boards are also available to the teachers to be used for instruction. The school's curriculum also includes: Science, Social Studies, Health, Music, Art, Library Skills, Physical Education, and World Language: Spanish and English as a Second Language.

The school provides co-curricular and after school programs, such as: Family Literacy, Family Workshops for parents / families on school related topics and skills, CORE Counseling Groups, School Leadership Council - SLC, Student and Staff Support Team - SSST, Intervention and Referral Services (I&RS), a Gymnastics Program, the 21st Century Program sponsored by the Jewish Renaissance, a Parent Team, a Home-School Relations Committee, and YMCA.

In addition to our outstanding staff of highly qualified teachers, we have specialists and other support staff, such as: Intervention Teachers, a Child Study Team (Psychologist, Social Worker and Learning Disability Consultant), a Crisis Intervention Teacher, a Computer Teacher, Guidance Counselor, Physical Education/Health Teachers, a Librarian, Music Teacher, Nurse, Reading Specialists (2), Speech, English as a Second Language (ESL) Teachers, a Home / School Liaison, Paraprofessionals and a Security Guard.

We highlight school, teacher and student achievements in various areas that include: winners of The Stock Market Game, Governor / Teacher of the Year Award, students' awards for Honor Roll, Perfect Attendance and Most Improved Student. In addition, we have implemented many outstanding programs: Food Baskets for the needy, the Giving Tree during the Christmas Holiday, an excellent Assertive Discipline Program, Reading is Fundamental (RIF), Family Nights, National Book-It Program, School Spirit Activities, School Assemblies, Say No to Drugs March and Poster Contest, District Battle of the Books, Liberty Science Center Partnership Program and the Great Adventure Read-a-thon.

The Anthony V. Ceres School Staff, in partnership with the parents and community of Perth Amboy, dedicate themselves to create a safe, nurturing environment conducive to learning for all of our students. Through the application of standards-based instruction, students will achieve the New Jersey Core Curriculum Content Standards through opportunities to develop independent learning skills, creative problem solving strategies, and a sense of responsibility while respecting the diversity of others. Instruction will be promoted, recognizing different learning modalities to foster individual success for all students to ensure that truly no child is left behind.

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&gt;&gt;REPORT CARDS &gt;&gt;NCLB

# NCLB Report



- 2010 NCLB Report for school, district and state  
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- How Adequate Yearly Progress (AYP) Is Calculated for 2010  
[English](#) | [En Español](#)
- Key Points
  - [English](#)
  - [En Español](#)
- [AYP Profiles](#)
- [Report Archive](#)
- [Lists of Schools/Districts in Need of Improvement](#)  
This is the most current listing of schools identified for improvement, corrective action, and restructuring under the requirements of the *No Child Left Behind Act*. The affected schools are arranged by county within the various status levels.
- [Highly Qualified Teacher Survey Results](#)
- [Federal Resources](#)



[>>REPORT CARDS](#) [>>2011](#) [>>GUIDE](#)

## GUIDE TO THE NEW JERSEY SCHOOL REPORT CARD 2011

### INTRODUCTION

This report card issued in May 2012 contains data for the 2010-11 school year. Enrollment numbers are based on the October 15, 2010 NJSMART submission. The information in the report card is school-level data, except for the finance section which contains district-level information. For charter schools, however, the finance section is school-level. The source of the information contained in the New Jersey School Report Card is the school district or the charter school, unless otherwise indicated in this guide.

There are several general practices and rules that are used throughout the document. They are as follows:

- **SUPPRESSION:** In reporting any type of assessment results, an asterisk indicates that the data were suppressed in order to protect privacy. Suppression includes cell sizes of less than 11 students, proficiency levels that are greater than 90% partially proficient, and other combinations of small cell sizes that might not protect privacy if they were not suppressed.
- **ZERO:** A zero in a data field in most cases means that there is no data to report for that field for this report card year.
- **BLANK:** A blank in most cases means this data element does not apply to this school.
- **STATE AVERAGE:** Unless otherwise stated, state averages are computed by four school types as follows: vocational schools; Special Services School Districts/special education schools; all elementary schools (regular and charter); or all secondary schools (regular and charter).
- **FACULTY:** In fields that refer to faculty, this term includes classroom teachers and educational support services personnel, such as guidance counselors and librarians.
- **ADMINISTRATORS:** In fields that refer to administrators, this term includes the certificated personnel such as the superintendent, assistant superintendents, school business administrator, principals, assistant principals, supervisors, non-supervisory coordinators, and directors.

### REPORT CARD FIELDS

The following sections explain the data in the various report card fields.

#### SCHOOL ENVIRONMENT

##### Average Class Size

Average class size for elementary schools (Pre-K-8) is based on the enrollment per grade divided by the total number of classrooms for that grade. For elementary grades, the state average is the statewide total enrollment for each grade divided by the statewide total number of classrooms in that grade.

Average Class size for secondary schools (9-12) is based on the total enrollment per grade divided by the total number

of English classes for the same grade. For secondary grades, the state average is the total enrollment for each grade divided by the total number of English classes for the same grade.

For Special Services School Districts and special education schools, average class size is calculated by dividing the total enrollment by the total number of classrooms.

**Length of School Day**

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

**Instructional Time**

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

**Student/Computer Ratio**

This shows the average number of students served by each instructional, multimedia-capable computer with a manufacture date after July 1, 2007 that is available for the purposes of supervised instruction. The ratio is calculated by dividing the total enrollment by the total number of multimedia-capable computers that are used for instruction. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2010-11 data are published in this report.

**Internet Connectivity**

This shows the numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2006 available for instruction at various locations and how many of those computers have a connection to the Internet. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2009-10 data are published in this report.

**Length of School Year (charter schools only)**

This is the number of days in the regular school year.

**School Waiting List (charter schools only)**

The list contains numbers of students who are waiting for openings in the charter school roster as of the opening of school.

**School Classrooms (charter schools only)**

This is the number of classrooms in the school.

**STUDENT INFORMATION****Enrollment by Grade**

The enrollment has been obtained from the school districts' NJ SMART state submission. NJ Standards Measurement and Resource for Teaching (NJ SMART), is a comprehensive data warehouse, student level data reporting, and

unique statewide student identification (SID) system

### **Students with Disabilities**

This shows the percentage of students with an Individualized Education Program (IEP), including speech, regardless of placement and programs. This is calculated by dividing the total number of students with IEPs by the total enrollment.

### **Language Diversity**

This is the percentage of students in the school by first language spoken at home. The list includes up to seven languages in descending order of frequency plus “all others.” This is calculated by dividing the number of students who speak a given language by the total enrollment. There is a calculation for each language listed, including English and “all others.”

### **Limited English Proficient (LEP) Students**

This is the percentage of LEP students in the school. It is calculated by dividing the total number of students who are in limited English proficient programs by the total enrollment.

### **Student Mobility Rate**

This is the percentage of students who both entered and left during the school year. The calculation is derived from the sum of students entering and leaving after the October enrollment count divided by the total enrollment.

## **STUDENT PERFORMANCE INDICATORS**

### **Assessments**

#### **Performance on State Tests – High School Proficiency Assessment (HSPA), and New Jersey Assessment of Skills and Knowledge (NJASK) 3, 4, 5, 6, 7, and 8**

The statewide assessment system comprises state tests that are designed to measure student progress in the attainment of the Core Curriculum Content Standards. Under the *No Child Left Behind Act of 2001 (NCLB)*, all states are required to assess student progress in language arts and math in grades 3-8 and grade 11. The state also assesses science in grades four and eight.

High schools show assessment results from the 11th grade spring 2011 administration of the High School Proficiency Assessment (HSPA) in language arts and math. The HSPA is the test that students must pass in order to graduate from high school. Retests are not included in these results.

**The data presented in this report card will differ slightly from the data in the *No Child Left Behind (NCLB)* reports required by federal law. The *NCLB* reports show assessment results in three grade spans after the application of *NCLB* rules for the purpose of calculating adequate yearly progress (AYP) and identifying schools in need of improvement. By contrast, the assessment results presented in this report card have had no restrictions or**

**conditions applied to them. These data are the state's assessment results that have been disaggregated into subgroups for all students who attend a school.**

State assessments are administered with the assistance of test contractors who collect and tally the student-level data. The results are distributed to local districts that have an opportunity to correct any errors. The Department of Education's Office of Assessment conducts the final quality control of all test data and is the source of the assessment results for all state reports, including the New Jersey School Report Card. The assessment office also produces the annual state assessment summary report that differs slightly from the school report card. **The report card information contains only the scores of the students who physically attend that school, while the assessment summary for a school adds in the scores of the special education students who are sent to out-of-district placements.** The addition of these out-of-district scores creates some differences in totals when compared to the report card totals.

### **National Assessment of 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 National Assessment Governing Board, which sets NAEP policy, also develops the content frameworks for the assessment. NAEP is administered by the National Center for Education Statistics (NCES), located within the Institute of Education Sciences (IES) in the U.S. Department of Education, and 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 2009 reading and math scores for New Jersey which are the last scores published. For more information, visit <http://nces.ed.gov/nationsreportcard/>.

### **Graduation Type**

This field shows the percentages of students who met or otherwise satisfied the state's testing requirements for graduation in several different ways – passing both sections of HSPA (scale  $\geq 200$ ), exempt from passing the HSPA and via Alternative High School Assessment (AHSA), Appeals or Other processes.

The Alternative High School Assessment1 (AHSA) measures high school competency in selected areas of the Core Curriculum Content Standards. It is intended to offer an alternative means of meeting the state graduation proficiency test requirement. The AHSA is available to students who have met all high school graduation requirements except for demonstrating proficiency in selected areas of the Core Curriculum Content Standards. (N.J.S.A. 18A:7C-3 & N.J.A.C. 6A:8-4.1)

High School seniors who have not yet demonstrated proficiency on the High School Proficiency Assessment (HSPA) or the Alternate High School Assessment (AHSA) are eligible for an appeal. The appeal can only be made by the district. The district must make the determination that the student, though not meeting the minimum scores needed on the assessments, can perform in language arts literacy and in math at a high school level. The district submits, on behalf of the student, HSPA scores, AHSA results, work samples and any other evidence of performance in ELA and/or math. There is an Educational Proficiency Plan form, developed by the department, to aid districts in submitting the appeals. The

document is designed to be used while students are receiving intervention/remediation (as required in statute). The document also asks for the intervention plan, the results and duration of the interventions, parent and student signatures, dates of conferences with parents, etc. While the form is not required for an appeal, the data on the form is required.

Other includes those students who have not been able to demonstrate a scale score  $\geq 200$  on a single HSPA administration, but have shown proficiency in the different levels of the HSPA during any of the administrations given. An example would be a student who during all 3 administrations of HSPA does not reach a scale score  $\geq 200$ , but when looking at their individual proficiency on each section of the exam they have passed each section during the 3 administrations. These students would be considered eligible to graduate via other.

### **Scholastic Assessment Test (SAT)**

The Scholastic Assessment Test is a voluntary test administered by the College Board, usually for the purpose of college admission. The percentile scores are the average scores of the students whose performance places them along a range from 1-99. The score listed under the 25th percentile means that a quarter of the students' scores fell below that point and the rest were above. Under the 50th percentile, half of the students' scores fell above that score and half fell below. In the 75th percentile, a quarter of the students' scores were above that score and the rest were below. The source of the data for the report card is the College Board.

### **Advanced Placement (AP)**

This information is obtained from the College Board for students who have taken an advanced placement exam. It shows the classes offered at the school, the numbers of students in each class and the numbers who took the test for the course. The total number of students in class is a duplicated count because the same student may take multiple AP classes. The total number of test-takers may exceed the number of enrollees because students may take the test without taking the class.

**NOTE:** The AP numbers reported in this report card are based on a snapshot in time that allows the College Board to provide consistent data from year to year. The AP reports from the College Board contain data from files created in July which include approximately 97-99% of the test-takers. The database created by the July snapshot is not updated by College Board for reporting purposes. Therefore, the numbers in the report card can only be considered correct as of the cut-off date.

### **Advanced Placement Results Summary**

This shows the total who scored 3 or greater on the AP tests. It is a duplicated number which means that a single student may be counted more than once in this total, if the student took more than one test and scored 3 or above.

### **Advanced Placement Participation Data**

The percentage of students taking Advanced Placement tests is calculated by dividing the number of students who took at least one AP test by the total number of students enrolled in grades 11 and 12 based on the October 15 enrollment count.

### **National Occupational Competency Testing Institute (NOCTI) (vocational only)**

The NOCTI develops and administers national job-ready examinations that include both written and performance tests

that measure a student's knowledge and skills for entry into an occupational field. The number of students taking the tests is listed, along with school and state average scores for written and performance tests.

### **Certification/Licensure and Required Examination Results (vocational only)**

This section lists by program area the test results for those occupations that require a license, certification, or examination. The data reflect those students who were tested in an occupational program during the school year.

## **Other Performance Measures**

### **Student Attendance Rate**

These are the grade-level percentages of students on average who are present at school each day. They are calculated by dividing the sum of days present in each grade level by the sum of possible days present for all students in each grade. The school and state totals are calculated by the sum of days present in all applicable grade levels divided by the total possible days present for all students.

### **Dropout Rate (secondary only)**

These are the percentages of students who dropped out of grades 9-12 presented by various subgroups. The percentages are calculated by dividing the number of students in grades 9 through 12 who dropped out of school during the school year by the October enrollment reported for grades 9 through 12.

### **Graduation Rate (secondary only)**

The graduation rate is calculated by using the new federally required adjusted cohort graduation rate. The four-year adjusted cohort graduation rate is the number of students who graduate in four years divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. For example, The 2007 freshmen plus "transfers in" minus "transfers out" over four years will be divided into the number of 2011 graduates for the 2011 adjusted cohort graduation rate. Students who drop out remain in the cohort for this calculation. The source of the data is the state's student-level record system called NJ SMART. The "Other" category includes all other students awarded a regular high school diploma by their school districts, including students who passed the alternative high school proficiency exams.

### **Student Suspensions**

These are percentages of students who were suspended at least once during the school year. Students suspended more than one time are counted once. The percents are calculated by dividing the total number suspended by the total enrollment.

### **Student Expulsions**

This shows the number of students who were expelled from the school and district during the year. The total represents the total number of students expelled statewide.

### **Completion Data (vocational only)**

These are the percentages of students who successfully completed an occupational program categorized by their enrollment status. This is calculated by dividing the number of students in each enrollment status by the total graduates.

## **STAFF INFORMATION**

### **Student/Administrator Ratio**

This is the number of students per administrator in the school. It is calculated by dividing the total school enrollment in October by the number of administrators reported in full-time equivalents (FTEs). Where a single administrator has responsibility for more than one school, the FTE may represent the administrator as less than one.

### **Student/Faculty Ratio**

This is the number of students per faculty member. It is calculated by dividing the reported October school enrollment by the combined full-time equivalents (FTEs) of classroom teachers and educational support services personnel assigned to the school as of October of the school year.

### **Faculty Attendance Rate**

This is the average daily attendance for the faculty of the school. It is calculated by dividing the total number of days present by the total number of days contracted for all faculty members.

### **Faculty Mobility Rate**

This represents the rate at which faculty members come and go during the school year. It is calculated by using the number of faculty who entered or left employment in the school after October 15 divided by the total number of faculty reported as of that same date.

### **Faculty and Administrator Credentials**

These are percentages of faculty and administrative members in the school who hold a bachelor's, master's, or doctoral degree. For vocational and special services schools, there is also information about licenses or certification in addition to or in place of degrees.

### **National Board Certification**

This shows the number of teachers at the school and district levels who have been certified by the National Board for Professional Teaching Standards. In addition to teachers actively working in the districts, the state total may also include teachers who work in nonpublic schools, as well as those who became administrators, have retired or are on leave. This rigorous certification is encouraged, but not required.

## **DISTRICT/CHARTER FINANCIAL DATA**

This section containing the financial data is district-level information for all schools except charter schools. Charter schools are public schools that are operated under a charter granted by the Commissioner of Education. The school is independent

of the school district and managed by a board of trustees. In accordance with charter school law, the school district of residence must pay directly to the charter school for each student enrolled in the charter school who resides in the district an amount equal to 90% of the sum of the budget year equalization aid per pupil and the prebudget year general fund tax levy per pupil inflated by the Consumer Price Index (CPI) rate in effect at the time of the calculation. In addition, the school district of residence must pay directly to the charter school the security categorical aid attributable to the student and a percentage of the district's special education categorical aid equal to the percentage of the district's special education students enrolled in the charter school and, if applicable, 100% of preschool education aid.

The financial information for the charter schools shows school average compared to charter average, while all other school report cards show district average compared to a state average for districts of a similar budget type. Budget type refers to the grade span that a district must budget for. If a district sends its 9-12 students to another district, it has a budget type that is K-12 (the district pays tuition to the receiving district for the 9-12 students), but the district has an operating type of K-8.

### **Administrative and Faculty Personnel**

These include the number of administrators in the district reported in FTEs in October of each year, the number of schools in the districts, the ratio of students to administrators, and the ratio of faculty to administrators in the district. Similar information at the school level is shown earlier in this report card. Administrators include certificated administrative personnel in the central office, principals and school administrators -- both supervisory and non-supervisory. The number of faculty per administrator is calculated by dividing the combined FTE of classroom teachers and educational support personnel by the FTE of administrators as reported in October.

### **Median Salary and Years of Experience of Administrative and Faculty Personnel**

This contains the median salary -- half of the salaries are above the median and half are below -- for both administrators and faculty. It also contains the median years of experience based on total number of years in public education.

### **Teacher Salaries and Benefits**

Total teacher salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in teacher salaries/benefits from one year to the next.

### **Administrative Salaries and Benefits**

Total administrative salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in administrator salaries/benefits from one year to the next.

### **Revenues**

This presents the total revenues from various sources reflecting the combination of the ways districts are funded through local taxes, state aid, federal aid, and other sources, such as local district surplus and tuition income.

## **Budgets and Per-pupil Expenditures**

There are two district-wide costs per pupil amounts for three years that correspond to the rest of the data in the report card. First is the Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Anthony V Ceres School**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK3) LANGUAGE ARTS LITERACY: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	88	50%	47.7%	2.3%
	District	499	47.3%	49.5%	3.2%
	DFG	13260	52.2%	45.2%	2.5%
	State	79988	30.2%	61.4%	8.5%
Students With Disabilities	School	*	*	*	*
	District	66	84.8%	15.2%	0%
	DFG	2326	84.7%	15.1%	0.3%
	State	15609	62.2%	35.3%	2.4%
Limited English Proficient Students	School	*	*	*	*
	District	149	55%	40.9%	4%
	DFG	2593	72.4%	26.5%	1.1%
	State	4868	70.7%	28.3%	1%
Male	School	47	46.8%	51.1%	2.1%
	District	361	57.3%	41%	1.7%
	DFG	9201	63.6%	35%	1.4%
	State	51053	41.6%	53.7%	4.8%
Female	School	62	56.5%	41.9%	1.6%
	District	342	46.2%	49.1%	4.7%
	DFG	8699	53.7%	43.5%	2.7%
	State	48832	31.9%	58.4%	9.7%
White	School	*	*	*	*
	District	*	*	*	*
	DFG	1514	42.3%	53.4%	4.3%
	State	50544	27.1%	63.9%	9%
Black	School	*	*	*	*
	District	61	50.8%	45.9%	3.3%

	DFG	6267	65.4%	33.1%	1.5%
	State	16011	56%	41.1%	2.8%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	321	44.9%	50.2%	5%
	State	9286	19.8%	64.6%	15.5%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	11	54.5%	36.4%	9.1%
	State	227	31.7%	59.9%	8.4%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	11	54.5%	36.4%	9.1%
	State	104	36.5%	60.6%	2.9%
Hispanic	School	98	54.1%	43.9%	2%
	District	628	52.4%	44.6%	3%
	DFG	9692	57.6%	40.4%	2%
	State	22701	52.3%	45%	2.7%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	92	56.5%	40.2%	3.3%
	State	1078	32%	58.7%	9.3%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	39	69.2%	28.2%	2.6%
	State	47	66%	31.9%	2.1%
Economically Disadvantaged	School	105	54.3%	43.8%	1.9%
	District	596	53.9%	43.3%	2.9%
	DFG	15430	60%	38.1%	1.9%
	State	37158	55.3%	42.5%	2.3%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK3) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	79	40.5%	57%	2.5%
	District	511	52.4%	45.6%	2%
	DFG	13791	57%	41.3%	1.7%
	State	82035	33.5%	59.9%	6.6%
Students With Disabilities	School	*	*	*	*
	District	64	84.4%	15.6%	0%
	DFG	2335	87.9%	11.9%	0.1%
	State	15353	67%	31.3%	1.7%
Limited English Proficient Students	School	*	*	*	*
	District	134	59.7%	39.6%	0.7%
	DFG	2384	75.4%	24.2%	0.3%
	State	4504	74.7%	24.7%	0.5%
Male	School	48	43.8%	56.3%	0%
	District	365	61.6%	37.5%	0.8%
	DFG	9361	67.6%	31.5%	0.9%
	State	51951	45.8%	50.7%	3.4%
Female	School	40	35%	60%	5%
	District	333	50.2%	47.4%	2.4%
	DFG	8879	57.8%	40.3%	1.9%
	State	49419	34.2%	58%	7.8%
White	School	*	*	*	*
	District	22	31.8%	63.6%	4.5%
	DFG	1557	48.9%	48%	3%
	State	52409	30.5%	62.4%	7.1%
Black	School	*	*	*	*
	District	45	68.9%	28.9%	2.2%
	DFG	6735	67.8%	31.1%	1.1%
	State	16862	59.6%	38.6%	1.8%
Asian	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	313	48.6%	49.8%	1.6%
	State	9214	21.4%	66%	12.6%
Native Hawaiian or Other Pacific Islander	School	.	.%	.%	.%
	District	.	.%	.%	.%

	DFG	17	52.9%	47.1%	0%
	State	223	32.3%	61%	6.7%
American Indian/ Alaskan Native	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	17	52.9%	47.1%	0%
	State	115	37.4%	55.7%	7%
Hispanic	School	82	39%	58.5%	2.4%
	District	627	56.5%	42.3%	1.3%
	DFG	9566	62%	36.7%	1.3%
	State	21938	56.3%	41.8%	1.9%
Other Race	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	68	77.9%	22.1%	0%
	State	674	40.7%	52.5%	6.8%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	30	73.3%	26.7%	0%
	State	40	67.5%	32.5%	0%
Economically Disadvantaged	School	79	40.5%	57%	2.5%
	District	604	57%	41.9%	1.2%
	DFG	15922	64.3%	34.5%	1.2%
	State	36396	59.7%	38.7%	1.6%
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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Anthony V Ceres School**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK3) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	88	29.5%	38.6%	31.8%
	District	499	25.1%	45.5%	29.5%
	DFG	13267	33.9%	42.3%	23.8%
	State	80002	16.2%	41.1%	42.7%
Students With Disabilities	School	*	*	*	*
	District	66	47%	36.4%	16.7%
	DFG	2332	60.4%	29%	10.6%
	State	15642	36.2%	39.3%	24.4%
Limited English Proficient Students	School	*	*	*	*
	District	150	36%	40.7%	23.3%
	DFG	2649	53.1%	33%	13.9%
	State	5151	50.3%	35.7%	14.1%
Male	School	47	25.5%	38.3%	36.2%
	District	362	32.9%	41.4%	25.7%
	DFG	9247	40.6%	38.2%	21.2%
	State	51251	21.1%	39.8%	39.1%
Female	School	62	24.2%	45.2%	30.6%
	District	342	25.7%	45.6%	28.7%
	DFG	8721	38.8%	40.7%	20.4%
	State	48957	20.7%	41.3%	38%
White	School	*	*	*	*
	District	*	*	*	*
	DFG	1528	23.2%	41.4%	35.4%
	State	50651	12.3%	41%	46.8%
Black	School	*	*	*	*
	District	61	34.4%	41%	24.6%

	DFG	6292	49.4%	35.9%	14.8%
	State	16070	39.9%	41.1%	19%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	339	24.2%	36.3%	39.5%
	State	9408	7.2%	28.7%	64.2%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	12	41.7%	33.3%	25%
	State	228	11.8%	41.7%	46.5%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	12	41.7%	33.3%	25%
	State	107	25.2%	42.1%	32.7%
Hispanic	School	98	24.5%	40.8%	34.7%
	District	629	29.6%	43.6%	26.9%
	DFG	9699	36.8%	41.5%	21.8%
	State	22717	32.6%	44.3%	23.2%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	95	36.8%	40%	23.2%
	State	1095	18.6%	39.2%	42.2%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	39	59%	30.8%	10.3%
	State	47	57.4%	34%	8.5%
Economically Disadvantaged	School	105	25.7%	42.9%	31.4%
	District	597	30.5%	42.9%	26.6%
	DFG	15475	40.7%	39.4%	19.9%
	State	37300	35.7%	42.8%	21.4%
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New Jersey Assessment of Skills and Knowledge (NJASK3) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	79	16.5%	35.4%	48.1%
	District	512	25.2%	46.9%	27.9%
	DFG	13814	35.3%	41.5%	23.2%
	State	82048	17.4%	41.6%	41%
Students With Disabilities	School	*	*	*	*
	District	65	38.5%	43.1%	18.5%
	DFG	2343	61.8%	29.1%	9.1%
	State	15386	36.8%	39.7%	23.4%
Limited English Proficient Students	School	*	*	*	*
	District	134	40.3%	36.6%	23.1%
	DFG	2455	52.8%	35.2%	12%
	State	4788	51.1%	36.7%	12.2%
Male	School	48	12.5%	39.6%	47.9%
	District	366	29.2%	45.4%	25.4%
	DFG	9419	40.8%	38.5%	20.7%
	State	52137	21.7%	39.7%	38.6%
Female	School	40	17.5%	32.5%	50%
	District	334	28.7%	43.7%	27.5%
	DFG	8923	40.4%	40%	19.6%
	State	49561	21.8%	42.5%	35.7%
White	School	*	*	*	*
	District	22	13.6%	27.3%	59.1%
	DFG	1562	23.6%	43.5%	32.8%
	State	52480	12.8%	42.3%	44.9%
Black	School	*	*	*	*
	District	45	44.4%	42.2%	13.3%
	DFG	6794	49.7%	35.7%	14.6%
	State	16962	41.7%	40.8%	17.5%
Asian	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	334	25.7%	42.5%	31.7%
	State	9334	7.4%	29.1%	63.5%
Native Hawaiian or Other Pacific Islander	School	.	.%	.%	.%
	District	.	.%	.%	.%

	DFG	17	52.9%	17.6%	29.4%
	State	225	11.6%	40.4%	48%
American Indian/ Alaskan Native	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	17	52.9%	17.6%	29.4%
	State	116	21.6%	35.3%	43.1%
Hispanic	School	82	13.4%	37.8%	48.8%
	District	629	28.6%	45.8%	25.6%
	DFG	9580	37.3%	41%	21.8%
	State	21965	33.5%	43.8%	22.7%
Other Race	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	69	63.8%	30.4%	5.8%
	State	680	26%	40.4%	33.5%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	30	46.7%	36.7%	16.7%
	State	40	42.5%	40%	17.5%
Economically Disadvantaged	School	79	12.7%	39.2%	48.1%
	District	606	29.5%	46%	24.4%
	DFG	16003	41.9%	39%	19.1%
	State	36555	37.3%	42.5%	20.2%
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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Anthony V Ceres School**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK4) LANGUAGE ARTS LITERACY: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	81	48.1%	50.6%	1.2%
	District	511	53%	43.6%	3.3%
	DFG	13618	55.4%	42.7%	1.8%
	State	81837	29.9%	61.5%	8.6%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2609	87.6%	12.2%	0.3%
	State	16615	65.7%	32.3%	2%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	1581	78.9%	20.7%	0.4%
	State	3231	76.3%	23%	0.7%
Male	School	53	49.1%	49.1%	1.9%
	District	365	63%	34.8%	2.2%
	DFG	9062	64.9%	33.8%	1.3%
	State	51907	40.8%	53.7%	5.5%
Female	School	46	43.5%	56.5%	0%
	District	328	49.4%	47.6%	3%
	DFG	8543	58.7%	39.6%	1.7%
	State	49378	33.1%	57.8%	9.1%
White	School	*	*	*	*
	District	21	52.4%	38.1%	9.5%
	DFG	1469	44%	52.5%	3.5%
	State	52135	26.1%	64.7%	9.2%
Black	School	*	*	*	*
	District	47	72.3%	25.5%	2.1%

	DFG	6349	69.7%	29.2%	1.2%
	State	16571	60.1%	37.9%	2%
Asian	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	327	39.8%	55.7%	4.6%
	State	9237	17.1%	65%	17.9%
Native Hawaiian or Other Pacific Islander	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	17	52.9%	47.1%	0%
	State	214	26.6%	62.1%	11.2%
American Indian/ Alaskan Native	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	17	52.9%	47.1%	0%
	State	104	35.6%	60.6%	3.8%
Hispanic	School	90	42.2%	56.7%	1.1%
	District	619	55.7%	42%	2.3%
	DFG	9376	60.2%	38.5%	1.3%
	State	22173	53.9%	43.9%	2.2%
Other Race	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	67	73.1%	25.4%	1.5%
	State	916	35.6%	56.6%	7.9%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	25	60%	40%	0%
	State	36	61.1%	38.9%	0%
Economically Disadvantaged	School	85	45.9%	54.1%	0%
	District	582	57.6%	40.5%	1.9%
	DFG	15072	63.7%	35.1%	1.2%
	State	36654	57.8%	40.4%	1.8%
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New Jersey Assessment of Skills and Knowledge (NJASK4) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	88	68.2%	30.7%	1.1%
	District	470	51.7%	43.4%	4.9%
	DFG	13343	57.9%	39.1%	3%
	State	82821	33.1%	55.9%	11%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2473	87.2%	12.3%	0.5%
	State	15922	70.2%	27.6%	2.2%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	1694	81.9%	17.4%	0.6%
	State	3214	79.9%	19.4%	0.7%
Male	School	64	60.9%	39.1%	0%
	District	343	62.1%	35.3%	2.6%
	DFG	8840	68.1%	30.2%	1.7%
	State	51824	45.3%	48%	6.7%
Female	School	47	59.6%	38.3%	2.1%
	District	316	52.2%	42.7%	5.1%
	DFG	8481	59.9%	36.9%	3.2%
	State	49771	35%	53%	12%
White	School	*	*	*	*
	District	19	31.6%	57.9%	10.5%
	DFG	1453	44.1%	50.2%	5.7%
	State	53229	29.7%	58.5%	11.8%
Black	School	*	*	*	*
	District	52	59.6%	34.6%	5.8%
	DFG	6455	69.7%	28.1%	2.2%
	State	16904	61.6%	35.2%	3.2%
Asian	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	343	49.6%	44.3%	6.1%
	State	9135	21%	58%	21.1%
Native Hawaiian or Other Pacific Islander	School	.	.%	.%	.%
	District	.	.%	.%	.%

	DFG	15	53.3%	46.7%	0%
	State	215	28.8%	56.3%	14.9%
American Indian/ Alaskan Native	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	15	53.3%	46.7%	0%
	State	106	43.4%	50%	6.6%
Hispanic	School	102	58.8%	40.2%	1%
	District	582	58.1%	38.5%	3.4%
	DFG	8990	63.9%	34.2%	1.9%
	State	21379	57.9%	39.1%	2.9%
Other Race	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	81	69.1%	30.9%	0%
	State	686	41.7%	49.3%	9%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	85.7%	14.3%	0%
	State	33	87.9%	12.1%	0%
Economically Disadvantaged	School	103	61.2%	37.9%	1%
	District	580	59.5%	37.2%	3.3%
	DFG	15041	65.9%	32.1%	2%
	State	35707	61.5%	36%	2.5%
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## 2011 National Assessment Educational Progress (NAEP)

GRADE 4 READING		Proficiency Percentages			
		Below Basic	Basic	Proficient	Advanced
Male	State (NJ)	23.5%	34.8%	31.8%	9.9%
	Nation	37.1%	33.3%	23.4%	6.2%
Female	State (NJ)	20.3%	33.5%	33.1%	13.0%
	Nation	30.4%	34.3%	26.5%	8.8%
White	State (NJ)	12.5%	34.1%	39.6%	13.8%
	Nation	22.6%	35.1%	32.0%	10.3%
Black	State (NJ)	38.8%	35.8%	21.2%	4.2%
	Nation	51.3%	32.5%	14.0%	2.2%
Hispanic	State (NJ)	38.3%	37.1%	20.7%	3.8%
	Nation	49.8%	32.7%	15.1%	2.5%
Asian	State (NJ)	11.3%	24.8%	36.6%	27.3%
	Nation	19.3%	30.1%	32.7%	17.8%
American Indian Alaskan Native	State (NJ)	‡	‡	‡	‡
	Nation	51.0%	30.0%	14.9%	4.2%
Native Hawaiian Other Pacific Islanders	State (NJ)	‡	‡	‡	‡
	Nation	39.5%	33.1%	22.0%	5.4%
Two or More Races	State (NJ)	‡	‡	‡	‡
	Nation	28.6%	34.4%	26.6%	10.3%
Eligible for School Lunch Program	State (NJ)	39.2%	37.9%	19.6%	3.3%
	Nation	48.0%	37.9%	19.6%	3.3%
Not Eligible for School Lunch Program	State (NJ)	18.7%	35.1%	34.2%	12.1%
	Nation	29.9%	35.3%	26.7%	8.1%
Students with Disabilities	State (NJ)	57.5%	24.1%	13.9%	4.5%
	Nation	69.4%	19.9%	9.0%	1.8%
Limited English Proficient	State (NJ)	‡	‡	‡	‡
	Nation	69.7%	23.7%	6.0%	0.6

‡ Reporting standards not met.

## NAEP Grade 4 Reading Participation Rates

### **NAEP 2011 Participation Rates for students with disabilities and limited English proficient students.**

Students with disabilities participation rate for New Jersey: 50%

Limited English proficient participation rate for New Jersey: 55%

Students with disabilities participation rate for the nation's public schools: 77%

Limited English proficient participation rate for the nation's public schools: 89%

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Anthony V Ceres School**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK4) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	81	12.3%	44.4%	43.2%
	District	511	23.5%	50.3%	26.2%
	DFG	13631	32%	48.1%	19.9%
	State	81848	15.6%	48.2%	36.2%
Students With Disabilities	School	*	*	*	*
	District	61	55.7%	37.7%	6.6%
	DFG	2607	63.3%	30.1%	6.6%
	State	16649	38.2%	44.9%	16.9%
Limited English Proficient Students	School	*	*	*	*
	District	126	40.5%	50%	9.5%
	DFG	1625	57.5%	34.9%	7.6%
	State	3524	52.5%	37.5%	10%
Male	School	53	11.3%	50.9%	37.7%
	District	365	31%	47.4%	21.6%
	DFG	9092	39.3%	43%	17.7%
	State	52111	20.6%	45.7%	33.7%
Female	School	46	13%	54.3%	32.6%
	District	329	27.1%	51.4%	21.6%
	DFG	8568	37.7%	46%	16.3%
	State	49507	20.1%	49.1%	30.8%
White	School	*	*	*	*
	District	21	9.5%	33.3%	57.1%
	DFG	1476	21.5%	49.6%	28.9%
	State	52226	12.2%	48.9%	38.9%
Black	School	*	*	*	*
	District	47	44.7%	48.9%	6.4%

	DFG	6370	48.4%	39.7%	11.9%
	State	16627	39.7%	46.1%	14.2%
Asian	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	344	20.6%	43.9%	35.5%
	State	9383	6.7%	34.2%	59.1%
Native Hawaiian or Other Pacific Islander	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	17	35.3%	29.4%	35.3%
	State	216	10.6%	46.8%	42.6%
American Indian/ Alaskan Native	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	17	35.3%	29.4%	35.3%
	State	105	18.1%	48.6%	33.3%
Hispanic	School	90	12.2%	51.1%	36.7%
	District	620	28.7%	50%	21.3%
	DFG	9383	35.1%	47%	17.9%
	State	22194	31.1%	50.1%	18.7%
Other Race	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	69	66.7%	23.2%	10.1%
	State	936	22.5%	46%	31.4%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	25	28%	52%	20%
	State	36	38.9%	41.7%	19.4%
Economically Disadvantaged	School	85	12.9%	52.9%	34.1%
	District	583	30.4%	49.6%	20.1%
	DFG	15106	39.9%	43.9%	16.3%
	State	36787	35%	48.1%	16.9%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK4) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	88	15.9%	61.4%	22.7%
	District	470	22.3%	51.9%	25.7%
	DFG	13369	34.6%	44.2%	21.2%
	State	82852	17.5%	43.4%	39.2%
Students With Disabilities	School	*	*	*	*
	District	60	58.3%	28.3%	13.3%
	DFG	2468	64.2%	27.9%	7.9%
	State	15955	43.8%	38.5%	17.7%
Limited English Proficient Students	School	*	*	*	*
	District	139	44.6%	43.2%	12.2%
	DFG	1774	59.1%	31.5%	9.4%
	State	3534	55.8%	33.1%	11.1%
Male	School	64	15.6%	62.5%	21.9%
	District	344	31.7%	43.6%	24.7%
	DFG	8895	40.3%	40.6%	19.1%
	State	52034	22.4%	40.9%	36.7%
Female	School	47	19.1%	63.8%	17%
	District	318	27.7%	53.5%	18.9%
	DFG	8523	41.6%	41.1%	17.3%
	State	49937	23.2%	43.7%	33.1%
White	School	*	*	*	*
	District	19	26.3%	42.1%	31.6%
	DFG	1462	22%	45.5%	32.5%
	State	53321	14%	43.6%	42.4%
Black	School	*	*	*	*
	District	52	28.8%	55.8%	15.4%
	DFG	6508	51.4%	35.6%	13%
	State	16996	44.4%	40.6%	15%
Asian	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	367	25.1%	42%	33%
	State	9281	7.9%	30.7%	61.4%
Native Hawaiian or Other Pacific Islander	School	.	.%	.%	.%
	District	.	.%	.%	.%

	DFG	15	33.3%	60%	6.7%
	State	218	14.2%	42.7%	43.1%
American Indian/ Alaskan Native	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	15	33.3%	60%	6.7%
	State	107	27.1%	45.8%	27.1%
Hispanic	School	102	16.7%	63.7%	19.6%
	District	585	30.1%	48%	21.9%
	DFG	8999	37%	43.8%	19.2%
	State	21408	33.9%	45.4%	20.8%
Other Race	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	85	55.3%	37.6%	7.1%
	State	701	28.5%	39.8%	31.7%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	57.1%	38.1%	4.8%
	State	33	54.5%	39.4%	6.1%
Economically Disadvantaged	School	103	16.5%	64.1%	19.4%
	District	583	31.4%	47.9%	20.8%
	DFG	15112	42.1%	40.7%	17.2%
	State	35871	38.4%	43.3%	18.4%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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## 2011 National Assessment Educational Progress (NAEP)

GRADE 4 MATHEMATICS		Proficiency Percentages			
		Below Basic	Basic	Proficient	Advanced
Male	State (NJ)	11.4%	35.9%	41.7%	11.1%
	Nation	18.6%	41.3%	33.3%	6.8%
Female	State (NJ)	10.6%	40.8%	40.1%	8.6%
	Nation	18.1%	43.3%	32.9%	5.6%
White	State (NJ)	4.6%	31.4%	51.7%	12.3%
	Nation	9.4%	38.9%	42.8%	8.9%
Black	State (NJ)	22.9%	53.6%	21.9%	1.7%
	Nation	34.3%	48.5%	16.2%	1.0%
Hispanic	State (NJ)	21.0%	50.8%	25.8%	2.4%
	Nation	28.0%	48.4%	21.8%	1.8%
Asian	State (NJ)	4.4%	20.8%	45.9%	28.9%
	Nation	7.9%	27.8%	43.8%	20.5%
American Indian Alaskan Native	State (NJ)	‡	‡	‡	‡
	Nation	32.0%	44.2%	21.5%	2.3%
Native Hawaiian Other Pacific Islanders	State (NJ)	‡	‡	‡	‡
	Nation	24.3%	42.5%	26.0%	7.2%
Two or More Races	State (NJ)	‡	‡	‡	‡
	Nation	14.5%	42.6%	33.9%	9.0%
Eligible for School Lunch Program	State (NJ)	21.8%	51.4%	24.6%	2.2%
	Nation	27.5%	48.5%	22.2%	1.8%
Not Eligible for School Lunch Program	State (NJ)	4.9%	30.9%	50.0%	14.2%
	Nation	7.7%	35.4	45.4%	11.6%
Students with Disabilities	State (NJ)	38.2%	38.4%	20.5%	2.8%
	Nation	46.0%	37.5%	14.7%	1.8%
Limited English Proficient	State (NJ)	45.0%	46.6%	8.0%	#
	Nation	41.5%	44.6%	13.0%	0.9%

# Rounds to zero.

‡ Reporting standards not met.

## NAEP Grade 4 Mathematics Participation Rates

### **NAEP 2011 Participation Rates for students with disabilities and limited English proficient students.**

Students with disabilities participation rate for New Jersey: 81%

Limited English proficient participation rate for New Jersey: 89%

Students with disabilities participation rate for the nation's public schools: 85%

Limited English proficient participation rate for the nation's public schools: 96%

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Anthony V Ceres School**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK4) SCIENCE: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	81	4.9%	65.4%	29.6%
	District	511	8.4%	60.9%	30.7%
	DFG	13607	18.2%	55.8%	25.9%
	State	81780	6.2%	41%	52.9%
Students With Disabilities	School	*	*	*	*
	District	63	47.6%	47.6%	4.8%
	DFG	2608	49.6%	41.6%	8.8%
	State	16659	21.7%	48.3%	30%
Limited English Proficient Students	School	*	*	*	*
	District	126	29.4%	54%	16.7%
	DFG	1624	48.7%	41.5%	9.8%
	State	3521	42.2%	45.8%	12%
Male	School	53	9.4%	66%	24.5%
	District	367	17.2%	58.3%	24.5%
	DFG	9086	25.6%	50.8%	23.6%
	State	52080	10.1%	40.3%	49.5%
Female	School	46	4.3%	69.6%	26.1%
	District	329	13.7%	58.7%	27.7%
	DFG	8550	24.8%	54.6%	20.6%
	State	49476	9.4%	44.4%	46.1%
White	School	*	*	*	*
	District	21	0%	57.1%	42.9%
	DFG	1475	9.2%	50.7%	40.1%
	State	52194	3.8%	36.7%	59.6%
Black	School	*	*	*	*
	District	47	17%	72.3%	10.6%

	DFG	6361	30.9%	51.7%	17.4%
	State	16619	21.2%	54.2%	24.6%
Asian	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	342	15.2%	44.7%	40.1%
	State	9376	3.7%	27.1%	69.1%
Native Hawaiian or Other Pacific Islander	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	17	23.5%	41.2%	35.3%
	State	216	6.5%	38.4%	55.1%
American Indian/ Alaskan Native	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	17	23.5%	41.2%	35.3%
	State	105	12.4%	40%	47.6%
Hispanic	School	90	6.7%	65.6%	27.8%
	District	622	15.9%	57.9%	26.2%
	DFG	9372	24.2%	53.9%	21.9%
	State	22182	18.1%	53.2%	28.7%
Other Race	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	67	29.9%	61.2%	9%
	State	932	7.4%	42.8%	49.8%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	25	24%	64%	12%
	State	36	30.6%	58.3%	11.1%
Economically Disadvantaged	School	85	8.2%	67.1%	24.7%
	District	585	16.1%	60.2%	23.8%
	DFG	15083	26.4%	53.4%	20.2%
	State	36756	19.4%	54.2%	26.4%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK4) SCIENCE: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	88	9.1%	75%	15.9%
	District	470	6.4%	64.3%	29.4%
	DFG	13352	12.3%	65.1%	22.6%
	State	82809	4%	47.1%	49%
Students With Disabilities	School	*	*	*	*
	District	60	30%	53.3%	16.7%
	DFG	2467	35.7%	54.4%	9.9%
	State	15972	14.7%	58.6%	26.6%
Limited English Proficient Students	School	*	*	*	*
	District	139	16.5%	70.5%	12.9%
	DFG	1773	34.7%	55.7%	9.6%
	State	3532	30.1%	58.8%	11.1%
Male	School	64	9.4%	73.4%	17.2%
	District	344	10.8%	62.2%	27%
	DFG	8888	18.2%	61.1%	20.6%
	State	52025	6.6%	46.7%	46.6%
Female	School	47	4.3%	83%	12.8%
	District	318	10.4%	67%	22.6%
	DFG	8511	16.9%	64.5%	18.6%
	State	49917	6.3%	51.8%	41.9%
White	School	*	*	*	*
	District	19	5.3%	57.9%	36.8%
	DFG	1460	7.5%	53.9%	38.6%
	State	53314	2.3%	42.2%	55.5%
Black	School	*	*	*	*
	District	52	15.4%	65.4%	19.2%
	DFG	6503	21.6%	63.4%	15%
	State	16998	14.9%	64.4%	20.7%
Asian	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	367	15.8%	53.1%	31.1%
	State	9280	2.7%	33%	64.3%
Native Hawaiian or Other Pacific Islander	School	.	.%	.%	.%
	District	.	.%	.%	.%

	DFG	15	13.3%	80%	6.7%
	State	218	3.2%	43.6%	53.2%
American Indian/ Alaskan Native	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	15	13.3%	80%	6.7%
	State	108	5.6%	55.6%	38.9%
Hispanic	School	102	5.9%	78.4%	15.7%
	District	585	10.3%	64.6%	25.1%
	DFG	8988	16.3%	64.1%	19.6%
	State	21386	11.8%	61.9%	26.4%
Other Race	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	84	23.8%	67.9%	8.3%
	State	700	7.9%	51.1%	41%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	38.1%	47.6%	14.3%
	State	33	36.4%	48.5%	15.2%
Economically Disadvantaged	School	103	6.8%	78.6%	14.6%
	District	583	11%	66.6%	22.5%
	DFG	15100	18.2%	63.7%	18%
	State	35853	13.3%	63.4%	23.4%
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>>[REPORT CARDS](#) >>[2011](#) >>[Middlesex](#) >>[Perth Amboy City](#) >>Edward J. Patten Elem Sch

## 2010-11 SCHOOL REPORT CARD

**SCHOOL:** Edward J. Patten Elem Sch

**COUNTY:** Middlesex

**DISTRICT:** Perth Amboy City

>[District Narrative](#)

>[School Profile](#) (local narrative)

>[NCLB Report](#)

>[Guide to Report Card](#)

### School Environment

#### Length of School Day

Amount of time school is in session on a normal school day.

<b>School</b>	6 hours: 25 minutes
<b>State Average</b>	6 hours: 30 minutes

#### Instructional Time

Amount of time per day students are engaged in instructional activities.

<b>School</b>	5 hours: 30 minutes
<b>State Average</b>	5 hours: 43 minutes

#### Student/Computer Ratio

Numbers of students per instructional, multi-media-capable computers, manufactured after July 1, 2007, available for use in supervised instruction.

	<b>School</b>	<b>State Average</b>
2010-11	8.0	3.6

#### Average Class Size

#### 2010-2011

	<b>School</b>	<b>State</b>
Kindergarten	22.3	19.4
Grade 1	22.1	19.9
Grade 2	22.9	20.3
Grade 3	18.9	20.6
Grade 4	23.2	21.2
Total School	21.8	19.0

#### Internet Connectivity

Numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2007 available for instruction at various locations and how many of those computers have a connection to the Internet.

	<b>2010-2011</b>	
<b>Locations</b>	<b>Computers</b>	<b>Computers Connected to the Internet</b>
Classroom/Instructional	0	0
Library/Media Centers	12	12
Computer Labs	100	100
All Locations	112	112

### Student Information

**Enrollment by Grade**

Counts of students "on-roll" by grade in October of each school year.

Grade	2010-2011	2009-2010	2008-2009	2007-2008
Kindergarten (full-day)	178.0	190.0	176.0	160.0
Grade 1	199.0	194.0	171.0	177.0
Grade 2	206.0	166.0	190.0	160.0
Grade 3	151.0	158.0	146.0	138.0
Grade 4	139.0	120.0	129.0	126.0
SE students in specialized classes	18.0	9.0	20.0	23.0
Total School	891.0	837.0	832.0	784.0

**Student Mobility Rate**

Percentage of students who entered and left during the school year.

	School	State Average
2010-11	14.1%	10.0%
2009-10	25.9%	10.5%
2008-09	16.6%	10.7%

**Students with Disabilities**

Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	7.8%
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**Limited English Proficient (LEP)**

Percentage of LEP students	18.9%
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**Language Diversity**

First language spoken at home in order of frequency.

Language	Percent
English	57.6%
Spanish	41.5%
Portuguese	0.2%
Arabic	0.1%
Cebuano	0.1%
French	0.1%
Korean	0.1%
Other	0.2%

**Student Performance Indicators****ASSESSMENTS**

New Jersey Assessment of Skills and Knowledge (NJASK3) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	School	2010-11	144	47.9%	49.3%	2.8%
		2009-10	153	43.1%	54.2%	2.6%
	District	2010-11	703	51.9%	45%	3.1%
		2009-10	700	56.3%	42.1%	1.6%
	DFG	2010-11	17919	58.8%	39.1%	2.1%
		2009-10	18259	62.9%	35.8%	1.3%
	State	2010-11	99951	36.9%	56%	7.2%
		2009-10	101435	40.2%	54.2%	5.6%

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New Jersey Assessment of Skills and Knowledge (NJASK3) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Mathematics</a>	School	2010-11	144	19.4%	43.1%	37.5%
		2009-10	153	26.1%	48.4%	25.5%
	District	2010-11	704	29.4%	43.5%	27.1%
		2009-10	702	28.9%	44.7%	26.4%
	DFG	2010-11	17987	39.8%	39.4%	20.8%
		2009-10	18360	40.6%	39.2%	20.2%
	State	2010-11	100276	20.9%	40.6%	38.5%
		2009-10	101762	21.7%	41.1%	37.2%

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New Jersey Assessment of Skills and Knowledge (NJASK4) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	School	2010-11	149	49.7%	45%	5.4%
		2009-10	121	55.4%	33.9%	10.7%
	District	2010-11	694	56.6%	40.8%	2.6%
		2009-10	659	57.4%	38.8%	3.8%
	DFG	2010-11	17632	61.9%	36.6%	1.5%
		2009-10	17341	64.1%	33.5%	2.4%
	State	2010-11	101350	37%	55.7%	7.3%
		2009-10	101654	40.2%	50.4%	9.3%

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National Assessment Educational Progress (NAEP) GRADE 4 READING		Year	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
All Students <a href="#">»details for subgroups</a>	State (NJ)	2011	21.9%	34.2%	32.5%	11.4%
	Nation	2011	33.8%	33.8%	24.9%	7.5%

New Jersey Assessment of Skills and Knowledge (NJASK4) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Mathematics</a>	School	2010-11	149	31.5%	49%	19.5%
		2009-10	121	33.1%	40.5%	26.4%
	District	2010-11	695	29.2%	49.2%	21.6%
		2009-10	662	29.8%	48.3%	21.9%
	DFG	2010-11	17687	38.6%	44.4%	17%
		2009-10	17440	40.9%	40.8%	18.2%

State	2010-11	101687	20.4%	47.3%	32.3%
	2009-10	102032	22.8%	42.3%	34.9%

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National Assessment Educational Progress (NAEP) GRADE 4 MATHEMATICS		Year	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
All Students <a href="#">»details for subgroups</a>	State (NJ)	2011	11.0%	38.3%	40.9%	9.8%
	Nation	2011	18.1%	42.3%	33.2%	6.5%

New Jersey Assessment of Skills and Knowledge (NJASK4) SCIENCE		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Science</a>	School	2010-11	149	9.4%	62.4%	28.2%
		2009-10	121	6.6%	61.2%	32.2%
	District	2010-11	697	15.6%	58.4%	26%
		2009-10	662	10.6%	64.5%	24.9%
	DFG	2010-11	17662	25.2%	52.6%	22.1%
		2009-10	17421	17.6%	62.8%	19.7%
	State	2010-11	101624	9.8%	42.3%	47.9%
		2009-10	102004	6.5%	49.2%	44.3%

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## OTHER PERFORMANCE MEASURES

<a href="#">Attendance Rates</a>	2010-2011		2009-2010		<a href="#">Student Suspensions</a>			
	School	State	School	State	Percentage of students who were suspended from the school during the school year.			
Pre-K	0%	91.6%	0%	91.4%	School	District Average	State Average	
Kindergarten	94.4%	94.2%	94.5%	94.3%				
Grade 1	95.3%	95.1%	95.0%	95.2%	2010-11	3%	12%	4%
Grade 2	95.7%	95.5%	95.9%	95.5%	2009-10	4%	13%	4%
Grade 3	95.7%	95.7%	96.5%	95.8%	2008-09	5%	12%	4%
Grade 4	96.1%	95.9%	96.4%	95.9%				
Grade 5	0%	95.9%	0%	95.8%				
Grade 6	0%	95.6%	0%	95.6%	<a href="#">Student Expulsions</a>			
Grade 7	0%	95.3%	0%	95.2%	The number of students who were expelled during the school year.			

	0%	95.0%	0%	94.9%		School	District	State Total
Grade 8	0%	95.0%	0%	94.9%				
Grade 9	0%	93.9%	0%	94.1%	2010-11	0	0	32
Grade 10	0%	93.8%	0%	94.0%	2009-10	0	0	90
Grade 11	0%	93.5%	0%	93.8%	2008-09	0	0	35
Grade 12	0%	92.2%	0%	92.4%				
SE students in specialized classes	90.8%	92.1%	93.5%	92.0%				
Total School	95.4%	94.6%	95.6%	94.6%				

## Staff Information

### Student/Administrator Ratio

Numbers of students per administrator.

	School	State Average
2010-11	446.0	295.6
2009-10	418.5	275.1
2008-09	416.0	276.8

### Student/Faculty Ratio

Numbers of students per faculty member.

	School	State Average
2010-11	12.4	11.1
2009-10	10.7	10.6
2008-09	10.5	10.8

### Faculty Mobility Rate

Percentage of faculty who entered and left the school during the school year.

	School	State Average
2010-11	5.6%	5.0%
2009-10	1.3%	5.4%
2008-09	0.0%	4.0%

### Faculty and Administrator Credentials

Percentage of faculty and administrators possessing a bachelor's, master's, or doctoral degree.

	BA/BS	MA/MS	PhD/EdD
2010-11	58.3%	40.3%	1.4%
2009-10	57.7%	41.0%	1.3%
2008-09	57.0%	41.8%	1.3%

### Faculty Attendance Rate

Percentage of faculty present on average each day.

	School	State Average
2010-11	95.9%	95.8%
2009-10	96.7%	95.7%
2008-09	96.6%	95.3%

### National Board Certification

Number of teachers who have been certified by the National Board for Professional Teaching Standards.

	School	District	State
2010-11	2	10	
2009-10	2	12	
2008-09	0	7	93

## District Financial Data

**Administrative and Faculty Personnel**

In FTE (Full-time Equivalents).

	# of Administrators		# of Schools		# of Students per Administrator		# of Faculty per Administrator	
	District	State Average	District	State Average	District	State Average	District	State Average
2010-11	40.0	26.0	10.0	7.5	261.4	173.0	22.1	16.0
2009-10	50.0	28.3	10.0	7.6	199.5	161.0	18.3	15.4
2008-09	46.5	28.5	10.0	7.6	207.1	158.9	19.4	15.2

**Median Salary and Years of Experience of Administrative and Faculty Personnel**

	2010-11	2009-10	2008-09
<b>Administrators</b>			
Salary - District	\$125,185	\$120,890	\$114,326
Salary - State	\$119,491	\$117,895	\$114,915
Years of Experience - District	19	18	19
Years of Experience - State	19	20	21
<b>Faculty</b>			
Salary - District	\$59,850	\$57,150	\$53,525
Salary - State	\$63,851	\$61,840	\$59,530
Years of Experience - District	9	8	8
Years of Experience - State	10	10	9

**Teacher Salaries and Benefits**

Percents of teacher salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in teacher salaries/benefits from one year to the next.

	% for Teachers Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	62%	57%	1%	-1%
2009-10	62%	56%	6%	4%
2008-09	61%	56%	6%	4%

**Administrative Salaries and Benefits**

Percents of administrative salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in administrative salaries/benefits from one year to the next.

	% for Administrative Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	7%	9%	-4%	-2%
2009-10	7%	9%	3%	4%
2008-09	7%	8%	5%	3%

**Revenues**

Percents of total revenues from various sources.

	2010-2011		2009-2010		2008-2009	
	District	Budget Type Average	District	Budget Type Average	District	Budget Type Average
Local	13%	52%	13%	50%	12%	49%
State	82%	42%	69%	39%	84%	45%
Federal	5%	4%	18%	9%	4%	3%
Other	0%	2%	0%	2%	0%	2%

**Per Pupil Expenditures**

Two calculations of the average cost per pupil in the district.

(See #1 and #2 below).

	2010-2011		2009-2010		2008-2009	
	District Actual	Budget Type Average	District Actual	Budget Type Average	District Actual	Budget Type Average
Classroom - Salaries and Benefits	\$8,566	\$7,564	\$8,673	\$7,682	\$8,450	\$7,386
Classroom - General Supplies/Textbooks	\$225	\$238	\$343	\$266	\$343	\$280
Classroom - Purchased Services and Other	\$28	\$110	\$31	\$110	\$46	\$104
<b>Total Classroom Instruction</b>	\$8,819	\$7,912	\$9,046	\$8,059	\$8,839	\$7,786
Support Services - Salaries and Benefits	\$1,518	\$1,834	\$1,630	\$1,937	\$1,625	\$1,839
Support Services - other	\$369	\$216	\$326	\$222	\$286	\$231
<b>Total Support Services</b>	\$1,887	\$2,050	\$1,956	\$2,159	\$1,911	\$2,070
Administration - Salaries and Benefits	\$912	\$1,137	\$967	\$1,163	\$973	\$1,126
Administration - other	\$159	\$231	\$163	\$237	\$188	\$242
<b>Total Administration Costs</b>	\$1,071	\$1,368	\$1,130	\$1,400	\$1,161	\$1,368
Op./Maint. of Plant - Salaries and Benefits	\$769	\$816	\$843	\$868	\$824	\$856
Op./Maint. of Plant - other	\$702	\$786	\$636	\$773	\$684	\$786
<b>Total Operations and Maintenance of Plant</b>	\$1,471	\$1,602	\$1,479	\$1,641	\$1,508	\$1,642
<b>Total Food Services Costs</b>		\$55		\$64		\$67
<b>Total Extracurricular Costs</b>	\$102	\$225	\$119	\$246	\$118	\$240
<b>(1)BUDGETARY COST PER PUPIL</b>	\$13,736	\$13,253	\$13,948	\$13,594	\$13,860	\$13,207
<b>(2)TOTAL COST PER PUPIL</b>	\$17,717	\$17,455	\$18,414	\$17,885	\$17,977	\$17,322

(1) The Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

(2) Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

>>[NCLB School, District, and State Reports](#)

The federal *No Child Left Behind (NCLB) Act* has imposed specific accountability and reporting requirements on states. The *NCLB* reports present school-, district-, and state-level information in those areas mandated by *NCLB*, which are as follows: status regarding Adequate Yearly Progress; information on highly qualified teachers; attendance and dropout data; and assessment data that has incorporated all of the conditions mandated under *NCLB* for meeting federally approved proficiency levels.

The results displayed on *NCLB* Reports are based on the state assessment data with the *NCLB* conditions applied. Additionally, the *NCLB* data incorporates the data appeals submitted by districts/schools that have been granted by the NJDOE. Therefore, the data in the *NCLB* Reports may be different from the data displayed on the NJ School Report Cards.

>>[New Jersey School Report Card](#)

The annual New Jersey School Report Card is required under a 1995 state law. It presents thirty-five fields of information for each school in the following categories: school environment, students, student performance indicators, staff, and district finances.

The assessment results displayed on the New Jersey School Report Cards are based on the state assessment data without any *NCLB* conditions applied. Therefore, the assessment data in the NJ School Report Card may be different from the assessment data displayed on the *NCLB* Reports where there have been *NCLB* conditions applied to the test results.

- [Historical Report Card Data](#)
- [Additional Data Reports](#)
- [Highly Qualified Teacher Survey Results](#)

>>[REPORT CARDS](#) >>2011

## WELCOME TO THE NEW JERSEY SCHOOL REPORT CARD FOR 2011

One of the major goals of the Department of Education is to increase school- and district-level accountability for educational progress by communicating useful information to members of the public to be used in measuring how well their schools are doing. The New Jersey School Report Card has provided the public with information about every school in New Jersey since 1995 when the Legislature mandated the annual accountability report.

The 2011 edition of the New Jersey School Report Card offers the same level of information as last year. We encourage you to examine your school's report card to decide for yourself whether your school is making satisfactory progress in helping your child meet New Jersey's Core Curriculum Content Standards. If you would like to give the department feedback on the report card process, please contact us: [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us).

Above all, the Department of Education urges you to become involved with your local schools. With the scrutiny and support of the community, our schools can and will provide an excellent education for all of our students.

- [Guide to the New Jersey School Report Card](#)
- [Report Card Databases](#)

### View Report Cards

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## 2010-11 SCHOOL REPORT CARD

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[Piscataway Twp](#)

[Sayreville Boro](#)

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[South Brunswick Twp](#)

[South Plainfield Boro](#)

[South River Boro](#)

[Spotswood Boro](#)

[Woodbridge Twp](#)



>>[REPORT CARDS](#) >>[2011](#) >>COUNTY/DISTRICT LISTING

## 2010-11 SCHOOL REPORT CARD

### Select a county:

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### Select a district:

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[New Brunswick City](#)  
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[Piscataway Twp](#)  
[Sayreville Boro](#)  
[South Amboy City](#)  
[South Brunswick Twp](#)  
[South Plainfield Boro](#)  
[South River Boro](#)  
[Spotswood Boro](#)  
[Woodbridge Twp](#)

### Select a school:

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[Edward J. Patten Elem Sch](#)  
[Hmieleski Ecc](#)  
[Hn Richardson 21 Cent Sch](#)  
[Ignacio Cruz Ecc](#)  
[James J. Flynn](#)  
[Mc Ginnis Middle School](#)  
[Perth Amboy High](#)  
[Robert N. Wilentz Elem](#)  
[Samuel E Shull Middle](#)



# Report Card Narratives

## NEW JERSEY DEPARTMENT OF EDUCATION

**PERTH AMBOY CITY (23-4090)**

Welcome to Perth Amboy, an historic 4.5 square mile municipality, located along the shores of the beautiful Raritan Bay in Middlesex County. Perth Amboy operates Early Childhood Centers (3 to 4 year olds), 5 Elementary Schools (Grades K-4), 2 Middle Schools (Grades 5 - 8), 1 High School (Grades 9 - 12) and Adult Education Center. Each of our schools offers state-of-the-art technology, housed in modern innovative facilities, led by well-qualified staff dedicated to providing a solid academic foundation in a safe and healthy environment.

The 2010-2011 school year is a wonderful time of exciting experiences and a chance to learn more than ever before. One of the most important things is how we can work together to make each child's education as effective and inspiring as possible. Simple communication about what is happening at school is very important for every family.

The Perth Amboy Public Schools report card is one way to communicate with our school community the highlights of the 2010-2011 school year. Here are a few of the highlights of our district:

1. Our school district has satisfied at least 80% of the weighted indicators in each of the five areas of the QSAC review process and has been designated as high performing. Pursuant to N.J.S.A. 18A:7A-14, Acting Commissioner Cerf will recommend that the State Board of Education certify your school district for a period of three years as providing a thorough and efficient system of education.
2. The preschool curriculum is a comprehensive, research based curriculum. The curriculum specifies the literacy, math, science and technology content to be taught based on the preschool standards. It relates directly to the subject area curricula used in elementary school, so children's learning in preschool forms the basis of all learning that will follow. The preschool program continues to focus on systematic, collaborative, and continuous improvement of classroom practices.
3. The Elementary Schools continued to raise achievement levels while aligning the Common Core State Standards through implementation of a comprehensive school program and collaboration among school, parents, and the community. During the 2010-2011 school year our elementary schools acknowledged the fact that the accomplishment of making every child a strong reader was our utmost concern. It is with this interest that stakeholders, constantly examine and evaluate the needs of our staff and students.
4. At the Middle and High School levels emphasis on the integration of technology was incorporated in all content areas. Resources included appropriate educational technology in the planning, delivery, and assessment of instruction. High quality professional development was available for all professional staff and included the proper, effective, and responsible use of student data to make educated decisions.
5. Our district is committed to all students receiving a solid academic foundation to achieve the Common Core State Standards through excellent educational experiences, support programs that insure student growth development and community enrichment programs. This will be accomplished within a learning structure of high expectation quality professional development, and fiscally responsible decision making.

In order to improve learning, we must address curriculum, instruction, and assessment. Curriculum is what we teach, instruction is how we teach it, and assessment is how we measure our results. We are addressing each of these areas through the following strategies:

### Curriculum

We are aligning our curriculum to the Common Core State Standards, which will become the requirement in NJ in the next couple of years. We now recognize that curriculum development is never done; it is a continual process that happens through teachers and teacher teams. We also recognize that teachers benefit from collaboration and sharing their work. In order to develop our skills, we are engaging Curriculum 21 to work with our administrators and newly selected Educational Leaders on Common Core alignment and curriculum mapping. These educators will then work with teacher teams, organized into professional learning communities, in their buildings to improve curriculum development capacity in every school. In order to facilitate collaboration, we will be using the Atlas Rubicon software program to share our work across the district, and provide a user-friendly way to analyze the skills that are included across grade levels, schools, subject areas, and the district as a whole.

### Instruction

Students learn best when they are actively engaged in tasks that include critical thinking skills, and academic discourse with one another. These two areas are at the heart of Charlotte Danielson's Framework for Teaching, and included in domains 3B and 3C. Our administrators (through participation in three professional learning communities) are now learning how to facilitate instructional rounds in their schools, allowing teachers to work together to improve their skills in student engagement and discourse. Building administrators will work with their professional learning communities so that every educator in our district will understand the instructional rounds process and be able to give and receive valuable feedback regarding instruction.

We are partnering with Quantum Learning to assist us in creating the highest possible levels of expectations and engagement with students. This approach not only improves instruction, but also creates a common language around achievement and behavior, and develops positive character traits in students.

### Assessment

We know that teachers need frequent information that can be used to guide instruction. To that end, each school is working together with Cambridge Education to develop common assessments that will help teachers understand how well students are learning in their classes. These assessments will reduce the amount of instructional time dedicated to testing, reduce administrative work for teachers, while providing them with more timely, actionable data.

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NJ Department of Education | Informational Technology | Report Card Office

# Report Card Narratives

## NEW JERSEY DEPARTMENT OF EDUCATION

EDWARD J. PATTEN ELEM SCH (23-4090-065)

### OUR SCHOOL:

The Edward J. Patten School a K-4 Elementary School opened its doors on January 5, 1995. Since that time we have continued to reach, strive and grow. In 2007 our school received the Title I Distinguished School Award. This program recognizes schools that serve students who are economically disadvantaged and exhibit high levels of student achievement. We have been recognized for having our students achieve adequate yearly progress for three consecutive years.

We are also the proud recipients of the New Jersey State Department of Education's Best Practice School Award for 2003-2004. This very prestigious award is in recognition of programs and practices in schools across the state that have been identified as successfully contributing to high student achievement and a positive school environment. Mrs. Elena Francisco and Ms. Lauren Marrocco became National Board Certified in 2009 which is a nationally recognized distinction and the highest level of recognition in the teaching professions.

### OUR SCHOOL MISSION STATEMENT:

The Edward J. Patten Elementary School, in collaboration with the school community, will instill the love of learning in all students. Together, we will foster in them the motivation to grow into productive members of a diverse, technology-rich global society.

### OUR SCHOOL CURRICULUM:

The Curriculum at the Edward J. Patten School is in alignment with the New Jersey Core Curriculum Content Standards. Our Language Arts program is a balanced literacy program that encompasses the Four Blocks of Literacy and incorporates a 90-minute uninterrupted reading block. Our Math program is very comprehensive and includes the use of manipulatives and hands on activities. In addition our curriculum includes Science, Intervention Program, [ESL] English as a Second Language classes, Computer and Technology Education, English, Health (drug/alcohol and family living), Library Skills Program, World Language, Music, Physical Education and Safety, Social Studies, Special Education, Collins Writing, Guided Reading.

### SPECIAL PROGRAMS AND SERVICES AVAILABLE:

Our School addresses all students needs that impact their academic achievement using a series of programs designed to assess and implement data based instructional strategies. Our school Leadership Council (SLC) is our overseeing committee consisting of teachers, staff and parents that addresses school climate, academic programs and staff development. For our students we offer Before-During-After School Tutoring, Gifted and Talented programs in the area of Art, Music and Drama, Cheerleading, Dance, Gymnastic, Math through Sports, Computers, Chorus and Drama. Our students participate in the Red Ribbon Anti Drug Campaign, Anti-Violence and Bullying Assemblies, Vocabulary Parade, Summer Reading Assembly, We Love to Read Assembly, plus many other activities and programs. On staff we have a support team consisting of a Learning Disability Teacher/Consultant, Librarian, Occupational/Physical Therapy, Reading Specialist, Counselor, Social Workers, School Psychologist, Security Guard, Special Education teachers, and Speech Therapy. We believe that parent involvement is a key component to a successful school and offer many programs for parents such as our 8 week Kindergarten Academy, Parents as Partners in Reading, Family Math, Family Science, Child Assault Prevention Program, Grade Level Curriculum Parent Workshops. Our Home School Liaison representative presents additional workshops for parents, such as EPIC, and Family and Child Development Workshops. There are many activities throughout the year for our parents to attend as a family, including our Gymnastics Show, Art Show, Science Fair, Holiday Show, and Breakfast with Santa, Spring Concert, Harvest Night, Movie Nights, Awards Assembly, and our family trip to Liberty Science Center. Our Saturday Morning Family School program addresses the educational and social needs of families. The program serves over 300 parents and children thirty Saturdays during the school year. Education, recreational and enrichment classes are provided for elementary through high school age students and their families.

### CO-CURRICULAR/ BEFORE/ AFTER AND EVENING SCHOOL:

Language Arts Literacy, Math, NJ ASK Preparation Classes, Pathways, Chorus, Computers, Drama, Music, Saturday Morning Family School, Arts and Crafts, Parent as Partners in Reading, Family Math, New Horizons in Science, EPIC (Every Person Influences Children)

### READING/LITERATURE:

Starting in October we begin with our kickoff of our We Love to Read, program. The goal of this program is to instill a love of reading into our students. One of the key components is our reading for 20 minutes nightly. There is a weekly reward system in place that recognizes those students that read nightly. We also incorporate monthly school wide reading activities and the entire school participates in Reading is Fundamental RIF, we hold two Book Fairs yearly. Our students participated in a summer reading program called Slide into Summer, which culminated with our reading kick-off assembly in October. The students who read five books or more this summer were recognized with certificates and prizes. We also recognized monthly our Vocabulary Wizards, which were our students who used tier two and three words in their writing and speaking. We culminated this activity with the whole school participating in a Vocabulary Parade. A Parent Library is available at the end of the school day where parents and students come to either read with their children or to take a book for home reading.

### WRITING EXPERIENCE:

Our School population participates in holistic writing activities. The whole school participates in Benchmark assessments and we incorporate the Collins Writing Program and Writers Workshop in our school. We also have the writing Oscar Awards for the fourth grade students.

### SPEAKING EXPERIENCE:

Students present daily announcements on our TV, where they inform the students about the weather, word of the day, and birthdays in English and Spanish. Students also read poems, reports, or stories that they have written and shared with the school population.

### SCIENCE AND MATH EXPOSITIONS:

Along with Earth Week activities, a school wide science fair is held in the spring, Math graph walls can be found around the building. Our 4th Grade students participate yearly in a district wide

program called 24 Challenge.

**STAFF DEVELOPMENT:**

Staff development activities such as bi-monthly grade level roundtable meetings, monthly one hour workshops after school, workshops addressing the Core Curriculum Content Standards, NJ ASK and Computer Training, Language Arts, Science, Math and Writing were held to encourage professional growth.

**MULTI-CULTURAL:**

Black History Month, Hispanic Heritage Month, International Field Day, International Women's Day, Harvest Night, Winter Fest, Breast Cancer Awareness Day, and American Heart Association Wear Red Day are celebrated as are many cultural activities and holidays. Some staff are members of the districts Diversity Council and attend workshops at Kean University in reference to different topics in this area.

**PARENTAL INVOLVEMENT:**

Our school has developed a comprehensive design for addressing parental involvement utilizing the National Standards for Parent Involvement as a framework. Families have opportunities to participate in standards based programs such as Family Math, Family Science, and Parents as Partners in Literacy. Many special topic workshops and seminars take place throughout the school year with an emphasis on family and child social-emotional growth and development as well as ways to enhance and support academic achievement.

The school also offers a Saturday Morning Family School, which provides academic, recreational, and enrichment courses and activities for students and their family members on Saturdays. There is a great emphasis on child and adult literacy development in this program. Opportunities for parents to participate at the decision-making / advocacy level include representation on the School Leadership Council, Home-School Relations Committee and Parent Teacher Association (PTA). Parents are encouraged to attend special yearly events such as Back To School Night, Meet the Administrator Breakfast, American Education Week Activity, Parent-Child Luncheon, Guidance Counselors Parent Workshop, Art Fair, Science Fair, Holiday Concert, Spring Concert and PTA sponsored events. Parent Volunteers are acknowledged and awarded at an Awards Luncheon at the end of the school year.

We also have a parent library where parents can go to get books to read with their children for our mandated reading program where every student must read for 20 minutes every night.

**COMMUNITY COLLABORATION:**

As a commitment to the community, we work collaboratively with the Raritan Bay Mental Health Clinic, Catholic Charities, Jewish Renaissance Foundation, Puerto Rican Association for Human Development, YMCA, the Recreation Department, Police and Fire Department of the city of Perth Amboy, Local Dentist (Sponsored Health Programs) and New Jersey Transit (sponsored Safety Programs), distribution of food baskets for Thanksgiving and Christmas.

**ABOUT OUR BUILDING:**

The Edward J. Patten School has an enrollment of approximately 890 students. Through commitment and willingness of all school staff to work together, we were able to continue toward the goal of our school mission. The Edward J. Patten Elementary School, in collaboration with the school community, will instill the love of learning in all children with the motivation to grow for the rest of their lives .

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&gt;&gt;REPORT CARDS &gt;&gt;NCLB

# NCLB Report



- 2010 NCLB Report for school, district and state  
[English](#) | [En Español](#) | [Download](#)
- 2010 NCLB state-level report  
[English](#) (384 kb PDF) | [En Español](#) (433 kb PDF)
- Guide to the 2010 NCLB Report  
[English](#) | [En Español](#)
- How Adequate Yearly Progress (AYP) Is Calculated for 2010  
[English](#) | [En Español](#)
- Key Points
  - [English](#)
  - [En Español](#)
- [AYP Profiles](#)
- [Report Archive](#)
- [Lists of Schools/Districts in Need of Improvement](#)  
This is the most current listing of schools identified for improvement, corrective action, and restructuring under the requirements of the *No Child Left Behind Act*. The affected schools are arranged by county within the various status levels.
- [Highly Qualified Teacher Survey Results](#)
- [Federal Resources](#)



[>>REPORT CARDS](#) [>>2011](#) [>>GUIDE](#)

## GUIDE TO THE NEW JERSEY SCHOOL REPORT CARD 2011

### INTRODUCTION

This report card issued in May 2012 contains data for the 2010-11 school year. Enrollment numbers are based on the October 15, 2010 NJSMART submission. The information in the report card is school-level data, except for the finance section which contains district-level information. For charter schools, however, the finance section is school-level. The source of the information contained in the New Jersey School Report Card is the school district or the charter school, unless otherwise indicated in this guide.

There are several general practices and rules that are used throughout the document. They are as follows:

- **SUPPRESSION:** In reporting any type of assessment results, an asterisk indicates that the data were suppressed in order to protect privacy. Suppression includes cell sizes of less than 11 students, proficiency levels that are greater than 90% partially proficient, and other combinations of small cell sizes that might not protect privacy if they were not suppressed.
- **ZERO:** A zero in a data field in most cases means that there is no data to report for that field for this report card year.
- **BLANK:** A blank in most cases means this data element does not apply to this school.
- **STATE AVERAGE:** Unless otherwise stated, state averages are computed by four school types as follows: vocational schools; Special Services School Districts/special education schools; all elementary schools (regular and charter); or all secondary schools (regular and charter).
- **FACULTY:** In fields that refer to faculty, this term includes classroom teachers and educational support services personnel, such as guidance counselors and librarians.
- **ADMINISTRATORS:** In fields that refer to administrators, this term includes the certificated personnel such as the superintendent, assistant superintendents, school business administrator, principals, assistant principals, supervisors, non-supervisory coordinators, and directors.

### REPORT CARD FIELDS

The following sections explain the data in the various report card fields.

#### SCHOOL ENVIRONMENT

##### Average Class Size

Average class size for elementary schools (Pre-K-8) is based on the enrollment per grade divided by the total number of classrooms for that grade. For elementary grades, the state average is the statewide total enrollment for each grade divided by the statewide total number of classrooms in that grade.

Average Class size for secondary schools (9-12) is based on the total enrollment per grade divided by the total number

of English classes for the same grade. For secondary grades, the state average is the total enrollment for each grade divided by the total number of English classes for the same grade.

For Special Services School Districts and special education schools, average class size is calculated by dividing the total enrollment by the total number of classrooms.

### **Length of School Day**

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

### **Instructional Time**

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

### **Student/Computer Ratio**

This shows the average number of students served by each instructional, multimedia-capable computer with a manufacture date after July 1, 2007 that is available for the purposes of supervised instruction. The ratio is calculated by dividing the total enrollment by the total number of multimedia-capable computers that are used for instruction. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2010-11 data are published in this report.

### **Internet Connectivity**

This shows the numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2006 available for instruction at various locations and how many of those computers have a connection to the Internet. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2009-10 data are published in this report.

### **Length of School Year (charter schools only)**

This is the number of days in the regular school year.

### **School Waiting List (charter schools only)**

The list contains numbers of students who are waiting for openings in the charter school roster as of the opening of school.

### **School Classrooms (charter schools only)**

This is the number of classrooms in the school.

## **STUDENT INFORMATION**

### **Enrollment by Grade**

The enrollment has been obtained from the school districts' NJ SMART state submission. NJ Standards Measurement and Resource for Teaching (NJ SMART), is a comprehensive data warehouse, student level data reporting, and

unique statewide student identification (SID) system

### **Students with Disabilities**

This shows the percentage of students with an Individualized Education Program (IEP), including speech, regardless of placement and programs. This is calculated by dividing the total number of students with IEPs by the total enrollment.

### **Language Diversity**

This is the percentage of students in the school by first language spoken at home. The list includes up to seven languages in descending order of frequency plus “all others.” This is calculated by dividing the number of students who speak a given language by the total enrollment. There is a calculation for each language listed, including English and “all others.”

### **Limited English Proficient (LEP) Students**

This is the percentage of LEP students in the school. It is calculated by dividing the total number of students who are in limited English proficient programs by the total enrollment.

### **Student Mobility Rate**

This is the percentage of students who both entered and left during the school year. The calculation is derived from the sum of students entering and leaving after the October enrollment count divided by the total enrollment.

## **STUDENT PERFORMANCE INDICATORS**

### **Assessments**

#### **Performance on State Tests – High School Proficiency Assessment (HSPA), and New Jersey Assessment of Skills and Knowledge (NJASK) 3, 4, 5, 6, 7, and 8**

The statewide assessment system comprises state tests that are designed to measure student progress in the attainment of the Core Curriculum Content Standards. Under the *No Child Left Behind Act of 2001 (NCLB)*, all states are required to assess student progress in language arts and math in grades 3-8 and grade 11. The state also assesses science in grades four and eight.

High schools show assessment results from the 11th grade spring 2011 administration of the High School Proficiency Assessment (HSPA) in language arts and math. The HSPA is the test that students must pass in order to graduate from high school. Retests are not included in these results.

**The data presented in this report card will differ slightly from the data in the *No Child Left Behind (NCLB)* reports required by federal law. The *NCLB* reports show assessment results in three grade spans after the application of *NCLB* rules for the purpose of calculating adequate yearly progress (AYP) and identifying schools in need of improvement. By contrast, the assessment results presented in this report card have had no restrictions or**

**conditions applied to them. These data are the state's assessment results that have been disaggregated into subgroups for all students who attend a school.**

State assessments are administered with the assistance of test contractors who collect and tally the student-level data. The results are distributed to local districts that have an opportunity to correct any errors. The Department of Education's Office of Assessment conducts the final quality control of all test data and is the source of the assessment results for all state reports, including the New Jersey School Report Card. The assessment office also produces the annual state assessment summary report that differs slightly from the school report card. **The report card information contains only the scores of the students who physically attend that school, while the assessment summary for a school adds in the scores of the special education students who are sent to out-of-district placements.** The addition of these out-of-district scores creates some differences in totals when compared to the report card totals.

### **National Assessment of 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 National Assessment Governing Board, which sets NAEP policy, also develops the content frameworks for the assessment. NAEP is administered by the National Center for Education Statistics (NCES), located within the Institute of Education Sciences (IES) in the U.S. Department of Education, and 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 2009 reading and math scores for New Jersey which are the last scores published. For more information, visit <http://nces.ed.gov/nationsreportcard/>.

### **Graduation Type**

This field shows the percentages of students who met or otherwise satisfied the state's testing requirements for graduation in several different ways – passing both sections of HSPA (scale  $\geq 200$ ), exempt from passing the HSPA and via Alternative High School Assessment (AHSA), Appeals or Other processes.

The Alternative High School Assessment1 (AHSA) measures high school competency in selected areas of the Core Curriculum Content Standards. It is intended to offer an alternative means of meeting the state graduation proficiency test requirement. The AHSA is available to students who have met all high school graduation requirements except for demonstrating proficiency in selected areas of the Core Curriculum Content Standards. (N.J.S.A. 18A:7C-3 & N.J.A.C. 6A:8-4.1)

High School seniors who have not yet demonstrated proficiency on the High School Proficiency Assessment (HSPA) or the Alternate High School Assessment (AHSA) are eligible for an appeal. The appeal can only be made by the district. The district must make the determination that the student, though not meeting the minimum scores needed on the assessments, can perform in language arts literacy and in math at a high school level. The district submits, on behalf of the student, HSPA scores, AHSA results, work samples and any other evidence of performance in ELA and/or math. There is an Educational Proficiency Plan form, developed by the department, to aid districts in submitting the appeals. The

document is designed to be used while students are receiving intervention/remediation (as required in statute). The document also asks for the intervention plan, the results and duration of the interventions, parent and student signatures, dates of conferences with parents, etc. While the form is not required for an appeal, the data on the form is required.

Other includes those students who have not been able to demonstrate a scale score  $\geq 200$  on a single HSPA administration, but have shown proficiency in the different levels of the HSPA during any of the administrations given. An example would be a student who during all 3 administrations of HSPA does not reach a scale score  $\geq 200$ , but when looking at their individual proficiency on each section of the exam they have passed each section during the 3 administrations. These students would be considered eligible to graduate via other.

### **Scholastic Assessment Test (SAT)**

The Scholastic Assessment Test is a voluntary test administered by the College Board, usually for the purpose of college admission. The percentile scores are the average scores of the students whose performance places them along a range from 1-99. The score listed under the 25th percentile means that a quarter of the students' scores fell below that point and the rest were above. Under the 50th percentile, half of the students' scores fell above that score and half fell below. In the 75th percentile, a quarter of the students' scores were above that score and the rest were below. The source of the data for the report card is the College Board.

### **Advanced Placement (AP)**

This information is obtained from the College Board for students who have taken an advanced placement exam. It shows the classes offered at the school, the numbers of students in each class and the numbers who took the test for the course. The total number of students in class is a duplicated count because the same student may take multiple AP classes. The total number of test-takers may exceed the number of enrollees because students may take the test without taking the class.

**NOTE:** The AP numbers reported in this report card are based on a snapshot in time that allows the College Board to provide consistent data from year to year. The AP reports from the College Board contain data from files created in July which include approximately 97-99% of the test-takers. The database created by the July snapshot is not updated by College Board for reporting purposes. Therefore, the numbers in the report card can only be considered correct as of the cut-off date.

### **Advanced Placement Results Summary**

This shows the total who scored 3 or greater on the AP tests. It is a duplicated number which means that a single student may be counted more than once in this total, if the student took more than one test and scored 3 or above.

### **Advanced Placement Participation Data**

The percentage of students taking Advanced Placement tests is calculated by dividing the number of students who took at least one AP test by the total number of students enrolled in grades 11 and 12 based on the October 15 enrollment count.

### **National Occupational Competency Testing Institute (NOCTI) (vocational only)**

The NOCTI develops and administers national job-ready examinations that include both written and performance tests

that measure a student's knowledge and skills for entry into an occupational field. The number of students taking the tests is listed, along with school and state average scores for written and performance tests.

### **Certification/Licensure and Required Examination Results (vocational only)**

This section lists by program area the test results for those occupations that require a license, certification, or examination. The data reflect those students who were tested in an occupational program during the school year.

## **Other Performance Measures**

### **Student Attendance Rate**

These are the grade-level percentages of students on average who are present at school each day. They are calculated by dividing the sum of days present in each grade level by the sum of possible days present for all students in each grade. The school and state totals are calculated by the sum of days present in all applicable grade levels divided by the total possible days present for all students.

### **Dropout Rate (secondary only)**

These are the percentages of students who dropped out of grades 9-12 presented by various subgroups. The percentages are calculated by dividing the number of students in grades 9 through 12 who dropped out of school during the school year by the October enrollment reported for grades 9 through 12.

### **Graduation Rate (secondary only)**

The graduation rate is calculated by using the new federally required adjusted cohort graduation rate. The four-year adjusted cohort graduation rate is the number of students who graduate in four years divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. For example, The 2007 freshmen plus "transfers in" minus "transfers out" over four years will be divided into the number of 2011 graduates for the 2011 adjusted cohort graduation rate. Students who drop out remain in the cohort for this calculation. The source of the data is the state's student-level record system called NJ SMART. The "Other" category includes all other students awarded a regular high school diploma by their school districts, including students who passed the alternative high school proficiency exams.

### **Student Suspensions**

These are percentages of students who were suspended at least once during the school year. Students suspended more than one time are counted once. The percents are calculated by dividing the total number suspended by the total enrollment.

### **Student Expulsions**

This shows the number of students who were expelled from the school and district during the year. The total represents the total number of students expelled statewide.

### **Completion Data (vocational only)**

These are the percentages of students who successfully completed an occupational program categorized by their enrollment status. This is calculated by dividing the number of students in each enrollment status by the total graduates.

## **STAFF INFORMATION**

### **Student/Administrator Ratio**

This is the number of students per administrator in the school. It is calculated by dividing the total school enrollment in October by the number of administrators reported in full-time equivalents (FTEs). Where a single administrator has responsibility for more than one school, the FTE may represent the administrator as less than one.

### **Student/Faculty Ratio**

This is the number of students per faculty member. It is calculated by dividing the reported October school enrollment by the combined full-time equivalents (FTEs) of classroom teachers and educational support services personnel assigned to the school as of October of the school year.

### **Faculty Attendance Rate**

This is the average daily attendance for the faculty of the school. It is calculated by dividing the total number of days present by the total number of days contracted for all faculty members.

### **Faculty Mobility Rate**

This represents the rate at which faculty members come and go during the school year. It is calculated by using the number of faculty who entered or left employment in the school after October 15 divided by the total number of faculty reported as of that same date.

### **Faculty and Administrator Credentials**

These are percentages of faculty and administrative members in the school who hold a bachelor's, master's, or doctoral degree. For vocational and special services schools, there is also information about licenses or certification in addition to or in place of degrees.

### **National Board Certification**

This shows the number of teachers at the school and district levels who have been certified by the National Board for Professional Teaching Standards. In addition to teachers actively working in the districts, the state total may also include teachers who work in nonpublic schools, as well as those who became administrators, have retired or are on leave. This rigorous certification is encouraged, but not required.

## **DISTRICT/CHARTER FINANCIAL DATA**

This section containing the financial data is district-level information for all schools except charter schools. Charter schools are public schools that are operated under a charter granted by the Commissioner of Education. The school is independent

of the school district and managed by a board of trustees. In accordance with charter school law, the school district of residence must pay directly to the charter school for each student enrolled in the charter school who resides in the district an amount equal to 90% of the sum of the budget year equalization aid per pupil and the prebudget year general fund tax levy per pupil inflated by the Consumer Price Index (CPI) rate in effect at the time of the calculation. In addition, the school district of residence must pay directly to the charter school the security categorical aid attributable to the student and a percentage of the district's special education categorical aid equal to the percentage of the district's special education students enrolled in the charter school and, if applicable, 100% of preschool education aid.

The financial information for the charter schools shows school average compared to charter average, while all other school report cards show district average compared to a state average for districts of a similar budget type. Budget type refers to the grade span that a district must budget for. If a district sends its 9-12 students to another district, it has a budget type that is K-12 (the district pays tuition to the receiving district for the 9-12 students), but the district has an operating type of K-8.

### **Administrative and Faculty Personnel**

These include the number of administrators in the district reported in FTEs in October of each year, the number of schools in the districts, the ratio of students to administrators, and the ratio of faculty to administrators in the district. Similar information at the school level is shown earlier in this report card. Administrators include certificated administrative personnel in the central office, principals and school administrators -- both supervisory and non-supervisory. The number of faculty per administrator is calculated by dividing the combined FTE of classroom teachers and educational support personnel by the FTE of administrators as reported in October.

### **Median Salary and Years of Experience of Administrative and Faculty Personnel**

This contains the median salary -- half of the salaries are above the median and half are below -- for both administrators and faculty. It also contains the median years of experience based on total number of years in public education.

### **Teacher Salaries and Benefits**

Total teacher salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in teacher salaries/benefits from one year to the next.

### **Administrative Salaries and Benefits**

Total administrative salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in administrator salaries/benefits from one year to the next.

### **Revenues**

This presents the total revenues from various sources reflecting the combination of the ways districts are funded through local taxes, state aid, federal aid, and other sources, such as local district surplus and tuition income.

## **Budgets and Per-pupil Expenditures**

There are two district-wide costs per pupil amounts for three years that correspond to the rest of the data in the report card. First is the Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Edward J. Patten Elem Sch**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK3) LANGUAGE ARTS LITERACY: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	103	49.5%	47.6%	2.9%
	District	499	47.3%	49.5%	3.2%
	DFG	13260	52.2%	45.2%	2.5%
	State	79988	30.2%	61.4%	8.5%
Students With Disabilities	School	15	86.7%	13.3%	0%
	District	66	84.8%	15.2%	0%
	DFG	2326	84.7%	15.1%	0.3%
	State	15609	62.2%	35.3%	2.4%
Limited English Proficient Students	School	29	24.1%	72.4%	3.4%
	District	149	55%	40.9%	4%
	DFG	2593	72.4%	26.5%	1.1%
	State	4868	70.7%	28.3%	1%
Male	School	64	56.3%	42.2%	1.6%
	District	361	57.3%	41%	1.7%
	DFG	9201	63.6%	35%	1.4%
	State	51053	41.6%	53.7%	4.8%
Female	School	80	41.3%	55%	3.8%
	District	342	46.2%	49.1%	4.7%
	DFG	8699	53.7%	43.5%	2.7%
	State	48832	31.9%	58.4%	9.7%
White	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	1514	42.3%	53.4%	4.3%
	State	50544	27.1%	63.9%	9%
Black	School	17	47.1%	52.9%	0%
	District	61	50.8%	45.9%	3.3%

	DFG	6267	65.4%	33.1%	1.5%
	State	16011	56%	41.1%	2.8%
Asian	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	321	44.9%	50.2%	5%
	State	9286	19.8%	64.6%	15.5%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	11	54.5%	36.4%	9.1%
	State	227	31.7%	59.9%	8.4%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	11	54.5%	36.4%	9.1%
	State	104	36.5%	60.6%	2.9%
Hispanic	School	126	47.6%	49.2%	3.2%
	District	628	52.4%	44.6%	3%
	DFG	9692	57.6%	40.4%	2%
	State	22701	52.3%	45%	2.7%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	92	56.5%	40.2%	3.3%
	State	1078	32%	58.7%	9.3%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	39	69.2%	28.2%	2.6%
	State	47	66%	31.9%	2.1%
Economically Disadvantaged	School	126	50.8%	46.8%	2.4%
	District	596	53.9%	43.3%	2.9%
	DFG	15430	60%	38.1%	1.9%
	State	37158	55.3%	42.5%	2.3%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK3) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	120	41.7%	55%	3.3%
	District	511	52.4%	45.6%	2%
	DFG	13791	57%	41.3%	1.7%
	State	82035	33.5%	59.9%	6.6%
Students With Disabilities	School	13	76.9%	23.1%	0%
	District	64	84.4%	15.6%	0%
	DFG	2335	87.9%	11.9%	0.1%
	State	15353	67%	31.3%	1.7%
Limited English Proficient Students	School	21	28.6%	71.4%	0%
	District	134	59.7%	39.6%	0.7%
	DFG	2384	75.4%	24.2%	0.3%
	State	4504	74.7%	24.7%	0.5%
Male	School	72	52.8%	44.4%	2.8%
	District	365	61.6%	37.5%	0.8%
	DFG	9361	67.6%	31.5%	0.9%
	State	51951	45.8%	50.7%	3.4%
Female	School	81	34.6%	63%	2.5%
	District	333	50.2%	47.4%	2.4%
	DFG	8879	57.8%	40.3%	1.9%
	State	49419	34.2%	58%	7.8%
White	School	*	*	*	*
	District	22	31.8%	63.6%	4.5%
	DFG	1557	48.9%	48%	3%
	State	52409	30.5%	62.4%	7.1%
Black	School	14	35.7%	57.1%	7.1%
	District	45	68.9%	28.9%	2.2%
	DFG	6735	67.8%	31.1%	1.1%
	State	16862	59.6%	38.6%	1.8%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	313	48.6%	49.8%	1.6%
	State	9214	21.4%	66%	12.6%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	17	52.9%	47.1%	0%
	State	223	32.3%	61%	6.7%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	52.9%	47.1%	0%
	State	115	37.4%	55.7%	7%
Hispanic	School	131	44.3%	55%	0.8%
	District	627	56.5%	42.3%	1.3%
	DFG	9566	62%	36.7%	1.3%
	State	21938	56.3%	41.8%	1.9%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	68	77.9%	22.1%	0%
	State	674	40.7%	52.5%	6.8%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	30	73.3%	26.7%	0%
	State	40	67.5%	32.5%	0%
Economically Disadvantaged	School	141	43.3%	55.3%	1.4%
	District	604	57%	41.9%	1.2%
	DFG	15922	64.3%	34.5%	1.2%
	State	36396	59.7%	38.7%	1.6%
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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Edward J. Patten Elem Sch**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK3) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	103	18.4%	45.6%	35.9%
	District	499	25.1%	45.5%	29.5%
	DFG	13267	33.9%	42.3%	23.8%
	State	80002	16.2%	41.1%	42.7%
Students With Disabilities	School	15	40%	33.3%	26.7%
	District	66	47%	36.4%	16.7%
	DFG	2332	60.4%	29%	10.6%
	State	15642	36.2%	39.3%	24.4%
Limited English Proficient Students	School	29	13.8%	34.5%	51.7%
	District	150	36%	40.7%	23.3%
	DFG	2649	53.1%	33%	13.9%
	State	5151	50.3%	35.7%	14.1%
Male	School	64	21.9%	39.1%	39.1%
	District	362	32.9%	41.4%	25.7%
	DFG	9247	40.6%	38.2%	21.2%
	State	51251	21.1%	39.8%	39.1%
Female	School	80	17.5%	46.3%	36.3%
	District	342	25.7%	45.6%	28.7%
	DFG	8721	38.8%	40.7%	20.4%
	State	48957	20.7%	41.3%	38%
White	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	1528	23.2%	41.4%	35.4%
	State	50651	12.3%	41%	46.8%
Black	School	17	35.3%	23.5%	41.2%
	District	61	34.4%	41%	24.6%

	DFG	6292	49.4%	35.9%	14.8%
	State	16070	39.9%	41.1%	19%
Asian	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	339	24.2%	36.3%	39.5%
	State	9408	7.2%	28.7%	64.2%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	12	41.7%	33.3%	25%
	State	228	11.8%	41.7%	46.5%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	12	41.7%	33.3%	25%
	State	107	25.2%	42.1%	32.7%
Hispanic	School	126	17.5%	46%	36.5%
	District	629	29.6%	43.6%	26.9%
	DFG	9699	36.8%	41.5%	21.8%
	State	22717	32.6%	44.3%	23.2%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	95	36.8%	40%	23.2%
	State	1095	18.6%	39.2%	42.2%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	39	59%	30.8%	10.3%
	State	47	57.4%	34%	8.5%
Economically Disadvantaged	School	126	20.6%	42.1%	37.3%
	District	597	30.5%	42.9%	26.6%
	DFG	15475	40.7%	39.4%	19.9%
	State	37300	35.7%	42.8%	21.4%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK3) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	120	30%	48.3%	21.7%
	District	512	25.2%	46.9%	27.9%
	DFG	13814	35.3%	41.5%	23.2%
	State	82048	17.4%	41.6%	41%
Students With Disabilities	School	13	15.4%	53.8%	30.8%
	District	65	38.5%	43.1%	18.5%
	DFG	2343	61.8%	29.1%	9.1%
	State	15386	36.8%	39.7%	23.4%
Limited English Proficient Students	School	21	9.5%	42.9%	47.6%
	District	134	40.3%	36.6%	23.1%
	DFG	2455	52.8%	35.2%	12%
	State	4788	51.1%	36.7%	12.2%
Male	School	72	27.8%	50%	22.2%
	District	366	29.2%	45.4%	25.4%
	DFG	9419	40.8%	38.5%	20.7%
	State	52137	21.7%	39.7%	38.6%
Female	School	81	24.7%	46.9%	28.4%
	District	334	28.7%	43.7%	27.5%
	DFG	8923	40.4%	40%	19.6%
	State	49561	21.8%	42.5%	35.7%
White	School	*	*	*	*
	District	22	13.6%	27.3%	59.1%
	DFG	1562	23.6%	43.5%	32.8%
	State	52480	12.8%	42.3%	44.9%
Black	School	14	35.7%	42.9%	21.4%
	District	45	44.4%	42.2%	13.3%
	DFG	6794	49.7%	35.7%	14.6%
	State	16962	41.7%	40.8%	17.5%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	334	25.7%	42.5%	31.7%
	State	9334	7.4%	29.1%	63.5%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	17	52.9%	17.6%	29.4%
	State	225	11.6%	40.4%	48%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	52.9%	17.6%	29.4%
	State	116	21.6%	35.3%	43.1%
Hispanic	School	131	26.7%	50.4%	22.9%
	District	629	28.6%	45.8%	25.6%
	DFG	9580	37.3%	41%	21.8%
	State	21965	33.5%	43.8%	22.7%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	69	63.8%	30.4%	5.8%
	State	680	26%	40.4%	33.5%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	30	46.7%	36.7%	16.7%
	State	40	42.5%	40%	17.5%
Economically Disadvantaged	School	141	26.2%	49.6%	24.1%
	District	606	29.5%	46%	24.4%
	DFG	16003	41.9%	39%	19.1%
	State	36555	37.3%	42.5%	20.2%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Edward J. Patten Elem Sch**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK4) LANGUAGE ARTS LITERACY: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	127	48.8%	45.7%	5.5%
	District	511	53%	43.6%	3.3%
	DFG	13618	55.4%	42.7%	1.8%
	State	81837	29.9%	61.5%	8.6%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2609	87.6%	12.2%	0.3%
	State	16615	65.7%	32.3%	2%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	1581	78.9%	20.7%	0.4%
	State	3231	76.3%	23%	0.7%
Male	School	73	63%	32.9%	4.1%
	District	365	63%	34.8%	2.2%
	DFG	9062	64.9%	33.8%	1.3%
	State	51907	40.8%	53.7%	5.5%
Female	School	76	36.8%	56.6%	6.6%
	District	328	49.4%	47.6%	3%
	DFG	8543	58.7%	39.6%	1.7%
	State	49378	33.1%	57.8%	9.1%
White	School	*	*	*	*
	District	21	52.4%	38.1%	9.5%
	DFG	1469	44%	52.5%	3.5%
	State	52135	26.1%	64.7%	9.2%
Black	School	19	63.2%	36.8%	0%
	District	47	72.3%	25.5%	2.1%

	DFG	6349	69.7%	29.2%	1.2%
	State	16571	60.1%	37.9%	2%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	327	39.8%	55.7%	4.6%
	State	9237	17.1%	65%	17.9%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	52.9%	47.1%	0%
	State	214	26.6%	62.1%	11.2%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	52.9%	47.1%	0%
	State	104	35.6%	60.6%	3.8%
Hispanic	School	121	47.9%	46.3%	5.8%
	District	619	55.7%	42%	2.3%
	DFG	9376	60.2%	38.5%	1.3%
	State	22173	53.9%	43.9%	2.2%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	67	73.1%	25.4%	1.5%
	State	916	35.6%	56.6%	7.9%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	25	60%	40%	0%
	State	36	61.1%	38.9%	0%
Economically Disadvantaged	School	131	51.9%	43.5%	4.6%
	District	582	57.6%	40.5%	1.9%
	DFG	15072	63.7%	35.1%	1.2%
	State	36654	57.8%	40.4%	1.8%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK4) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	97	51.5%	36.1%	12.4%
	District	470	51.7%	43.4%	4.9%
	DFG	13343	57.9%	39.1%	3%
	State	82821	33.1%	55.9%	11%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2473	87.2%	12.3%	0.5%
	State	15922	70.2%	27.6%	2.2%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	1694	81.9%	17.4%	0.6%
	State	3214	79.9%	19.4%	0.7%
Male	School	57	70.2%	24.6%	5.3%
	District	343	62.1%	35.3%	2.6%
	DFG	8840	68.1%	30.2%	1.7%
	State	51824	45.3%	48%	6.7%
Female	School	64	42.2%	42.2%	15.6%
	District	316	52.2%	42.7%	5.1%
	DFG	8481	59.9%	36.9%	3.2%
	State	49771	35%	53%	12%
White	School	*	*	*	*
	District	19	31.6%	57.9%	10.5%
	DFG	1453	44.1%	50.2%	5.7%
	State	53229	29.7%	58.5%	11.8%
Black	School	11	45.5%	45.5%	9.1%
	District	52	59.6%	34.6%	5.8%
	DFG	6455	69.7%	28.1%	2.2%
	State	16904	61.6%	35.2%	3.2%
Asian	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	343	49.6%	44.3%	6.1%
	State	9135	21%	58%	21.1%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	15	53.3%	46.7%	0%
	State	215	28.8%	56.3%	14.9%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	15	53.3%	46.7%	0%
	State	106	43.4%	50%	6.6%
Hispanic	School	108	56.5%	33.3%	10.2%
	District	582	58.1%	38.5%	3.4%
	DFG	8990	63.9%	34.2%	1.9%
	State	21379	57.9%	39.1%	2.9%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	81	69.1%	30.9%	0%
	State	686	41.7%	49.3%	9%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	85.7%	14.3%	0%
	State	33	87.9%	12.1%	0%
Economically Disadvantaged	School	109	57.8%	33.9%	8.3%
	District	580	59.5%	37.2%	3.3%
	DFG	15041	65.9%	32.1%	2%
	State	35707	61.5%	36%	2.5%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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## 2011 National Assessment Educational Progress (NAEP)

GRADE 4 READING		Proficiency Percentages			
		Below Basic	Basic	Proficient	Advanced
Male	State (NJ)	23.5%	34.8%	31.8%	9.9%
	Nation	37.1%	33.3%	23.4%	6.2%
Female	State (NJ)	20.3%	33.5%	33.1%	13.0%
	Nation	30.4%	34.3%	26.5%	8.8%
White	State (NJ)	12.5%	34.1%	39.6%	13.8%
	Nation	22.6%	35.1%	32.0%	10.3%
Black	State (NJ)	38.8%	35.8%	21.2%	4.2%
	Nation	51.3%	32.5%	14.0%	2.2%
Hispanic	State (NJ)	38.3%	37.1%	20.7%	3.8%
	Nation	49.8%	32.7%	15.1%	2.5%
Asian	State (NJ)	11.3%	24.8%	36.6%	27.3%
	Nation	19.3%	30.1%	32.7%	17.8%
American Indian Alaskan Native	State (NJ)	‡	‡	‡	‡
	Nation	51.0%	30.0%	14.9%	4.2%
Native Hawaiian Other Pacific Islanders	State (NJ)	‡	‡	‡	‡
	Nation	39.5%	33.1%	22.0%	5.4%
Two or More Races	State (NJ)	‡	‡	‡	‡
	Nation	28.6%	34.4%	26.6%	10.3%
Eligible for School Lunch Program	State (NJ)	39.2%	37.9%	19.6%	3.3%
	Nation	48.0%	37.9%	19.6%	3.3%
Not Eligible for School Lunch Program	State (NJ)	18.7%	35.1%	34.2%	12.1%
	Nation	29.9%	35.3%	26.7%	8.1%
Students with Disabilities	State (NJ)	57.5%	24.1%	13.9%	4.5%
	Nation	69.4%	19.9%	9.0%	1.8%
Limited English Proficient	State (NJ)	‡	‡	‡	‡
	Nation	69.7%	23.7%	6.0%	0.6

‡ Reporting standards not met.

## NAEP Grade 4 Reading Participation Rates

### **NAEP 2011 Participation Rates for students with disabilities and limited English proficient students.**

Students with disabilities participation rate for New Jersey: 50%

Limited English proficient participation rate for New Jersey: 55%

Students with disabilities participation rate for the nation's public schools: 77%

Limited English proficient participation rate for the nation's public schools: 89%

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Edward J. Patten Elem Sch**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK4) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	127	32.3%	47.2%	20.5%
	District	511	23.5%	50.3%	26.2%
	DFG	13631	32%	48.1%	19.9%
	State	81848	15.6%	48.2%	36.2%
Students With Disabilities	School	*	*	*	*
	District	61	55.7%	37.7%	6.6%
	DFG	2607	63.3%	30.1%	6.6%
	State	16649	38.2%	44.9%	16.9%
Limited English Proficient Students	School	*	*	*	*
	District	126	40.5%	50%	9.5%
	DFG	1625	57.5%	34.9%	7.6%
	State	3524	52.5%	37.5%	10%
Male	School	73	35.6%	49.3%	15.1%
	District	365	31%	47.4%	21.6%
	DFG	9092	39.3%	43%	17.7%
	State	52111	20.6%	45.7%	33.7%
Female	School	76	27.6%	48.7%	23.7%
	District	329	27.1%	51.4%	21.6%
	DFG	8568	37.7%	46%	16.3%
	State	49507	20.1%	49.1%	30.8%
White	School	*	*	*	*
	District	21	9.5%	33.3%	57.1%
	DFG	1476	21.5%	49.6%	28.9%
	State	52226	12.2%	48.9%	38.9%
Black	School	19	47.4%	42.1%	10.5%
	District	47	44.7%	48.9%	6.4%

	DFG	6370	48.4%	39.7%	11.9%
	State	16627	39.7%	46.1%	14.2%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	344	20.6%	43.9%	35.5%
	State	9383	6.7%	34.2%	59.1%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	35.3%	29.4%	35.3%
	State	216	10.6%	46.8%	42.6%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	35.3%	29.4%	35.3%
	State	105	18.1%	48.6%	33.3%
Hispanic	School	121	30.6%	52.1%	17.4%
	District	620	28.7%	50%	21.3%
	DFG	9383	35.1%	47%	17.9%
	State	22194	31.1%	50.1%	18.7%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	69	66.7%	23.2%	10.1%
	State	936	22.5%	46%	31.4%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	25	28%	52%	20%
	State	36	38.9%	41.7%	19.4%
Economically Disadvantaged	School	131	34.4%	50.4%	15.3%
	District	583	30.4%	49.6%	20.1%
	DFG	15106	39.9%	43.9%	16.3%
	State	36787	35%	48.1%	16.9%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK4) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	97	35.1%	39.2%	25.8%
	District	470	22.3%	51.9%	25.7%
	DFG	13369	34.6%	44.2%	21.2%
	State	82852	17.5%	43.4%	39.2%
Students With Disabilities	School	*	*	*	*
	District	60	58.3%	28.3%	13.3%
	DFG	2468	64.2%	27.9%	7.9%
	State	15955	43.8%	38.5%	17.7%
Limited English Proficient Students	School	*	*	*	*
	District	139	44.6%	43.2%	12.2%
	DFG	1774	59.1%	31.5%	9.4%
	State	3534	55.8%	33.1%	11.1%
Male	School	57	40.4%	33.3%	26.3%
	District	344	31.7%	43.6%	24.7%
	DFG	8895	40.3%	40.6%	19.1%
	State	52034	22.4%	40.9%	36.7%
Female	School	64	26.6%	46.9%	26.6%
	District	318	27.7%	53.5%	18.9%
	DFG	8523	41.6%	41.1%	17.3%
	State	49937	23.2%	43.7%	33.1%
White	School	*	*	*	*
	District	19	26.3%	42.1%	31.6%
	DFG	1462	22%	45.5%	32.5%
	State	53321	14%	43.6%	42.4%
Black	School	11	45.5%	36.4%	18.2%
	District	52	28.8%	55.8%	15.4%
	DFG	6508	51.4%	35.6%	13%
	State	16996	44.4%	40.6%	15%
Asian	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	367	25.1%	42%	33%
	State	9281	7.9%	30.7%	61.4%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	15	33.3%	60%	6.7%
	State	218	14.2%	42.7%	43.1%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	15	33.3%	60%	6.7%
	State	107	27.1%	45.8%	27.1%
Hispanic	School	108	32.4%	40.7%	26.9%
	District	585	30.1%	48%	21.9%
	DFG	8999	37%	43.8%	19.2%
	State	21408	33.9%	45.4%	20.8%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	85	55.3%	37.6%	7.1%
	State	701	28.5%	39.8%	31.7%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	57.1%	38.1%	4.8%
	State	33	54.5%	39.4%	6.1%
Economically Disadvantaged	School	109	34.9%	42.2%	22.9%
	District	583	31.4%	47.9%	20.8%
	DFG	15112	42.1%	40.7%	17.2%
	State	35871	38.4%	43.3%	18.4%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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## 2011 National Assessment Educational Progress (NAEP)

GRADE 4 MATHEMATICS		Proficiency Percentages			
		Below Basic	Basic	Proficient	Advanced
Male	State (NJ)	11.4%	35.9%	41.7%	11.1%
	Nation	18.6%	41.3%	33.3%	6.8%
Female	State (NJ)	10.6%	40.8%	40.1%	8.6%
	Nation	18.1%	43.3%	32.9%	5.6%
White	State (NJ)	4.6%	31.4%	51.7%	12.3%
	Nation	9.4%	38.9%	42.8%	8.9%
Black	State (NJ)	22.9%	53.6%	21.9%	1.7%
	Nation	34.3%	48.5%	16.2%	1.0%
Hispanic	State (NJ)	21.0%	50.8%	25.8%	2.4%
	Nation	28.0%	48.4%	21.8%	1.8%
Asian	State (NJ)	4.4%	20.8%	45.9%	28.9%
	Nation	7.9%	27.8%	43.8%	20.5%
American Indian Alaskan Native	State (NJ)	‡	‡	‡	‡
	Nation	32.0%	44.2%	21.5%	2.3%
Native Hawaiian Other Pacific Islanders	State (NJ)	‡	‡	‡	‡
	Nation	24.3%	42.5%	26.0%	7.2%
Two or More Races	State (NJ)	‡	‡	‡	‡
	Nation	14.5%	42.6%	33.9%	9.0%
Eligible for School Lunch Program	State (NJ)	21.8%	51.4%	24.6%	2.2%
	Nation	27.5%	48.5%	22.2%	1.8%
Not Eligible for School Lunch Program	State (NJ)	4.9%	30.9%	50.0%	14.2%
	Nation	7.7%	35.4	45.4%	11.6%
Students with Disabilities	State (NJ)	38.2%	38.4%	20.5%	2.8%
	Nation	46.0%	37.5%	14.7%	1.8%
Limited English Proficient	State (NJ)	45.0%	46.6%	8.0%	#
	Nation	41.5%	44.6%	13.0%	0.9%

# Rounds to zero.

‡ Reporting standards not met.

## NAEP Grade 4 Mathematics Participation Rates

### **NAEP 2011 Participation Rates for students with disabilities and limited English proficient students.**

Students with disabilities participation rate for New Jersey: 81%

Limited English proficient participation rate for New Jersey: 89%

Students with disabilities participation rate for the nation's public schools: 85%

Limited English proficient participation rate for the nation's public schools: 96%

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Edward J. Patten Elem Sch**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK4) SCIENCE: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	127	7.1%	63%	29.9%
	District	511	8.4%	60.9%	30.7%
	DFG	13607	18.2%	55.8%	25.9%
	State	81780	6.2%	41%	52.9%
Students With Disabilities	School	*	*	*	*
	District	63	47.6%	47.6%	4.8%
	DFG	2608	49.6%	41.6%	8.8%
	State	16659	21.7%	48.3%	30%
Limited English Proficient Students	School	*	*	*	*
	District	126	29.4%	54%	16.7%
	DFG	1624	48.7%	41.5%	9.8%
	State	3521	42.2%	45.8%	12%
Male	School	73	11%	67.1%	21.9%
	District	367	17.2%	58.3%	24.5%
	DFG	9086	25.6%	50.8%	23.6%
	State	52080	10.1%	40.3%	49.5%
Female	School	76	7.9%	57.9%	34.2%
	District	329	13.7%	58.7%	27.7%
	DFG	8550	24.8%	54.6%	20.6%
	State	49476	9.4%	44.4%	46.1%
White	School	*	*	*	*
	District	21	0%	57.1%	42.9%
	DFG	1475	9.2%	50.7%	40.1%
	State	52194	3.8%	36.7%	59.6%
Black	School	19	10.5%	73.7%	15.8%
	District	47	17%	72.3%	10.6%

	DFG	6361	30.9%	51.7%	17.4%
	State	16619	21.2%	54.2%	24.6%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	342	15.2%	44.7%	40.1%
	State	9376	3.7%	27.1%	69.1%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	23.5%	41.2%	35.3%
	State	216	6.5%	38.4%	55.1%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	23.5%	41.2%	35.3%
	State	105	12.4%	40%	47.6%
Hispanic	School	121	9.9%	62%	28.1%
	District	622	15.9%	57.9%	26.2%
	DFG	9372	24.2%	53.9%	21.9%
	State	22182	18.1%	53.2%	28.7%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	67	29.9%	61.2%	9%
	State	932	7.4%	42.8%	49.8%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	25	24%	64%	12%
	State	36	30.6%	58.3%	11.1%
Economically Disadvantaged	School	131	9.2%	67.2%	23.7%
	District	585	16.1%	60.2%	23.8%
	DFG	15083	26.4%	53.4%	20.2%
	State	36756	19.4%	54.2%	26.4%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK4) SCIENCE: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	97	8.2%	59.8%	32%
	District	470	6.4%	64.3%	29.4%
	DFG	13352	12.3%	65.1%	22.6%
	State	82809	4%	47.1%	49%
Students With Disabilities	School	*	*	*	*
	District	60	30%	53.3%	16.7%
	DFG	2467	35.7%	54.4%	9.9%
	State	15972	14.7%	58.6%	26.6%
Limited English Proficient Students	School	*	*	*	*
	District	139	16.5%	70.5%	12.9%
	DFG	1773	34.7%	55.7%	9.6%
	State	3532	30.1%	58.8%	11.1%
Male	School	57	7%	59.6%	33.3%
	District	344	10.8%	62.2%	27%
	DFG	8888	18.2%	61.1%	20.6%
	State	52025	6.6%	46.7%	46.6%
Female	School	64	6.3%	62.5%	31.3%
	District	318	10.4%	67%	22.6%
	DFG	8511	16.9%	64.5%	18.6%
	State	49917	6.3%	51.8%	41.9%
White	School	*	*	*	*
	District	19	5.3%	57.9%	36.8%
	DFG	1460	7.5%	53.9%	38.6%
	State	53314	2.3%	42.2%	55.5%
Black	School	11	9.1%	72.7%	18.2%
	District	52	15.4%	65.4%	19.2%
	DFG	6503	21.6%	63.4%	15%
	State	16998	14.9%	64.4%	20.7%
Asian	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	367	15.8%	53.1%	31.1%
	State	9280	2.7%	33%	64.3%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	15	13.3%	80%	6.7%
	State	218	3.2%	43.6%	53.2%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	15	13.3%	80%	6.7%
	State	108	5.6%	55.6%	38.9%
Hispanic	School	108	6.5%	60.2%	33.3%
	District	585	10.3%	64.6%	25.1%
	DFG	8988	16.3%	64.1%	19.6%
	State	21386	11.8%	61.9%	26.4%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	84	23.8%	67.9%	8.3%
	State	700	7.9%	51.1%	41%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	38.1%	47.6%	14.3%
	State	33	36.4%	48.5%	15.2%
Economically Disadvantaged	School	109	6.4%	65.1%	28.4%
	District	583	11%	66.6%	22.5%
	DFG	15100	18.2%	63.7%	18%
	State	35853	13.3%	63.4%	23.4%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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>>[REPORT CARDS](#) >>[2011](#) >>[Middlesex](#) >>[Perth Amboy City](#) >>Hmieleski Ecc

## 2010-11 SCHOOL REPORT CARD

**SCHOOL:** Hmieleski Ecc

**COUNTY:** Middlesex

**DISTRICT:** Perth Amboy City

>[District Narrative](#)

>[School Profile](#) (local narrative)

>[NCLB Report](#)

>[Guide to Report Card](#)

### School Environment

#### Length of School Day

Amount of time school is in session on a normal school day.

<b>School</b>	6 hours: 30 minutes
<b>State Average</b>	6 hours: 30 minutes

#### Average Class Size

#### 2010-2011

	School	State
Pre-K	14.9	14.3
Total School	14.9	19.0

#### Instructional Time

Amount of time per day students are engaged in instructional activities.

<b>School</b>	5 hours: 0 minutes
<b>State Average</b>	5 hours: 43 minutes

#### Student/Computer Ratio

Numbers of students per instructional, multi-media-capable computers, manufactured after July 1, 2007, available for use in supervised instruction.

	School	State Average
2010-11	10.1	3.6

#### Internet Connectivity

Numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2007 available for instruction at various locations and how many of those computers have a connection to the Internet.

	2010-2011	
Locations	Computers	Computers Connected to the Internet
Classroom/Instructional	40	40
Library/Media Centers	0	0
Computer Labs	0	0
All Locations	40	40

### Student Information

**Enrollment by Grade**

Counts of students "on-roll" by grade in October of each school year.

Grade	2010-2011	2009-2010	2008-2009	2007-2008
Pre-K (full-day)	402.0	405.0		
Total School	402.0	405.0		

**Student Mobility Rate**

Percentage of students who entered and left during the school year.

	School	State Average
2010-11	15.7%	10.0%
2009-10	14.3%	10.5%
2008-09		10.7%

**Students with Disabilities**

Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	0.0%
------------------------------------------------------------------------------------------------------	------

**Limited English Proficient (LEP)**

Percentage of LEP students

--	--

**Language Diversity**

First language spoken at home in order of frequency.

Language	Percent
Spanish	60.3%
English	38.7%
Portuguese	0.5%
Polish	0.3%
Russian	0.3%

**Student Performance Indicators****ASSESSMENTS****OTHER PERFORMANCE MEASURES****Attendance Rates**

	2010-2011		2009-2010	
	School	State	School	State
Percentage of students present on average each day.				
Pre-K	91.2%	91.6%	89.5%	91.4%
Kindergarten	0%	94.2%	0%	94.3%
Grade 1	0%	95.1%	0%	95.2%
Grade 2	0%	95.5%	0%	95.5%
Grade 3	0%	95.7%	0%	95.8%
Grade 4	0%	95.9%	0%	95.9%
Grade 5	0%	95.9%	0%	95.8%
Grade 6	0%	95.6%	0%	95.6%
Grade 7	0%	95.3%	0%	95.2%

**Student Suspensions**

Percentage of students who were suspended from the school during the school year.

	School	District Average	State Average
2010-11	0%	12%	4%
2009-10	0%	13%	4%
2008-09		12%	4%

**Student Expulsions**

The number of students who were expelled during the school year.

	0%	95.0%	0%	94.9%		School	District	State Total
Grade 8	0%	95.0%	0%	94.9%				
Grade 9	0%	93.9%	0%	94.1%	2010-11	0	0	32
Grade 10	0%	93.8%	0%	94.0%	2009-10	0	0	90
Grade 11	0%	93.5%	0%	93.8%	2008-09		0	35
Grade 12	0%	92.2%	0%	92.4%				
SE students in specialized classes	0%	92.1%	0%	92.0%				
Total School	91.2%	94.6%	89.5%	94.6%				

## Staff Information

### Student/Administrator Ratio

Numbers of students per administrator.

	School	State Average
2010-11	402.0	295.6
2009-10	405.0	275.1
2008-09		276.8

### Student/Faculty Ratio

Numbers of students per faculty member.

	School	State Average
2010-11	13.4	11.1
2009-10	13.5	10.6
2008-09		10.8

### Faculty Mobility Rate

Percentage of faculty who entered and left the school during the school year.

	School	State Average
2010-11	10.0%	5.0%
2009-10	6.7%	5.4%
2008-09		4.0%

### Faculty and Administrator Credentials

Percentage of faculty and administrators possessing a bachelor's, master's, or doctoral degree.

	BA/BS	MA/MS	PhD/EdD
2010-11	80.6%	16.1%	3.2%
2009-10	83.9%	12.9%	3.2%
2008-09			

### Faculty Attendance Rate

Percentage of faculty present on average each day.

	School	State Average
2010-11	96.9%	95.8%
2009-10	96.7%	95.7%
2008-09		95.3%

### National Board Certification

Number of teachers who have been certified by the National Board for Professional Teaching Standards.

	School	District	State
2010-11	1	10	
2009-10	2	12	
2008-09		7	93

## District Financial Data

**Administrative and Faculty Personnel**

In FTE (Full-time Equivalents).

	# of Administrators		# of Schools		# of Students per Administrator		# of Faculty per Administrator	
	District	State Average	District	State Average	District	State Average	District	State Average
2010-11	40.0	26.0	10.0	7.5	261.4	173.0	22.1	16.0
2009-10	50.0	28.3	10.0	7.6	199.5	161.0	18.3	15.4
2008-09	46.5	28.5	10.0	7.6	207.1	158.9	19.4	15.2

**Median Salary and Years of Experience of Administrative and Faculty Personnel**

	2010-11	2009-10	2008-09
<b>Administrators</b>			
Salary - District	\$125,185	\$120,890	\$114,326
Salary - State	\$119,491	\$117,895	\$114,915
Years of Experience - District	19	18	19
Years of Experience - State	19	20	21
<b>Faculty</b>			
Salary - District	\$59,850	\$57,150	\$53,525
Salary - State	\$63,851	\$61,840	\$59,530
Years of Experience - District	9	8	8
Years of Experience - State	10	10	9

**Teacher Salaries and Benefits**

Percents of teacher salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in teacher salaries/benefits from one year to the next.

	% for Teachers Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	62%	57%	1%	-1%
2009-10	62%	56%	6%	4%
2008-09	61%	56%	6%	4%

**Administrative Salaries and Benefits**

Percents of administrative salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in administrative salaries/benefits from one year to the next.

	% for Administrative Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	7%	9%	-4%	-2%
2009-10	7%	9%	3%	4%
2008-09	7%	8%	5%	3%

**Revenues**

Percents of total revenues from various sources.

	2010-2011		2009-2010		2008-2009	
	District	Budget Type Average	District	Budget Type Average	District	Budget Type Average
Local	13%	52%	13%	50%	12%	49%
State	82%	42%	69%	39%	84%	45%
Federal	5%	4%	18%	9%	4%	3%
Other	0%	2%	0%	2%	0%	2%

**Per Pupil Expenditures**

Two calculations of the average cost per pupil in the district.

(See #1 and #2 below).

	2010-2011		2009-2010		2008-2009	
	District Actual	Budget Type Average	District Actual	Budget Type Average	District Actual	Budget Type Average
Classroom - Salaries and Benefits	\$8,566	\$7,564	\$8,673	\$7,682	\$8,450	\$7,386
Classroom - General Supplies/Textbooks	\$225	\$238	\$343	\$266	\$343	\$280
Classroom - Purchased Services and Other	\$28	\$110	\$31	\$110	\$46	\$104
<b>Total Classroom Instruction</b>	\$8,819	\$7,912	\$9,046	\$8,059	\$8,839	\$7,786
Support Services - Salaries and Benefits	\$1,518	\$1,834	\$1,630	\$1,937	\$1,625	\$1,839
Support Services - other	\$369	\$216	\$326	\$222	\$286	\$231
<b>Total Support Services</b>	\$1,887	\$2,050	\$1,956	\$2,159	\$1,911	\$2,070
Administration - Salaries and Benefits	\$912	\$1,137	\$967	\$1,163	\$973	\$1,126
Administration - other	\$159	\$231	\$163	\$237	\$188	\$242
<b>Total Administration Costs</b>	\$1,071	\$1,368	\$1,130	\$1,400	\$1,161	\$1,368
Op./Maint. of Plant - Salaries and Benefits	\$769	\$816	\$843	\$868	\$824	\$856
Op./Maint. of Plant - other	\$702	\$786	\$636	\$773	\$684	\$786
<b>Total Operations and Maintenance of Plant</b>	\$1,471	\$1,602	\$1,479	\$1,641	\$1,508	\$1,642
<b>Total Food Services Costs</b>		\$55		\$64		\$67
<b>Total Extracurricular Costs</b>	\$102	\$225	\$119	\$246	\$118	\$240
<b>(1)BUDGETARY COST PER PUPIL</b>	\$13,736	\$13,253	\$13,948	\$13,594	\$13,860	\$13,207
<b>(2)TOTAL COST PER PUPIL</b>	\$17,717	\$17,455	\$18,414	\$17,885	\$17,977	\$17,322

(1) The Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

(2) Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

>>[NCLB School, District, and State Reports](#)

The federal *No Child Left Behind (NCLB) Act* has imposed specific accountability and reporting requirements on states. The *NCLB* reports present school-, district-, and state-level information in those areas mandated by *NCLB*, which are as follows: status regarding Adequate Yearly Progress; information on highly qualified teachers; attendance and dropout data; and assessment data that has incorporated all of the conditions mandated under *NCLB* for meeting federally approved proficiency levels.

The results displayed on *NCLB* Reports are based on the state assessment data with the *NCLB* conditions applied. Additionally, the *NCLB* data incorporates the data appeals submitted by districts/schools that have been granted by the NJDOE. Therefore, the data in the *NCLB* Reports may be different from the data displayed on the NJ School Report Cards.

>>[New Jersey School Report Card](#)

The annual New Jersey School Report Card is required under a 1995 state law. It presents thirty-five fields of information for each school in the following categories: school environment, students, student performance indicators, staff, and district finances.

The assessment results displayed on the New Jersey School Report Cards are based on the state assessment data without any *NCLB* conditions applied. Therefore, the assessment data in the NJ School Report Card may be different from the assessment data displayed on the *NCLB* Reports where there have been *NCLB* conditions applied to the test results.

- [Historical Report Card Data](#)
- [Additional Data Reports](#)
- [Highly Qualified Teacher Survey Results](#)

>>[REPORT CARDS](#) >>2011

## WELCOME TO THE NEW JERSEY SCHOOL REPORT CARD FOR 2011

One of the major goals of the Department of Education is to increase school- and district-level accountability for educational progress by communicating useful information to members of the public to be used in measuring how well their schools are doing. The New Jersey School Report Card has provided the public with information about every school in New Jersey since 1995 when the Legislature mandated the annual accountability report.

The 2011 edition of the New Jersey School Report Card offers the same level of information as last year. We encourage you to examine your school's report card to decide for yourself whether your school is making satisfactory progress in helping your child meet New Jersey's Core Curriculum Content Standards. If you would like to give the department feedback on the report card process, please contact us: [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us).

Above all, the Department of Education urges you to become involved with your local schools. With the scrutiny and support of the community, our schools can and will provide an excellent education for all of our students.

- [Guide to the New Jersey School Report Card](#)
- [Report Card Databases](#)

### View Report Cards

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### Select a district:

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[Old Bridge Twp](#)

[Perth Amboy City](#)

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[South Brunswick Twp](#)

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## 2010-11 SCHOOL REPORT CARD

### Select a county:

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# Report Card Narratives

## NEW JERSEY DEPARTMENT OF EDUCATION

**PERTH AMBOY CITY (23-4090)**

Welcome to Perth Amboy, an historic 4.5 square mile municipality, located along the shores of the beautiful Raritan Bay in Middlesex County. Perth Amboy operates Early Childhood Centers (3 to 4 year olds), 5 Elementary Schools (Grades K-4), 2 Middle Schools (Grades 5 - 8), 1 High School (Grades 9 - 12) and Adult Education Center. Each of our schools offers state-of-the-art technology, housed in modern innovative facilities, led by well-qualified staff dedicated to providing a solid academic foundation in a safe and healthy environment.

The 2010-2011 school year is a wonderful time of exciting experiences and a chance to learn more than ever before. One of the most important things is how we can work together to make each child's education as effective and inspiring as possible. Simple communication about what is happening at school is very important for every family.

The Perth Amboy Public Schools report card is one way to communicate with our school community the highlights of the 2010-2011 school year. Here are a few of the highlights of our district:

1. Our school district has satisfied at least 80% of the weighted indicators in each of the five areas of the QSAC review process and has been designated as high performing. Pursuant to N.J.S.A. 18A:7A-14, Acting Commissioner Cerf will recommend that the State Board of Education certify your school district for a period of three years as providing a thorough and efficient system of education.
2. The preschool curriculum is a comprehensive, research based curriculum. The curriculum specifies the literacy, math, science and technology content to be taught based on the preschool standards. It relates directly to the subject area curricula used in elementary school, so children's learning in preschool forms the basis of all learning that will follow. The preschool program continues to focus on systematic, collaborative, and continuous improvement of classroom practices.
3. The Elementary Schools continued to raise achievement levels while aligning the Common Core State Standards through implementation of a comprehensive school program and collaboration among school, parents, and the community. During the 2010-2011 school year our elementary schools acknowledged the fact that the accomplishment of making every child a strong reader was our utmost concern. It is with this interest that stakeholders, constantly examine and evaluate the needs of our staff and students.
4. At the Middle and High School levels emphasis on the integration of technology was incorporated in all content areas. Resources included appropriate educational technology in the planning, delivery, and assessment of instruction. High quality professional development was available for all professional staff and included the proper, effective, and responsible use of student data to make educated decisions.
5. Our district is committed to all students receiving a solid academic foundation to achieve the Common Core State Standards through excellent educational experiences, support programs that insure student growth development and community enrichment programs. This will be accomplished within a learning structure of high expectation quality professional development, and fiscally responsible decision making.

In order to improve learning, we must address curriculum, instruction, and assessment. Curriculum is what we teach, instruction is how we teach it, and assessment is how we measure our results. We are addressing each of these areas through the following strategies:

### Curriculum

We are aligning our curriculum to the Common Core State Standards, which will become the requirement in NJ in the next couple of years. We now recognize that curriculum development is never done; it is a continual process that happens through teachers and teacher teams. We also recognize that teachers benefit from collaboration and sharing their work. In order to develop our skills, we are engaging Curriculum 21 to work with our administrators and newly selected Educational Leaders on Common Core alignment and curriculum mapping. These educators will then work with teacher teams, organized into professional learning communities, in their buildings to improve curriculum development capacity in every school. In order to facilitate collaboration, we will be using the Atlas Rubicon software program to share our work across the district, and provide a user-friendly way to analyze the skills that are included across grade levels, schools, subject areas, and the district as a whole.

### Instruction

Students learn best when they are actively engaged in tasks that include critical thinking skills, and academic discourse with one another. These two areas are at the heart of Charlotte Danielson's Framework for Teaching, and included in domains 3B and 3C. Our administrators (through participation in three professional learning communities) are now learning how to facilitate instructional rounds in their schools, allowing teachers to work together to improve their skills in student engagement and discourse. Building administrators will work with their professional learning communities so that every educator in our district will understand the instructional rounds process and be able to give and receive valuable feedback regarding instruction.

We are partnering with Quantum Learning to assist us in creating the highest possible levels of expectations and engagement with students. This approach not only improves instruction, but also creates a common language around achievement and behavior, and develops positive character traits in students.

### Assessment

We know that teachers need frequent information that can be used to guide instruction. To that end, each school is working together with Cambridge Education to develop common assessments that will help teachers understand how well students are learning in their classes. These assessments will reduce the amount of instructional time dedicated to testing, reduce administrative work for teachers, while providing them with more timely, actionable data.

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NJ Department of Education | Informational Technology | Report Card Office

# Report Card Narratives

## NEW JERSEY DEPARTMENT OF EDUCATION

**HMIELESKI ECC (23-4090-080)**

In 2010, Edmund Hmieleski Early Childhood Center had operated one year. Staff reviewed our opening and previous year as successful and ready to move ahead in our state of the art building.

September 2010 was very busy. There were several parent orientations to make sure all slots were filled. New Jersey Network followed up on September 21st from the July filmings to work on completing Bringing Home the Math for the PBS network and the internet to help parents teach math skills at home doing daily activities. Hmieleski staff was proud to model and teach skills using both our kids kitchen and the classrooms for easy math projects for parents. The filming would continue throughout the year. Dr. Herb Ginsberg and Dr. Barbrini helped adding their expertise at the school in the study of math acquisition in young children. They worked with some Hmieleski students while they were being filmed by the NJ Network crews. NIEER tester continued the second year of their science study arriving September 15 and working with staff and children to June, 2011. School pictures were also taken this month. Visitors continued to come and see the school operation on September 22 and September 28.

October and November, field trips to the farm and grocery stores were scheduled for the entire school. The principal at Hmieleski was invited to join the Preschool Research Network out of Princeton University Educational Research Division attending the first meeting October 12, 2011. The children had fire truck day October 14 and we began growing trout. Science Committee Chair applied to be the first prek school to do a trout growing project and to put the trout into a lake in the spring. Trout were delivered October 27. On October 29 the entire school did the Elmo slide before we headed for November recess.

Back to school night occurred November 9 with over 300 parents attending standing room only. On November 18, a photographer from New Jersey Journal took pictures to feature the school & principal in their magazine in February, 2011. Students performed for parents on November 19. On November 24, Hmieleski had Let s make Sundaes. Children made their own ice cream sundaes with sprinkles, m&m s, syrup, and whipped cream. It was a great way to celebrate the upcoming Thanksgiving Day. The mobile dentist served the children throughout the two months.

In December, visitors from Kean observed dual languages classes. We received a generous coat donation for children for the winter. The Book Fair week started December 13 and ended the 17th with a parent/child night on December 16. Clifford the Big Red Dog appeared.

In January, 2011 dual language classes here and at our sister dual language classes at the elementary level began workshops January 13 and 14 with Dr. Elizabeth William. NJN completed their filming and the Preschool Research Network decided to do dual research in Perth Amboy at two early childhood schools starting in September, 2011. Visitors came from Scotch Plains. Hmieleski paraprofessionals went to several lunch and learn workshops to enhance their skills.

On January 25, the unveiling of the PBS/NJN program was aired at 7:00pm in front of students, parents, staff, Bank of America (funding source) individuals along with NJ Dept. of Education state representatives, and the producers of the project. The Perth Amboy superintendent, Mr. Rodecker, spoke along with the principal. It was beyond our comprehension that millions of people on the internet would see our staff & students doing math for home base skills. The school personnel were immensely proud of the work they did.

February, 2011 saw two days of parent conferences, more dual language trainings, and a performance by students on February 17. The Rutgers nutrition program started in November was on its 3rd cycle by February 15th. Two more lunch and learn sessions were given to paras. On February 23, the Board of Education held informational meetings with principals and Dr. Mast, principal of Hmieleski spoke on behalf of the Early Childhood Program.

On March, Dr. Seuss Day, March 2 was celebrated. More visitors from Newark, Kean University and Scotch Plains came to Hmieleski. Spring pictures were taken March 10 & 11. Dual trainings ended with a meeting of elementary principals on March 18 to expand dual to selected kindergartens. Parent nutrition Day (with a total of 6 sessions) began with 15 parents who signed up for the Rutgers program. The school had a wellness day March 22 and participated in a food drive with Middlesex County.

The Book Fair week April 4-8 began this busy month. NIEER teams collected data. Zoo trips to Turtle Back Zoo began March 4 a science night with many experiments for parents and children to work with staff provided learning fun for over 100 people. During the Week of the Young Child, school celebrated Charlie (our rabbit s) birthday with rabbit ears on everyone, crazy sock day, funny hat day, and PJ day.

Parent conferences were held on May 17, and classes went on the last field trips to Jenkinson s with parents and staff. The Dual classes had a multicultural sing along and luncheon with their families for a Cinco de Mayo type celebration.

June saw activities flourish outside with work on our garden with our partner, Jewish Renaissance Foundation, and pool days for gross motor activities. Goodbye Day for Mr. Rodecker occurred June 20 and the end of the year game day occurred June 21.

The final days of June were wonderful learning days and our school met the new superintendent, Dr. Janine Caffrey. The literacy group came in during the summer to organize our learning areas, care for the animals, and plan the upcoming literacy events. The leadership team met over the summer to redo gross motor schedules and plan for future events. Plans were made for the entire staff to gather at the beginning of the year to celebrate our second year of successful work with children.

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&gt;&gt;REPORT CARDS &gt;&gt;NCLB

# NCLB Report



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- Guide to the 2010 NCLB Report  
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- How Adequate Yearly Progress (AYP) Is Calculated for 2010  
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- Key Points
  - [English](#)
  - [En Español](#)
- [AYP Profiles](#)
- [Report Archive](#)
- [Lists of Schools/Districts in Need of Improvement](#)  
This is the most current listing of schools identified for improvement, corrective action, and restructuring under the requirements of the *No Child Left Behind Act*. The affected schools are arranged by county within the various status levels.
- [Highly Qualified Teacher Survey Results](#)
- [Federal Resources](#)



[>>REPORT CARDS](#) [>>2011](#) [>>GUIDE](#)

## GUIDE TO THE NEW JERSEY SCHOOL REPORT CARD 2011

### INTRODUCTION

This report card issued in May 2012 contains data for the 2010-11 school year. Enrollment numbers are based on the October 15, 2010 NJSMART submission. The information in the report card is school-level data, except for the finance section which contains district-level information. For charter schools, however, the finance section is school-level. The source of the information contained in the New Jersey School Report Card is the school district or the charter school, unless otherwise indicated in this guide.

There are several general practices and rules that are used throughout the document. They are as follows:

- **SUPPRESSION:** In reporting any type of assessment results, an asterisk indicates that the data were suppressed in order to protect privacy. Suppression includes cell sizes of less than 11 students, proficiency levels that are greater than 90% partially proficient, and other combinations of small cell sizes that might not protect privacy if they were not suppressed.
- **ZERO:** A zero in a data field in most cases means that there is no data to report for that field for this report card year.
- **BLANK:** A blank in most cases means this data element does not apply to this school.
- **STATE AVERAGE:** Unless otherwise stated, state averages are computed by four school types as follows: vocational schools; Special Services School Districts/special education schools; all elementary schools (regular and charter); or all secondary schools (regular and charter).
- **FACULTY:** In fields that refer to faculty, this term includes classroom teachers and educational support services personnel, such as guidance counselors and librarians.
- **ADMINISTRATORS:** In fields that refer to administrators, this term includes the certificated personnel such as the superintendent, assistant superintendents, school business administrator, principals, assistant principals, supervisors, non-supervisory coordinators, and directors.

### REPORT CARD FIELDS

The following sections explain the data in the various report card fields.

#### SCHOOL ENVIRONMENT

##### Average Class Size

Average class size for elementary schools (Pre-K-8) is based on the enrollment per grade divided by the total number of classrooms for that grade. For elementary grades, the state average is the statewide total enrollment for each grade divided by the statewide total number of classrooms in that grade.

Average Class size for secondary schools (9-12) is based on the total enrollment per grade divided by the total number

of English classes for the same grade. For secondary grades, the state average is the total enrollment for each grade divided by the total number of English classes for the same grade.

For Special Services School Districts and special education schools, average class size is calculated by dividing the total enrollment by the total number of classrooms.

### **Length of School Day**

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

### **Instructional Time**

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

### **Student/Computer Ratio**

This shows the average number of students served by each instructional, multimedia-capable computer with a manufacture date after July 1, 2007 that is available for the purposes of supervised instruction. The ratio is calculated by dividing the total enrollment by the total number of multimedia-capable computers that are used for instruction. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2010-11 data are published in this report.

### **Internet Connectivity**

This shows the numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2006 available for instruction at various locations and how many of those computers have a connection to the Internet. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2009-10 data are published in this report.

### **Length of School Year (charter schools only)**

This is the number of days in the regular school year.

### **School Waiting List (charter schools only)**

The list contains numbers of students who are waiting for openings in the charter school roster as of the opening of school.

### **School Classrooms (charter schools only)**

This is the number of classrooms in the school.

## **STUDENT INFORMATION**

### **Enrollment by Grade**

The enrollment has been obtained from the school districts' NJ SMART state submission. NJ Standards Measurement and Resource for Teaching (NJ SMART), is a comprehensive data warehouse, student level data reporting, and

unique statewide student identification (SID) system

### **Students with Disabilities**

This shows the percentage of students with an Individualized Education Program (IEP), including speech, regardless of placement and programs. This is calculated by dividing the total number of students with IEPs by the total enrollment.

### **Language Diversity**

This is the percentage of students in the school by first language spoken at home. The list includes up to seven languages in descending order of frequency plus “all others.” This is calculated by dividing the number of students who speak a given language by the total enrollment. There is a calculation for each language listed, including English and “all others.”

### **Limited English Proficient (LEP) Students**

This is the percentage of LEP students in the school. It is calculated by dividing the total number of students who are in limited English proficient programs by the total enrollment.

### **Student Mobility Rate**

This is the percentage of students who both entered and left during the school year. The calculation is derived from the sum of students entering and leaving after the October enrollment count divided by the total enrollment.

## **STUDENT PERFORMANCE INDICATORS**

### **Assessments**

#### **Performance on State Tests – High School Proficiency Assessment (HSPA), and New Jersey Assessment of Skills and Knowledge (NJASK) 3, 4, 5, 6, 7, and 8**

The statewide assessment system comprises state tests that are designed to measure student progress in the attainment of the Core Curriculum Content Standards. Under the *No Child Left Behind Act of 2001 (NCLB)*, all states are required to assess student progress in language arts and math in grades 3-8 and grade 11. The state also assesses science in grades four and eight.

High schools show assessment results from the 11th grade spring 2011 administration of the High School Proficiency Assessment (HSPA) in language arts and math. The HSPA is the test that students must pass in order to graduate from high school. Retests are not included in these results.

**The data presented in this report card will differ slightly from the data in the *No Child Left Behind (NCLB)* reports required by federal law. The *NCLB* reports show assessment results in three grade spans after the application of *NCLB* rules for the purpose of calculating adequate yearly progress (AYP) and identifying schools in need of improvement. By contrast, the assessment results presented in this report card have had no restrictions or**

**conditions applied to them. These data are the state's assessment results that have been disaggregated into subgroups for all students who attend a school.**

State assessments are administered with the assistance of test contractors who collect and tally the student-level data. The results are distributed to local districts that have an opportunity to correct any errors. The Department of Education's Office of Assessment conducts the final quality control of all test data and is the source of the assessment results for all state reports, including the New Jersey School Report Card. The assessment office also produces the annual state assessment summary report that differs slightly from the school report card. **The report card information contains only the scores of the students who physically attend that school, while the assessment summary for a school adds in the scores of the special education students who are sent to out-of-district placements.** The addition of these out-of-district scores creates some differences in totals when compared to the report card totals.

### **National Assessment of 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 National Assessment Governing Board, which sets NAEP policy, also develops the content frameworks for the assessment. NAEP is administered by the National Center for Education Statistics (NCES), located within the Institute of Education Sciences (IES) in the U.S. Department of Education, and 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 2009 reading and math scores for New Jersey which are the last scores published. For more information, visit <http://nces.ed.gov/nationsreportcard/>.

### **Graduation Type**

This field shows the percentages of students who met or otherwise satisfied the state's testing requirements for graduation in several different ways – passing both sections of HSPA (scale  $\geq 200$ ), exempt from passing the HSPA and via Alternative High School Assessment (AHSA), Appeals or Other processes.

The Alternative High School Assessment1 (AHSA) measures high school competency in selected areas of the Core Curriculum Content Standards. It is intended to offer an alternative means of meeting the state graduation proficiency test requirement. The AHSA is available to students who have met all high school graduation requirements except for demonstrating proficiency in selected areas of the Core Curriculum Content Standards. (N.J.S.A. 18A:7C-3 & N.J.A.C. 6A:8-4.1)

High School seniors who have not yet demonstrated proficiency on the High School Proficiency Assessment (HSPA) or the Alternate High School Assessment (AHSA) are eligible for an appeal. The appeal can only be made by the district. The district must make the determination that the student, though not meeting the minimum scores needed on the assessments, can perform in language arts literacy and in math at a high school level. The district submits, on behalf of the student, HSPA scores, AHSA results, work samples and any other evidence of performance in ELA and/or math. There is an Educational Proficiency Plan form, developed by the department, to aid districts in submitting the appeals. The

document is designed to be used while students are receiving intervention/remediation (as required in statute). The document also asks for the intervention plan, the results and duration of the interventions, parent and student signatures, dates of conferences with parents, etc. While the form is not required for an appeal, the data on the form is required.

Other includes those students who have not been able to demonstrate a scale score  $\geq 200$  on a single HSPA administration, but have shown proficiency in the different levels of the HSPA during any of the administrations given. An example would be a student who during all 3 administrations of HSPA does not reach a scale score  $\geq 200$ , but when looking at their individual proficiency on each section of the exam they have passed each section during the 3 administrations. These students would be considered eligible to graduate via other.

### **Scholastic Assessment Test (SAT)**

The Scholastic Assessment Test is a voluntary test administered by the College Board, usually for the purpose of college admission. The percentile scores are the average scores of the students whose performance places them along a range from 1-99. The score listed under the 25th percentile means that a quarter of the students' scores fell below that point and the rest were above. Under the 50th percentile, half of the students' scores fell above that score and half fell below. In the 75th percentile, a quarter of the students' scores were above that score and the rest were below. The source of the data for the report card is the College Board.

### **Advanced Placement (AP)**

This information is obtained from the College Board for students who have taken an advanced placement exam. It shows the classes offered at the school, the numbers of students in each class and the numbers who took the test for the course. The total number of students in class is a duplicated count because the same student may take multiple AP classes. The total number of test-takers may exceed the number of enrollees because students may take the test without taking the class.

**NOTE:** The AP numbers reported in this report card are based on a snapshot in time that allows the College Board to provide consistent data from year to year. The AP reports from the College Board contain data from files created in July which include approximately 97-99% of the test-takers. The database created by the July snapshot is not updated by College Board for reporting purposes. Therefore, the numbers in the report card can only be considered correct as of the cut-off date.

### **Advanced Placement Results Summary**

This shows the total who scored 3 or greater on the AP tests. It is a duplicated number which means that a single student may be counted more than once in this total, if the student took more than one test and scored 3 or above.

### **Advanced Placement Participation Data**

The percentage of students taking Advanced Placement tests is calculated by dividing the number of students who took at least one AP test by the total number of students enrolled in grades 11 and 12 based on the October 15 enrollment count.

### **National Occupational Competency Testing Institute (NOCTI) (vocational only)**

The NOCTI develops and administers national job-ready examinations that include both written and performance tests

that measure a student's knowledge and skills for entry into an occupational field. The number of students taking the tests is listed, along with school and state average scores for written and performance tests.

### **Certification/Licensure and Required Examination Results (vocational only)**

This section lists by program area the test results for those occupations that require a license, certification, or examination. The data reflect those students who were tested in an occupational program during the school year.

## **Other Performance Measures**

### **Student Attendance Rate**

These are the grade-level percentages of students on average who are present at school each day. They are calculated by dividing the sum of days present in each grade level by the sum of possible days present for all students in each grade. The school and state totals are calculated by the sum of days present in all applicable grade levels divided by the total possible days present for all students.

### **Dropout Rate (secondary only)**

These are the percentages of students who dropped out of grades 9-12 presented by various subgroups. The percentages are calculated by dividing the number of students in grades 9 through 12 who dropped out of school during the school year by the October enrollment reported for grades 9 through 12.

### **Graduation Rate (secondary only)**

The graduation rate is calculated by using the new federally required adjusted cohort graduation rate. The four-year adjusted cohort graduation rate is the number of students who graduate in four years divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. For example, The 2007 freshmen plus "transfers in" minus "transfers out" over four years will be divided into the number of 2011 graduates for the 2011 adjusted cohort graduation rate. Students who drop out remain in the cohort for this calculation. The source of the data is the state's student-level record system called NJ SMART. The "Other" category includes all other students awarded a regular high school diploma by their school districts, including students who passed the alternative high school proficiency exams.

### **Student Suspensions**

These are percentages of students who were suspended at least once during the school year. Students suspended more than one time are counted once. The percents are calculated by dividing the total number suspended by the total enrollment.

### **Student Expulsions**

This shows the number of students who were expelled from the school and district during the year. The total represents the total number of students expelled statewide.

### **Completion Data (vocational only)**

These are the percentages of students who successfully completed an occupational program categorized by their enrollment status. This is calculated by dividing the number of students in each enrollment status by the total graduates.

## **STAFF INFORMATION**

### **Student/Administrator Ratio**

This is the number of students per administrator in the school. It is calculated by dividing the total school enrollment in October by the number of administrators reported in full-time equivalents (FTEs). Where a single administrator has responsibility for more than one school, the FTE may represent the administrator as less than one.

### **Student/Faculty Ratio**

This is the number of students per faculty member. It is calculated by dividing the reported October school enrollment by the combined full-time equivalents (FTEs) of classroom teachers and educational support services personnel assigned to the school as of October of the school year.

### **Faculty Attendance Rate**

This is the average daily attendance for the faculty of the school. It is calculated by dividing the total number of days present by the total number of days contracted for all faculty members.

### **Faculty Mobility Rate**

This represents the rate at which faculty members come and go during the school year. It is calculated by using the number of faculty who entered or left employment in the school after October 15 divided by the total number of faculty reported as of that same date.

### **Faculty and Administrator Credentials**

These are percentages of faculty and administrative members in the school who hold a bachelor's, master's, or doctoral degree. For vocational and special services schools, there is also information about licenses or certification in addition to or in place of degrees.

### **National Board Certification**

This shows the number of teachers at the school and district levels who have been certified by the National Board for Professional Teaching Standards. In addition to teachers actively working in the districts, the state total may also include teachers who work in nonpublic schools, as well as those who became administrators, have retired or are on leave. This rigorous certification is encouraged, but not required.

## **DISTRICT/CHARTER FINANCIAL DATA**

This section containing the financial data is district-level information for all schools except charter schools. Charter schools are public schools that are operated under a charter granted by the Commissioner of Education. The school is independent

of the school district and managed by a board of trustees. In accordance with charter school law, the school district of residence must pay directly to the charter school for each student enrolled in the charter school who resides in the district an amount equal to 90% of the sum of the budget year equalization aid per pupil and the prebudget year general fund tax levy per pupil inflated by the Consumer Price Index (CPI) rate in effect at the time of the calculation. In addition, the school district of residence must pay directly to the charter school the security categorical aid attributable to the student and a percentage of the district's special education categorical aid equal to the percentage of the district's special education students enrolled in the charter school and, if applicable, 100% of preschool education aid.

The financial information for the charter schools shows school average compared to charter average, while all other school report cards show district average compared to a state average for districts of a similar budget type. Budget type refers to the grade span that a district must budget for. If a district sends its 9-12 students to another district, it has a budget type that is K-12 (the district pays tuition to the receiving district for the 9-12 students), but the district has an operating type of K-8.

### **Administrative and Faculty Personnel**

These include the number of administrators in the district reported in FTEs in October of each year, the number of schools in the districts, the ratio of students to administrators, and the ratio of faculty to administrators in the district. Similar information at the school level is shown earlier in this report card. Administrators include certificated administrative personnel in the central office, principals and school administrators -- both supervisory and non-supervisory. The number of faculty per administrator is calculated by dividing the combined FTE of classroom teachers and educational support personnel by the FTE of administrators as reported in October.

### **Median Salary and Years of Experience of Administrative and Faculty Personnel**

This contains the median salary -- half of the salaries are above the median and half are below -- for both administrators and faculty. It also contains the median years of experience based on total number of years in public education.

### **Teacher Salaries and Benefits**

Total teacher salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in teacher salaries/benefits from one year to the next.

### **Administrative Salaries and Benefits**

Total administrative salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in administrator salaries/benefits from one year to the next.

### **Revenues**

This presents the total revenues from various sources reflecting the combination of the ways districts are funded through local taxes, state aid, federal aid, and other sources, such as local district surplus and tuition income.

## **Budgets and Per-pupil Expenditures**

There are two district-wide costs per pupil amounts for three years that correspond to the rest of the data in the report card. First is the Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

>>[REPORT CARDS](#) >>[2011](#) >> >> >>**2010-11 SCHOOL REPORT CARD****SCHOOL:****COUNTY:****DISTRICT:****School Environment**

<u>Length of School Day</u>	
Amount of time school is in session on a normal school day.	
<b>School</b>	
<b>State Average</b>	

<u>Instructional Time</u>	
Amount of time per day students are engaged in instructional activities.	
<b>School</b>	
<b>State Average</b>	

<u>Student/Computer Ratio</u>		
Numbers of students per instructional, multi-media-capable computers, manufactured after July 1, 2007, available for use in supervised instruction.		
	<b>School</b>	<b>State Average</b>
2010-11		

>[District Narrative](#)

&gt;No School Profile Submitted

>[NCLB Report](#)>[Guide to Report Card](#)

<u>Average Class Size</u>	2010-2011	
	School	State

<u>Internet Connectivity</u>		
Numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2007 available for instruction at various locations and how many of those computers have a connection to the Internet.		
	<b>2010-2011</b>	
<b>Locations</b>	<b>Computers</b>	<b>Computers Connected to the Internet</b>
Classroom/Instructional		
Library/Media Centers		
Computer Labs		
All Locations		

## Student Information

<u>Enrollment by Grade</u>				
Counts of students "on-roll" by grade in October of each school year.				
Grade	2010-2011	2009-2010	2008-2009	2007-2008

<u>Student Mobility Rate</u>		
Percentage of students who entered and left during the school year.		
	School	State Average
2010-11		
2009-10		
2008-09		

<u>Students with Disabilities</u>	
Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	

<u>Limited English Proficient (LEP)</u>	
Percentage of LEP students	

<u>Language Diversity</u>	
First language spoken at home in order of frequency.	
Language	Percent

## Staff Information

<u>Student/Administrator Ratio</u>		
Numbers of students per administrator.		
	School	State Average
2010-11		
2009-10		
2008-09		

<u>Student/Faculty Ratio</u>		
Numbers of students per faculty member.		
	School	State Average
2010-11		
2009-10		
2008-09		

<u>Faculty Mobility Rate</u>		
Percentage of faculty who entered and left the school during the school year.		
	School	State Average

<u>Faculty and Administrator Credentials</u>			
Percentage of faculty and administrators possessing a bachelor's, master's, or doctoral degree.			
	BA/BS	MA/MS	PhD/EdD

2010-11		5.0%
2009-10		5.4%
2008-09		4.0%

2010-11			
2009-10			
2008-09			

### Faculty Attendance Rate

Percentage of faculty present on average each day.

	School	State Average
2010-11		
2009-10		
2008-09		

### National Board Certification

Number of teachers who have been certified by the National Board for Professional Teaching Standards.

	School	District	State
2010-11		10	
2009-10		12	
2008-09		7	93

## District Financial Data

### Administrative and Faculty Personnel

In FTE (Full-time Equivalents).

	# of Administrators		# of Schools		# of Students per Administrator		# of Faculty per Administrator	
	District	State Average	District	State Average	District	State Average	District	State Average
2010-11	40.0	26.0	10.0	7.5	261.4	173.0	22.1	16.0
2009-10	50.0	28.3	10.0	7.6	199.5	161.0	18.3	15.4
2008-09	46.5	28.5	10.0	7.6	207.1	158.9	19.4	15.2

<b><u>Median Salary and Years of Experience of Administrative and Faculty Personnel</u></b>			
	<b>2010-11</b>	<b>2009-10</b>	<b>2008-09</b>
<b>Administrators</b>			
Salary - District	\$125,185	\$120,890	\$114,326
Salary - State	\$119,491	\$117,895	\$114,915
Years of Experience - District	19	18	19
Years of Experience - State	19	20	21
<b>Faculty</b>			
Salary - District	\$59,850	\$57,150	\$53,525
Salary - State	\$63,851	\$61,840	\$59,530
Years of Experience - District	9	8	8
Years of Experience - State	10	10	9

### **Teacher Salaries and Benefits**

Percents of teacher salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in teacher salaries/benefits from one year to the next.

	<b>% for Teachers Salaries/Benefits</b>		<b>% Change - Increase/Decrease (+/-)</b>	
	District	State Average	District	State Average
2010-11	62%	57%	1%	-1%
2009-10	62%	56%	6%	4%
2008-09	61%	56%	6%	4%

### **Administrative Salaries and Benefits**

Percents of administrative salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in administrative salaries/benefits from one year to the next.

	<b>% for Administrative Salaries/Benefits</b>		<b>% Change - Increase/Decrease (+/-)</b>	
	District	State Average	District	State Average
2010-11	7%	9%	-4%	-2%
2009-10	7%	9%	3%	4%
2008-09	7%	8%	5%	3%

**Revenues**

Percents of total revenues from various sources.

	2010-2011		2009-2010		2008-2009	
	District	Budget Type Average	District	Budget Type Average	District	Budget Type Average
Local	13%	52%	13%	50%	12%	49%
State	82%	42%	69%	39%	84%	45%
Federal	5%	4%	18%	9%	4%	3%
Other	0%	2%	0%	2%	0%	2%

**Per Pupil Expenditures**

Two calculations of the average cost per pupil in the district.

(See #1 and #2 below).

	2010-2011		2009-2010		2008-2009	
	District Actual	Budget Type Average	District Actual	Budget Type Average	District Actual	Budget Type Average
Classroom - Salaries and Benefits	\$8,566	\$7,564	\$8,673	\$7,682	\$8,450	\$7,386
Classroom - General Supplies/Textbooks	\$225	\$238	\$343	\$266	\$343	\$280
Classroom - Purchased Services and Other	\$28	\$110	\$31	\$110	\$46	\$104
<b>Total Classroom Instruction</b>	\$8,819	\$7,912	\$9,046	\$8,059	\$8,839	\$7,786
Support Services - Salaries and Benefits	\$1,518	\$1,834	\$1,630	\$1,937	\$1,625	\$1,839
Support Services - other	\$369	\$216	\$326	\$222	\$286	\$231
<b>Total Support Services</b>	\$1,887	\$2,050	\$1,956	\$2,159	\$1,911	\$2,070
Administration - Salaries and Benefits	\$912	\$1,137	\$967	\$1,163	\$973	\$1,126
Administration - other	\$159	\$231	\$163	\$237	\$188	\$242
<b>Total Administration Costs</b>	\$1,071	\$1,368	\$1,130	\$1,400	\$1,161	\$1,368
Op./Maint. of Plant - Salaries and Benefits	\$769	\$816	\$843	\$868	\$824	\$856
Op./Maint. of Plant - other	\$702	\$786	\$636	\$773	\$684	\$786
<b>Total Operations and Maintenance of Plant</b>	\$1,471	\$1,602	\$1,479	\$1,641	\$1,508	\$1,642
<b>Total Food Services Costs</b>		\$55		\$64		\$67
<b>Total Extracurricular Costs</b>	\$102	\$225	\$119	\$246	\$118	\$240
<b>(1) BUDGETARY COST PER PUPIL</b>	\$13,736	\$13,253	\$13,948	\$13,594	\$13,860	\$13,207
<b>(2) TOTAL COST PER PUPIL</b>	\$17,717	\$17,455	\$18,414	\$17,885	\$17,977	\$17,322

(1) The Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

(2) Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

>>[NCLB School, District, and State Reports](#)

The federal *No Child Left Behind (NCLB) Act* has imposed specific accountability and reporting requirements on states. The *NCLB* reports present school-, district-, and state-level information in those areas mandated by *NCLB*, which are as follows: status regarding Adequate Yearly Progress; information on highly qualified teachers; attendance and dropout data; and assessment data that has incorporated all of the conditions mandated under *NCLB* for meeting federally approved proficiency levels.

The results displayed on *NCLB* Reports are based on the state assessment data with the *NCLB* conditions applied. Additionally, the *NCLB* data incorporates the data appeals submitted by districts/schools that have been granted by the NJDOE. Therefore, the data in the *NCLB* Reports may be different from the data displayed on the NJ School Report Cards.

>>[New Jersey School Report Card](#)

The annual New Jersey School Report Card is required under a 1995 state law. It presents thirty-five fields of information for each school in the following categories: school environment, students, student performance indicators, staff, and district finances.

The assessment results displayed on the New Jersey School Report Cards are based on the state assessment data without any *NCLB* conditions applied. Therefore, the assessment data in the NJ School Report Card may be different from the assessment data displayed on the *NCLB* Reports where there have been *NCLB* conditions applied to the test results.

- [Historical Report Card Data](#)
- [Additional Data Reports](#)
- [Highly Qualified Teacher Survey Results](#)

>>[REPORT CARDS](#) >>2011

## WELCOME TO THE NEW JERSEY SCHOOL REPORT CARD FOR 2011

One of the major goals of the Department of Education is to increase school- and district-level accountability for educational progress by communicating useful information to members of the public to be used in measuring how well their schools are doing. The New Jersey School Report Card has provided the public with information about every school in New Jersey since 1995 when the Legislature mandated the annual accountability report.

The 2011 edition of the New Jersey School Report Card offers the same level of information as last year. We encourage you to examine your school's report card to decide for yourself whether your school is making satisfactory progress in helping your child meet New Jersey's Core Curriculum Content Standards. If you would like to give the department feedback on the report card process, please contact us: [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us).

Above all, the Department of Education urges you to become involved with your local schools. With the scrutiny and support of the community, our schools can and will provide an excellent education for all of our students.

- [Guide to the New Jersey School Report Card](#)
- [Report Card Databases](#)

### View Report Cards

#### Search by:

- [Alphabetical](#)
- [County/District](#)
- School Type
  - [Elementary School](#)
  - [Secondary School](#)
  - [Charter School](#)
  - [Vocational School](#)
  - [Special Services](#)

# Report Card Narratives

## NEW JERSEY DEPARTMENT OF EDUCATION

**PERTH AMBOY CITY (23-4090)**

Welcome to Perth Amboy, an historic 4.5 square mile municipality, located along the shores of the beautiful Raritan Bay in Middlesex County. Perth Amboy operates Early Childhood Centers (3 to 4 year olds), 5 Elementary Schools (Grades K-4), 2 Middle Schools (Grades 5 - 8), 1 High School (Grades 9 - 12) and Adult Education Center. Each of our schools offers state-of-the-art technology, housed in modern innovative facilities, led by well-qualified staff dedicated to providing a solid academic foundation in a safe and healthy environment.

The 2010-2011 school year is a wonderful time of exciting experiences and a chance to learn more than ever before. One of the most important things is how we can work together to make each child's education as effective and inspiring as possible. Simple communication about what is happening at school is very important for every family.

The Perth Amboy Public Schools report card is one way to communicate with our school community the highlights of the 2010-2011 school year. Here are a few of the highlights of our district:

1. Our school district has satisfied at least 80% of the weighted indicators in each of the five areas of the QSAC review process and has been designated as high performing. Pursuant to N.J.S.A. 18A:7A-14, Acting Commissioner Cerf will recommend that the State Board of Education certify your school district for a period of three years as providing a thorough and efficient system of education.
2. The preschool curriculum is a comprehensive, research based curriculum. The curriculum specifies the literacy, math, science and technology content to be taught based on the preschool standards. It relates directly to the subject area curricula used in elementary school, so children's learning in preschool forms the basis of all learning that will follow. The preschool program continues to focus on systematic, collaborative, and continuous improvement of classroom practices.
3. The Elementary Schools continued to raise achievement levels while aligning the Common Core State Standards through implementation of a comprehensive school program and collaboration among school, parents, and the community. During the 2010-2011 school year our elementary schools acknowledged the fact that the accomplishment of making every child a strong reader was our utmost concern. It is with this interest that stakeholders, constantly examine and evaluate the needs of our staff and students.
4. At the Middle and High School levels emphasis on the integration of technology was incorporated in all content areas. Resources included appropriate educational technology in the planning, delivery, and assessment of instruction. High quality professional development was available for all professional staff and included the proper, effective, and responsible use of student data to make educated decisions.
5. Our district is committed to all students receiving a solid academic foundation to achieve the Common Core State Standards through excellent educational experiences, support programs that insure student growth development and community enrichment programs. This will be accomplished within a learning structure of high expectation quality professional development, and fiscally responsible decision making.

In order to improve learning, we must address curriculum, instruction, and assessment. Curriculum is what we teach, instruction is how we teach it, and assessment is how we measure our results. We are addressing each of these areas through the following strategies:

### Curriculum

We are aligning our curriculum to the Common Core State Standards, which will become the requirement in NJ in the next couple of years. We now recognize that curriculum development is never done; it is a continual process that happens through teachers and teacher teams. We also recognize that teachers benefit from collaboration and sharing their work. In order to develop our skills, we are engaging Curriculum 21 to work with our administrators and newly selected Educational Leaders on Common Core alignment and curriculum mapping. These educators will then work with teacher teams, organized into professional learning communities, in their buildings to improve curriculum development capacity in every school. In order to facilitate collaboration, we will be using the Atlas Rubicon software program to share our work across the district, and provide a user-friendly way to analyze the skills that are included across grade levels, schools, subject areas, and the district as a whole.

### Instruction

Students learn best when they are actively engaged in tasks that include critical thinking skills, and academic discourse with one another. These two areas are at the heart of Charlotte Danielson's Framework for Teaching, and included in domains 3B and 3C. Our administrators (through participation in three professional learning communities) are now learning how to facilitate instructional rounds in their schools, allowing teachers to work together to improve their skills in student engagement and discourse. Building administrators will work with their professional learning communities so that every educator in our district will understand the instructional rounds process and be able to give and receive valuable feedback regarding instruction.

We are partnering with Quantum Learning to assist us in creating the highest possible levels of expectations and engagement with students. This approach not only improves instruction, but also creates a common language around achievement and behavior, and develops positive character traits in students.

### Assessment

We know that teachers need frequent information that can be used to guide instruction. To that end, each school is working together with Cambridge Education to develop common assessments that will help teachers understand how well students are learning in their classes. These assessments will reduce the amount of instructional time dedicated to testing, reduce administrative work for teachers, while providing them with more timely, actionable data.

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NJ Department of Education | Informational Technology | Report Card Office

# NCLB Report



- 2010 NCLB Report for school, district and state  
[English](#) | [En Español](#) | [Download](#)
- 2010 NCLB state-level report  
[English](#) (384 kb PDF) | [En Español](#) (433 kb PDF)
- Guide to the 2010 NCLB Report  
[English](#) | [En Español](#)
- How Adequate Yearly Progress (AYP) Is Calculated for 2010  
[English](#) | [En Español](#)
- Key Points
  - [English](#)
  - [En Español](#)
- [AYP Profiles](#)
- [Report Archive](#)
- [Lists of Schools/Districts in Need of Improvement](#)  
This is the most current listing of schools identified for improvement, corrective action, and restructuring under the requirements of the *No Child Left Behind Act*. The affected schools are arranged by county within the various status levels.
- [Highly Qualified Teacher Survey Results](#)
- [Federal Resources](#)



[>>REPORT CARDS](#) [>>2011](#) [>>GUIDE](#)

## GUIDE TO THE NEW JERSEY SCHOOL REPORT CARD 2011

### INTRODUCTION

This report card issued in May 2012 contains data for the 2010-11 school year. Enrollment numbers are based on the October 15, 2010 NJSMART submission. The information in the report card is school-level data, except for the finance section which contains district-level information. For charter schools, however, the finance section is school-level. The source of the information contained in the New Jersey School Report Card is the school district or the charter school, unless otherwise indicated in this guide.

There are several general practices and rules that are used throughout the document. They are as follows:

- **SUPPRESSION:** In reporting any type of assessment results, an asterisk indicates that the data were suppressed in order to protect privacy. Suppression includes cell sizes of less than 11 students, proficiency levels that are greater than 90% partially proficient, and other combinations of small cell sizes that might not protect privacy if they were not suppressed.
- **ZERO:** A zero in a data field in most cases means that there is no data to report for that field for this report card year.
- **BLANK:** A blank in most cases means this data element does not apply to this school.
- **STATE AVERAGE:** Unless otherwise stated, state averages are computed by four school types as follows: vocational schools; Special Services School Districts/special education schools; all elementary schools (regular and charter); or all secondary schools (regular and charter).
- **FACULTY:** In fields that refer to faculty, this term includes classroom teachers and educational support services personnel, such as guidance counselors and librarians.
- **ADMINISTRATORS:** In fields that refer to administrators, this term includes the certificated personnel such as the superintendent, assistant superintendents, school business administrator, principals, assistant principals, supervisors, non-supervisory coordinators, and directors.

### REPORT CARD FIELDS

The following sections explain the data in the various report card fields.

#### SCHOOL ENVIRONMENT

##### Average Class Size

Average class size for elementary schools (Pre-K-8) is based on the enrollment per grade divided by the total number of classrooms for that grade. For elementary grades, the state average is the statewide total enrollment for each grade divided by the statewide total number of classrooms in that grade.

Average Class size for secondary schools (9-12) is based on the total enrollment per grade divided by the total number

of English classes for the same grade. For secondary grades, the state average is the total enrollment for each grade divided by the total number of English classes for the same grade.

For Special Services School Districts and special education schools, average class size is calculated by dividing the total enrollment by the total number of classrooms.

### **Length of School Day**

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

### **Instructional Time**

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

### **Student/Computer Ratio**

This shows the average number of students served by each instructional, multimedia-capable computer with a manufacture date after July 1, 2007 that is available for the purposes of supervised instruction. The ratio is calculated by dividing the total enrollment by the total number of multimedia-capable computers that are used for instruction. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2010-11 data are published in this report.

### **Internet Connectivity**

This shows the numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2006 available for instruction at various locations and how many of those computers have a connection to the Internet. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2009-10 data are published in this report.

### **Length of School Year (charter schools only)**

This is the number of days in the regular school year.

### **School Waiting List (charter schools only)**

The list contains numbers of students who are waiting for openings in the charter school roster as of the opening of school.

### **School Classrooms (charter schools only)**

This is the number of classrooms in the school.

## **STUDENT INFORMATION**

### **Enrollment by Grade**

The enrollment has been obtained from the school districts' NJ SMART state submission. NJ Standards Measurement and Resource for Teaching (NJ SMART), is a comprehensive data warehouse, student level data reporting, and

unique statewide student identification (SID) system

### **Students with Disabilities**

This shows the percentage of students with an Individualized Education Program (IEP), including speech, regardless of placement and programs. This is calculated by dividing the total number of students with IEPs by the total enrollment.

### **Language Diversity**

This is the percentage of students in the school by first language spoken at home. The list includes up to seven languages in descending order of frequency plus “all others.” This is calculated by dividing the number of students who speak a given language by the total enrollment. There is a calculation for each language listed, including English and “all others.”

### **Limited English Proficient (LEP) Students**

This is the percentage of LEP students in the school. It is calculated by dividing the total number of students who are in limited English proficient programs by the total enrollment.

### **Student Mobility Rate**

This is the percentage of students who both entered and left during the school year. The calculation is derived from the sum of students entering and leaving after the October enrollment count divided by the total enrollment.

## **STUDENT PERFORMANCE INDICATORS**

### **Assessments**

#### **Performance on State Tests – High School Proficiency Assessment (HSPA), and New Jersey Assessment of Skills and Knowledge (NJASK) 3, 4, 5, 6, 7, and 8**

The statewide assessment system comprises state tests that are designed to measure student progress in the attainment of the Core Curriculum Content Standards. Under the *No Child Left Behind Act of 2001 (NCLB)*, all states are required to assess student progress in language arts and math in grades 3-8 and grade 11. The state also assesses science in grades four and eight.

High schools show assessment results from the 11th grade spring 2011 administration of the High School Proficiency Assessment (HSPA) in language arts and math. The HSPA is the test that students must pass in order to graduate from high school. Retests are not included in these results.

**The data presented in this report card will differ slightly from the data in the *No Child Left Behind (NCLB)* reports required by federal law. The *NCLB* reports show assessment results in three grade spans after the application of *NCLB* rules for the purpose of calculating adequate yearly progress (AYP) and identifying schools in need of improvement. By contrast, the assessment results presented in this report card have had no restrictions or**

**conditions applied to them. These data are the state's assessment results that have been disaggregated into subgroups for all students who attend a school.**

State assessments are administered with the assistance of test contractors who collect and tally the student-level data. The results are distributed to local districts that have an opportunity to correct any errors. The Department of Education's Office of Assessment conducts the final quality control of all test data and is the source of the assessment results for all state reports, including the New Jersey School Report Card. The assessment office also produces the annual state assessment summary report that differs slightly from the school report card. **The report card information contains only the scores of the students who physically attend that school, while the assessment summary for a school adds in the scores of the special education students who are sent to out-of-district placements.** The addition of these out-of-district scores creates some differences in totals when compared to the report card totals.

### **National Assessment of 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 National Assessment Governing Board, which sets NAEP policy, also develops the content frameworks for the assessment. NAEP is administered by the National Center for Education Statistics (NCES), located within the Institute of Education Sciences (IES) in the U.S. Department of Education, and 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 2009 reading and math scores for New Jersey which are the last scores published. For more information, visit <http://nces.ed.gov/nationsreportcard/>.

### **Graduation Type**

This field shows the percentages of students who met or otherwise satisfied the state's testing requirements for graduation in several different ways – passing both sections of HSPA (scale  $\geq 200$ ), exempt from passing the HSPA and via Alternative High School Assessment (AHSA), Appeals or Other processes.

The Alternative High School Assessment1 (AHSA) measures high school competency in selected areas of the Core Curriculum Content Standards. It is intended to offer an alternative means of meeting the state graduation proficiency test requirement. The AHSA is available to students who have met all high school graduation requirements except for demonstrating proficiency in selected areas of the Core Curriculum Content Standards. (N.J.S.A. 18A:7C-3 & N.J.A.C. 6A:8-4.1)

High School seniors who have not yet demonstrated proficiency on the High School Proficiency Assessment (HSPA) or the Alternate High School Assessment (AHSA) are eligible for an appeal. The appeal can only be made by the district. The district must make the determination that the student, though not meeting the minimum scores needed on the assessments, can perform in language arts literacy and in math at a high school level. The district submits, on behalf of the student, HSPA scores, AHSA results, work samples and any other evidence of performance in ELA and/or math. There is an Educational Proficiency Plan form, developed by the department, to aid districts in submitting the appeals. The

document is designed to be used while students are receiving intervention/remediation (as required in statute). The document also asks for the intervention plan, the results and duration of the interventions, parent and student signatures, dates of conferences with parents, etc. While the form is not required for an appeal, the data on the form is required.

Other includes those students who have not been able to demonstrate a scale score  $\geq 200$  on a single HSPA administration, but have shown proficiency in the different levels of the HSPA during any of the administrations given. An example would be a student who during all 3 administrations of HSPA does not reach a scale score  $\geq 200$ , but when looking at their individual proficiency on each section of the exam they have passed each section during the 3 administrations. These students would be considered eligible to graduate via other.

### **Scholastic Assessment Test (SAT)**

The Scholastic Assessment Test is a voluntary test administered by the College Board, usually for the purpose of college admission. The percentile scores are the average scores of the students whose performance places them along a range from 1-99. The score listed under the 25th percentile means that a quarter of the students' scores fell below that point and the rest were above. Under the 50th percentile, half of the students' scores fell above that score and half fell below. In the 75th percentile, a quarter of the students' scores were above that score and the rest were below. The source of the data for the report card is the College Board.

### **Advanced Placement (AP)**

This information is obtained from the College Board for students who have taken an advanced placement exam. It shows the classes offered at the school, the numbers of students in each class and the numbers who took the test for the course. The total number of students in class is a duplicated count because the same student may take multiple AP classes. The total number of test-takers may exceed the number of enrollees because students may take the test without taking the class.

**NOTE:** The AP numbers reported in this report card are based on a snapshot in time that allows the College Board to provide consistent data from year to year. The AP reports from the College Board contain data from files created in July which include approximately 97-99% of the test-takers. The database created by the July snapshot is not updated by College Board for reporting purposes. Therefore, the numbers in the report card can only be considered correct as of the cut-off date.

### **Advanced Placement Results Summary**

This shows the total who scored 3 or greater on the AP tests. It is a duplicated number which means that a single student may be counted more than once in this total, if the student took more than one test and scored 3 or above.

### **Advanced Placement Participation Data**

The percentage of students taking Advanced Placement tests is calculated by dividing the number of students who took at least one AP test by the total number of students enrolled in grades 11 and 12 based on the October 15 enrollment count.

### **National Occupational Competency Testing Institute (NOCTI) (vocational only)**

The NOCTI develops and administers national job-ready examinations that include both written and performance tests

that measure a student's knowledge and skills for entry into an occupational field. The number of students taking the tests is listed, along with school and state average scores for written and performance tests.

### **Certification/Licensure and Required Examination Results (vocational only)**

This section lists by program area the test results for those occupations that require a license, certification, or examination. The data reflect those students who were tested in an occupational program during the school year.

## **Other Performance Measures**

### **Student Attendance Rate**

These are the grade-level percentages of students on average who are present at school each day. They are calculated by dividing the sum of days present in each grade level by the sum of possible days present for all students in each grade. The school and state totals are calculated by the sum of days present in all applicable grade levels divided by the total possible days present for all students.

### **Dropout Rate (secondary only)**

These are the percentages of students who dropped out of grades 9-12 presented by various subgroups. The percentages are calculated by dividing the number of students in grades 9 through 12 who dropped out of school during the school year by the October enrollment reported for grades 9 through 12.

### **Graduation Rate (secondary only)**

The graduation rate is calculated by using the new federally required adjusted cohort graduation rate. The four-year adjusted cohort graduation rate is the number of students who graduate in four years divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. For example, The 2007 freshmen plus "transfers in" minus "transfers out" over four years will be divided into the number of 2011 graduates for the 2011 adjusted cohort graduation rate. Students who drop out remain in the cohort for this calculation. The source of the data is the state's student-level record system called NJ SMART. The "Other" category includes all other students awarded a regular high school diploma by their school districts, including students who passed the alternative high school proficiency exams.

### **Student Suspensions**

These are percentages of students who were suspended at least once during the school year. Students suspended more than one time are counted once. The percents are calculated by dividing the total number suspended by the total enrollment.

### **Student Expulsions**

This shows the number of students who were expelled from the school and district during the year. The total represents the total number of students expelled statewide.

**Completion Data (vocational only)**

These are the percentages of students who successfully completed an occupational program categorized by their enrollment status. This is calculated by dividing the number of students in each enrollment status by the total graduates.

**STAFF INFORMATION****Student/Administrator Ratio**

This is the number of students per administrator in the school. It is calculated by dividing the total school enrollment in October by the number of administrators reported in full-time equivalents (FTEs). Where a single administrator has responsibility for more than one school, the FTE may represent the administrator as less than one.

**Student/Faculty Ratio**

This is the number of students per faculty member. It is calculated by dividing the reported October school enrollment by the combined full-time equivalents (FTEs) of classroom teachers and educational support services personnel assigned to the school as of October of the school year.

**Faculty Attendance Rate**

This is the average daily attendance for the faculty of the school. It is calculated by dividing the total number of days present by the total number of days contracted for all faculty members.

**Faculty Mobility Rate**

This represents the rate at which faculty members come and go during the school year. It is calculated by using the number of faculty who entered or left employment in the school after October 15 divided by the total number of faculty reported as of that same date.

**Faculty and Administrator Credentials**

These are percentages of faculty and administrative members in the school who hold a bachelor's, master's, or doctoral degree. For vocational and special services schools, there is also information about licenses or certification in addition to or in place of degrees.

**National Board Certification**

This shows the number of teachers at the school and district levels who have been certified by the National Board for Professional Teaching Standards. In addition to teachers actively working in the districts, the state total may also include teachers who work in nonpublic schools, as well as those who became administrators, have retired or are on leave. This rigorous certification is encouraged, but not required.

**DISTRICT/CHARTER FINANCIAL DATA**

This section containing the financial data is district-level information for all schools except charter schools. Charter schools are public schools that are operated under a charter granted by the Commissioner of Education. The school is independent

of the school district and managed by a board of trustees. In accordance with charter school law, the school district of residence must pay directly to the charter school for each student enrolled in the charter school who resides in the district an amount equal to 90% of the sum of the budget year equalization aid per pupil and the prebudget year general fund tax levy per pupil inflated by the Consumer Price Index (CPI) rate in effect at the time of the calculation. In addition, the school district of residence must pay directly to the charter school the security categorical aid attributable to the student and a percentage of the district's special education categorical aid equal to the percentage of the district's special education students enrolled in the charter school and, if applicable, 100% of preschool education aid.

The financial information for the charter schools shows school average compared to charter average, while all other school report cards show district average compared to a state average for districts of a similar budget type. Budget type refers to the grade span that a district must budget for. If a district sends its 9-12 students to another district, it has a budget type that is K-12 (the district pays tuition to the receiving district for the 9-12 students), but the district has an operating type of K-8.

### **Administrative and Faculty Personnel**

These include the number of administrators in the district reported in FTEs in October of each year, the number of schools in the districts, the ratio of students to administrators, and the ratio of faculty to administrators in the district. Similar information at the school level is shown earlier in this report card. Administrators include certificated administrative personnel in the central office, principals and school administrators -- both supervisory and non-supervisory. The number of faculty per administrator is calculated by dividing the combined FTE of classroom teachers and educational support personnel by the FTE of administrators as reported in October.

### **Median Salary and Years of Experience of Administrative and Faculty Personnel**

This contains the median salary -- half of the salaries are above the median and half are below -- for both administrators and faculty. It also contains the median years of experience based on total number of years in public education.

### **Teacher Salaries and Benefits**

Total teacher salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in teacher salaries/benefits from one year to the next.

### **Administrative Salaries and Benefits**

Total administrative salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in administrator salaries/benefits from one year to the next.

### **Revenues**

This presents the total revenues from various sources reflecting the combination of the ways districts are funded through local taxes, state aid, federal aid, and other sources, such as local district surplus and tuition income.

## **Budgets and Per-pupil Expenditures**

There are two district-wide costs per pupil amounts for three years that correspond to the rest of the data in the report card. First is the Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

>>[REPORT CARDS](#) >>[2011](#) >>[Middlesex](#) >>[Perth Amboy City](#) >>Ignacio Cruz Ecc

## 2010-11 SCHOOL REPORT CARD

**SCHOOL:** Ignacio Cruz Ecc

**COUNTY:** Middlesex

**DISTRICT:** Perth Amboy City

>[District Narrative](#)

>[School Profile](#) (local narrative)

>[NCLB Report](#)

>[Guide to Report Card](#)

### School Environment

<u>Length of School Day</u>	
Amount of time school is in session on a normal school day.	
<b>School</b>	6 hours: 30 minutes
<b>State Average</b>	6 hours: 30 minutes

<u>Average Class Size</u>	2010-2011	
	School	State
Pre-K	15.9	14.3
Total School	15.6	19.0

<u>Instructional Time</u>	
Amount of time per day students are engaged in instructional activities.	
<b>School</b>	5 hours: 0 minutes
<b>State Average</b>	5 hours: 43 minutes

<u>Student/Computer Ratio</u>		
Numbers of students per instructional, multi-media-capable computers, manufactured after July 1, 2007, available for use in supervised instruction.		
	<b>School</b>	<b>State Average</b>
2010-11	20.7	3.6

<u>Internet Connectivity</u>		
Numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2007 available for instruction at various locations and how many of those computers have a connection to the Internet.		
	2010-2011	
<b>Locations</b>	<b>Computers</b>	<b>Computers Connected to the Internet</b>
Classroom/Instructional	40	40
Library/Media Centers	0	0
Computer Labs	0	0
All Locations	40	40

### Student Information

**Enrollment by Grade**

Counts of students "on-roll" by grade in October of each school year.

<b>Grade</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Pre-K (full-day)	810.0	734.0	705.0	675.0
SE students in specialized classes	17.0	10.0	7.0	5.0
Total School	827.0	744.0	712.0	680.0

**Student Mobility Rate**

Percentage of students who entered and left during the school year.

	<b>School</b>	<b>State Average</b>
2010-11	9.4%	10.0%
2009-10	10.2%	10.5%
2008-09	14.5%	10.7%

**Students with Disabilities**

Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	7.4%
------------------------------------------------------------------------------------------------------	------

**Limited English Proficient (LEP)**

Percentage of LEP students

**Language Diversity**

First language spoken at home in order of frequency.

<b>Language</b>	<b>Percent</b>
Spanish	60.5%
English	37.8%
Ukrainian	0.4%
Philippine languages	0.2%
Portuguese	0.2%
Slovak	0.2%
Chinese	0.1%
Other	0.5%

**Student Performance Indicators****ASSESSMENTS****OTHER PERFORMANCE MEASURES****Attendance Rates**

Percentage of students present on average each day.

	<b>2010-2011</b>		<b>2009-2010</b>	
	<b>School</b>	<b>State</b>	<b>School</b>	<b>State</b>
Pre-K	92.1%	91.6%	91.5%	91.4%
Kindergarten	0%	94.2%	0%	94.3%
Grade 1	0%	95.1%	0%	95.2%
Grade 2	0%	95.5%	0%	95.5%
Grade 3	0%	95.7%	0%	95.8%
Grade 4	0%	95.9%	0%	95.9%

**Student Suspensions**

Percentage of students who were suspended from the school during the school year.

	<b>School</b>	<b>District Average</b>	<b>State Average</b>
2010-11	0%	12%	4%
2009-10	0%	13%	4%
2008-09	0%	12%	4%

Grade 5	0%	95.9%	0%	95.8%
Grade 6	0%	95.6%	0%	95.6%
Grade 7	0%	95.3%	0%	95.2%
Grade 8	0%	95.0%	0%	94.9%
Grade 9	0%	93.9%	0%	94.1%
Grade 10	0%	93.8%	0%	94.0%
Grade 11	0%	93.5%	0%	93.8%
Grade 12	0%	92.2%	0%	92.4%
SE students in specialized classes	84.4%	92.1%	90.8%	92.0%
Total School	91.9%	94.6%	91.5%	94.6%

<u>Student Expulsions</u>			
The number of students who were expelled during the school year.			
	School	District	State Total
2010-11	0	0	32
2009-10	0	0	90
2008-09	0	0	35

## Staff Information

### Student/Administrator Ratio

Numbers of students per administrator.

	School	State Average
2010-11	207.3	295.6
2009-10	372.0	275.1
2008-09	356.0	276.8

### Student/Faculty Ratio

Numbers of students per faculty member.

	School	State Average
2010-11	12.0	11.1
2009-10	10.5	10.6
2008-09	10.0	10.8

### Faculty Mobility Rate

Percentage of faculty who entered and left the school during the school year.

	School	State Average
2010-11	13.0%	5.0%
2009-10	1.4%	5.4%
2008-09	9.9%	4.0%

### Faculty and Administrator Credentials

Percentage of faculty and administrators possessing a bachelor's, master's, or doctoral degree.

	BA/BS	MA/MS	PhD/EdD
2010-11	66.7%	33.3%	0.0%
2009-10	65.7%	34.3%	0.0%
2008-09	58.9%	41.1%	0.0%

### Faculty Attendance Rate

Percentage of faculty present on average each day.

	School	State Average
2010-11	96.6%	95.8%
2009-10	96.9%	95.7%
2008-09	97.0%	95.3%

### National Board Certification

Number of teachers who have been certified by the National Board for Professional Teaching Standards.

	School	District	State
2010-11	0	10	
2009-10	0	12	
2008-09	0	7	93

## District Financial Data

### Administrative and Faculty Personnel

In FTE (Full-time Equivalents).

	# of Administrators		# of Schools		# of Students per Administrator		# of Faculty per Administrator	
	District	State Average	District	State Average	District	State Average	District	State Average
2010-11	40.0	26.0	10.0	7.5	261.4	173.0	22.1	16.0
2009-10	50.0	28.3	10.0	7.6	199.5	161.0	18.3	15.4
2008-09	46.5	28.5	10.0	7.6	207.1	158.9	19.4	15.2

### Median Salary and Years of Experience of Administrative and Faculty Personnel

	2010-11	2009-10	2008-09
<b>Administrators</b>			
Salary - District	\$125,185	\$120,890	\$114,326
Salary - State	\$119,491	\$117,895	\$114,915
Years of Experience - District	19	18	19
Years of Experience - State	19	20	21
<b>Faculty</b>			
Salary - District	\$59,850	\$57,150	\$53,525
Salary - State	\$63,851	\$61,840	\$59,530
Years of Experience - District	9	8	8
Years of Experience - State	10	10	9

### Teacher Salaries and Benefits

Percents of teacher salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in teacher salaries/benefits from one year to the next.

	% for Teachers Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	62%	57%	1%	-1%
2009-10	62%	56%	6%	4%
2008-09	61%	56%	6%	4%

**Administrative Salaries and Benefits**

Percents of administrative salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in administrative salaries/benefits from one year to the next.

	% for Administrative Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	7%	9%	-4%	-2%
2009-10	7%	9%	3%	4%
2008-09	7%	8%	5%	3%

**Revenues**

Percents of total revenues from various sources.

	2010-2011		2009-2010		2008-2009	
	District	Budget Type Average	District	Budget Type Average	District	Budget Type Average
Local	13%	52%	13%	50%	12%	49%
State	82%	42%	69%	39%	84%	45%
Federal	5%	4%	18%	9%	4%	3%
Other	0%	2%	0%	2%	0%	2%

**Per Pupil Expenditures**

Two calculations of the average cost per pupil in the district.

(See #1 and #2 below).

	2010-2011		2009-2010		2008-2009	
	District Actual	Budget Type Average	District Actual	Budget Type Average	District Actual	Budget Type Average
Classroom - Salaries and Benefits	\$8,566	\$7,564	\$8,673	\$7,682	\$8,450	\$7,386
Classroom - General Supplies/Textbooks	\$225	\$238	\$343	\$266	\$343	\$280
Classroom - Purchased Services and Other	\$28	\$110	\$31	\$110	\$46	\$104
<b>Total Classroom Instruction</b>	\$8,819	\$7,912	\$9,046	\$8,059	\$8,839	\$7,786
Support Services - Salaries and Benefits	\$1,518	\$1,834	\$1,630	\$1,937	\$1,625	\$1,839
Support Services - other	\$369	\$216	\$326	\$222	\$286	\$231
<b>Total Support Services</b>	\$1,887	\$2,050	\$1,956	\$2,159	\$1,911	\$2,070
Administration - Salaries and Benefits	\$912	\$1,137	\$967	\$1,163	\$973	\$1,126
Administration - other	\$159	\$231	\$163	\$237	\$188	\$242
<b>Total Administration Costs</b>	\$1,071	\$1,368	\$1,130	\$1,400	\$1,161	\$1,368
Op./Maint. of Plant - Salaries and Benefits	\$769	\$816	\$843	\$868	\$824	\$856
Op./Maint. of Plant - other	\$702	\$786	\$636	\$773	\$684	\$786
<b>Total Operations and Maintenance of Plant</b>	\$1,471	\$1,602	\$1,479	\$1,641	\$1,508	\$1,642
<b>Total Food Services Costs</b>		\$55		\$64		\$67
<b>Total Extracurricular Costs</b>	\$102	\$225	\$119	\$246	\$118	\$240
<b>(1) BUDGETARY COST PER PUPIL</b>	\$13,736	\$13,253	\$13,948	\$13,594	\$13,860	\$13,207
<b>(2) TOTAL COST PER PUPIL</b>	\$17,717	\$17,455	\$18,414	\$17,885	\$17,977	\$17,322

(1) The Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

(2) Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

>>[NCLB School, District, and State Reports](#)

The federal *No Child Left Behind (NCLB) Act* has imposed specific accountability and reporting requirements on states. The *NCLB* reports present school-, district-, and state-level information in those areas mandated by *NCLB*, which are as follows: status regarding Adequate Yearly Progress; information on highly qualified teachers; attendance and dropout data; and assessment data that has incorporated all of the conditions mandated under *NCLB* for meeting federally approved proficiency levels.

The results displayed on *NCLB* Reports are based on the state assessment data with the *NCLB* conditions applied. Additionally, the *NCLB* data incorporates the data appeals submitted by districts/schools that have been granted by the NJDOE. Therefore, the data in the *NCLB* Reports may be different from the data displayed on the NJ School Report Cards.

>>[New Jersey School Report Card](#)

The annual New Jersey School Report Card is required under a 1995 state law. It presents thirty-five fields of information for each school in the following categories: school environment, students, student performance indicators, staff, and district finances.

The assessment results displayed on the New Jersey School Report Cards are based on the state assessment data without any *NCLB* conditions applied. Therefore, the assessment data in the NJ School Report Card may be different from the assessment data displayed on the *NCLB* Reports where there have been *NCLB* conditions applied to the test results.

- [Historical Report Card Data](#)
- [Additional Data Reports](#)
- [Highly Qualified Teacher Survey Results](#)

>>[REPORT CARDS](#) >>2011

## WELCOME TO THE NEW JERSEY SCHOOL REPORT CARD FOR 2011

One of the major goals of the Department of Education is to increase school- and district-level accountability for educational progress by communicating useful information to members of the public to be used in measuring how well their schools are doing. The New Jersey School Report Card has provided the public with information about every school in New Jersey since 1995 when the Legislature mandated the annual accountability report.

The 2011 edition of the New Jersey School Report Card offers the same level of information as last year. We encourage you to examine your school's report card to decide for yourself whether your school is making satisfactory progress in helping your child meet New Jersey's Core Curriculum Content Standards. If you would like to give the department feedback on the report card process, please contact us: [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us).

Above all, the Department of Education urges you to become involved with your local schools. With the scrutiny and support of the community, our schools can and will provide an excellent education for all of our students.

- [Guide to the New Jersey School Report Card](#)
- [Report Card Databases](#)

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[Old Bridge Twp](#)

[Perth Amboy City](#)

[Piscataway Twp](#)

[Sayreville Boro](#)

[South Amboy City](#)

[South Brunswick Twp](#)

[South Plainfield Boro](#)

[South River Boro](#)

[Spotswood Boro](#)

[Woodbridge Twp](#)



>>[REPORT CARDS](#) >>[2011](#) >>COUNTY/DISTRICT LISTING

## 2010-11 SCHOOL REPORT CARD

### Select a county:

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### Select a district:

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### Select a school:

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[James J. Flynn](#)  
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[Robert N. Wilentz Elem](#)  
[Samuel E Shull Middle](#)



# Report Card Narratives

## NEW JERSEY DEPARTMENT OF EDUCATION

**PERTH AMBOY CITY (23-4090)**

Welcome to Perth Amboy, an historic 4.5 square mile municipality, located along the shores of the beautiful Raritan Bay in Middlesex County. Perth Amboy operates Early Childhood Centers (3 to 4 year olds), 5 Elementary Schools (Grades K-4), 2 Middle Schools (Grades 5 - 8), 1 High School (Grades 9 - 12) and Adult Education Center. Each of our schools offers state-of-the-art technology, housed in modern innovative facilities, led by well-qualified staff dedicated to providing a solid academic foundation in a safe and healthy environment.

The 2010-2011 school year is a wonderful time of exciting experiences and a chance to learn more than ever before. One of the most important things is how we can work together to make each child's education as effective and inspiring as possible. Simple communication about what is happening at school is very important for every family.

The Perth Amboy Public Schools report card is one way to communicate with our school community the highlights of the 2010-2011 school year. Here are a few of the highlights of our district:

1. Our school district has satisfied at least 80% of the weighted indicators in each of the five areas of the QSAC review process and has been designated as high performing. Pursuant to N.J.S.A. 18A:7A-14, Acting Commissioner Cerf will recommend that the State Board of Education certify your school district for a period of three years as providing a thorough and efficient system of education.
2. The preschool curriculum is a comprehensive, research based curriculum. The curriculum specifies the literacy, math, science and technology content to be taught based on the preschool standards. It relates directly to the subject area curricula used in elementary school, so children's learning in preschool forms the basis of all learning that will follow. The preschool program continues to focus on systematic, collaborative, and continuous improvement of classroom practices.
3. The Elementary Schools continued to raise achievement levels while aligning the Common Core State Standards through implementation of a comprehensive school program and collaboration among school, parents, and the community. During the 2010-2011 school year our elementary schools acknowledged the fact that the accomplishment of making every child a strong reader was our utmost concern. It is with this interest that stakeholders, constantly examine and evaluate the needs of our staff and students.
4. At the Middle and High School levels emphasis on the integration of technology was incorporated in all content areas. Resources included appropriate educational technology in the planning, delivery, and assessment of instruction. High quality professional development was available for all professional staff and included the proper, effective, and responsible use of student data to make educated decisions.
5. Our district is committed to all students receiving a solid academic foundation to achieve the Common Core State Standards through excellent educational experiences, support programs that insure student growth development and community enrichment programs. This will be accomplished within a learning structure of high expectation quality professional development, and fiscally responsible decision making.

In order to improve learning, we must address curriculum, instruction, and assessment. Curriculum is what we teach, instruction is how we teach it, and assessment is how we measure our results. We are addressing each of these areas through the following strategies:

### Curriculum

We are aligning our curriculum to the Common Core State Standards, which will become the requirement in NJ in the next couple of years. We now recognize that curriculum development is never done; it is a continual process that happens through teachers and teacher teams. We also recognize that teachers benefit from collaboration and sharing their work. In order to develop our skills, we are engaging Curriculum 21 to work with our administrators and newly selected Educational Leaders on Common Core alignment and curriculum mapping. These educators will then work with teacher teams, organized into professional learning communities, in their buildings to improve curriculum development capacity in every school. In order to facilitate collaboration, we will be using the Atlas Rubicon software program to share our work across the district, and provide a user-friendly way to analyze the skills that are included across grade levels, schools, subject areas, and the district as a whole.

### Instruction

Students learn best when they are actively engaged in tasks that include critical thinking skills, and academic discourse with one another. These two areas are at the heart of Charlotte Danielson's Framework for Teaching, and included in domains 3B and 3C. Our administrators (through participation in three professional learning communities) are now learning how to facilitate instructional rounds in their schools, allowing teachers to work together to improve their skills in student engagement and discourse. Building administrators will work with their professional learning communities so that every educator in our district will understand the instructional rounds process and be able to give and receive valuable feedback regarding instruction.

We are partnering with Quantum Learning to assist us in creating the highest possible levels of expectations and engagement with students. This approach not only improves instruction, but also creates a common language around achievement and behavior, and develops positive character traits in students.

### Assessment

We know that teachers need frequent information that can be used to guide instruction. To that end, each school is working together with Cambridge Education to develop common assessments that will help teachers understand how well students are learning in their classes. These assessments will reduce the amount of instructional time dedicated to testing, reduce administrative work for teachers, while providing them with more timely, actionable data.

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NJ Department of Education | Informational Technology | Report Card Office

# Report Card Narratives

## NEW JERSEY DEPARTMENT OF EDUCATION

**IGNACIO CRUZ ECC (23-4090-075)**

For the 2010-2011 school year Ignacio Cruz ECC housed thirty-eight preschool classes. Eighteen were four-year-old classes, eighteen were three-year-old classes, and the remaining two rooms were preschool disabled. We continue to need to house classes at School # 7. Two were three-year-old classes and eleven were four year old classes. Our program continues to grow and expand each year.

The staff continues to use Creative Curriculum with the students and to implement developmentally appropriate activities for the students aligned with the Early Childhood Expectations. To document learning and drive instruction, we implemented Teaching Strategies Gold Assessment in 2009-2010.

During the course of the year, the staff planned activities to raise money for a Year-end celebration as well as books for the children. These included brochure sales and seasonal pictures. Also the students donated pennies for the Save the Whales Foundation.

The culminating activity was a carnival held on the indoor courtyards and in the multi-purpose room. There were many activities, games and prizes for all. Pizza, drinks, popcorn and juice were served to all children. Many parents volunteered to help with the event.

The "Week of the Young Child" continues to be a big event in our school. Various activities were held during the week which included performances by musical entertainers, Sports Day, Pajama Day, Science Day, Art activities, Crazy Hat Day, an ice cream party, and special meals for all the children.

Parental involvement is always a priority. Several family reading nights were held. Movie nights and craft nights were very popular. The family dinner, Spring Fling dance and breakfast with "The Cat in the Hat" brought many families to the school. In addition, all teachers had activities in classrooms to welcome and involve parents including learning celebrations at the conclusion of a study.

The students at Ignacio Cruz and School #7 had a fulfilled year, which gave them a positive learning experience.

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# NCLB Report



- 2010 NCLB Report for school, district and state  
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- 2010 NCLB state-level report  
[English](#) (384 kb PDF) | [En Español](#) (433 kb PDF)
- Guide to the 2010 NCLB Report  
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- How Adequate Yearly Progress (AYP) Is Calculated for 2010  
[English](#) | [En Español](#)
- Key Points
  - [English](#)
  - [En Español](#)
- [AYP Profiles](#)
- [Report Archive](#)
- [Lists of Schools/Districts in Need of Improvement](#)  
This is the most current listing of schools identified for improvement, corrective action, and restructuring under the requirements of the *No Child Left Behind Act*. The affected schools are arranged by county within the various status levels.
- [Highly Qualified Teacher Survey Results](#)
- [Federal Resources](#)



[>>REPORT CARDS](#) >>[2011](#) >>GUIDE

## GUIDE TO THE NEW JERSEY SCHOOL REPORT CARD 2011

### INTRODUCTION

This report card issued in May 2012 contains data for the 2010-11 school year. Enrollment numbers are based on the October 15, 2010 NJSMART submission. The information in the report card is school-level data, except for the finance section which contains district-level information. For charter schools, however, the finance section is school-level. The source of the information contained in the New Jersey School Report Card is the school district or the charter school, unless otherwise indicated in this guide.

There are several general practices and rules that are used throughout the document. They are as follows:

- **SUPPRESSION:** In reporting any type of assessment results, an asterisk indicates that the data were suppressed in order to protect privacy. Suppression includes cell sizes of less than 11 students, proficiency levels that are greater than 90% partially proficient, and other combinations of small cell sizes that might not protect privacy if they were not suppressed.
- **ZERO:** A zero in a data field in most cases means that there is no data to report for that field for this report card year.
- **BLANK:** A blank in most cases means this data element does not apply to this school.
- **STATE AVERAGE:** Unless otherwise stated, state averages are computed by four school types as follows: vocational schools; Special Services School Districts/special education schools; all elementary schools (regular and charter); or all secondary schools (regular and charter).
- **FACULTY:** In fields that refer to faculty, this term includes classroom teachers and educational support services personnel, such as guidance counselors and librarians.
- **ADMINISTRATORS:** In fields that refer to administrators, this term includes the certificated personnel such as the superintendent, assistant superintendents, school business administrator, principals, assistant principals, supervisors, non-supervisory coordinators, and directors.

### REPORT CARD FIELDS

The following sections explain the data in the various report card fields.

#### SCHOOL ENVIRONMENT

##### Average Class Size

Average class size for elementary schools (Pre-K-8) is based on the enrollment per grade divided by the total number of classrooms for that grade. For elementary grades, the state average is the statewide total enrollment for each grade divided by the statewide total number of classrooms in that grade.

Average Class size for secondary schools (9-12) is based on the total enrollment per grade divided by the total number

of English classes for the same grade. For secondary grades, the state average is the total enrollment for each grade divided by the total number of English classes for the same grade.

For Special Services School Districts and special education schools, average class size is calculated by dividing the total enrollment by the total number of classrooms.

### **Length of School Day**

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

### **Instructional Time**

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

### **Student/Computer Ratio**

This shows the average number of students served by each instructional, multimedia-capable computer with a manufacture date after July 1, 2007 that is available for the purposes of supervised instruction. The ratio is calculated by dividing the total enrollment by the total number of multimedia-capable computers that are used for instruction. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2010-11 data are published in this report.

### **Internet Connectivity**

This shows the numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2006 available for instruction at various locations and how many of those computers have a connection to the Internet. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2009-10 data are published in this report.

### **Length of School Year (charter schools only)**

This is the number of days in the regular school year.

### **School Waiting List (charter schools only)**

The list contains numbers of students who are waiting for openings in the charter school roster as of the opening of school.

### **School Classrooms (charter schools only)**

This is the number of classrooms in the school.

## **STUDENT INFORMATION**

### **Enrollment by Grade**

The enrollment has been obtained from the school districts' NJ SMART state submission. NJ Standards Measurement and Resource for Teaching (NJ SMART), is a comprehensive data warehouse, student level data reporting, and

unique statewide student identification (SID) system

### **Students with Disabilities**

This shows the percentage of students with an Individualized Education Program (IEP), including speech, regardless of placement and programs. This is calculated by dividing the total number of students with IEPs by the total enrollment.

### **Language Diversity**

This is the percentage of students in the school by first language spoken at home. The list includes up to seven languages in descending order of frequency plus “all others.” This is calculated by dividing the number of students who speak a given language by the total enrollment. There is a calculation for each language listed, including English and “all others.”

### **Limited English Proficient (LEP) Students**

This is the percentage of LEP students in the school. It is calculated by dividing the total number of students who are in limited English proficient programs by the total enrollment.

### **Student Mobility Rate**

This is the percentage of students who both entered and left during the school year. The calculation is derived from the sum of students entering and leaving after the October enrollment count divided by the total enrollment.

## **STUDENT PERFORMANCE INDICATORS**

### **Assessments**

#### **Performance on State Tests – High School Proficiency Assessment (HSPA), and New Jersey Assessment of Skills and Knowledge (NJASK) 3, 4, 5, 6, 7, and 8**

The statewide assessment system comprises state tests that are designed to measure student progress in the attainment of the Core Curriculum Content Standards. Under the *No Child Left Behind Act of 2001 (NCLB)*, all states are required to assess student progress in language arts and math in grades 3-8 and grade 11. The state also assesses science in grades four and eight.

High schools show assessment results from the 11th grade spring 2011 administration of the High School Proficiency Assessment (HSPA) in language arts and math. The HSPA is the test that students must pass in order to graduate from high school. Retests are not included in these results.

**The data presented in this report card will differ slightly from the data in the *No Child Left Behind (NCLB)* reports required by federal law. The *NCLB* reports show assessment results in three grade spans after the application of *NCLB* rules for the purpose of calculating adequate yearly progress (AYP) and identifying schools in need of improvement. By contrast, the assessment results presented in this report card have had no restrictions or**

**conditions applied to them. These data are the state's assessment results that have been disaggregated into subgroups for all students who attend a school.**

State assessments are administered with the assistance of test contractors who collect and tally the student-level data. The results are distributed to local districts that have an opportunity to correct any errors. The Department of Education's Office of Assessment conducts the final quality control of all test data and is the source of the assessment results for all state reports, including the New Jersey School Report Card. The assessment office also produces the annual state assessment summary report that differs slightly from the school report card. **The report card information contains only the scores of the students who physically attend that school, while the assessment summary for a school adds in the scores of the special education students who are sent to out-of-district placements.** The addition of these out-of-district scores creates some differences in totals when compared to the report card totals.

### **National Assessment of 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 National Assessment Governing Board, which sets NAEP policy, also develops the content frameworks for the assessment. NAEP is administered by the National Center for Education Statistics (NCES), located within the Institute of Education Sciences (IES) in the U.S. Department of Education, and 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 2009 reading and math scores for New Jersey which are the last scores published. For more information, visit <http://nces.ed.gov/nationsreportcard/>.

### **Graduation Type**

This field shows the percentages of students who met or otherwise satisfied the state's testing requirements for graduation in several different ways – passing both sections of HSPA (scale  $\geq 200$ ), exempt from passing the HSPA and via Alternative High School Assessment (AHSA), Appeals or Other processes.

The Alternative High School Assessment1 (AHSA) measures high school competency in selected areas of the Core Curriculum Content Standards. It is intended to offer an alternative means of meeting the state graduation proficiency test requirement. The AHSA is available to students who have met all high school graduation requirements except for demonstrating proficiency in selected areas of the Core Curriculum Content Standards. (N.J.S.A. 18A:7C-3 & N.J.A.C. 6A:8-4.1)

High School seniors who have not yet demonstrated proficiency on the High School Proficiency Assessment (HSPA) or the Alternate High School Assessment (AHSA) are eligible for an appeal. The appeal can only be made by the district. The district must make the determination that the student, though not meeting the minimum scores needed on the assessments, can perform in language arts literacy and in math at a high school level. The district submits, on behalf of the student, HSPA scores, AHSA results, work samples and any other evidence of performance in ELA and/or math. There is an Educational Proficiency Plan form, developed by the department, to aid districts in submitting the appeals. The

document is designed to be used while students are receiving intervention/remediation (as required in statute). The document also asks for the intervention plan, the results and duration of the interventions, parent and student signatures, dates of conferences with parents, etc. While the form is not required for an appeal, the data on the form is required.

Other includes those students who have not been able to demonstrate a scale score  $\geq 200$  on a single HSPA administration, but have shown proficiency in the different levels of the HSPA during any of the administrations given. An example would be a student who during all 3 administrations of HSPA does not reach a scale score  $\geq 200$ , but when looking at their individual proficiency on each section of the exam they have passed each section during the 3 administrations. These students would be considered eligible to graduate via other.

### **Scholastic Assessment Test (SAT)**

The Scholastic Assessment Test is a voluntary test administered by the College Board, usually for the purpose of college admission. The percentile scores are the average scores of the students whose performance places them along a range from 1-99. The score listed under the 25th percentile means that a quarter of the students' scores fell below that point and the rest were above. Under the 50th percentile, half of the students' scores fell above that score and half fell below. In the 75th percentile, a quarter of the students' scores were above that score and the rest were below. The source of the data for the report card is the College Board.

### **Advanced Placement (AP)**

This information is obtained from the College Board for students who have taken an advanced placement exam. It shows the classes offered at the school, the numbers of students in each class and the numbers who took the test for the course. The total number of students in class is a duplicated count because the same student may take multiple AP classes. The total number of test-takers may exceed the number of enrollees because students may take the test without taking the class.

**NOTE:** The AP numbers reported in this report card are based on a snapshot in time that allows the College Board to provide consistent data from year to year. The AP reports from the College Board contain data from files created in July which include approximately 97-99% of the test-takers. The database created by the July snapshot is not updated by College Board for reporting purposes. Therefore, the numbers in the report card can only be considered correct as of the cut-off date.

### **Advanced Placement Results Summary**

This shows the total who scored 3 or greater on the AP tests. It is a duplicated number which means that a single student may be counted more than once in this total, if the student took more than one test and scored 3 or above.

### **Advanced Placement Participation Data**

The percentage of students taking Advanced Placement tests is calculated by dividing the number of students who took at least one AP test by the total number of students enrolled in grades 11 and 12 based on the October 15 enrollment count.

### **National Occupational Competency Testing Institute (NOCTI) (vocational only)**

The NOCTI develops and administers national job-ready examinations that include both written and performance tests

that measure a student's knowledge and skills for entry into an occupational field. The number of students taking the tests is listed, along with school and state average scores for written and performance tests.

### **Certification/Licensure and Required Examination Results (vocational only)**

This section lists by program area the test results for those occupations that require a license, certification, or examination. The data reflect those students who were tested in an occupational program during the school year.

## **Other Performance Measures**

### **Student Attendance Rate**

These are the grade-level percentages of students on average who are present at school each day. They are calculated by dividing the sum of days present in each grade level by the sum of possible days present for all students in each grade. The school and state totals are calculated by the sum of days present in all applicable grade levels divided by the total possible days present for all students.

### **Dropout Rate (secondary only)**

These are the percentages of students who dropped out of grades 9-12 presented by various subgroups. The percentages are calculated by dividing the number of students in grades 9 through 12 who dropped out of school during the school year by the October enrollment reported for grades 9 through 12.

### **Graduation Rate (secondary only)**

The graduation rate is calculated by using the new federally required adjusted cohort graduation rate. The four-year adjusted cohort graduation rate is the number of students who graduate in four years divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. For example, The 2007 freshmen plus "transfers in" minus "transfers out" over four years will be divided into the number of 2011 graduates for the 2011 adjusted cohort graduation rate. Students who drop out remain in the cohort for this calculation. The source of the data is the state's student-level record system called NJ SMART. The "Other" category includes all other students awarded a regular high school diploma by their school districts, including students who passed the alternative high school proficiency exams.

### **Student Suspensions**

These are percentages of students who were suspended at least once during the school year. Students suspended more than one time are counted once. The percents are calculated by dividing the total number suspended by the total enrollment.

### **Student Expulsions**

This shows the number of students who were expelled from the school and district during the year. The total represents the total number of students expelled statewide.

**Completion Data (vocational only)**

These are the percentages of students who successfully completed an occupational program categorized by their enrollment status. This is calculated by dividing the number of students in each enrollment status by the total graduates.

**STAFF INFORMATION****Student/Administrator Ratio**

This is the number of students per administrator in the school. It is calculated by dividing the total school enrollment in October by the number of administrators reported in full-time equivalents (FTEs). Where a single administrator has responsibility for more than one school, the FTE may represent the administrator as less than one.

**Student/Faculty Ratio**

This is the number of students per faculty member. It is calculated by dividing the reported October school enrollment by the combined full-time equivalents (FTEs) of classroom teachers and educational support services personnel assigned to the school as of October of the school year.

**Faculty Attendance Rate**

This is the average daily attendance for the faculty of the school. It is calculated by dividing the total number of days present by the total number of days contracted for all faculty members.

**Faculty Mobility Rate**

This represents the rate at which faculty members come and go during the school year. It is calculated by using the number of faculty who entered or left employment in the school after October 15 divided by the total number of faculty reported as of that same date.

**Faculty and Administrator Credentials**

These are percentages of faculty and administrative members in the school who hold a bachelor's, master's, or doctoral degree. For vocational and special services schools, there is also information about licenses or certification in addition to or in place of degrees.

**National Board Certification**

This shows the number of teachers at the school and district levels who have been certified by the National Board for Professional Teaching Standards. In addition to teachers actively working in the districts, the state total may also include teachers who work in nonpublic schools, as well as those who became administrators, have retired or are on leave. This rigorous certification is encouraged, but not required.

**DISTRICT/CHARTER FINANCIAL DATA**

This section containing the financial data is district-level information for all schools except charter schools. Charter schools are public schools that are operated under a charter granted by the Commissioner of Education. The school is independent

of the school district and managed by a board of trustees. In accordance with charter school law, the school district of residence must pay directly to the charter school for each student enrolled in the charter school who resides in the district an amount equal to 90% of the sum of the budget year equalization aid per pupil and the prebudget year general fund tax levy per pupil inflated by the Consumer Price Index (CPI) rate in effect at the time of the calculation. In addition, the school district of residence must pay directly to the charter school the security categorical aid attributable to the student and a percentage of the district's special education categorical aid equal to the percentage of the district's special education students enrolled in the charter school and, if applicable, 100% of preschool education aid.

The financial information for the charter schools shows school average compared to charter average, while all other school report cards show district average compared to a state average for districts of a similar budget type. Budget type refers to the grade span that a district must budget for. If a district sends its 9-12 students to another district, it has a budget type that is K-12 (the district pays tuition to the receiving district for the 9-12 students), but the district has an operating type of K-8.

### **Administrative and Faculty Personnel**

These include the number of administrators in the district reported in FTEs in October of each year, the number of schools in the districts, the ratio of students to administrators, and the ratio of faculty to administrators in the district. Similar information at the school level is shown earlier in this report card. Administrators include certificated administrative personnel in the central office, principals and school administrators -- both supervisory and non-supervisory. The number of faculty per administrator is calculated by dividing the combined FTE of classroom teachers and educational support personnel by the FTE of administrators as reported in October.

### **Median Salary and Years of Experience of Administrative and Faculty Personnel**

This contains the median salary -- half of the salaries are above the median and half are below -- for both administrators and faculty. It also contains the median years of experience based on total number of years in public education.

### **Teacher Salaries and Benefits**

Total teacher salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in teacher salaries/benefits from one year to the next.

### **Administrative Salaries and Benefits**

Total administrative salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in administrator salaries/benefits from one year to the next.

### **Revenues**

This presents the total revenues from various sources reflecting the combination of the ways districts are funded through local taxes, state aid, federal aid, and other sources, such as local district surplus and tuition income.

## **Budgets and Per-pupil Expenditures**

There are two district-wide costs per pupil amounts for three years that correspond to the rest of the data in the report card. First is the Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

>>[REPORT CARDS](#) >>[2011](#) >>[Middlesex](#) >>[Perth Amboy City](#) >>James J. Flynn

## 2010-11 SCHOOL REPORT CARD

**SCHOOL:** James J. Flynn

**COUNTY:** Middlesex

**DISTRICT:** Perth Amboy City

>[District Narrative](#)

>[School Profile](#) (local narrative)

>[NCLB Report](#)

>[Guide to Report Card](#)

### School Environment

<u>Length of School Day</u>	
Amount of time school is in session on a normal school day.	
<b>School</b>	6 hours: 25 minutes
<b>State Average</b>	6 hours: 30 minutes

<u>Instructional Time</u>	
Amount of time per day students are engaged in instructional activities.	
<b>School</b>	5 hours: 40 minutes
<b>State Average</b>	5 hours: 43 minutes

<u>Student/Computer Ratio</u>		
Numbers of students per instructional, multi-media-capable computers, manufactured after July 1, 2007, available for use in supervised instruction.		
	<b>School</b>	<b>State Average</b>
2010-11	7.1	3.6

<u>Average Class Size</u>	2010-2011	
	School	State
Kindergarten	21.6	19.4
Grade 1	17.2	19.9
Grade 2	17.8	20.3
Grade 3	18.1	20.6
Grade 4	20.1	21.2
Total School	18.0	19.0

<u>Internet Connectivity</u>		
Numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2007 available for instruction at various locations and how many of those computers have a connection to the Internet.		
	2010-2011	
Locations	Computers	Computers Connected to the Internet
Classroom/Instructional	0	0
Library/Media Centers	12	12
Computer Labs	100	100
All Locations	112	112

### Student Information

**Enrollment by Grade**

Counts of students "on-roll" by grade in October of each school year.

Grade	2010-2011	2009-2010	2008-2009	2007-2008
Kindergarten (full-day)	151.0	178.0	139.0	153.0
Grade 1	172.0	167.0	169.0	161.0
Grade 2	160.0	179.0	169.0	154.0
Grade 3	145.0	152.0	153.0	139.0
Grade 4	141.0	150.0	130.0	130.0
SE students in specialized classes	24.0	26.0	22.0	25.0
Total School	793.0	852.0	782.0	762.0

**Student Mobility Rate**

Percentage of students who entered and left during the school year.

	School	State Average
2010-11	12.6%	10.0%
2009-10	15.0%	10.5%
2008-09	9.1%	10.7%

**Students with Disabilities**

Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	9.9%
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**Limited English Proficient (LEP)**

Percentage of LEP students	7.3%
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**Language Diversity**

First language spoken at home in order of frequency.

Language	Percent
English	67.7%
Spanish	30.3%
Portuguese	0.6%
Slovak	0.5%
Vietnamese	0.5%
Mandar	0.2%
Ukranian	0.2%

**Student Performance Indicators****ASSESSMENTS**

New Jersey Assessment of Skills and Knowledge (NJASK3) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	School	2010-11	157	52.9%	43.9%	3.2%
		2009-10	159	66%	32.7%	1.3%
	District	2010-11	703	51.9%	45%	3.1%
		2009-10	700	56.3%	42.1%	1.6%
	DFG	2010-11	17919	58.8%	39.1%	2.1%
		2009-10	18259	62.9%	35.8%	1.3%
	State	2010-11	99951	36.9%	56%	7.2%
		2009-10	101435	40.2%	54.2%	5.6%

\*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

New Jersey Assessment of Skills and Knowledge (NJASK3)	Number	Proficiency Percentages
--------------------------------------------------------	--------	-------------------------

MATHEMATICS		Year	Tested	Partial	Proficient	Advanced
All Students » <a href="#">details for subgroups for Mathematics</a>	School	2010-11	157	38.9%	36.3%	24.8%
		2009-10	159	34%	41.5%	24.5%
	District	2010-11	704	29.4%	43.5%	27.1%
		2009-10	702	28.9%	44.7%	26.4%
	DFG	2010-11	17987	39.8%	39.4%	20.8%
		2009-10	18360	40.6%	39.2%	20.2%
	State	2010-11	100276	20.9%	40.6%	38.5%
		2009-10	101762	21.7%	41.1%	37.2%

\*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

New Jersey Assessment of Skills and Knowledge (NJASK4) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » <a href="#">details for subgroups for Language Arts Literacy</a>	School	2010-11	154	68.2%	28.6%	3.2%
		2009-10	154	51.3%	44.2%	4.5%
	District	2010-11	694	56.6%	40.8%	2.6%
		2009-10	659	57.4%	38.8%	3.8%
	DFG	2010-11	17632	61.9%	36.6%	1.5%
		2009-10	17341	64.1%	33.5%	2.4%
	State	2010-11	101350	37%	55.7%	7.3%
		2009-10	101654	40.2%	50.4%	9.3%

\*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

National Assessment Educational Progress (NAEP) GRADE 4 READING		Year	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
All Students » <a href="#">details for subgroups</a>	State (NJ)	2011	21.9%	34.2%	32.5%	11.4%
	Nation	2011	33.8%	33.8%	24.9%	7.5%

New Jersey Assessment of Skills and Knowledge (NJASK4) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » <a href="#">details for subgroups for Mathematics</a>	School	2010-11	155	30.3%	48.4%	21.3%
		2009-10	156	24.4%	51.3%	24.4%
	District	2010-11	695	29.2%	49.2%	21.6%
		2009-10	662	29.8%	48.3%	21.9%
	DFG	2010-11	17687	38.6%	44.4%	17%
		2009-10	17440	40.9%	40.8%	18.2%
	State	2010-11	101687	20.4%	47.3%	32.3%
		2009-10	102032	22.8%	42.3%	34.9%

\*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

National Assessment Educational Progress ( <a href="#">NAEP</a> ) GRADE 4 MATHEMATICS		Year	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
All Students <a href="#">»details for subgroups</a>	State (NJ)	2011	11.0%	38.3%	40.9%	9.8%
	Nation	2011	18.1%	42.3%	33.2%	6.5%

New Jersey Assessment of Skills and Knowledge (NJASK4) SCIENCE		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Science</a>	School	2010-11	157	22.3%	58.6%	19.1%
		2009-10	156	10.3%	63.5%	26.3%
	District	2010-11	697	15.6%	58.4%	26%
		2009-10	662	10.6%	64.5%	24.9%
	DFG	2010-11	17662	25.2%	52.6%	22.1%
		2009-10	17421	17.6%	62.8%	19.7%
	State	2010-11	101624	9.8%	42.3%	47.9%
		2009-10	102004	6.5%	49.2%	44.3%

\*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

## OTHER PERFORMANCE MEASURES

<a href="#">Attendance Rates</a>	2010-2011		2009-2010		<a href="#">Student Suspensions</a>			
	School	State	School	State	Percentage of students who were suspended from the school during the school year.			
Pre-K	0%	91.6%	0%	91.4%		<b>School</b>	<b>District Average</b>	<b>State Average</b>
Kindergarten	94.9%	94.2%	94.8%	94.3%	2010-11	1%	12%	4%
Grade 1	95.6%	95.1%	94.3%	95.2%	2009-10	1%	13%	4%
Grade 2	96.0%	95.5%	96.2%	95.5%	2008-09	1%	12%	4%
Grade 3	96.3%	95.7%	96.3%	95.8%				
Grade 4	96.6%	95.9%	96.5%	95.9%				
Grade 5	0%	95.9%	0%	95.8%				
Grade 6	0%	95.6%	0%	95.6%				
Grade 7	0%	95.3%	0%	95.2%				
Grade 8	0%	95.0%	0%	94.9%		<b>School</b>	<b>District</b>	<b>State Total</b>
Grade 9	0%	93.9%	0%	94.1%	2010-11	0	0	32

Grade 10	0%	93.8%	0%	94.0%	2009-10	0	0	90
Grade 11	0%	93.5%	0%	93.8%	2008-09	0	0	35
Grade 12	0%	92.2%	0%	92.4%				
SE students in specialized classes	92.9%	92.1%	95.3%	92.0%				
Total School	95.7%	94.6%	95.6%	94.6%				

## Staff Information

### Student/Administrator Ratio

Numbers of students per administrator.

	School	State Average
2010-11	397.0	295.6
2009-10	426.0	275.1
2008-09	391.0	276.8

### Student/Faculty Ratio

Numbers of students per faculty member.

	School	State Average
2010-11	11.3	11.1
2009-10	11.4	10.6
2008-09	10.7	10.8

### Faculty Mobility Rate

Percentage of faculty who entered and left the school during the school year.

	School	State Average
2010-11	1.4%	5.0%
2009-10	0.0%	5.4%
2008-09	1.4%	4.0%

### Faculty and Administrator Credentials

Percentage of faculty and administrators possessing a bachelor's, master's, or doctoral degree.

	BA/BS	MA/MS	PhD/EdD
2010-11	61.1%	38.9%	0.0%
2009-10	63.6%	36.4%	0.0%
2008-09	61.3%	38.7%	0.0%

### Faculty Attendance Rate

Percentage of faculty present on average each day.

	School	State Average
2010-11	96.1%	95.8%
2009-10	96.5%	95.7%
2008-09	96.7%	95.3%

### National Board Certification

Number of teachers who have been certified by the National Board for Professional Teaching Standards.

	School	District	State
2010-11	0	10	
2009-10	0	12	
2008-09	0	7	93

## District Financial Data

**Administrative and Faculty Personnel**

In FTE (Full-time Equivalents).

	# of Administrators		# of Schools		# of Students per Administrator		# of Faculty per Administrator	
	District	State Average	District	State Average	District	State Average	District	State Average
2010-11	40.0	26.0	10.0	7.5	261.4	173.0	22.1	16.0
2009-10	50.0	28.3	10.0	7.6	199.5	161.0	18.3	15.4
2008-09	46.5	28.5	10.0	7.6	207.1	158.9	19.4	15.2

**Median Salary and Years of Experience of Administrative and Faculty Personnel**

	2010-11	2009-10	2008-09
<b>Administrators</b>			
Salary - District	\$125,185	\$120,890	\$114,326
Salary - State	\$119,491	\$117,895	\$114,915
Years of Experience - District	19	18	19
Years of Experience - State	19	20	21
<b>Faculty</b>			
Salary - District	\$59,850	\$57,150	\$53,525
Salary - State	\$63,851	\$61,840	\$59,530
Years of Experience - District	9	8	8
Years of Experience - State	10	10	9

**Teacher Salaries and Benefits**

Percents of teacher salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in teacher salaries/benefits from one year to the next.

	% for Teachers Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	62%	57%	1%	-1%
2009-10	62%	56%	6%	4%
2008-09	61%	56%	6%	4%

**Administrative Salaries and Benefits**

Percents of administrative salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in administrative salaries/benefits from one year to the next.

	% for Administrative Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	7%	9%	-4%	-2%
2009-10	7%	9%	3%	4%
2008-09	7%	8%	5%	3%

Revenues

Percents of total revenues from various sources.

	2010-2011		2009-2010		2008-2009	
	District	Budget Type Average	District	Budget Type Average	District	Budget Type Average
Local	13%	52%	13%	50%	12%	49%
State	82%	42%	69%	39%	84%	45%
Federal	5%	4%	18%	9%	4%	3%
Other	0%	2%	0%	2%	0%	2%

Per Pupil Expenditures

Two calculations of the average cost per pupil in the district.

(See #1 and #2 below).

	2010-2011		2009-2010		2008-2009	
	District Actual	Budget Type Average	District Actual	Budget Type Average	District Actual	Budget Type Average
Classroom - Salaries and Benefits	\$8,566	\$7,564	\$8,673	\$7,682	\$8,450	\$7,386
Classroom - General Supplies/Textbooks	\$225	\$238	\$343	\$266	\$343	\$280
Classroom - Purchased Services and Other	\$28	\$110	\$31	\$110	\$46	\$104
<b>Total Classroom Instruction</b>	\$8,819	\$7,912	\$9,046	\$8,059	\$8,839	\$7,786
Support Services - Salaries and Benefits	\$1,518	\$1,834	\$1,630	\$1,937	\$1,625	\$1,839
Support Services - other	\$369	\$216	\$326	\$222	\$286	\$231
<b>Total Support Services</b>	\$1,887	\$2,050	\$1,956	\$2,159	\$1,911	\$2,070
Administration - Salaries and Benefits	\$912	\$1,137	\$967	\$1,163	\$973	\$1,126
Administration - other	\$159	\$231	\$163	\$237	\$188	\$242
<b>Total Administration Costs</b>	\$1,071	\$1,368	\$1,130	\$1,400	\$1,161	\$1,368
Op./Maint. of Plant - Salaries and Benefits	\$769	\$816	\$843	\$868	\$824	\$856
Op./Maint. of Plant - other	\$702	\$786	\$636	\$773	\$684	\$786
<b>Total Operations and Maintenance of Plant</b>	\$1,471	\$1,602	\$1,479	\$1,641	\$1,508	\$1,642
<b>Total Food Services Costs</b>		\$55		\$64		\$67
<b>Total Extracurricular Costs</b>	\$102	\$225	\$119	\$246	\$118	\$240
<b>(1)BUDGETARY COST PER PUPIL</b>	\$13,736	\$13,253	\$13,948	\$13,594	\$13,860	\$13,207
<b>(2)TOTAL COST PER PUPIL</b>	\$17,717	\$17,455	\$18,414	\$17,885	\$17,977	\$17,322

(1) The Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

(2) Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily

enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

>>[NCLB School, District, and State Reports](#)

The federal *No Child Left Behind (NCLB) Act* has imposed specific accountability and reporting requirements on states. The *NCLB* reports present school-, district-, and state-level information in those areas mandated by *NCLB*, which are as follows: status regarding Adequate Yearly Progress; information on highly qualified teachers; attendance and dropout data; and assessment data that has incorporated all of the conditions mandated under *NCLB* for meeting federally approved proficiency levels.

The results displayed on *NCLB* Reports are based on the state assessment data with the *NCLB* conditions applied. Additionally, the *NCLB* data incorporates the data appeals submitted by districts/schools that have been granted by the NJDOE. Therefore, the data in the *NCLB* Reports may be different from the data displayed on the NJ School Report Cards.

>>[New Jersey School Report Card](#)

The annual New Jersey School Report Card is required under a 1995 state law. It presents thirty-five fields of information for each school in the following categories: school environment, students, student performance indicators, staff, and district finances.

The assessment results displayed on the New Jersey School Report Cards are based on the state assessment data without any *NCLB* conditions applied. Therefore, the assessment data in the NJ School Report Card may be different from the assessment data displayed on the *NCLB* Reports where there have been *NCLB* conditions applied to the test results.

- [Historical Report Card Data](#)
- [Additional Data Reports](#)
- [Highly Qualified Teacher Survey Results](#)

>>[REPORT CARDS](#) >>2011

## WELCOME TO THE NEW JERSEY SCHOOL REPORT CARD FOR 2011

One of the major goals of the Department of Education is to increase school- and district-level accountability for educational progress by communicating useful information to members of the public to be used in measuring how well their schools are doing. The New Jersey School Report Card has provided the public with information about every school in New Jersey since 1995 when the Legislature mandated the annual accountability report.

The 2011 edition of the New Jersey School Report Card offers the same level of information as last year. We encourage you to examine your school's report card to decide for yourself whether your school is making satisfactory progress in helping your child meet New Jersey's Core Curriculum Content Standards. If you would like to give the department feedback on the report card process, please contact us: [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us).

Above all, the Department of Education urges you to become involved with your local schools. With the scrutiny and support of the community, our schools can and will provide an excellent education for all of our students.

- [Guide to the New Jersey School Report Card](#)
- [Report Card Databases](#)

### View Report Cards

#### Search by:

- [Alphabetical](#)
- [County/District](#)
- School Type
  - [Elementary School](#)
  - [Secondary School](#)
  - [Charter School](#)
  - [Vocational School](#)
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## 2010-11 SCHOOL REPORT CARD

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[North Brunswick Twp](#)

[Old Bridge Twp](#)

[Perth Amboy City](#)

[Piscataway Twp](#)

[Sayreville Boro](#)

[South Amboy City](#)

[South Brunswick Twp](#)

[South Plainfield Boro](#)

[South River Boro](#)

[Spotswood Boro](#)

[Woodbridge Twp](#)



>>[REPORT CARDS](#) >>[2011](#) >>COUNTY/DISTRICT LISTING

## 2010-11 SCHOOL REPORT CARD

### Select a county:

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[South Brunswick Twp](#)  
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[South River Boro](#)  
[Spotswood Boro](#)  
[Woodbridge Twp](#)

### Select a school:

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[Ignacio Cruz Ecc](#)  
[James J. Flynn](#)  
[Mc Ginnis Middle School](#)  
[Perth Amboy High](#)  
[Robert N. Wilentz Elem](#)  
[Samuel E Shull Middle](#)



# Report Card Narratives

## NEW JERSEY DEPARTMENT OF EDUCATION

**PERTH AMBOY CITY (23-4090)**

Welcome to Perth Amboy, an historic 4.5 square mile municipality, located along the shores of the beautiful Raritan Bay in Middlesex County. Perth Amboy operates Early Childhood Centers (3 to 4 year olds), 5 Elementary Schools (Grades K-4), 2 Middle Schools (Grades 5 - 8), 1 High School (Grades 9 - 12) and Adult Education Center. Each of our schools offers state-of-the-art technology, housed in modern innovative facilities, led by well-qualified staff dedicated to providing a solid academic foundation in a safe and healthy environment.

The 2010-2011 school year is a wonderful time of exciting experiences and a chance to learn more than ever before. One of the most important things is how we can work together to make each child's education as effective and inspiring as possible. Simple communication about what is happening at school is very important for every family.

The Perth Amboy Public Schools report card is one way to communicate with our school community the highlights of the 2010-2011 school year. Here are a few of the highlights of our district:

1. Our school district has satisfied at least 80% of the weighted indicators in each of the five areas of the QSAC review process and has been designated as high performing. Pursuant to N.J.S.A. 18A:7A-14, Acting Commissioner Cerf will recommend that the State Board of Education certify your school district for a period of three years as providing a thorough and efficient system of education.
2. The preschool curriculum is a comprehensive, research based curriculum. The curriculum specifies the literacy, math, science and technology content to be taught based on the preschool standards. It relates directly to the subject area curricula used in elementary school, so children's learning in preschool forms the basis of all learning that will follow. The preschool program continues to focus on systematic, collaborative, and continuous improvement of classroom practices.
3. The Elementary Schools continued to raise achievement levels while aligning the Common Core State Standards through implementation of a comprehensive school program and collaboration among school, parents, and the community. During the 2010-2011 school year our elementary schools acknowledged the fact that the accomplishment of making every child a strong reader was our utmost concern. It is with this interest that stakeholders, constantly examine and evaluate the needs of our staff and students.
4. At the Middle and High School levels emphasis on the integration of technology was incorporated in all content areas. Resources included appropriate educational technology in the planning, delivery, and assessment of instruction. High quality professional development was available for all professional staff and included the proper, effective, and responsible use of student data to make educated decisions.
5. Our district is committed to all students receiving a solid academic foundation to achieve the Common Core State Standards through excellent educational experiences, support programs that insure student growth development and community enrichment programs. This will be accomplished within a learning structure of high expectation quality professional development, and fiscally responsible decision making.

In order to improve learning, we must address curriculum, instruction, and assessment. Curriculum is what we teach, instruction is how we teach it, and assessment is how we measure our results. We are addressing each of these areas through the following strategies:

### Curriculum

We are aligning our curriculum to the Common Core State Standards, which will become the requirement in NJ in the next couple of years. We now recognize that curriculum development is never done; it is a continual process that happens through teachers and teacher teams. We also recognize that teachers benefit from collaboration and sharing their work. In order to develop our skills, we are engaging Curriculum 21 to work with our administrators and newly selected Educational Leaders on Common Core alignment and curriculum mapping. These educators will then work with teacher teams, organized into professional learning communities, in their buildings to improve curriculum development capacity in every school. In order to facilitate collaboration, we will be using the Atlas Rubicon software program to share our work across the district, and provide a user-friendly way to analyze the skills that are included across grade levels, schools, subject areas, and the district as a whole.

### Instruction

Students learn best when they are actively engaged in tasks that include critical thinking skills, and academic discourse with one another. These two areas are at the heart of Charlotte Danielson's Framework for Teaching, and included in domains 3B and 3C. Our administrators (through participation in three professional learning communities) are now learning how to facilitate instructional rounds in their schools, allowing teachers to work together to improve their skills in student engagement and discourse. Building administrators will work with their professional learning communities so that every educator in our district will understand the instructional rounds process and be able to give and receive valuable feedback regarding instruction.

We are partnering with Quantum Learning to assist us in creating the highest possible levels of expectations and engagement with students. This approach not only improves instruction, but also creates a common language around achievement and behavior, and develops positive character traits in students.

### Assessment

We know that teachers need frequent information that can be used to guide instruction. To that end, each school is working together with Cambridge Education to develop common assessments that will help teachers understand how well students are learning in their classes. These assessments will reduce the amount of instructional time dedicated to testing, reduce administrative work for teachers, while providing them with more timely, actionable data.

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NJ Department of Education | Informational Technology | Report Card Office

# Report Card Narratives

## NEW JERSEY DEPARTMENT OF EDUCATION

**JAMES J. FLYNN (23-4090-145)**

### ABOUT OUR BUILDING

The James J. Flynn School is a Kindergarten to Grade Four School located in the northeast section of Perth Amboy. The James J. Flynn School has an enrollment of approximately 870 students.

The James J. Flynn School is a modern, air-conditioned, handicapped accessible, one story building. There is a large media center, gymnasium, and cafetorium. There are also small group instruction rooms, as well as, rooms designed for studies in the arts, computers, and other areas of learning. The building is designed to meet the specific needs of the students in an aesthetically appealing and academically centered learning environment. The school grounds also include three large courtyards, two playground areas with playground equipment, and on site parking for faculty members.

At the James J. Flynn School we acknowledge the fact that the accomplishment of making every child a strong reader is our utmost concern. It is with this interest that we, the stakeholders, constantly examine and evaluate the needs of our staff and students. With this in mind, our school has implemented a collaborative planning model that focuses on those needs and the holistic development of the child. The school administration, teachers, and parents collaborate to effect change.

Assessments are aligned to the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core Curriculum Standards. Staff development and Professional Learning Communities support these endeavors.

The James J. Flynn School is a Professional Development School (PDS) in collaboration with Kean University. The work in a Professional Development School is designed to improve student learning, strengthen teacher education, promote professional development, and support collaborative inquiry.

### MISSION STATEMENT

The James J. Flynn School staff, parents, and the community will nurture in each child the ability to meet the challenges of an ever-changing world.

We will enhance a child's natural curiosity and foster their love of learning through the use of meaningful and multi-sensory experiences. Our integrated curriculum, which is aligned with the New Jersey Core Curriculum Content Standards and the Common Core, will promote academic success and encourage children to attain their highest potential.

We expect each child to develop into self-respecting, well-rounded, sensitive, and civic minded individuals.

### OUR SCHOOL'S CURRICULUM

The delivery of instruction has been enhanced with newly implemented initiatives. All grade levels have developed common assessments in Language Arts Literacy and Mathematics. Common planning time for our teachers creates an atmosphere of working together and building a collaborative investment in learning.

Our balanced literacy program includes the Four Blocks of Literacy, a 90 minute Reading Block, Process Writing, and Guided Reading, E.S.L., Teaching Math for Understanding (The Constructivist Approach to Mathematics), Social Studies, Bilingual Education, Computer Assisted Instruction, Special Education, Health, Science, Gifted and Talented Programs, Library Skills, Intervention Program, Music, Art, Full Day Kindergarten, and Physical Education are included in the school's curriculum. Instruction is differentiated to meet the individual needs of all learners.

Updated technology has been infused by providing mobile iPad, MacBook, iPod and Dell Laptop labs that can be utilized as workstations.

Our network provides the opportunity for students to begin work in the lab with the technology educator and has the capability to save it to their classroom account so students can finish in their classrooms, if need be.

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&gt;&gt;REPORT CARDS &gt;&gt;NCLB

# NCLB Report



- 2010 NCLB Report for school, district and state  
[English](#) | [En Español](#) | [Download](#)
- 2010 NCLB state-level report  
[English](#) (384 kb PDF) | [En Español](#) (433 kb PDF)
- Guide to the 2010 NCLB Report  
[English](#) | [En Español](#)
- How Adequate Yearly Progress (AYP) Is Calculated for 2010  
[English](#) | [En Español](#)
- Key Points
  - [English](#)
  - [En Español](#)
- [AYP Profiles](#)
- [Report Archive](#)
- [Lists of Schools/Districts in Need of Improvement](#)  
This is the most current listing of schools identified for improvement, corrective action, and restructuring under the requirements of the *No Child Left Behind Act*. The affected schools are arranged by county within the various status levels.
- [Highly Qualified Teacher Survey Results](#)
- [Federal Resources](#)



[>>REPORT CARDS](#) [>>2011](#) [>>GUIDE](#)

## GUIDE TO THE NEW JERSEY SCHOOL REPORT CARD 2011

### INTRODUCTION

This report card issued in May 2012 contains data for the 2010-11 school year. Enrollment numbers are based on the October 15, 2010 NJSMART submission. The information in the report card is school-level data, except for the finance section which contains district-level information. For charter schools, however, the finance section is school-level. The source of the information contained in the New Jersey School Report Card is the school district or the charter school, unless otherwise indicated in this guide.

There are several general practices and rules that are used throughout the document. They are as follows:

- **SUPPRESSION:** In reporting any type of assessment results, an asterisk indicates that the data were suppressed in order to protect privacy. Suppression includes cell sizes of less than 11 students, proficiency levels that are greater than 90% partially proficient, and other combinations of small cell sizes that might not protect privacy if they were not suppressed.
- **ZERO:** A zero in a data field in most cases means that there is no data to report for that field for this report card year.
- **BLANK:** A blank in most cases means this data element does not apply to this school.
- **STATE AVERAGE:** Unless otherwise stated, state averages are computed by four school types as follows: vocational schools; Special Services School Districts/special education schools; all elementary schools (regular and charter); or all secondary schools (regular and charter).
- **FACULTY:** In fields that refer to faculty, this term includes classroom teachers and educational support services personnel, such as guidance counselors and librarians.
- **ADMINISTRATORS:** In fields that refer to administrators, this term includes the certificated personnel such as the superintendent, assistant superintendents, school business administrator, principals, assistant principals, supervisors, non-supervisory coordinators, and directors.

### REPORT CARD FIELDS

The following sections explain the data in the various report card fields.

#### SCHOOL ENVIRONMENT

##### Average Class Size

Average class size for elementary schools (Pre-K-8) is based on the enrollment per grade divided by the total number of classrooms for that grade. For elementary grades, the state average is the statewide total enrollment for each grade divided by the statewide total number of classrooms in that grade.

Average Class size for secondary schools (9-12) is based on the total enrollment per grade divided by the total number

of English classes for the same grade. For secondary grades, the state average is the total enrollment for each grade divided by the total number of English classes for the same grade.

For Special Services School Districts and special education schools, average class size is calculated by dividing the total enrollment by the total number of classrooms.

**Length of School Day**

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

**Instructional Time**

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

**Student/Computer Ratio**

This shows the average number of students served by each instructional, multimedia-capable computer with a manufacture date after July 1, 2007 that is available for the purposes of supervised instruction. The ratio is calculated by dividing the total enrollment by the total number of multimedia-capable computers that are used for instruction. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2010-11 data are published in this report.

**Internet Connectivity**

This shows the numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2006 available for instruction at various locations and how many of those computers have a connection to the Internet. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2009-10 data are published in this report.

**Length of School Year (charter schools only)**

This is the number of days in the regular school year.

**School Waiting List (charter schools only)**

The list contains numbers of students who are waiting for openings in the charter school roster as of the opening of school.

**School Classrooms (charter schools only)**

This is the number of classrooms in the school.

**STUDENT INFORMATION****Enrollment by Grade**

The enrollment has been obtained from the school districts' NJ SMART state submission. NJ Standards Measurement and Resource for Teaching (NJ SMART), is a comprehensive data warehouse, student level data reporting, and

unique statewide student identification (SID) system

### **Students with Disabilities**

This shows the percentage of students with an Individualized Education Program (IEP), including speech, regardless of placement and programs. This is calculated by dividing the total number of students with IEPs by the total enrollment.

### **Language Diversity**

This is the percentage of students in the school by first language spoken at home. The list includes up to seven languages in descending order of frequency plus “all others.” This is calculated by dividing the number of students who speak a given language by the total enrollment. There is a calculation for each language listed, including English and “all others.”

### **Limited English Proficient (LEP) Students**

This is the percentage of LEP students in the school. It is calculated by dividing the total number of students who are in limited English proficient programs by the total enrollment.

### **Student Mobility Rate**

This is the percentage of students who both entered and left during the school year. The calculation is derived from the sum of students entering and leaving after the October enrollment count divided by the total enrollment.

## **STUDENT PERFORMANCE INDICATORS**

### **Assessments**

#### **Performance on State Tests – High School Proficiency Assessment (HSPA), and New Jersey Assessment of Skills and Knowledge (NJASK) 3, 4, 5, 6, 7, and 8**

The statewide assessment system comprises state tests that are designed to measure student progress in the attainment of the Core Curriculum Content Standards. Under the *No Child Left Behind Act of 2001 (NCLB)*, all states are required to assess student progress in language arts and math in grades 3-8 and grade 11. The state also assesses science in grades four and eight.

High schools show assessment results from the 11th grade spring 2011 administration of the High School Proficiency Assessment (HSPA) in language arts and math. The HSPA is the test that students must pass in order to graduate from high school. Retests are not included in these results.

**The data presented in this report card will differ slightly from the data in the *No Child Left Behind (NCLB)* reports required by federal law. The *NCLB* reports show assessment results in three grade spans after the application of *NCLB* rules for the purpose of calculating adequate yearly progress (AYP) and identifying schools in need of improvement. By contrast, the assessment results presented in this report card have had no restrictions or**

**conditions applied to them. These data are the state's assessment results that have been disaggregated into subgroups for all students who attend a school.**

State assessments are administered with the assistance of test contractors who collect and tally the student-level data. The results are distributed to local districts that have an opportunity to correct any errors. The Department of Education's Office of Assessment conducts the final quality control of all test data and is the source of the assessment results for all state reports, including the New Jersey School Report Card. The assessment office also produces the annual state assessment summary report that differs slightly from the school report card. **The report card information contains only the scores of the students who physically attend that school, while the assessment summary for a school adds in the scores of the special education students who are sent to out-of-district placements.** The addition of these out-of-district scores creates some differences in totals when compared to the report card totals.

### **National Assessment of 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 National Assessment Governing Board, which sets NAEP policy, also develops the content frameworks for the assessment. NAEP is administered by the National Center for Education Statistics (NCES), located within the Institute of Education Sciences (IES) in the U.S. Department of Education, and 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 2009 reading and math scores for New Jersey which are the last scores published. For more information, visit <http://nces.ed.gov/nationsreportcard/>.

### **Graduation Type**

This field shows the percentages of students who met or otherwise satisfied the state's testing requirements for graduation in several different ways – passing both sections of HSPA (scale  $\geq 200$ ), exempt from passing the HSPA and via Alternative High School Assessment (AHSA), Appeals or Other processes.

The Alternative High School Assessment1 (AHSA) measures high school competency in selected areas of the Core Curriculum Content Standards. It is intended to offer an alternative means of meeting the state graduation proficiency test requirement. The AHSA is available to students who have met all high school graduation requirements except for demonstrating proficiency in selected areas of the Core Curriculum Content Standards. (N.J.S.A. 18A:7C-3 & N.J.A.C. 6A:8-4.1)

High School seniors who have not yet demonstrated proficiency on the High School Proficiency Assessment (HSPA) or the Alternate High School Assessment (AHSA) are eligible for an appeal. The appeal can only be made by the district. The district must make the determination that the student, though not meeting the minimum scores needed on the assessments, can perform in language arts literacy and in math at a high school level. The district submits, on behalf of the student, HSPA scores, AHSA results, work samples and any other evidence of performance in ELA and/or math. There is an Educational Proficiency Plan form, developed by the department, to aid districts in submitting the appeals. The

document is designed to be used while students are receiving intervention/remediation (as required in statute). The document also asks for the intervention plan, the results and duration of the interventions, parent and student signatures, dates of conferences with parents, etc. While the form is not required for an appeal, the data on the form is required.

Other includes those students who have not been able to demonstrate a scale score  $\geq 200$  on a single HSPA administration, but have shown proficiency in the different levels of the HSPA during any of the administrations given. An example would be a student who during all 3 administrations of HSPA does not reach a scale score  $\geq 200$ , but when looking at their individual proficiency on each section of the exam they have passed each section during the 3 administrations. These students would be considered eligible to graduate via other.

### **Scholastic Assessment Test (SAT)**

The Scholastic Assessment Test is a voluntary test administered by the College Board, usually for the purpose of college admission. The percentile scores are the average scores of the students whose performance places them along a range from 1-99. The score listed under the 25th percentile means that a quarter of the students' scores fell below that point and the rest were above. Under the 50th percentile, half of the students' scores fell above that score and half fell below. In the 75th percentile, a quarter of the students' scores were above that score and the rest were below. The source of the data for the report card is the College Board.

### **Advanced Placement (AP)**

This information is obtained from the College Board for students who have taken an advanced placement exam. It shows the classes offered at the school, the numbers of students in each class and the numbers who took the test for the course. The total number of students in class is a duplicated count because the same student may take multiple AP classes. The total number of test-takers may exceed the number of enrollees because students may take the test without taking the class.

**NOTE:** The AP numbers reported in this report card are based on a snapshot in time that allows the College Board to provide consistent data from year to year. The AP reports from the College Board contain data from files created in July which include approximately 97-99% of the test-takers. The database created by the July snapshot is not updated by College Board for reporting purposes. Therefore, the numbers in the report card can only be considered correct as of the cut-off date.

### **Advanced Placement Results Summary**

This shows the total who scored 3 or greater on the AP tests. It is a duplicated number which means that a single student may be counted more than once in this total, if the student took more than one test and scored 3 or above.

### **Advanced Placement Participation Data**

The percentage of students taking Advanced Placement tests is calculated by dividing the number of students who took at least one AP test by the total number of students enrolled in grades 11 and 12 based on the October 15 enrollment count.

### **National Occupational Competency Testing Institute (NOCTI) (vocational only)**

The NOCTI develops and administers national job-ready examinations that include both written and performance tests

that measure a student's knowledge and skills for entry into an occupational field. The number of students taking the tests is listed, along with school and state average scores for written and performance tests.

### **Certification/Licensure and Required Examination Results (vocational only)**

This section lists by program area the test results for those occupations that require a license, certification, or examination. The data reflect those students who were tested in an occupational program during the school year.

## **Other Performance Measures**

### **Student Attendance Rate**

These are the grade-level percentages of students on average who are present at school each day. They are calculated by dividing the sum of days present in each grade level by the sum of possible days present for all students in each grade. The school and state totals are calculated by the sum of days present in all applicable grade levels divided by the total possible days present for all students.

### **Dropout Rate (secondary only)**

These are the percentages of students who dropped out of grades 9-12 presented by various subgroups. The percentages are calculated by dividing the number of students in grades 9 through 12 who dropped out of school during the school year by the October enrollment reported for grades 9 through 12.

### **Graduation Rate (secondary only)**

The graduation rate is calculated by using the new federally required adjusted cohort graduation rate. The four-year adjusted cohort graduation rate is the number of students who graduate in four years divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. For example, The 2007 freshmen plus "transfers in" minus "transfers out" over four years will be divided into the number of 2011 graduates for the 2011 adjusted cohort graduation rate. Students who drop out remain in the cohort for this calculation. The source of the data is the state's student-level record system called NJ SMART. The "Other" category includes all other students awarded a regular high school diploma by their school districts, including students who passed the alternative high school proficiency exams.

### **Student Suspensions**

These are percentages of students who were suspended at least once during the school year. Students suspended more than one time are counted once. The percents are calculated by dividing the total number suspended by the total enrollment.

### **Student Expulsions**

This shows the number of students who were expelled from the school and district during the year. The total represents the total number of students expelled statewide.

### **Completion Data (vocational only)**

These are the percentages of students who successfully completed an occupational program categorized by their enrollment status. This is calculated by dividing the number of students in each enrollment status by the total graduates.

## **STAFF INFORMATION**

### **Student/Administrator Ratio**

This is the number of students per administrator in the school. It is calculated by dividing the total school enrollment in October by the number of administrators reported in full-time equivalents (FTEs). Where a single administrator has responsibility for more than one school, the FTE may represent the administrator as less than one.

### **Student/Faculty Ratio**

This is the number of students per faculty member. It is calculated by dividing the reported October school enrollment by the combined full-time equivalents (FTEs) of classroom teachers and educational support services personnel assigned to the school as of October of the school year.

### **Faculty Attendance Rate**

This is the average daily attendance for the faculty of the school. It is calculated by dividing the total number of days present by the total number of days contracted for all faculty members.

### **Faculty Mobility Rate**

This represents the rate at which faculty members come and go during the school year. It is calculated by using the number of faculty who entered or left employment in the school after October 15 divided by the total number of faculty reported as of that same date.

### **Faculty and Administrator Credentials**

These are percentages of faculty and administrative members in the school who hold a bachelor's, master's, or doctoral degree. For vocational and special services schools, there is also information about licenses or certification in addition to or in place of degrees.

### **National Board Certification**

This shows the number of teachers at the school and district levels who have been certified by the National Board for Professional Teaching Standards. In addition to teachers actively working in the districts, the state total may also include teachers who work in nonpublic schools, as well as those who became administrators, have retired or are on leave. This rigorous certification is encouraged, but not required.

## **DISTRICT/CHARTER FINANCIAL DATA**

This section containing the financial data is district-level information for all schools except charter schools. Charter schools are public schools that are operated under a charter granted by the Commissioner of Education. The school is independent

of the school district and managed by a board of trustees. In accordance with charter school law, the school district of residence must pay directly to the charter school for each student enrolled in the charter school who resides in the district an amount equal to 90% of the sum of the budget year equalization aid per pupil and the prebudget year general fund tax levy per pupil inflated by the Consumer Price Index (CPI) rate in effect at the time of the calculation. In addition, the school district of residence must pay directly to the charter school the security categorical aid attributable to the student and a percentage of the district's special education categorical aid equal to the percentage of the district's special education students enrolled in the charter school and, if applicable, 100% of preschool education aid.

The financial information for the charter schools shows school average compared to charter average, while all other school report cards show district average compared to a state average for districts of a similar budget type. Budget type refers to the grade span that a district must budget for. If a district sends its 9-12 students to another district, it has a budget type that is K-12 (the district pays tuition to the receiving district for the 9-12 students), but the district has an operating type of K-8.

### **Administrative and Faculty Personnel**

These include the number of administrators in the district reported in FTEs in October of each year, the number of schools in the districts, the ratio of students to administrators, and the ratio of faculty to administrators in the district. Similar information at the school level is shown earlier in this report card. Administrators include certificated administrative personnel in the central office, principals and school administrators -- both supervisory and non-supervisory. The number of faculty per administrator is calculated by dividing the combined FTE of classroom teachers and educational support personnel by the FTE of administrators as reported in October.

### **Median Salary and Years of Experience of Administrative and Faculty Personnel**

This contains the median salary -- half of the salaries are above the median and half are below -- for both administrators and faculty. It also contains the median years of experience based on total number of years in public education.

### **Teacher Salaries and Benefits**

Total teacher salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in teacher salaries/benefits from one year to the next.

### **Administrative Salaries and Benefits**

Total administrative salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in administrator salaries/benefits from one year to the next.

### **Revenues**

This presents the total revenues from various sources reflecting the combination of the ways districts are funded through local taxes, state aid, federal aid, and other sources, such as local district surplus and tuition income.

## **Budgets and Per-pupil Expenditures**

There are two district-wide costs per pupil amounts for three years that correspond to the rest of the data in the report card. First is the Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**James J. Flynn**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK3) LANGUAGE ARTS LITERACY: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	128	44.5%	51.6%	3.9%
	District	499	47.3%	49.5%	3.2%
	DFG	13260	52.2%	45.2%	2.5%
	State	79988	30.2%	61.4%	8.5%
Students With Disabilities	School	*	*	*	*
	District	66	84.8%	15.2%	0%
	DFG	2326	84.7%	15.1%	0.3%
	State	15609	62.2%	35.3%	2.4%
Limited English Proficient Students	School	*	*	*	*
	District	149	55%	40.9%	4%
	DFG	2593	72.4%	26.5%	1.1%
	State	4868	70.7%	28.3%	1%
Male	School	89	61.8%	37.1%	1.1%
	District	361	57.3%	41%	1.7%
	DFG	9201	63.6%	35%	1.4%
	State	51053	41.6%	53.7%	4.8%
Female	School	68	41.2%	52.9%	5.9%
	District	342	46.2%	49.1%	4.7%
	DFG	8699	53.7%	43.5%	2.7%
	State	48832	31.9%	58.4%	9.7%
White	School	*	*	*	*
	District	*	*	*	*
	DFG	1514	42.3%	53.4%	4.3%
	State	50544	27.1%	63.9%	9%
Black	School	15	46.7%	46.7%	6.7%
	District	61	50.8%	45.9%	3.3%

	DFG	6267	65.4%	33.1%	1.5%
	State	16011	56%	41.1%	2.8%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	321	44.9%	50.2%	5%
	State	9286	19.8%	64.6%	15.5%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	11	54.5%	36.4%	9.1%
	State	227	31.7%	59.9%	8.4%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	11	54.5%	36.4%	9.1%
	State	104	36.5%	60.6%	2.9%
Hispanic	School	135	54.1%	43%	3%
	District	628	52.4%	44.6%	3%
	DFG	9692	57.6%	40.4%	2%
	State	22701	52.3%	45%	2.7%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	92	56.5%	40.2%	3.3%
	State	1078	32%	58.7%	9.3%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	39	69.2%	28.2%	2.6%
	State	47	66%	31.9%	2.1%
Economically Disadvantaged	School	124	54.8%	41.9%	3.2%
	District	596	53.9%	43.3%	2.9%
	DFG	15430	60%	38.1%	1.9%
	State	37158	55.3%	42.5%	2.3%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK3) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	127	59.8%	38.6%	1.6%
	District	511	52.4%	45.6%	2%
	DFG	13791	57%	41.3%	1.7%
	State	82035	33.5%	59.9%	6.6%
Students With Disabilities	School	*	*	*	*
	District	64	84.4%	15.6%	0%
	DFG	2335	87.9%	11.9%	0.1%
	State	15353	67%	31.3%	1.7%
Limited English Proficient Students	School	*	*	*	*
	District	134	59.7%	39.6%	0.7%
	DFG	2384	75.4%	24.2%	0.3%
	State	4504	74.7%	24.7%	0.5%
Male	School	73	68.5%	31.5%	0%
	District	365	61.6%	37.5%	0.8%
	DFG	9361	67.6%	31.5%	0.9%
	State	51951	45.8%	50.7%	3.4%
Female	School	85	63.5%	34.1%	2.4%
	District	333	50.2%	47.4%	2.4%
	DFG	8879	57.8%	40.3%	1.9%
	State	49419	34.2%	58%	7.8%
White	School	*	*	*	*
	District	22	31.8%	63.6%	4.5%
	DFG	1557	48.9%	48%	3%
	State	52409	30.5%	62.4%	7.1%
Black	School	11	72.7%	27.3%	0%
	District	45	68.9%	28.9%	2.2%
	DFG	6735	67.8%	31.1%	1.1%
	State	16862	59.6%	38.6%	1.8%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	313	48.6%	49.8%	1.6%
	State	9214	21.4%	66%	12.6%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	17	52.9%	47.1%	0%
	State	223	32.3%	61%	6.7%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	52.9%	47.1%	0%
	State	115	37.4%	55.7%	7%
Hispanic	School	137	68.6%	29.9%	1.5%
	District	627	56.5%	42.3%	1.3%
	DFG	9566	62%	36.7%	1.3%
	State	21938	56.3%	41.8%	1.9%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	68	77.9%	22.1%	0%
	State	674	40.7%	52.5%	6.8%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	30	73.3%	26.7%	0%
	State	40	67.5%	32.5%	0%
Economically Disadvantaged	School	122	73%	27%	0%
	District	604	57%	41.9%	1.2%
	DFG	15922	64.3%	34.5%	1.2%
	State	36396	59.7%	38.7%	1.6%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:** James J. Flynn**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK3) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	128	30.5%	39.8%	29.7%
	District	499	25.1%	45.5%	29.5%
	DFG	13267	33.9%	42.3%	23.8%
	State	80002	16.2%	41.1%	42.7%
Students With Disabilities	School	*	*	*	*
	District	66	47%	36.4%	16.7%
	DFG	2332	60.4%	29%	10.6%
	State	15642	36.2%	39.3%	24.4%
Limited English Proficient Students	School	*	*	*	*
	District	150	36%	40.7%	23.3%
	DFG	2649	53.1%	33%	13.9%
	State	5151	50.3%	35.7%	14.1%
Male	School	89	44.9%	34.8%	20.2%
	District	362	32.9%	41.4%	25.7%
	DFG	9247	40.6%	38.2%	21.2%
	State	51251	21.1%	39.8%	39.1%
Female	School	68	30.9%	38.2%	30.9%
	District	342	25.7%	45.6%	28.7%
	DFG	8721	38.8%	40.7%	20.4%
	State	48957	20.7%	41.3%	38%
White	School	*	*	*	*
	District	*	*	*	*
	DFG	1528	23.2%	41.4%	35.4%
	State	50651	12.3%	41%	46.8%
Black	School	15	33.3%	40%	26.7%
	District	61	34.4%	41%	24.6%

	DFG	6292	49.4%	35.9%	14.8%
	State	16070	39.9%	41.1%	19%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	339	24.2%	36.3%	39.5%
	State	9408	7.2%	28.7%	64.2%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	12	41.7%	33.3%	25%
	State	228	11.8%	41.7%	46.5%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	12	41.7%	33.3%	25%
	State	107	25.2%	42.1%	32.7%
Hispanic	School	135	41.5%	34.1%	24.4%
	District	629	29.6%	43.6%	26.9%
	DFG	9699	36.8%	41.5%	21.8%
	State	22717	32.6%	44.3%	23.2%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	95	36.8%	40%	23.2%
	State	1095	18.6%	39.2%	42.2%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	39	59%	30.8%	10.3%
	State	47	57.4%	34%	8.5%
Economically Disadvantaged	School	124	41.9%	36.3%	21.8%
	District	597	30.5%	42.9%	26.6%
	DFG	15475	40.7%	39.4%	19.9%
	State	37300	35.7%	42.8%	21.4%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK3) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	127	28.3%	42.5%	29.1%
	District	512	25.2%	46.9%	27.9%
	DFG	13814	35.3%	41.5%	23.2%
	State	82048	17.4%	41.6%	41%
Students With Disabilities	School	21	42.9%	47.6%	9.5%
	District	65	38.5%	43.1%	18.5%
	DFG	2343	61.8%	29.1%	9.1%
	State	15386	36.8%	39.7%	23.4%
Limited English Proficient Students	School	14	64.3%	35.7%	0%
	District	134	40.3%	36.6%	23.1%
	DFG	2455	52.8%	35.2%	12%
	State	4788	51.1%	36.7%	12.2%
Male	School	73	34.2%	43.8%	21.9%
	District	366	29.2%	45.4%	25.4%
	DFG	9419	40.8%	38.5%	20.7%
	State	52137	21.7%	39.7%	38.6%
Female	School	85	34.1%	38.8%	27.1%
	District	334	28.7%	43.7%	27.5%
	DFG	8923	40.4%	40%	19.6%
	State	49561	21.8%	42.5%	35.7%
White	School	*	*	*	*
	District	22	13.6%	27.3%	59.1%
	DFG	1562	23.6%	43.5%	32.8%
	State	52480	12.8%	42.3%	44.9%
Black	School	11	63.6%	27.3%	9.1%
	District	45	44.4%	42.2%	13.3%
	DFG	6794	49.7%	35.7%	14.6%
	State	16962	41.7%	40.8%	17.5%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	334	25.7%	42.5%	31.7%
	State	9334	7.4%	29.1%	63.5%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	17	52.9%	17.6%	29.4%
	State	225	11.6%	40.4%	48%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	52.9%	17.6%	29.4%
	State	116	21.6%	35.3%	43.1%
Hispanic	School	137	32.1%	43.1%	24.8%
	District	629	28.6%	45.8%	25.6%
	DFG	9580	37.3%	41%	21.8%
	State	21965	33.5%	43.8%	22.7%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	69	63.8%	30.4%	5.8%
	State	680	26%	40.4%	33.5%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	30	46.7%	36.7%	16.7%
	State	40	42.5%	40%	17.5%
Economically Disadvantaged	School	122	36.9%	44.3%	18.9%
	District	606	29.5%	46%	24.4%
	DFG	16003	41.9%	39%	19.1%
	State	36555	37.3%	42.5%	20.2%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:** James J. Flynn**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK4) LANGUAGE ARTS LITERACY: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	125	63.2%	32.8%	4%
	District	511	53%	43.6%	3.3%
	DFG	13618	55.4%	42.7%	1.8%
	State	81837	29.9%	61.5%	8.6%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2609	87.6%	12.2%	0.3%
	State	16615	65.7%	32.3%	2%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	1581	78.9%	20.7%	0.4%
	State	3231	76.3%	23%	0.7%
Male	School	75	74.7%	22.7%	2.7%
	District	365	63%	34.8%	2.2%
	DFG	9062	64.9%	33.8%	1.3%
	State	51907	40.8%	53.7%	5.5%
Female	School	79	62%	34.2%	3.8%
	District	328	49.4%	47.6%	3%
	DFG	8543	58.7%	39.6%	1.7%
	State	49378	33.1%	57.8%	9.1%
White	School	*	*	*	*
	District	21	52.4%	38.1%	9.5%
	DFG	1469	44%	52.5%	3.5%
	State	52135	26.1%	64.7%	9.2%
Black	School	*	*	*	*
	District	47	72.3%	25.5%	2.1%

	DFG	6349	69.7%	29.2%	1.2%
	State	16571	60.1%	37.9%	2%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	327	39.8%	55.7%	4.6%
	State	9237	17.1%	65%	17.9%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	52.9%	47.1%	0%
	State	214	26.6%	62.1%	11.2%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	52.9%	47.1%	0%
	State	104	35.6%	60.6%	3.8%
Hispanic	School	137	69.3%	27.7%	2.9%
	District	619	55.7%	42%	2.3%
	DFG	9376	60.2%	38.5%	1.3%
	State	22173	53.9%	43.9%	2.2%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	67	73.1%	25.4%	1.5%
	State	916	35.6%	56.6%	7.9%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	25	60%	40%	0%
	State	36	61.1%	38.9%	0%
Economically Disadvantaged	School	123	73.2%	24.4%	2.4%
	District	582	57.6%	40.5%	1.9%
	DFG	15072	63.7%	35.1%	1.2%
	State	36654	57.8%	40.4%	1.8%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK4) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	129	43.4%	51.2%	5.4%
	District	470	51.7%	43.4%	4.9%
	DFG	13343	57.9%	39.1%	3%
	State	82821	33.1%	55.9%	11%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2473	87.2%	12.3%	0.5%
	State	15922	70.2%	27.6%	2.2%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	1694	81.9%	17.4%	0.6%
	State	3214	79.9%	19.4%	0.7%
Male	School	79	49.4%	44.3%	6.3%
	District	343	62.1%	35.3%	2.6%
	DFG	8840	68.1%	30.2%	1.7%
	State	51824	45.3%	48%	6.7%
Female	School	75	53.3%	44%	2.7%
	District	316	52.2%	42.7%	5.1%
	DFG	8481	59.9%	36.9%	3.2%
	State	49771	35%	53%	12%
White	School	*	*	*	*
	District	19	31.6%	57.9%	10.5%
	DFG	1453	44.1%	50.2%	5.7%
	State	53229	29.7%	58.5%	11.8%
Black	School	16	56.3%	31.3%	12.5%
	District	52	59.6%	34.6%	5.8%
	DFG	6455	69.7%	28.1%	2.2%
	State	16904	61.6%	35.2%	3.2%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	343	49.6%	44.3%	6.1%
	State	9135	21%	58%	21.1%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	15	53.3%	46.7%	0%
	State	215	28.8%	56.3%	14.9%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	15	53.3%	46.7%	0%
	State	106	43.4%	50%	6.6%
Hispanic	School	131	51.9%	44.3%	3.8%
	District	582	58.1%	38.5%	3.4%
	DFG	8990	63.9%	34.2%	1.9%
	State	21379	57.9%	39.1%	2.9%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	81	69.1%	30.9%	0%
	State	686	41.7%	49.3%	9%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	85.7%	14.3%	0%
	State	33	87.9%	12.1%	0%
Economically Disadvantaged	School	122	54.9%	41%	4.1%
	District	580	59.5%	37.2%	3.3%
	DFG	15041	65.9%	32.1%	2%
	State	35707	61.5%	36%	2.5%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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## 2011 National Assessment Educational Progress (NAEP)

GRADE 4 READING		Proficiency Percentages			
		Below Basic	Basic	Proficient	Advanced
Male	State (NJ)	23.5%	34.8%	31.8%	9.9%
	Nation	37.1%	33.3%	23.4%	6.2%
Female	State (NJ)	20.3%	33.5%	33.1%	13.0%
	Nation	30.4%	34.3%	26.5%	8.8%
White	State (NJ)	12.5%	34.1%	39.6%	13.8%
	Nation	22.6%	35.1%	32.0%	10.3%
Black	State (NJ)	38.8%	35.8%	21.2%	4.2%
	Nation	51.3%	32.5%	14.0%	2.2%
Hispanic	State (NJ)	38.3%	37.1%	20.7%	3.8%
	Nation	49.8%	32.7%	15.1%	2.5%
Asian	State (NJ)	11.3%	24.8%	36.6%	27.3%
	Nation	19.3%	30.1%	32.7%	17.8%
American Indian Alaskan Native	State (NJ)	‡	‡	‡	‡
	Nation	51.0%	30.0%	14.9%	4.2%
Native Hawaiian Other Pacific Islanders	State (NJ)	‡	‡	‡	‡
	Nation	39.5%	33.1%	22.0%	5.4%
Two or More Races	State (NJ)	‡	‡	‡	‡
	Nation	28.6%	34.4%	26.6%	10.3%
Eligible for School Lunch Program	State (NJ)	39.2%	37.9%	19.6%	3.3%
	Nation	48.0%	37.9%	19.6%	3.3%
Not Eligible for School Lunch Program	State (NJ)	18.7%	35.1%	34.2%	12.1%
	Nation	29.9%	35.3%	26.7%	8.1%
Students with Disabilities	State (NJ)	57.5%	24.1%	13.9%	4.5%
	Nation	69.4%	19.9%	9.0%	1.8%
Limited English Proficient	State (NJ)	‡	‡	‡	‡
	Nation	69.7%	23.7%	6.0%	0.6

‡ Reporting standards not met.

## NAEP Grade 4 Reading Participation Rates

### **NAEP 2011 Participation Rates for students with disabilities and limited English proficient students.**

Students with disabilities participation rate for New Jersey: 50%

Limited English proficient participation rate for New Jersey: 55%

Students with disabilities participation rate for the nation's public schools: 77%

Limited English proficient participation rate for the nation's public schools: 89%

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**James J. Flynn**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK4) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	125	24.8%	50.4%	24.8%
	District	511	23.5%	50.3%	26.2%
	DFG	13631	32%	48.1%	19.9%
	State	81848	15.6%	48.2%	36.2%
Students With Disabilities	School	18	33.3%	61.1%	5.6%
	District	61	55.7%	37.7%	6.6%
	DFG	2607	63.3%	30.1%	6.6%
	State	16649	38.2%	44.9%	16.9%
Limited English Proficient Students	School	12	83.3%	8.3%	8.3%
	District	126	40.5%	50%	9.5%
	DFG	1625	57.5%	34.9%	7.6%
	State	3524	52.5%	37.5%	10%
Male	School	75	32%	46.7%	21.3%
	District	365	31%	47.4%	21.6%
	DFG	9092	39.3%	43%	17.7%
	State	52111	20.6%	45.7%	33.7%
Female	School	80	28.8%	50%	21.3%
	District	329	27.1%	51.4%	21.6%
	DFG	8568	37.7%	46%	16.3%
	State	49507	20.1%	49.1%	30.8%
White	School	*	*	*	*
	District	21	9.5%	33.3%	57.1%
	DFG	1476	21.5%	49.6%	28.9%
	State	52226	12.2%	48.9%	38.9%
Black	School	*	*	*	*
	District	47	44.7%	48.9%	6.4%

	DFG	6370	48.4%	39.7%	11.9%
	State	16627	39.7%	46.1%	14.2%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	344	20.6%	43.9%	35.5%
	State	9383	6.7%	34.2%	59.1%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	35.3%	29.4%	35.3%
	State	216	10.6%	46.8%	42.6%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	35.3%	29.4%	35.3%
	State	105	18.1%	48.6%	33.3%
Hispanic	School	138	31.9%	46.4%	21.7%
	District	620	28.7%	50%	21.3%
	DFG	9383	35.1%	47%	17.9%
	State	22194	31.1%	50.1%	18.7%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	69	66.7%	23.2%	10.1%
	State	936	22.5%	46%	31.4%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	25	28%	52%	20%
	State	36	38.9%	41.7%	19.4%
Economically Disadvantaged	School	124	35.5%	47.6%	16.9%
	District	583	30.4%	49.6%	20.1%
	DFG	15106	39.9%	43.9%	16.3%
	State	36787	35%	48.1%	16.9%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK4) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	129	17.8%	54.3%	27.9%
	District	470	22.3%	51.9%	25.7%
	DFG	13369	34.6%	44.2%	21.2%
	State	82852	17.5%	43.4%	39.2%
Students With Disabilities	School	*	*	*	*
	District	60	58.3%	28.3%	13.3%
	DFG	2468	64.2%	27.9%	7.9%
	State	15955	43.8%	38.5%	17.7%
Limited English Proficient Students	School	*	*	*	*
	District	139	44.6%	43.2%	12.2%
	DFG	1774	59.1%	31.5%	9.4%
	State	3534	55.8%	33.1%	11.1%
Male	School	79	25.3%	41.8%	32.9%
	District	344	31.7%	43.6%	24.7%
	DFG	8895	40.3%	40.6%	19.1%
	State	52034	22.4%	40.9%	36.7%
Female	School	77	23.4%	61%	15.6%
	District	318	27.7%	53.5%	18.9%
	DFG	8523	41.6%	41.1%	17.3%
	State	49937	23.2%	43.7%	33.1%
White	School	*	*	*	*
	District	19	26.3%	42.1%	31.6%
	DFG	1462	22%	45.5%	32.5%
	State	53321	14%	43.6%	42.4%
Black	School	16	12.5%	62.5%	25%
	District	52	28.8%	55.8%	15.4%
	DFG	6508	51.4%	35.6%	13%
	State	16996	44.4%	40.6%	15%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	367	25.1%	42%	33%
	State	9281	7.9%	30.7%	61.4%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	15	33.3%	60%	6.7%
	State	218	14.2%	42.7%	43.1%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	15	33.3%	60%	6.7%
	State	107	27.1%	45.8%	27.1%
Hispanic	School	133	24.8%	51.1%	24.1%
	District	585	30.1%	48%	21.9%
	DFG	8999	37%	43.8%	19.2%
	State	21408	33.9%	45.4%	20.8%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	85	55.3%	37.6%	7.1%
	State	701	28.5%	39.8%	31.7%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	57.1%	38.1%	4.8%
	State	33	54.5%	39.4%	6.1%
Economically Disadvantaged	School	124	28.2%	48.4%	23.4%
	District	583	31.4%	47.9%	20.8%
	DFG	15112	42.1%	40.7%	17.2%
	State	35871	38.4%	43.3%	18.4%
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## 2011 National Assessment Educational Progress (NAEP)

GRADE 4 MATHEMATICS		Proficiency Percentages			
		Below Basic	Basic	Proficient	Advanced
Male	State (NJ)	11.4%	35.9%	41.7%	11.1%
	Nation	18.6%	41.3%	33.3%	6.8%
Female	State (NJ)	10.6%	40.8%	40.1%	8.6%
	Nation	18.1%	43.3%	32.9%	5.6%
White	State (NJ)	4.6%	31.4%	51.7%	12.3%
	Nation	9.4%	38.9%	42.8%	8.9%
Black	State (NJ)	22.9%	53.6%	21.9%	1.7%
	Nation	34.3%	48.5%	16.2%	1.0%
Hispanic	State (NJ)	21.0%	50.8%	25.8%	2.4%
	Nation	28.0%	48.4%	21.8%	1.8%
Asian	State (NJ)	4.4%	20.8%	45.9%	28.9%
	Nation	7.9%	27.8%	43.8%	20.5%
American Indian Alaskan Native	State (NJ)	‡	‡	‡	‡
	Nation	32.0%	44.2%	21.5%	2.3%
Native Hawaiian Other Pacific Islanders	State (NJ)	‡	‡	‡	‡
	Nation	24.3%	42.5%	26.0%	7.2%
Two or More Races	State (NJ)	‡	‡	‡	‡
	Nation	14.5%	42.6%	33.9%	9.0%
Eligible for School Lunch Program	State (NJ)	21.8%	51.4%	24.6%	2.2%
	Nation	27.5%	48.5%	22.2%	1.8%
Not Eligible for School Lunch Program	State (NJ)	4.9%	30.9%	50.0%	14.2%
	Nation	7.7%	35.4	45.4%	11.6%
Students with Disabilities	State (NJ)	38.2%	38.4%	20.5%	2.8%
	Nation	46.0%	37.5%	14.7%	1.8%
Limited English Proficient	State (NJ)	45.0%	46.6%	8.0%	#
	Nation	41.5%	44.6%	13.0%	0.9%

# Rounds to zero.

‡ Reporting standards not met.

## NAEP Grade 4 Mathematics Participation Rates

### **NAEP 2011 Participation Rates for students with disabilities and limited English proficient students.**

Students with disabilities participation rate for New Jersey: 81%

Limited English proficient participation rate for New Jersey: 89%

Students with disabilities participation rate for the nation's public schools: 85%

Limited English proficient participation rate for the nation's public schools: 96%

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:** James J. Flynn**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK4) SCIENCE: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	125	13.6%	62.4%	24%
	District	511	8.4%	60.9%	30.7%
	DFG	13607	18.2%	55.8%	25.9%
	State	81780	6.2%	41%	52.9%
Students With Disabilities	School	20	45%	55%	0%
	District	63	47.6%	47.6%	4.8%
	DFG	2608	49.6%	41.6%	8.8%
	State	16659	21.7%	48.3%	30%
Limited English Proficient Students	School	12	75%	25%	0%
	District	126	29.4%	54%	16.7%
	DFG	1624	48.7%	41.5%	9.8%
	State	3521	42.2%	45.8%	12%
Male	School	77	23.4%	59.7%	16.9%
	District	367	17.2%	58.3%	24.5%
	DFG	9086	25.6%	50.8%	23.6%
	State	52080	10.1%	40.3%	49.5%
Female	School	80	21.3%	57.5%	21.3%
	District	329	13.7%	58.7%	27.7%
	DFG	8550	24.8%	54.6%	20.6%
	State	49476	9.4%	44.4%	46.1%
White	School	*	*	*	*
	District	21	0%	57.1%	42.9%
	DFG	1475	9.2%	50.7%	40.1%
	State	52194	3.8%	36.7%	59.6%
Black	School	*	*	*	*
	District	47	17%	72.3%	10.6%

	DFG	6361	30.9%	51.7%	17.4%
	State	16619	21.2%	54.2%	24.6%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	342	15.2%	44.7%	40.1%
	State	9376	3.7%	27.1%	69.1%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	23.5%	41.2%	35.3%
	State	216	6.5%	38.4%	55.1%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	23.5%	41.2%	35.3%
	State	105	12.4%	40%	47.6%
Hispanic	School	140	23.6%	59.3%	17.1%
	District	622	15.9%	57.9%	26.2%
	DFG	9372	24.2%	53.9%	21.9%
	State	22182	18.1%	53.2%	28.7%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	67	29.9%	61.2%	9%
	State	932	7.4%	42.8%	49.8%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	25	24%	64%	12%
	State	36	30.6%	58.3%	11.1%
Economically Disadvantaged	School	126	27%	58.7%	14.3%
	District	585	16.1%	60.2%	23.8%
	DFG	15083	26.4%	53.4%	20.2%
	State	36756	19.4%	54.2%	26.4%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK4) SCIENCE: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	129	6.2%	65.1%	28.7%
	District	470	6.4%	64.3%	29.4%
	DFG	13352	12.3%	65.1%	22.6%
	State	82809	4%	47.1%	49%
Students With Disabilities	School	*	*	*	*
	District	60	30%	53.3%	16.7%
	DFG	2467	35.7%	54.4%	9.9%
	State	15972	14.7%	58.6%	26.6%
Limited English Proficient Students	School	*	*	*	*
	District	139	16.5%	70.5%	12.9%
	DFG	1773	34.7%	55.7%	9.6%
	State	3532	30.1%	58.8%	11.1%
Male	School	79	7.6%	62%	30.4%
	District	344	10.8%	62.2%	27%
	DFG	8888	18.2%	61.1%	20.6%
	State	52025	6.6%	46.7%	46.6%
Female	School	77	13%	64.9%	22.1%
	District	318	10.4%	67%	22.6%
	DFG	8511	16.9%	64.5%	18.6%
	State	49917	6.3%	51.8%	41.9%
White	School	*	*	*	*
	District	19	5.3%	57.9%	36.8%
	DFG	1460	7.5%	53.9%	38.6%
	State	53314	2.3%	42.2%	55.5%
Black	School	16	18.8%	62.5%	18.8%
	District	52	15.4%	65.4%	19.2%
	DFG	6503	21.6%	63.4%	15%
	State	16998	14.9%	64.4%	20.7%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	367	15.8%	53.1%	31.1%
	State	9280	2.7%	33%	64.3%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	15	13.3%	80%	6.7%
	State	218	3.2%	43.6%	53.2%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	15	13.3%	80%	6.7%
	State	108	5.6%	55.6%	38.9%
Hispanic	School	133	9%	63.9%	27.1%
	District	585	10.3%	64.6%	25.1%
	DFG	8988	16.3%	64.1%	19.6%
	State	21386	11.8%	61.9%	26.4%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	84	23.8%	67.9%	8.3%
	State	700	7.9%	51.1%	41%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	38.1%	47.6%	14.3%
	State	33	36.4%	48.5%	15.2%
Economically Disadvantaged	School	124	12.1%	65.3%	22.6%
	District	583	11%	66.6%	22.5%
	DFG	15100	18.2%	63.7%	18%
	State	35853	13.3%	63.4%	23.4%
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## 2010-11 SCHOOL REPORT CARD

**SCHOOL:** Mc Ginnis Middle School

**COUNTY:** Middlesex

**DISTRICT:** Perth Amboy City

>[District Narrative](#)

>[School Profile](#) (local narrative)

>[NCLB Report](#)

>[Guide to Report Card](#)

### School Environment

<u>Length of School Day</u>	
Amount of time school is in session on a normal school day.	
<b>School</b>	6 hours: 44 minutes
<b>State Average</b>	6 hours: 30 minutes

<u>Instructional Time</u>	
Amount of time per day students are engaged in instructional activities.	
<b>School</b>	5 hours: 40 minutes
<b>State Average</b>	5 hours: 43 minutes

<u>Student/Computer Ratio</u>		
Numbers of students per instructional, multi-media-capable computers, manufactured after July 1, 2007, available for use in supervised instruction.		
	<b>School</b>	<b>State Average</b>
2010-11	2.1	3.6

<u>Average Class Size</u>	2010-2011	
	School	State
Grade 5	20.2	21.6
Grade 6	23.1	20.7
Grade 7	23.1	20.5
Grade 8	21.7	20.4
Total School	21.4	19.0

<u>Internet Connectivity</u>		
Numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2007 available for instruction at various locations and how many of those computers have a connection to the Internet.		
	2010-2011	
Locations	Computers	Computers Connected to the Internet
Classroom/Instructional	325	325
Library/Media Centers	15	15
Computer Labs	350	350
All Locations	690	690

### Student Information

**Enrollment by Grade**

Counts of students "on-roll" by grade in October of each school year.

Grade	2010-2011	2009-2010	2008-2009	2007-2008
Grade 5	303.0	338.0	267.0	287.0
Grade 6	370.0	322.0	329.0	287.0
Grade 7	369.0	350.0	353.0	337.0
Grade 8	326.0	326.0	354.0	336.0
SE students in specialized classes	66.0	52.0	42.5	51.0
Total School	1434.0	1388.0	1345.5	1298.0

**Student Mobility Rate**

Percentage of students who entered and left during the school year.

	School	State Average
2010-11	0.0%	10.0%
2009-10	17.5%	10.5%
2008-09	13.3%	10.7%

**Students with Disabilities**

Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	11.9%
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**Limited English Proficient (LEP)**

Percentage of LEP students	18.9%
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**Language Diversity**

First language spoken at home in order of frequency.

Language	Percent
English	76.2%
Spanish	23.3%
Portuguese	0.1%
Chinese	0.1%
Mandar	0.1%
Turkish	0.1%
Ukranian	0.1%
Other	0.1%

**Student Performance Indicators****ASSESSMENTS**

New Jersey Assessment of Skills and Knowledge (NJASK5) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	School	2010-11	304	73%	27%	0%
		2009-10	347	68%	32%	0%
	District	2010-11	657	69.7%	29.5%	0.8%
		2009-10	701	63.9%	33.8%	2.3%
	DFG	2010-11	16605	66.2%	32.9%	0.9%
		2009-10	16700	61%	37.2%	1.9%
	State	2010-11	101836	38.8%	55%	6.2%
		2009-10	102415	36.7%	54.5%	8.8%

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New Jersey Assessment of Skills and Knowledge (NJASK5) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Mathematics</a>	School	2010-11	303	35.6%	46.9%	17.5%
		2009-10	350	43.4%	42.6%	14%
	District	2010-11	656	35.7%	44.4%	20%
		2009-10	705	42%	42.3%	15.7%
	DFG	2010-11	16649	37.9%	42.4%	19.7%
		2009-10	16773	40.1%	41.6%	18.3%
	State	2010-11	102146	19.2%	41.2%	39.6%
		2009-10	102732	21%	42.1%	36.9%

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New Jersey Assessment of Skills and Knowledge (NJASK6) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	School	2010-11	389	64.8%	35%	0.3%
		2009-10	351	70.4%	29.6%	0%
	District	2010-11	725	60.1%	38.8%	1.1%
		2009-10	662	64.4%	34.3%	1.4%
	DFG	2010-11	16154	58.1%	40.6%	1.4%
		2009-10	16006	62.1%	36.8%	1.1%
	State	2010-11	102611	33%	59.7%	7.3%
		2009-10	102281	34.5%	57.9%	7.6%

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New Jersey Assessment of Skills and Knowledge (NJASK6) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Mathematics</a>	School	2010-11	391	51.9%	41.9%	6.1%
		2009-10	351	52.7%	42.5%	4.8%
	District	2010-11	728	46.3%	44%	9.8%
		2009-10	661	46%	47.4%	6.7%
	DFG	2010-11	16227	42.5%	45.6%	11.9%
		2009-10	16076	49.3%	41.4%	9.3%
	State	2010-11	102913	22.4%	49.9%	27.7%
		2009-10	102558	27.9%	48.5%	23.6%

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New Jersey Assessment of Skills and Knowledge (NJASK7) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
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				Partial	Proficient	Advanced
All Students » <a href="#">details for subgroups for Language Arts Literacy</a>	School	2010-11	379	74.9%	24.3%	0.8%
		2009-10	376	66.2%	31.9%	1.9%
	District	2010-11	691	69.5%	28.5%	2%
		2009-10	705	61.3%	33.9%	4.8%
	DFG	2010-11	15792	65.6%	32.2%	2.2%
		2009-10	15588	58.3%	37.7%	4.1%
	State	2010-11	102681	36.3%	51.3%	12.4%
		2009-10	102516	30.5%	51.9%	17.6%

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New Jersey Assessment of Skills and Knowledge (NJASK7) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » <a href="#">details for subgroups for Mathematics</a>	School	2010-11	384	64.8%	32.3%	2.9%
		2009-10	377	62.9%	31.6%	5.6%
	District	2010-11	696	60.6%	33.9%	5.5%
		2009-10	706	60.8%	31.4%	7.8%
	DFG	2010-11	15824	57.7%	34%	8.3%
		2009-10	15643	60.8%	30.9%	8.3%
	State	2010-11	102895	34%	41.6%	24.4%
		2009-10	102752	35.4%	40.1%	24.5%

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New Jersey Assessment of Skills and Knowledge (NJASK8) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » <a href="#">details for subgroups for Language Arts Literacy</a>	School	2010-11	335	45.7%	52.2%	2.1%
		2009-10	341	39.6%	58.7%	1.8%
	District	2010-11	711	43.9%	52.6%	3.5%
		2009-10	703	44.1%	53.8%	2.1%
	DFG	2010-11	15302	40.8%	54.9%	4.2%
		2009-10	15119	40%	55.7%	4.3%
	State	2010-11	102347	17.4%	63.3%	19.3%
		2009-10	102168	17.1%	64.4%	18.5%

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National Assessment Educational Progress (NAEP) GRADE 8 READING	Year	Proficiency Percentages			
		Below Basic	Basic	Proficient	Advanced

All Students » <a href="#">details for subgroups</a>	State (NJ)	2011	15.8%	39.5%	38.6%	6.2%
	Nation	2011	25.3%	43.0%	28.6%	3.0%

New Jersey Assessment of Skills and Knowledge (NJASK8) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » <a href="#">details for subgroups for Mathematics</a>	School	2010-11	335	55.5%	36.7%	7.8%
		2009-10	341	49%	39.9%	11.1%
	District	2010-11	710	56.8%	34.5%	8.7%
		2009-10	700	56.3%	32.9%	10.9%
	DFG	2010-11	15286	52.7%	35.1%	12.2%
		2009-10	15088	55.5%	32.9%	11.6%
	State	2010-11	102420	28%	41.3%	30.6%
		2009-10	102161	31%	39.7%	29.3%

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National Assessment Educational Progress (NAEP) GRADE 8 MATHEMATICS		Year	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
All Students » <a href="#">details for subgroups</a>	State (NJ)	2011	17.8%	35.3%	33.2%	13.6%
	Nation	2011	27.7%	38.8%	25.7%	7.8%

New Jersey Assessment of Skills and Knowledge (NJASK8) SCIENCE		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » <a href="#">details for subgroups for Science</a>	School	2010-11	335	37.9%	55.5%	6.6%
		2009-10	340	42.9%	53.2%	3.8%
	District	2010-11	710	41.7%	51%	7.3%
		2009-10	700	43.1%	51.1%	5.7%
	DFG	2010-11	15248	41.8%	49.3%	8.8%
		2009-10	15059	40.9%	50.5%	8.6%
	State	2010-11	102351	18.4%	52.1%	29.5%
		2009-10	102161	16.6%	51.7%	31.6%

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## OTHER PERFORMANCE MEASURES

<u>Attendance Rates</u>	2010-2011		2009-2010		<u>Student Suspensions</u>			
Percentage of students present on average each day.	<b>School</b>	<b>State</b>	<b>School</b>	<b>State</b>	Percentage of students who were suspended from the school during the school year.			
Pre-K	0%	91.6%	0%	91.4%		<b>School</b>	<b>District Average</b>	<b>State Average</b>
Kindergarten	0%	94.2%	0%	94.3%	2010-11	2%	12%	4%
Grade 1	0%	95.1%	0%	95.2%	2009-10	16%	13%	4%
Grade 2	0%	95.5%	0%	95.5%	2008-09	0%	12%	4%
Grade 3	0%	95.7%	0%	95.8%				
Grade 4	0%	95.9%	0%	95.9%				
Grade 5	95.8%	95.9%	95.3%	95.8%				
Grade 6	95.5%	95.6%	95.2%	95.6%				
Grade 7	95.0%	95.3%	94.7%	95.2%				
Grade 8	95.4%	95.0%	94.5%	94.9%				
Grade 9	0%	93.9%	0%	94.1%		<b>School</b>	<b>District</b>	<b>State Total</b>
Grade 10	0%	93.8%	0%	94.0%	2010-11	0	0	32
Grade 11	0%	93.5%	0%	93.8%	2009-10	0	0	90
Grade 12	0%	92.2%	0%	92.4%	2008-09	0	0	35
SE students in specialized classes	92.8%	92.1%	94.2%	92.0%				
Total School	95.3%	94.6%	94.9%	94.6%				

## Staff Information

<u>Student/Administrator Ratio</u>		
Numbers of students per administrator.		
	<b>School</b>	<b>State Average</b>
2010-11	478.0	295.6
2009-10	347.0	275.1
2008-09	336.4	276.8

<u>Student/Faculty Ratio</u>		
Numbers of students per faculty member.		
	<b>School</b>	<b>State Average</b>
2010-11	11.9	11.1
2009-10	11.5	10.6
2008-09	10.3	10.8

<u>Faculty Mobility Rate</u>		
Percentage of faculty who entered and left the school during the school year.		
	<b>School</b>	<b>State Average</b>
2010-11	5.0%	5.0%

<u>Faculty and Administrator Credentials</u>			
Percentage of faculty and administrators possessing a bachelor's, master's, or doctoral degree.			
	<b>BA/BS</b>	<b>MA/MS</b>	<b>PhD/EdD</b>
2010-11	67.5%	30.8%	1.7%

2009-10	4.1%	5.4%
2008-09	3.8%	4.0%

2009-10	67.5%	30.9%	1.6%
2008-09	65.4%	33.9%	0.8%

**Faculty Attendance Rate**

Percentage of faculty present on average each day.

	School	State Average
2010-11	92.7%	95.8%
2009-10	94.2%	95.7%
2008-09	96.5%	95.3%

**National Board Certification**

Number of teachers who have been certified by the National Board for Professional Teaching Standards.

	School	District	State
2010-11	1	10	
2009-10	1	12	
2008-09	1	7	93

**District Financial Data****Administrative and Faculty Personnel**

In FTE (Full-time Equivalents).

	# of Administrators		# of Schools		# of Students per Administrator		# of Faculty per Administrator	
	District	State Average	District	State Average	District	State Average	District	State Average
2010-11	40.0	26.0	10.0	7.5	261.4	173.0	22.1	16.0
2009-10	50.0	28.3	10.0	7.6	199.5	161.0	18.3	15.4
2008-09	46.5	28.5	10.0	7.6	207.1	158.9	19.4	15.2

**Median Salary and Years of Experience of Administrative and Faculty Personnel**

	2010-11	2009-10	2008-09
<b>Administrators</b>			
Salary - District	\$125,185	\$120,890	\$114,326
Salary - State	\$119,491	\$117,895	\$114,915
Years of Experience - District	19	18	19
Years of Experience - State	19	20	21
<b>Faculty</b>			
Salary - District	\$59,850	\$57,150	\$53,525
Salary - State	\$63,851	\$61,840	\$59,530
Years of Experience - District	9	8	8
Years of Experience - State	10	10	9

**Teacher Salaries and Benefits**

Percents of teacher salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in teacher salaries/benefits from one year to the next.

	% for Teachers Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	62%	57%	1%	-1%
2009-10	62%	56%	6%	4%
2008-09	61%	56%	6%	4%

**Administrative Salaries and Benefits**

Percents of administrative salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in administrative salaries/benefits from one year to the next.

	% for Administrative Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	7%	9%	-4%	-2%
2009-10	7%	9%	3%	4%
2008-09	7%	8%	5%	3%

**Revenues**

Percents of total revenues from various sources.

	2010-2011		2009-2010		2008-2009	
	District	Budget Type Average	District	Budget Type Average	District	Budget Type Average
Local	13%	52%	13%	50%	12%	49%
State	82%	42%	69%	39%	84%	45%
Federal	5%	4%	18%	9%	4%	3%
Other	0%	2%	0%	2%	0%	2%

**Per Pupil Expenditures**

Two calculations of the average cost per pupil in the district.

(See #1 and #2 below).

	2010-2011		2009-2010		2008-2009	
	District Actual	Budget Type Average	District Actual	Budget Type Average	District Actual	Budget Type Average
Classroom - Salaries and Benefits	\$8,566	\$7,564	\$8,673	\$7,682	\$8,450	\$7,386
Classroom - General Supplies/Textbooks	\$225	\$238	\$343	\$266	\$343	\$280
Classroom - Purchased Services and Other	\$28	\$110	\$31	\$110	\$46	\$104
<b>Total Classroom Instruction</b>	\$8,819	\$7,912	\$9,046	\$8,059	\$8,839	\$7,786
Support Services - Salaries and Benefits	\$1,518	\$1,834	\$1,630	\$1,937	\$1,625	\$1,839
Support Services - other	\$369	\$216	\$326	\$222	\$286	\$231
<b>Total Support Services</b>	\$1,887	\$2,050	\$1,956	\$2,159	\$1,911	\$2,070
Administration - Salaries and Benefits	\$912	\$1,137	\$967	\$1,163	\$973	\$1,126

Administration - other	\$159	\$231	\$163	\$237	\$188	\$242
<b>Total Administration Costs</b>	\$1,071	\$1,368	\$1,130	\$1,400	\$1,161	\$1,368
Op./Maint. of Plant - Salaries and Benefits	\$769	\$816	\$843	\$868	\$824	\$856
Op./Maint. of Plant - other	\$702	\$786	\$636	\$773	\$684	\$786
<b>Total Operations and Maintenance of Plant</b>	\$1,471	\$1,602	\$1,479	\$1,641	\$1,508	\$1,642
<b>Total Food Services Costs</b>		\$55		\$64		\$67
<b>Total Extracurricular Costs</b>	\$102	\$225	\$119	\$246	\$118	\$240
<b>(1)BUDGETARY COST PER PUPIL</b>	\$13,736	\$13,253	\$13,948	\$13,594	\$13,860	\$13,207
<b>(2)TOTAL COST PER PUPIL</b>	\$17,717	\$17,455	\$18,414	\$17,885	\$17,977	\$17,322

(1) The Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

(2) Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

>>[NCLB School, District, and State Reports](#)

The federal *No Child Left Behind (NCLB) Act* has imposed specific accountability and reporting requirements on states. The *NCLB* reports present school-, district-, and state-level information in those areas mandated by *NCLB*, which are as follows: status regarding Adequate Yearly Progress; information on highly qualified teachers; attendance and dropout data; and assessment data that has incorporated all of the conditions mandated under *NCLB* for meeting federally approved proficiency levels.

The results displayed on *NCLB* Reports are based on the state assessment data with the *NCLB* conditions applied. Additionally, the *NCLB* data incorporates the data appeals submitted by districts/schools that have been granted by the NJDOE. Therefore, the data in the *NCLB* Reports may be different from the data displayed on the NJ School Report Cards.

>>[New Jersey School Report Card](#)

The annual New Jersey School Report Card is required under a 1995 state law. It presents thirty-five fields of information for each school in the following categories: school environment, students, student performance indicators, staff, and district finances.

The assessment results displayed on the New Jersey School Report Cards are based on the state assessment data without any *NCLB* conditions applied. Therefore, the assessment data in the NJ School Report Card may be different from the assessment data displayed on the *NCLB* Reports where there have been *NCLB* conditions applied to the test results.

- [Historical Report Card Data](#)
- [Additional Data Reports](#)
- [Highly Qualified Teacher Survey Results](#)

>>[REPORT CARDS](#) >>2011

## WELCOME TO THE NEW JERSEY SCHOOL REPORT CARD FOR 2011

One of the major goals of the Department of Education is to increase school- and district-level accountability for educational progress by communicating useful information to members of the public to be used in measuring how well their schools are doing. The New Jersey School Report Card has provided the public with information about every school in New Jersey since 1995 when the Legislature mandated the annual accountability report.

The 2011 edition of the New Jersey School Report Card offers the same level of information as last year. We encourage you to examine your school's report card to decide for yourself whether your school is making satisfactory progress in helping your child meet New Jersey's Core Curriculum Content Standards. If you would like to give the department feedback on the report card process, please contact us: [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us).

Above all, the Department of Education urges you to become involved with your local schools. With the scrutiny and support of the community, our schools can and will provide an excellent education for all of our students.

- [Guide to the New Jersey School Report Card](#)
- [Report Card Databases](#)

### View Report Cards

#### Search by:

- [Alphabetical](#)
- [County/District](#)
- School Type
  - [Elementary School](#)
  - [Secondary School](#)
  - [Charter School](#)
  - [Vocational School](#)
  - [Special Services](#)

>>[REPORT CARDS](#) >>[2011](#) >>COUNTY/DISTRICT LISTING

## 2010-11 SCHOOL REPORT CARD

### Select a county:

[ATLANTIC](#)

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[CAPE MAY](#)

[CUMBERLAND](#)

[ESSEX](#)

[GLOUCESTER](#)

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>> [MIDDLESEX](#)

[MONMOUTH](#)

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[OCEAN](#)

[PASSAIC](#)

[SALEM](#)

[SOMERSET](#)

[SUSSEX](#)

[UNION](#)

[WARREN](#)

[CHARTER](#)

### Select a district:

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[Dunellen Boro](#)

[East Brunswick Twp](#)

[Edison Twp](#)

[Highland Park Boro](#)

[Jamesburg Boro](#)

[Metuchen Boro](#)

[Middlesex Boro](#)

[Middlesex Co Vocational](#)

[Milltown Boro](#)

[Monroe Twp](#)

[New Brunswick City](#)

[North Brunswick Twp](#)

[Old Bridge Twp](#)

[Perth Amboy City](#)

[Piscataway Twp](#)

[Sayreville Boro](#)

[South Amboy City](#)

[South Brunswick Twp](#)

[South Plainfield Boro](#)

[South River Boro](#)

[Spotswood Boro](#)

[Woodbridge Twp](#)



>>[REPORT CARDS](#) >>[2011](#) >>COUNTY/DISTRICT LISTING

## 2010-11 SCHOOL REPORT CARD

### Select a county:

[ATLANTIC](#)  
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[CAMDEN](#)  
[CAPE MAY](#)  
[CUMBERLAND](#)  
[ESSEX](#)  
[GLOUCESTER](#)  
[HUDSON](#)  
[HUNTERDON](#)  
[MERCER](#)  
 >> [MIDDLESEX](#)  
[MONMOUTH](#)  
[MORRIS](#)  
[OCEAN](#)  
[PASSAIC](#)  
[SALEM](#)  
[SOMERSET](#)  
[SUSSEX](#)  
[UNION](#)  
[WARREN](#)  
[CHARTER](#)

### Select a district:

[Carteret Boro](#)  
[Cranbury Twp](#)  
[Dunellen Boro](#)  
[East Brunswick Twp](#)  
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[Highland Park Boro](#)  
[Jamesburg Boro](#)  
[Metuchen Boro](#)  
[Middlesex Boro](#)  
[Middlesex Co Vocational](#)  
[Milltown Boro](#)  
[Monroe Twp](#)  
[New Brunswick City](#)  
[North Brunswick Twp](#)  
[Old Bridge Twp](#)  
 >> [Perth Amboy City](#)  
[Piscataway Twp](#)  
[Sayreville Boro](#)  
[South Amboy City](#)  
[South Brunswick Twp](#)  
[South Plainfield Boro](#)  
[South River Boro](#)  
[Spotswood Boro](#)  
[Woodbridge Twp](#)

### Select a school:

[Anthony V Ceres School](#)  
[Edward J. Patten Elem Sch](#)  
[Hmieleski Ecc](#)  
[Hn Richardson 21 Cent Sch](#)  
[Ignacio Cruz Ecc](#)  
[James J. Flynn](#)  
[Mc Ginnis Middle School](#)  
[Perth Amboy High](#)  
[Robert N. Wilentz Elem](#)  
[Samuel E Shull Middle](#)



# Report Card Narratives

## NEW JERSEY DEPARTMENT OF EDUCATION

**PERTH AMBOY CITY (23-4090)**

Welcome to Perth Amboy, an historic 4.5 square mile municipality, located along the shores of the beautiful Raritan Bay in Middlesex County. Perth Amboy operates Early Childhood Centers (3 to 4 year olds), 5 Elementary Schools (Grades K-4), 2 Middle Schools (Grades 5 - 8), 1 High School (Grades 9 - 12) and Adult Education Center. Each of our schools offers state-of-the-art technology, housed in modern innovative facilities, led by well-qualified staff dedicated to providing a solid academic foundation in a safe and healthy environment.

The 2010-2011 school year is a wonderful time of exciting experiences and a chance to learn more than ever before. One of the most important things is how we can work together to make each child's education as effective and inspiring as possible. Simple communication about what is happening at school is very important for every family.

The Perth Amboy Public Schools report card is one way to communicate with our school community the highlights of the 2010-2011 school year. Here are a few of the highlights of our district:

1. Our school district has satisfied at least 80% of the weighted indicators in each of the five areas of the QSAC review process and has been designated as high performing. Pursuant to N.J.S.A. 18A:7A-14, Acting Commissioner Cerf will recommend that the State Board of Education certify your school district for a period of three years as providing a thorough and efficient system of education.
2. The preschool curriculum is a comprehensive, research based curriculum. The curriculum specifies the literacy, math, science and technology content to be taught based on the preschool standards. It relates directly to the subject area curricula used in elementary school, so children's learning in preschool forms the basis of all learning that will follow. The preschool program continues to focus on systematic, collaborative, and continuous improvement of classroom practices.
3. The Elementary Schools continued to raise achievement levels while aligning the Common Core State Standards through implementation of a comprehensive school program and collaboration among school, parents, and the community. During the 2010-2011 school year our elementary schools acknowledged the fact that the accomplishment of making every child a strong reader was our utmost concern. It is with this interest that stakeholders, constantly examine and evaluate the needs of our staff and students.
4. At the Middle and High School levels emphasis on the integration of technology was incorporated in all content areas. Resources included appropriate educational technology in the planning, delivery, and assessment of instruction. High quality professional development was available for all professional staff and included the proper, effective, and responsible use of student data to make educated decisions.
5. Our district is committed to all students receiving a solid academic foundation to achieve the Common Core State Standards through excellent educational experiences, support programs that insure student growth development and community enrichment programs. This will be accomplished within a learning structure of high expectation quality professional development, and fiscally responsible decision making.

In order to improve learning, we must address curriculum, instruction, and assessment. Curriculum is what we teach, instruction is how we teach it, and assessment is how we measure our results. We are addressing each of these areas through the following strategies:

### Curriculum

We are aligning our curriculum to the Common Core State Standards, which will become the requirement in NJ in the next couple of years. We now recognize that curriculum development is never done; it is a continual process that happens through teachers and teacher teams. We also recognize that teachers benefit from collaboration and sharing their work. In order to develop our skills, we are engaging Curriculum 21 to work with our administrators and newly selected Educational Leaders on Common Core alignment and curriculum mapping. These educators will then work with teacher teams, organized into professional learning communities, in their buildings to improve curriculum development capacity in every school. In order to facilitate collaboration, we will be using the Atlas Rubicon software program to share our work across the district, and provide a user-friendly way to analyze the skills that are included across grade levels, schools, subject areas, and the district as a whole.

### Instruction

Students learn best when they are actively engaged in tasks that include critical thinking skills, and academic discourse with one another. These two areas are at the heart of Charlotte Danielson's Framework for Teaching, and included in domains 3B and 3C. Our administrators (through participation in three professional learning communities) are now learning how to facilitate instructional rounds in their schools, allowing teachers to work together to improve their skills in student engagement and discourse. Building administrators will work with their professional learning communities so that every educator in our district will understand the instructional rounds process and be able to give and receive valuable feedback regarding instruction.

We are partnering with Quantum Learning to assist us in creating the highest possible levels of expectations and engagement with students. This approach not only improves instruction, but also creates a common language around achievement and behavior, and develops positive character traits in students.

### Assessment

We know that teachers need frequent information that can be used to guide instruction. To that end, each school is working together with Cambridge Education to develop common assessments that will help teachers understand how well students are learning in their classes. These assessments will reduce the amount of instructional time dedicated to testing, reduce administrative work for teachers, while providing them with more timely, actionable data.

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# Report Card Narratives

## NEW JERSEY DEPARTMENT OF EDUCATION

MC GINNIS MIDDLE SCHOOL (23-4090-140)

Every Day is a Brand New Day! A New Opportunity to Change Your Destiny!

The William C. McGinnis Middle School Staff, with the continued cooperation of parents, will help students develop an appreciation for excellence, education and leadership. We strive to provide a rigorous curriculum, aligned with the New Jersey Common Core Standards, to ascertain that all children learn, as well as, a stimulating academic environment which students find both challenging and interesting. We nurture a sense of curiosity, connection, and love of learning that extends beyond the middle school years. This process will include skills for independent decision-making, self-esteem, self-discipline, and responsibility for themselves, their school, environment and the world. Our efforts will result in students who understand and live the true meaning of the words RESPECT AND LEADERSHIP.

The William C. McGinnis Middle School is a state of the art facility comprised of two historic buildings. The main building was built in 1898 with renovations made in 1995. The school has been outfitted with the latest technology. This technology includes SMART Boards, laptops and I Touches. The installation of Bright Link 450Wi, high-performance projectors + pen combination integrates interactive functionality in one machine. Classroom whiteboards become interactive whiteboards that through a projector works like a SMART Board. Directly across the street is the historic Thomas M. Peterson School, named originally in honor of the first African-American to vote under the Fifteenth Amendment to the U.S. Constitution. It was built in 1871 and was the first public school in Perth Amboy. The building, which the Middlesex County Cultural and Heritage Commission has nominated for a historical marker, serves as the William C. McGinnis School Annex. Both buildings house a total of 1411 students comprised of fifth, sixth, seventh and eighth graders. &#8232; The William C. McGinnis Middle School also has a Bilingual / ESL Program in grades 5 - 8.

The William C. McGinnis Middle School has been recognized in that past for many outstanding achievements such as, acknowledgement by the State of New Jersey as a Benchmark School in 2007. The Kean University partnership with the New Jersey Consortium of Middle Schools brought a 1:1 laptop initiative into the school. The students on our Laptop Team were involved in the Seven Wonders of the World Project, named Kids Stand Up for Liberty where they attempted to have the Statue of Liberty recognized as one of the Modern Seven Wonders of the World. Due to our students efforts, they were recognized as World School Champions and one of our students was selected to attend the naming ceremony in Lisbon, Portugal. This project-based learning experience was featured in the New York Times, Star-Ledger, CBS News and NJN News. The Laptop Team won the New Jersey Young Filmmakers Award and was also named the New Jersey Middle Schools Association Team of Excellence. &#8232; The William C. McGinnis Middle School was awarded the INCLUDE (Implementing New Curricular Learning with Universally Designed Experiences) Grant by the New Jersey Department of Education. The objective of the grant is to increase student achievement in middle school mathematics by improving instruction and the use of educational technology within a Universal Design for Learning (UDL) framework. On May 10, 2009, a group of 45 McGinnis School students traveled to the United States Holocaust Museum in Washington D.C. to take part in the Morris Rubell Remembrance Journey. The trip, in which students travelled with Holocaust survivors, opened students eyes to not only Holocaust victims but also to other social injustices. In February of 2010, because of the overwhelming feedback from students, 35 additional students made the journey as well.

For the past two years, The William C. McGinnis School has participated with the HISPA (Hispanics Inspiring Students' Performance and Achievement) Program. Our Bilingual 8th Grade students meet with role models monthly and hear about their journey to success in careers in the STEM areas. Through this program, students are able to participate in an all-day conference located at Princeton University. Visiting a prestigious university campus, participating in interactive workshops and listening to motivational speakers are valuable experiences for our 8th grade students. It allows them to envision a future beyond 8th grade and even beyond high school. Our students have participated with the Johns Hopkins Center for Talented Youth Program for many years. Each year the SAT/SCAT test is offered to our students. We are very proud that for the past two years we have had students recognized as qualifiers for the summer program.

In 2011, one of our 8th grade students went to LaFayette University in California on a scholarship provided by the program to advance her academic career. In addition, to promote leadership qualities, self-esteem and discipline we have established a Cadet Leadership Program that is now in its second year. In the area of performing arts, our award-winning band participates every year in the St. Patrick's Parade in Washington D.C. They also march in both the Perth Amboy and Woodbridge Holiday Parades.

Mrs. Nereida Alvarez, a 5th grade Mathematics and Science teacher, was selected as the Governor Teacher of the William C. McGinnis for the 2011-2012 school year. We are very proud of Mrs. Alvarez and all our past recipients of this coveted award.

After reviewing the 2010-2011 data, based on the NJASK and district benchmarks, we strive to continue to bring the best education possible to our students and create an environment conducive to learning. To that end, we feel confident that the implementation of the following initiatives in the 2011-2012 school year will result in an academic achievement and the overall climate of the William C. McGinnis Middle School.

The placement of fifth graders in the William C. McGinnis School Annex F.A.I.R. (Focused Academic Intervention and Recovery) Program, which was established to address specific instructional needs during the school day, after school and on Saturdays.

The Great Room: Serves as an option for students in need of daily assistance with homework, which may include projects.

Professional Learning Communities: Staff members collaborate to identify best practices, conduct curriculum mapping, and formulate common assessments in order to improve teaching / learning.

Two redesigned computer labs with iMacs.

Installation of Bright Links in the annex.

iPad initiative in the fifth grade: Each individual 5th grader will be assigned their own iPad for use in the classroom.

A Mathematics Learning Center designed by New Classrooms: An after school program that will bring individualized instruction to students in the area of mathematics.

School Wide Discipline Program: Standard Operating Procedures for targeted behaviors.

Seven Habits of Highly Effective Teens: Focus on leadership skills and problem solving.

Quantum Learning: A district-wide initiative to improve school climate and to enhance teaching / learning.

Student Clubs: Clubs during recess to provide students the opportunity to interact with other students in an area of common interest.

A Parent Room: A place within the school where parents can seek information, work on computers or school related activities and speak to our home / school liaison.

Parent Workshops: Tech Fest, Healthy Cooking, NJASK informational session, March into Fitness.

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&gt;&gt;REPORT CARDS &gt;&gt;NCLB

# NCLB Report



- 2010 NCLB Report for school, district and state  
[English](#) | [En Español](#) | [Download](#)
- 2010 NCLB state-level report  
[English](#) (384 kb PDF) | [En Español](#) (433 kb PDF)
- Guide to the 2010 NCLB Report  
[English](#) | [En Español](#)
- How Adequate Yearly Progress (AYP) Is Calculated for 2010  
[English](#) | [En Español](#)
- Key Points
  - [English](#)
  - [En Español](#)
- [AYP Profiles](#)
- [Report Archive](#)
- [Lists of Schools/Districts in Need of Improvement](#)  
This is the most current listing of schools identified for improvement, corrective action, and restructuring under the requirements of the *No Child Left Behind Act*. The affected schools are arranged by county within the various status levels.
- [Highly Qualified Teacher Survey Results](#)
- [Federal Resources](#)



[>>REPORT CARDS](#) [>>2011](#) [>>GUIDE](#)

## GUIDE TO THE NEW JERSEY SCHOOL REPORT CARD 2011

### INTRODUCTION

This report card issued in May 2012 contains data for the 2010-11 school year. Enrollment numbers are based on the October 15, 2010 NJSMART submission. The information in the report card is school-level data, except for the finance section which contains district-level information. For charter schools, however, the finance section is school-level. The source of the information contained in the New Jersey School Report Card is the school district or the charter school, unless otherwise indicated in this guide.

There are several general practices and rules that are used throughout the document. They are as follows:

- **SUPPRESSION:** In reporting any type of assessment results, an asterisk indicates that the data were suppressed in order to protect privacy. Suppression includes cell sizes of less than 11 students, proficiency levels that are greater than 90% partially proficient, and other combinations of small cell sizes that might not protect privacy if they were not suppressed.
- **ZERO:** A zero in a data field in most cases means that there is no data to report for that field for this report card year.
- **BLANK:** A blank in most cases means this data element does not apply to this school.
- **STATE AVERAGE:** Unless otherwise stated, state averages are computed by four school types as follows: vocational schools; Special Services School Districts/special education schools; all elementary schools (regular and charter); or all secondary schools (regular and charter).
- **FACULTY:** In fields that refer to faculty, this term includes classroom teachers and educational support services personnel, such as guidance counselors and librarians.
- **ADMINISTRATORS:** In fields that refer to administrators, this term includes the certificated personnel such as the superintendent, assistant superintendents, school business administrator, principals, assistant principals, supervisors, non-supervisory coordinators, and directors.

### REPORT CARD FIELDS

The following sections explain the data in the various report card fields.

#### SCHOOL ENVIRONMENT

##### Average Class Size

Average class size for elementary schools (Pre-K-8) is based on the enrollment per grade divided by the total number of classrooms for that grade. For elementary grades, the state average is the statewide total enrollment for each grade divided by the statewide total number of classrooms in that grade.

Average Class size for secondary schools (9-12) is based on the total enrollment per grade divided by the total number

of English classes for the same grade. For secondary grades, the state average is the total enrollment for each grade divided by the total number of English classes for the same grade.

For Special Services School Districts and special education schools, average class size is calculated by dividing the total enrollment by the total number of classrooms.

### **Length of School Day**

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

### **Instructional Time**

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

### **Student/Computer Ratio**

This shows the average number of students served by each instructional, multimedia-capable computer with a manufacture date after July 1, 2007 that is available for the purposes of supervised instruction. The ratio is calculated by dividing the total enrollment by the total number of multimedia-capable computers that are used for instruction. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2010-11 data are published in this report.

### **Internet Connectivity**

This shows the numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2006 available for instruction at various locations and how many of those computers have a connection to the Internet. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2009-10 data are published in this report.

### **Length of School Year (charter schools only)**

This is the number of days in the regular school year.

### **School Waiting List (charter schools only)**

The list contains numbers of students who are waiting for openings in the charter school roster as of the opening of school.

### **School Classrooms (charter schools only)**

This is the number of classrooms in the school.

## **STUDENT INFORMATION**

### **Enrollment by Grade**

The enrollment has been obtained from the school districts' NJ SMART state submission. NJ Standards Measurement and Resource for Teaching (NJ SMART), is a comprehensive data warehouse, student level data reporting, and

unique statewide student identification (SID) system

### **Students with Disabilities**

This shows the percentage of students with an Individualized Education Program (IEP), including speech, regardless of placement and programs. This is calculated by dividing the total number of students with IEPs by the total enrollment.

### **Language Diversity**

This is the percentage of students in the school by first language spoken at home. The list includes up to seven languages in descending order of frequency plus “all others.” This is calculated by dividing the number of students who speak a given language by the total enrollment. There is a calculation for each language listed, including English and “all others.”

### **Limited English Proficient (LEP) Students**

This is the percentage of LEP students in the school. It is calculated by dividing the total number of students who are in limited English proficient programs by the total enrollment.

### **Student Mobility Rate**

This is the percentage of students who both entered and left during the school year. The calculation is derived from the sum of students entering and leaving after the October enrollment count divided by the total enrollment.

## **STUDENT PERFORMANCE INDICATORS**

### **Assessments**

#### **Performance on State Tests – High School Proficiency Assessment (HSPA), and New Jersey Assessment of Skills and Knowledge (NJASK) 3, 4, 5, 6, 7, and 8**

The statewide assessment system comprises state tests that are designed to measure student progress in the attainment of the Core Curriculum Content Standards. Under the *No Child Left Behind Act of 2001 (NCLB)*, all states are required to assess student progress in language arts and math in grades 3-8 and grade 11. The state also assesses science in grades four and eight.

High schools show assessment results from the 11th grade spring 2011 administration of the High School Proficiency Assessment (HSPA) in language arts and math. The HSPA is the test that students must pass in order to graduate from high school. Retests are not included in these results.

**The data presented in this report card will differ slightly from the data in the *No Child Left Behind (NCLB)* reports required by federal law. The *NCLB* reports show assessment results in three grade spans after the application of *NCLB* rules for the purpose of calculating adequate yearly progress (AYP) and identifying schools in need of improvement. By contrast, the assessment results presented in this report card have had no restrictions or**

**conditions applied to them. These data are the state's assessment results that have been disaggregated into subgroups for all students who attend a school.**

State assessments are administered with the assistance of test contractors who collect and tally the student-level data. The results are distributed to local districts that have an opportunity to correct any errors. The Department of Education's Office of Assessment conducts the final quality control of all test data and is the source of the assessment results for all state reports, including the New Jersey School Report Card. The assessment office also produces the annual state assessment summary report that differs slightly from the school report card. **The report card information contains only the scores of the students who physically attend that school, while the assessment summary for a school adds in the scores of the special education students who are sent to out-of-district placements.** The addition of these out-of-district scores creates some differences in totals when compared to the report card totals.

### **National Assessment of 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 National Assessment Governing Board, which sets NAEP policy, also develops the content frameworks for the assessment. NAEP is administered by the National Center for Education Statistics (NCES), located within the Institute of Education Sciences (IES) in the U.S. Department of Education, and 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 2009 reading and math scores for New Jersey which are the last scores published. For more information, visit <http://nces.ed.gov/nationsreportcard/>.

### **Graduation Type**

This field shows the percentages of students who met or otherwise satisfied the state's testing requirements for graduation in several different ways – passing both sections of HSPA (scale  $\geq 200$ ), exempt from passing the HSPA and via Alternative High School Assessment (AHSA), Appeals or Other processes.

The Alternative High School Assessment1 (AHSA) measures high school competency in selected areas of the Core Curriculum Content Standards. It is intended to offer an alternative means of meeting the state graduation proficiency test requirement. The AHSA is available to students who have met all high school graduation requirements except for demonstrating proficiency in selected areas of the Core Curriculum Content Standards. (N.J.S.A. 18A:7C-3 & N.J.A.C. 6A:8-4.1)

High School seniors who have not yet demonstrated proficiency on the High School Proficiency Assessment (HSPA) or the Alternate High School Assessment (AHSA) are eligible for an appeal. The appeal can only be made by the district. The district must make the determination that the student, though not meeting the minimum scores needed on the assessments, can perform in language arts literacy and in math at a high school level. The district submits, on behalf of the student, HSPA scores, AHSA results, work samples and any other evidence of performance in ELA and/or math. There is an Educational Proficiency Plan form, developed by the department, to aid districts in submitting the appeals. The

document is designed to be used while students are receiving intervention/remediation (as required in statute). The document also asks for the intervention plan, the results and duration of the interventions, parent and student signatures, dates of conferences with parents, etc. While the form is not required for an appeal, the data on the form is required.

Other includes those students who have not been able to demonstrate a scale score  $\geq 200$  on a single HSPA administration, but have shown proficiency in the different levels of the HSPA during any of the administrations given. An example would be a student who during all 3 administrations of HSPA does not reach a scale score  $\geq 200$ , but when looking at their individual proficiency on each section of the exam they have passed each section during the 3 administrations. These students would be considered eligible to graduate via other.

### **Scholastic Assessment Test (SAT)**

The Scholastic Assessment Test is a voluntary test administered by the College Board, usually for the purpose of college admission. The percentile scores are the average scores of the students whose performance places them along a range from 1-99. The score listed under the 25th percentile means that a quarter of the students' scores fell below that point and the rest were above. Under the 50th percentile, half of the students' scores fell above that score and half fell below. In the 75th percentile, a quarter of the students' scores were above that score and the rest were below. The source of the data for the report card is the College Board.

### **Advanced Placement (AP)**

This information is obtained from the College Board for students who have taken an advanced placement exam. It shows the classes offered at the school, the numbers of students in each class and the numbers who took the test for the course. The total number of students in class is a duplicated count because the same student may take multiple AP classes. The total number of test-takers may exceed the number of enrollees because students may take the test without taking the class.

**NOTE:** The AP numbers reported in this report card are based on a snapshot in time that allows the College Board to provide consistent data from year to year. The AP reports from the College Board contain data from files created in July which include approximately 97-99% of the test-takers. The database created by the July snapshot is not updated by College Board for reporting purposes. Therefore, the numbers in the report card can only be considered correct as of the cut-off date.

### **Advanced Placement Results Summary**

This shows the total who scored 3 or greater on the AP tests. It is a duplicated number which means that a single student may be counted more than once in this total, if the student took more than one test and scored 3 or above.

### **Advanced Placement Participation Data**

The percentage of students taking Advanced Placement tests is calculated by dividing the number of students who took at least one AP test by the total number of students enrolled in grades 11 and 12 based on the October 15 enrollment count.

### **National Occupational Competency Testing Institute (NOCTI) (vocational only)**

The NOCTI develops and administers national job-ready examinations that include both written and performance tests

that measure a student's knowledge and skills for entry into an occupational field. The number of students taking the tests is listed, along with school and state average scores for written and performance tests.

### **Certification/Licensure and Required Examination Results (vocational only)**

This section lists by program area the test results for those occupations that require a license, certification, or examination. The data reflect those students who were tested in an occupational program during the school year.

## **Other Performance Measures**

### **Student Attendance Rate**

These are the grade-level percentages of students on average who are present at school each day. They are calculated by dividing the sum of days present in each grade level by the sum of possible days present for all students in each grade. The school and state totals are calculated by the sum of days present in all applicable grade levels divided by the total possible days present for all students.

### **Dropout Rate (secondary only)**

These are the percentages of students who dropped out of grades 9-12 presented by various subgroups. The percentages are calculated by dividing the number of students in grades 9 through 12 who dropped out of school during the school year by the October enrollment reported for grades 9 through 12.

### **Graduation Rate (secondary only)**

The graduation rate is calculated by using the new federally required adjusted cohort graduation rate. The four-year adjusted cohort graduation rate is the number of students who graduate in four years divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. For example, The 2007 freshmen plus "transfers in" minus "transfers out" over four years will be divided into the number of 2011 graduates for the 2011 adjusted cohort graduation rate. Students who drop out remain in the cohort for this calculation. The source of the data is the state's student-level record system called NJ SMART. The "Other" category includes all other students awarded a regular high school diploma by their school districts, including students who passed the alternative high school proficiency exams.

### **Student Suspensions**

These are percentages of students who were suspended at least once during the school year. Students suspended more than one time are counted once. The percents are calculated by dividing the total number suspended by the total enrollment.

### **Student Expulsions**

This shows the number of students who were expelled from the school and district during the year. The total represents the total number of students expelled statewide.

### **Completion Data (vocational only)**

These are the percentages of students who successfully completed an occupational program categorized by their enrollment status. This is calculated by dividing the number of students in each enrollment status by the total graduates.

## **STAFF INFORMATION**

### **Student/Administrator Ratio**

This is the number of students per administrator in the school. It is calculated by dividing the total school enrollment in October by the number of administrators reported in full-time equivalents (FTEs). Where a single administrator has responsibility for more than one school, the FTE may represent the administrator as less than one.

### **Student/Faculty Ratio**

This is the number of students per faculty member. It is calculated by dividing the reported October school enrollment by the combined full-time equivalents (FTEs) of classroom teachers and educational support services personnel assigned to the school as of October of the school year.

### **Faculty Attendance Rate**

This is the average daily attendance for the faculty of the school. It is calculated by dividing the total number of days present by the total number of days contracted for all faculty members.

### **Faculty Mobility Rate**

This represents the rate at which faculty members come and go during the school year. It is calculated by using the number of faculty who entered or left employment in the school after October 15 divided by the total number of faculty reported as of that same date.

### **Faculty and Administrator Credentials**

These are percentages of faculty and administrative members in the school who hold a bachelor's, master's, or doctoral degree. For vocational and special services schools, there is also information about licenses or certification in addition to or in place of degrees.

### **National Board Certification**

This shows the number of teachers at the school and district levels who have been certified by the National Board for Professional Teaching Standards. In addition to teachers actively working in the districts, the state total may also include teachers who work in nonpublic schools, as well as those who became administrators, have retired or are on leave. This rigorous certification is encouraged, but not required.

## **DISTRICT/CHARTER FINANCIAL DATA**

This section containing the financial data is district-level information for all schools except charter schools. Charter schools are public schools that are operated under a charter granted by the Commissioner of Education. The school is independent

of the school district and managed by a board of trustees. In accordance with charter school law, the school district of residence must pay directly to the charter school for each student enrolled in the charter school who resides in the district an amount equal to 90% of the sum of the budget year equalization aid per pupil and the prebudget year general fund tax levy per pupil inflated by the Consumer Price Index (CPI) rate in effect at the time of the calculation. In addition, the school district of residence must pay directly to the charter school the security categorical aid attributable to the student and a percentage of the district's special education categorical aid equal to the percentage of the district's special education students enrolled in the charter school and, if applicable, 100% of preschool education aid.

The financial information for the charter schools shows school average compared to charter average, while all other school report cards show district average compared to a state average for districts of a similar budget type. Budget type refers to the grade span that a district must budget for. If a district sends its 9-12 students to another district, it has a budget type that is K-12 (the district pays tuition to the receiving district for the 9-12 students), but the district has an operating type of K-8.

### **Administrative and Faculty Personnel**

These include the number of administrators in the district reported in FTEs in October of each year, the number of schools in the districts, the ratio of students to administrators, and the ratio of faculty to administrators in the district. Similar information at the school level is shown earlier in this report card. Administrators include certificated administrative personnel in the central office, principals and school administrators -- both supervisory and non-supervisory. The number of faculty per administrator is calculated by dividing the combined FTE of classroom teachers and educational support personnel by the FTE of administrators as reported in October.

### **Median Salary and Years of Experience of Administrative and Faculty Personnel**

This contains the median salary -- half of the salaries are above the median and half are below -- for both administrators and faculty. It also contains the median years of experience based on total number of years in public education.

### **Teacher Salaries and Benefits**

Total teacher salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in teacher salaries/benefits from one year to the next.

### **Administrative Salaries and Benefits**

Total administrative salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in administrator salaries/benefits from one year to the next.

### **Revenues**

This presents the total revenues from various sources reflecting the combination of the ways districts are funded through local taxes, state aid, federal aid, and other sources, such as local district surplus and tuition income.

## **Budgets and Per-pupil Expenditures**

There are two district-wide costs per pupil amounts for three years that correspond to the rest of the data in the report card. First is the Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Mc Ginnis Middle School**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK5) LANGUAGE ARTS LITERACY: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	223	66.4%	33.6%	0%
	District	502	63.9%	35.1%	1%
	DFG	12949	60%	38.9%	1.1%
	State	83145	31.6%	61.1%	7.3%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2479	88.1%	11.8%	0%
	State	16293	69.6%	29.2%	1.1%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	1304	88.9%	11%	0.2%
	State	2631	82.1%	17.6%	0.3%
Male	School	160	75.6%	24.4%	0%
	District	342	72.8%	26.3%	0.9%
	DFG	8487	68.9%	30.5%	0.6%
	State	51969	42.4%	53.1%	4.6%
Female	School	144	70.1%	29.9%	0%
	District	315	66.3%	33%	0.6%
	DFG	8099	63.4%	35.5%	1.1%
	State	49801	35.1%	57%	7.8%
White	School	*	*	*	*
	District	21	57.1%	42.9%	0%
	DFG	1410	46.3%	51.5%	2.2%
	State	52905	27.4%	65%	7.6%
Black	School	19	73.7%	26.3%	0%
	District	51	66.7%	31.4%	2%

	DFG	5893	72.8%	26.7%	0.5%
	State	16771	62.2%	36.3%	1.4%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	372	48.7%	49.2%	2.2%
	State	9171	18.3%	64.9%	16.9%
Native Hawaiian or Other Pacific Islander	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	19	68.4%	31.6%	0%
	State	190	31.1%	61.1%	7.9%
American Indian/ Alaskan Native	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	19	68.4%	31.6%	0%
	State	102	45.1%	51%	3.9%
Hispanic	School	272	73.9%	26.1%	0%
	District	577	70.5%	28.8%	0.7%
	DFG	8809	65.8%	33.4%	0.8%
	State	21744	57.3%	41%	1.7%
Other Race	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	87	64.4%	34.5%	1.1%
	State	953	39.8%	53.9%	6.3%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	25	80%	20%	0%
	State	40	67.5%	30%	2.5%
Economically Disadvantaged	School	216	74.1%	25.9%	0%
	District	451	69%	30.4%	0.7%
	DFG	13987	67.9%	31.3%	0.7%
	State	36053	60.9%	37.8%	1.2%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK5) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	236	58.5%	41.5%	0%
	District	504	57.3%	39.7%	3%
	DFG	12926	53.8%	43.8%	2.3%
	State	84036	29.1%	60.6%	10.3%
Students With Disabilities	School	*	*	*	*
	District	70	85.7%	12.9%	1.4%
	DFG	2642	87.4%	12.3%	0.3%
	State	16102	70.7%	27.5%	1.8%
Limited English Proficient Students	School	*	*	*	*
	District	131	78.6%	21.4%	0%
	DFG	1239	81.5%	18%	0.5%
	State	2500	79.2%	20.2%	0.6%
Male	School	179	70.4%	29.6%	0%
	District	367	68.4%	30%	1.6%
	DFG	8474	65.9%	32.9%	1.2%
	State	52161	42%	51.7%	6.3%
Female	School	168	65.5%	34.5%	0%
	District	334	59%	38%	3%
	DFG	8193	55.7%	41.7%	2.6%
	State	50185	31.2%	57.5%	11.3%
White	School	*	*	*	*
	District	16	37.5%	62.5%	0%
	DFG	1458	43%	52.5%	4.5%
	State	54585	26.8%	62.4%	10.8%
Black	School	25	60%	40%	0%
	District	59	59.3%	35.6%	5.1%
	DFG	6250	67.5%	31.2%	1.2%
	State	17371	58%	39.6%	2.4%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	248	39.9%	52%	8.1%
	State	8660	17.4%	59.7%	22.9%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	19	36.8%	63.2%	0%
	State	214	27.1%	64%	8.9%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	19	36.8%	63.2%	0%
	State	103	48.5%	43.7%	7.8%
Hispanic	School	314	69.1%	30.9%	0%
	District	620	65.3%	32.7%	1.9%
	DFG	8621	59.9%	38.4%	1.7%
	State	20825	52.9%	44.3%	2.8%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	99	63.6%	34.3%	2%
	State	657	42.3%	49.3%	8.4%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	*	*%	*%	*%
Economically Disadvantaged	School	308	69.2%	30.8%	0%
	District	601	64.7%	33.1%	2.2%
	DFG	14271	62.9%	35.6%	1.5%
	State	35154	57%	40.8%	2.1%
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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:** Mc Ginnis Middle School**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK5) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	223	25.6%	53.4%	21.1%
	District	502	27.3%	49%	23.7%
	DFG	12959	30.8%	46%	23.3%
	State	83167	13.3%	41.8%	44.9%
Students With Disabilities	School	23	52.2%	34.8%	13%
	District	48	58.3%	29.2%	12.5%
	DFG	2474	64%	28.9%	7.1%
	State	16326	43.7%	39.1%	17.2%
Limited English Proficient Students	School	58	69%	25.9%	5.2%
	District	110	65.5%	29.1%	5.5%
	DFG	1344	62.2%	31.1%	6.7%
	State	2889	52.7%	34.9%	12.4%
Male	School	159	34.6%	49.7%	15.7%
	District	341	35.8%	45.5%	18.8%
	DFG	8501	38.2%	41.4%	20.4%
	State	52150	19.6%	39.3%	41%
Female	School	144	36.8%	43.8%	19.4%
	District	315	35.6%	43.2%	21.3%
	DFG	8129	37.5%	43.6%	18.9%
	State	49926	18.7%	43.2%	38.2%
White	School	*	*	*	*
	District	21	19%	47.6%	33.3%
	DFG	1418	21%	43.7%	35.3%
	State	52998	11.5%	41%	47.5%
Black	School	19	31.6%	57.9%	10.5%
	District	51	33.3%	56.9%	9.8%

	DFG	5915	48.8%	38.9%	12.4%
	State	16811	38.8%	43.5%	17.7%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	383	20.4%	39.9%	39.7%
	State	9310	5.3%	25.3%	69.4%
Native Hawaiian or Other Pacific Islander	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	19	26.3%	57.9%	15.8%
	State	192	12%	41.7%	46.4%
American Indian/ Alaskan Native	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	19	26.3%	57.9%	15.8%
	State	105	23.8%	42.9%	33.3%
Hispanic	School	271	36.9%	45.8%	17.3%
	District	576	36.5%	43.4%	20.1%
	DFG	8811	34%	44.8%	21.2%
	State	21769	28.7%	46.8%	24.6%
Other Race	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	88	48.9%	33%	18.2%
	State	961	19.9%	42%	38.1%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	25	44%	40%	16%
	State	40	35%	47.5%	17.5%
Economically Disadvantaged	School	215	36.3%	46%	17.7%
	District	450	35.3%	42.4%	22.2%
	DFG	14012	38.9%	42.6%	18.5%
	State	36175	33.3%	45.3%	21.5%
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New Jersey Assessment of Skills and Knowledge (NJASK5) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	237	29.1%	51.9%	19%
	District	506	32%	48%	20%
	DFG	12941	32.6%	45.6%	21.8%
	State	84051	14.9%	43.3%	41.9%
Students With Disabilities	School	43	83.7%	9.3%	7%
	District	72	76.4%	15.3%	8.3%
	DFG	2643	66.4%	27.4%	6.2%
	State	16138	47.8%	37.3%	14.9%
Limited English Proficient Students	School	74	68.9%	29.7%	1.4%
	District	131	63.4%	33.6%	3.1%
	DFG	1296	64.2%	29.2%	6.6%
	State	2772	56.7%	32.5%	10.7%
Male	School	180	41.1%	43.3%	15.6%
	District	368	41.8%	41.6%	16.6%
	DFG	8509	40.7%	40.3%	19%
	State	52333	21.2%	40.3%	38.5%
Female	School	170	45.9%	41.8%	12.4%
	District	337	42.1%	43%	14.8%
	DFG	8231	39.4%	43%	17.6%
	State	50326	20.8%	43.9%	35.2%
White	School	*	*	*	*
	District	16	37.5%	25%	37.5%
	DFG	1462	21.2%	46%	32.8%
	State	54663	12.7%	43%	44.3%
Black	School	26	42.3%	42.3%	15.4%
	District	60	46.7%	38.3%	15%
	DFG	6280	48.9%	38.7%	12.4%
	State	17436	41.3%	42.9%	15.8%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	275	24.4%	36%	39.6%
	State	8789	6.4%	25.5%	68.1%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	21	47.6%	33.3%	19%
	State	219	14.6%	40.2%	45.2%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	21	47.6%	33.3%	19%
	State	105	27.6%	41.9%	30.5%
Hispanic	School	316	43%	43%	13.9%
	District	623	41.9%	43%	15.1%
	DFG	8631	37.3%	43.2%	19.5%
	State	20860	32%	46.1%	22%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	99	49.5%	37.4%	13.1%
	State	660	26.4%	40.2%	33.5%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	22	63.6%	36.4%	0%
	State	32	59.4%	34.4%	6.3%
Economically Disadvantaged	School	311	44.7%	41.5%	13.8%
	District	605	42.3%	42.8%	14.9%
	DFG	14338	41.5%	41.5%	16.9%
	State	35303	36.2%	44.7%	19.1%
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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Mc Ginnis Middle School**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK6) LANGUAGE ARTS LITERACY: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	270	54.4%	45.2%	0.4%
	District	548	51.3%	47.3%	1.5%
	DFG	12465	49.8%	48.5%	1.7%
	State	84596	24.9%	66.4%	8.7%
Students With Disabilities	School	*	*	*	*
	District	67	89.6%	10.4%	0%
	DFG	2590	88.4%	11.5%	0.2%
	State	15821	70.4%	28.6%	1%
Limited English Proficient Students	School	*	*	*	*
	District	112	86.6%	13.4%	0%
	DFG	1174	81.5%	18%	0.5%
	State	2360	77.9%	21.8%	0.3%
Male	School	209	69.4%	30.1%	0.5%
	District	379	66.5%	33%	0.5%
	DFG	8188	62.9%	36.2%	0.8%
	State	52226	37.6%	57.1%	5.3%
Female	School	180	59.4%	40.6%	0%
	District	346	53.2%	45.1%	1.7%
	DFG	7937	53%	45.1%	1.9%
	State	50308	28.2%	62.4%	9.4%
White	School	*	*	*	*
	District	20	30%	65%	5%
	DFG	1447	37.2%	59%	3.8%
	State	54291	22.8%	68.3%	8.9%
Black	School	25	52%	48%	0%
	District	60	58.3%	41.7%	0%

	DFG	5855	66.1%	33.1%	0.9%
	State	17128	55%	43.1%	1.9%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	276	42%	54.3%	3.6%
	State	8680	15.4%	63.7%	20.9%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	21	42.9%	52.4%	4.8%
	State	206	27.7%	64.6%	7.8%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	21	42.9%	52.4%	4.8%
	State	114	38.6%	55.3%	6.1%
Hispanic	School	355	66.5%	33.2%	0.3%
	District	641	61.3%	37.6%	1.1%
	DFG	8482	56.7%	42.1%	1.2%
	State	21290	48.5%	49.2%	2.2%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	61	54.1%	42.6%	3.3%
	State	902	33.7%	59.6%	6.7%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	66.7%	33.3%	0%
	State	33	54.5%	45.5%	0%
Economically Disadvantaged	School	260	64.6%	35.4%	0%
	District	471	59.7%	39.5%	0.8%
	DFG	13228	59.6%	39.4%	1.1%
	State	35239	52.6%	45.6%	1.7%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK6) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	236	58.1%	41.9%	0%
	District	498	54.4%	43.8%	1.8%
	DFG	12338	54.2%	44.4%	1.4%
	State	84659	26.3%	64.7%	9%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2591	89.7%	10.2%	0.1%
	State	15484	72.7%	26.3%	0.9%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	1193	87.5%	12.4%	0.1%
	State	2353	83.2%	16.5%	0.3%
Male	School	184	77.2%	22.8%	0%
	District	344	72.1%	27%	0.9%
	DFG	8100	66.3%	32.9%	0.8%
	State	52432	38.3%	55.9%	5.8%
Female	School	167	62.9%	37.1%	0%
	District	318	56%	42.1%	1.9%
	DFG	7863	57.7%	40.9%	1.4%
	State	49774	30.3%	60.1%	9.6%
White	School	*	*	*	*
	District	13	38.5%	53.8%	7.7%
	DFG	1488	41.3%	55%	3.6%
	State	55415	23.6%	66.9%	9.5%
Black	School	17	52.9%	47.1%	0%
	District	51	52.9%	43.1%	3.9%
	DFG	5866	70.4%	28.9%	0.7%
	State	16925	58.2%	40.2%	1.6%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	305	35.1%	59%	5.9%
	State	8687	15.9%	63.9%	20.3%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	14	42.9%	57.1%	0%
	State	232	22.8%	65.5%	11.6%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	14	42.9%	57.1%	0%
	State	97	43.3%	51.5%	5.2%
Hispanic	School	330	71.8%	28.2%	0%
	District	593	66.3%	32.9%	0.8%
	DFG	8190	60.8%	38.4%	0.8%
	State	20249	52.1%	45.9%	2%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	136	76.5%	23.5%	0%
	State	676	41.7%	50.3%	8%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	17	76.5%	23.5%	0%
Economically Disadvantaged	School	303	72.6%	27.4%	0%
	District	546	67.8%	31.3%	0.9%
	DFG	13396	64.2%	35%	0.7%
	State	34103	56.5%	42%	1.6%
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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Mc Ginnis Middle School**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK6) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	271	37.3%	53.9%	8.9%
	District	549	34.6%	52.6%	12.8%
	DFG	12481	34%	51.6%	14.4%
	State	84610	15.5%	52.6%	31.9%
Students With Disabilities	School	33	72.7%	27.3%	0%
	District	69	76.8%	21.7%	1.4%
	DFG	2600	71.1%	25.5%	3.3%
	State	15845	53.1%	38.7%	8.2%
Limited English Proficient Students	School	89	89.9%	10.1%	0%
	District	112	85.7%	14.3%	0%
	DFG	1221	70.8%	25.2%	4%
	State	2629	62%	30.1%	7.8%
Male	School	210	53.8%	40.5%	5.7%
	District	381	49.9%	42%	8.1%
	DFG	8227	43.5%	44.6%	11.8%
	State	52397	22.9%	48.5%	28.6%
Female	School	181	49.7%	43.6%	6.6%
	District	347	42.4%	46.1%	11.5%
	DFG	7969	41.3%	46.7%	12%
	State	50430	21.8%	51.4%	26.8%
White	School	*	*	*	*
	District	20	30%	30%	40%
	DFG	1454	21.2%	53.6%	25.2%
	State	54353	13.8%	52.6%	33.7%
Black	School	26	38.5%	50%	11.5%
	District	61	50.8%	37.7%	11.5%

	DFG	5899	53.9%	39.9%	6.2%
	State	17206	44.2%	46.4%	9.4%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	293	25.6%	43.3%	31.1%
	State	8818	7.2%	34.4%	58.4%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	21	42.9%	33.3%	23.8%
	State	209	12.9%	51.7%	35.4%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	21	42.9%	33.3%	23.8%
	State	115	28.7%	49.6%	21.7%
Hispanic	School	356	53.1%	41.9%	5.1%
	District	643	46.5%	44.9%	8.6%
	DFG	8484	38.7%	48.5%	12.9%
	State	21299	32.8%	52.5%	14.6%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	64	50%	37.5%	12.5%
	State	913	26.6%	47.1%	26.3%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	52.4%	47.6%	0%
	State	33	39.4%	57.6%	3%
Economically Disadvantaged	School	261	52.5%	42.1%	5.4%
	District	473	47.6%	43.3%	9.1%
	DFG	13264	43.3%	45.7%	11.1%
	State	35375	37.5%	49.9%	12.6%
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New Jersey Assessment of Skills and Knowledge (NJASK6) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	236	38.1%	54.7%	7.2%
	District	498	35.9%	55.8%	8.2%
	DFG	12354	41.6%	47.1%	11.3%
	State	84687	20.9%	51.8%	27.3%
Students With Disabilities	School	31	74.2%	25.8%	0%
	District	59	72.9%	25.4%	1.7%
	DFG	2587	75.8%	21.3%	2.8%
	State	15499	60.7%	33.4%	5.9%
Limited English Proficient Students	School	86	86%	14%	0%
	District	107	79.4%	18.7%	1.9%
	DFG	1252	73.4%	24.6%	2%
	State	2590	67.4%	27%	5.6%
Male	School	184	53.3%	41.3%	5.4%
	District	344	47.4%	45.6%	7%
	DFG	8141	50.4%	39.5%	10.1%
	State	52606	28.5%	46.5%	25%
Female	School	167	52.1%	43.7%	4.2%
	District	317	44.5%	49.2%	6.3%
	DFG	7892	47.9%	43.7%	8.5%
	State	49874	27.3%	50.6%	22.1%
White	School	*	*	*	*
	District	12	33.3%	50%	16.7%
	DFG	1493	30.1%	51.7%	18.2%
	State	55472	18.5%	53.1%	28.5%
Black	School	17	47.1%	52.9%	0%
	District	51	49%	45.1%	5.9%
	DFG	5885	62.5%	32.4%	5.1%
	State	16968	53.5%	39.2%	7.3%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	337	25.2%	43.3%	31.5%
	State	8821	9.8%	37.2%	53%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	17	52.9%	29.4%	17.6%
	State	233	14.6%	53.2%	32.2%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	52.9%	29.4%	17.6%
	State	101	34.7%	47.5%	17.8%
Hispanic	School	330	53.3%	42.1%	4.5%
	District	593	46.2%	47.6%	6.2%
	DFG	8195	43.8%	46.4%	9.8%
	State	20276	40.1%	48.8%	11%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	141	70.9%	24.8%	4.3%
	State	687	40.5%	39.6%	19.9%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	17	52.9%	35.3%	11.8%
Economically Disadvantaged	School	303	54.5%	41.3%	4.3%
	District	546	48.9%	44.9%	6.2%
	DFG	13438	50.4%	41%	8.6%
	State	34226	45.7%	44.6%	9.7%
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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Mc Ginnis Middle School**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK7) LANGUAGE ARTS LITERACY: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	262	65.6%	33.2%	1.1%
	District	527	61.9%	35.5%	2.7%
	DFG	12127	57.7%	39.5%	2.8%
	State	84931	27.9%	57.4%	14.7%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	*	*	*	*
	State	15502	75.2%	23.4%	1.4%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	*	*	*	*
	State	2406	87.6%	11.6%	0.7%
Male	School	205	77.6%	21%	1.5%
	District	359	73.8%	24%	2.2%
	DFG	8077	70.1%	28.5%	1.5%
	State	52752	40.8%	49.5%	9.7%
Female	School	174	71.8%	28.2%	0%
	District	332	64.8%	33.4%	1.8%
	DFG	7677	61%	36.2%	2.9%
	State	49820	31.5%	53.3%	15.3%
White	School	*	*	*	*
	District	17	58.8%	35.3%	5.9%
	DFG	1409	42.9%	51%	6.2%
	State	55196	24.4%	59.8%	15.9%
Black	School	21	61.9%	33.3%	4.8%
	District	51	62.7%	33.3%	3.9%

	DFG	5658	72.8%	26.4%	0.8%
	State	16675	61.3%	36%	2.7%
Asian	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	307	40.4%	51.8%	7.8%
	State	8739	16.9%	53.3%	29.8%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	21	76.2%	19%	4.8%
	State	212	25.5%	56.1%	18.4%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	21	76.2%	19%	4.8%
	State	109	48.6%	46.8%	4.6%
Hispanic	School	352	76.1%	23.3%	0.6%
	District	618	70.6%	27.8%	1.6%
	DFG	8264	65.5%	32.3%	2.2%
	State	20765	56%	40.4%	3.6%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	110	70.9%	28.2%	0.9%
	State	985	40.7%	47.3%	12%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	23	87%	13%	0%
	State	38	71.1%	28.9%	0%
Economically Disadvantaged	School	255	78.4%	21.6%	0%
	District	414	70.3%	28.5%	1.2%
	DFG	12736	67.1%	31.1%	1.8%
	State	34117	59.3%	37.8%	2.9%
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New Jersey Assessment of Skills and Knowledge (NJASK7) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	249	55.4%	42.2%	2.4%
	District	524	52.3%	41.6%	6.1%
	DFG	11907	48.9%	45.9%	5.2%
	State	84990	21.9%	57.3%	20.8%
Students With Disabilities	School	*	*	*	*
	District	79	89.9%	8.9%	1.3%
	DFG	2631	89.6%	10%	0.4%
	State	15399	70.7%	27.1%	2.2%
Limited English Proficient Students	School	*	*	*	*
	District	107	86%	13.1%	0.9%
	DFG	1153	86.7%	13.2%	0.1%
	State	2295	83.8%	15.6%	0.7%
Male	School	182	66.5%	33%	0.5%
	District	345	61.7%	36.2%	2%
	DFG	7975	62.6%	34.4%	3%
	State	52392	34%	51.3%	14.6%
Female	School	194	66%	30.9%	3.1%
	District	360	60.8%	31.7%	7.5%
	DFG	7583	53.7%	41.2%	5.2%
	State	50051	26.7%	52.6%	20.7%
White	School	*	*	*	*
	District	22	63.6%	18.2%	18.2%
	DFG	1452	37.7%	51.4%	11%
	State	55835	20.1%	58%	21.8%
Black	School	19	63.2%	31.6%	5.3%
	District	52	61.5%	32.7%	5.8%
	DFG	5750	65.5%	32.3%	2.1%
	State	16908	52.5%	42%	5.5%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	288	39.9%	45.8%	14.2%
	State	8563	12.8%	47.4%	39.8%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	12	58.3%	33.3%	8.3%
	State	189	19.6%	49.7%	30.7%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	12	58.3%	33.3%	8.3%
	State	122	36.9%	48.4%	14.8%
Hispanic	School	353	66.9%	31.4%	1.7%
	District	624	61.5%	34.6%	3.8%
	DFG	7949	57.1%	39.1%	3.9%
	State	20229	47.8%	45.6%	6.6%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	133	79.7%	19.5%	0.8%
	State	670	41.2%	44.6%	14.2%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	27	63%	37%	0%
Economically Disadvantaged	School	333	67.6%	30.3%	2.1%
	District	579	63.2%	32.3%	4.5%
	DFG	12828	60.3%	36.2%	3.5%
	State	32926	51.9%	42.9%	5.2%
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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Mc Ginnis Middle School**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK7) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	262	54.6%	42%	3.4%
	District	527	52.4%	41%	6.6%
	DFG	12120	50.1%	39.7%	10.2%
	State	84918	26.2%	45.3%	28.5%
Students With Disabilities	School	39	84.6%	12.8%	2.6%
	District	*	*	*	*
	DFG	2554	83.8%	14.1%	2.1%
	State	15508	70.3%	24.4%	5.3%
Limited English Proficient Students	School	83	88%	10.8%	1.2%
	District	*	*	*	*
	DFG	1237	80.5%	17.5%	2%
	State	2629	74.7%	20.4%	4.8%
Male	School	208	64.4%	31.3%	4.3%
	District	362	61.6%	32.6%	5.8%
	DFG	8094	57.4%	33.5%	9.1%
	State	52865	33.9%	40%	26.1%
Female	School	176	65.3%	33.5%	1.1%
	District	334	59.6%	35.3%	5.1%
	DFG	7692	57.9%	34.5%	7.6%
	State	49916	34%	43.3%	22.6%
White	School	*	*	*	*
	District	17	58.8%	29.4%	11.8%
	DFG	1413	33.5%	47.7%	18.8%
	State	55229	23.9%	46.2%	29.9%
Black	School	23	56.5%	39.1%	4.3%
	District	53	58.5%	35.8%	5.7%

	DFG	5675	69.7%	26%	4.2%
	State	16708	59.9%	32.7%	7.5%
Asian	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	319	28.2%	42.3%	29.5%
	State	8864	11.3%	33%	55.7%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	21	52.4%	23.8%	23.8%
	State	215	18.6%	53.5%	27.9%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	21	52.4%	23.8%	23.8%
	State	109	42.2%	40.4%	17.4%
Hispanic	School	355	65.9%	31.5%	2.5%
	District	621	61.2%	33.7%	5.2%
	DFG	8262	54.6%	36.8%	8.6%
	State	20774	49.5%	40.3%	10.3%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	111	67.6%	27%	5.4%
	State	996	40.7%	38%	21.4%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	23	65.2%	34.8%	0%
	State	38	55.3%	44.7%	0%
Economically Disadvantaged	School	260	67.7%	31.2%	1.2%
	District	419	61.3%	33.7%	5%
	DFG	12757	58.6%	33.8%	7.7%
	State	34225	53.4%	37.2%	9.4%
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New Jersey Assessment of Skills and Knowledge (NJASK7) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	249	53%	39%	8%
	District	524	52.3%	37.4%	10.3%
	DFG	11905	52.9%	36.6%	10.5%
	State	84991	27.4%	43.9%	28.6%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2635	87.1%	11.5%	1.4%
	State	15394	73%	22%	5%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	1204	84.5%	14.3%	1.2%
	State	2533	78.5%	17%	4.5%
Male	School	182	60.4%	33.5%	6%
	District	345	60.6%	31.3%	8.1%
	DFG	8006	61%	30.1%	8.9%
	State	52518	35.2%	39.2%	25.6%
Female	School	195	65.1%	29.7%	5.1%
	District	361	60.9%	31.6%	7.5%
	DFG	7605	60.5%	31.8%	7.7%
	State	50157	35.5%	41%	23.5%
White	School	*	*	*	*
	District	22	63.6%	22.7%	13.6%
	DFG	1457	38.2%	41%	20.9%
	State	55882	24.9%	45%	30.1%
Black	School	19	63.2%	26.3%	10.5%
	District	52	65.4%	25%	9.6%
	DFG	5770	72.5%	23.3%	4.2%
	State	16954	61.9%	30.9%	7.2%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	312	36.5%	41%	22.4%
	State	8684	12.6%	32.1%	55.3%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	12	50%	41.7%	8.3%
	State	191	22%	40.8%	37.2%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	12	50%	41.7%	8.3%
	State	122	36.9%	44.3%	18.9%
Hispanic	School	354	63%	31.9%	5.1%
	District	625	60.8%	32%	7.2%
	DFG	7953	57.1%	34.4%	8.5%
	State	20241	51.5%	37.7%	10.8%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	135	84.4%	14.1%	1.5%
	State	678	51.3%	30.8%	17.8%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	27	63%	33.3%	3.7%
Economically Disadvantaged	School	334	64.4%	30.8%	4.8%
	District	580	62.1%	31.6%	6.4%
	DFG	12875	62.6%	30.1%	7.3%
	State	33039	56.3%	34.4%	9.3%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Mc Ginnis Middle School**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK8) LANGUAGE ARTS LITERACY: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	235	34.5%	63%	2.6%
	District	506	30.6%	64.6%	4.7%
	DFG	11464	29.4%	65%	5.6%
	State	84485	9.8%	67.3%	22.9%
Students With Disabilities	School	41	78%	22%	0%
	District	81	81.5%	18.5%	0%
	DFG	2636	77.7%	22.2%	0.2%
	State	15533	51.3%	46.4%	2.3%
Limited English Proficient Students	School	59	67.8%	30.5%	1.7%
	District	124	73.4%	25.8%	0.8%
	DFG	1268	70.5%	29.2%	0.3%
	State	2449	66.9%	32.4%	0.7%
Male	School	164	48.8%	50.6%	0.6%
	District	346	46.8%	51.7%	1.4%
	DFG	7799	46.8%	50.4%	2.8%
	State	52211	20.6%	64.1%	15.2%
Female	School	171	42.7%	53.8%	3.5%
	District	365	41.1%	53.4%	5.5%
	DFG	7459	34.6%	59.7%	5.7%
	State	50022	13.9%	62.5%	23.6%
White	School	*	*	*	*
	District	23	43.5%	47.8%	8.7%
	DFG	1408	19.1%	68.6%	12.3%
	State	55467	9%	66.7%	24.3%
Black	School	20	40%	55%	5%
	District	50	36%	62%	2%

	DFG	5532	49.9%	48.2%	1.9%
	State	16517	35.7%	58.6%	5.7%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	314	31.2%	54.8%	14%
	State	8682	7.1%	50.4%	42.4%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	17	52.9%	35.3%	11.8%
	State	186	18.8%	53.8%	27.4%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	17	52.9%	35.3%	11.8%
	State	125	24.8%	63.2%	12%
Hispanic	School	310	46.5%	51.9%	1.6%
	District	630	44.9%	52.2%	2.9%
	DFG	7928	38.6%	57.3%	4%
	State	20481	29.6%	63.5%	6.9%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	93	46.2%	49.5%	4.3%
	State	889	18.9%	63.9%	17.2%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	42.9%	52.4%	4.8%
	State	36	41.7%	55.6%	2.8%
Economically Disadvantaged	School	208	46.2%	51.4%	2.4%
	District	410	48%	49%	2.9%
	DFG	12144	42.5%	53.9%	3.6%
	State	32766	33.5%	61.1%	5.4%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK8) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	237	26.6%	70.9%	2.5%
	District	496	31.3%	65.7%	3%
	DFG	11301	28%	66.4%	5.7%
	State	84301	9.4%	68.6%	22%
Students With Disabilities	School	38	71.1%	28.9%	0%
	District	80	71.3%	28.8%	0%
	DFG	2624	77.1%	22.6%	0.2%
	State	15503	50.9%	46.9%	2.2%
Limited English Proficient Students	School	68	69.1%	30.9%	0%
	District	129	77.5%	22.5%	0%
	DFG	1281	73.2%	26.2%	0.5%
	State	2515	69.9%	29.5%	0.6%
Male	School	189	40.7%	58.2%	1.1%
	District	391	45.8%	53.2%	1%
	DFG	7720	45.4%	51.7%	3%
	State	51941	20.7%	64.9%	14.4%
Female	School	152	38.2%	59.2%	2.6%
	District	312	42%	54.5%	3.5%
	DFG	7377	34.2%	60%	5.7%
	State	50152	13.3%	63.9%	22.8%
White	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	1412	19.6%	68.8%	11.5%
	State	56509	8.9%	67.7%	23.4%
Black	School	27	44.4%	51.9%	3.7%
	District	62	40.3%	53.2%	6.5%
	DFG	5654	48.1%	49.2%	2.7%
	State	16729	34.2%	60.1%	5.8%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	250	22%	63.2%	14.8%
	State	8445	6.6%	53.7%	39.7%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	13	30.8%	53.8%	15.4%
	State	196	8.2%	70.4%	21.4%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	13	30.8%	53.8%	15.4%
	State	112	18.8%	68.8%	12.5%
Hispanic	School	313	39.3%	59.1%	1.6%
	District	632	44.6%	53.6%	1.7%
	DFG	7678	38.1%	58.1%	3.9%
	State	19564	30.4%	63.2%	6.4%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	108	58.3%	41.7%	0%
	State	613	27.4%	59.1%	13.5%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	12	50%	50%	0%
	State	22	50%	45.5%	4.5%
Economically Disadvantaged	School	292	42.5%	56.5%	1%
	District	580	46.6%	51.7%	1.7%
	DFG	12248	41.9%	54.6%	3.5%
	State	31239	33.5%	61.2%	5.3%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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## 2011 National Assessment Educational Progress (NAEP)

GRADE 8 READING		Proficiency Percentages			
		Below Basic	Basic	Proficient	Advanced
Male	State (NJ)	19.0%	42.4%	34.0%	4.6%
	Nation	29.6%	43.4%	25.0%	1.9%
Female	State (NJ)	12.6%	36.4%	43.2%	7.8%
	Nation	21.0%	42.6%	32.3%	4.1%
White	State (NJ)	7.8%	36.6%	47.6%	8.0%
	Nation	16.4%	42.8%	36.7%	4.1%
Black	State (NJ)	33.5%	45.5%	20.1%	0.9%
	Nation	42.0%	43.8%	13.6%	0.6
Hispanic	State (NJ)	29.4%	48.9%	20.5%	1.2%
	Nation	36.8%	45.1%	17.2%	0.9%
Asian	State (NJ)	8.4%	25.4%	52.2%	14.0%
	Nation	16.3%	35.5%	40.1%	8.2%
American Indian Alaskan Native	State (NJ)	‡	‡	‡	‡
	Nation	36.2%	41.5%	20.4%	1.9%
Native Hawaiian Other Pacific Islanders	State (NJ)	‡	‡	‡	‡
	Nation	39.0%	39.6%	19.7%	1.6%
Two or More Races	State (NJ)	‡	‡	‡	‡
	Nation	22.9%	41.5%	31.5%	4.1%
Eligible for School Lunch Program	State (NJ)	33.1%	46.5%	19.0%	1.3%
	Nation	37.0%	44.9%	17.2%	0.9%
Not Eligible for School Lunch Program	State (NJ)	8.7%	36.4%	46.8%	8.2%
	Nation	14.7%	41.3%	39.0%	4.9%
Students with Disabilities	State (NJ)	47.6%	39.0%	11.9%	1.5%
	Nation	65.6%	28.0%	6.1%	#
Limited English Proficient	State (NJ)	‡	‡	‡	‡
	Nation	71.3%	25.6%	3.0%	#

# Rounds to zero.

‡ Reporting standards not met.

## NAEP Grade 8 Reading Participation Rates

### NAEP 2011 Participation Rates for students with disabilities and limited English proficient students.

Students with disabilities participation rate for New Jersey: 64%

Limited English proficient participation rate for New Jersey: # (Suppressed)

Students with disabilities participation rate for the nation's public schools: 76%

Limited English proficient participation rate for the nation's public schools: 86%

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Mc Ginnis Middle School**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK8) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	235	51.1%	40.4%	8.5%
	District	505	47.3%	41.8%	10.9%
	DFG	11433	42.8%	41.7%	15.5%
	State	84406	19.5%	44.7%	35.8%
Students With Disabilities	School	41	82.9%	17.1%	0%
	District	81	86.4%	13.6%	0%
	DFG	2619	83.9%	14.1%	2%
	State	15493	67.9%	25.7%	6.5%
Limited English Proficient Students	School	59	54.2%	35.6%	10.2%
	District	124	75.8%	18.5%	5.6%
	DFG	1300	78.2%	18.3%	3.5%
	State	2643	69.8%	23.6%	6.5%
Male	School	164	52.4%	40.2%	7.3%
	District	346	54.3%	36.4%	9.2%
	DFG	7786	52.6%	33.8%	13.5%
	State	52255	28%	39.1%	32.9%
Female	School	171	58.5%	33.3%	8.2%
	District	364	59.1%	32.7%	8.2%
	DFG	7455	52.6%	36.5%	10.9%
	State	50049	28%	43.7%	28.3%
White	School	*	*	*	*
	District	23	39.1%	52.2%	8.7%
	DFG	1414	30.1%	42.6%	27.3%
	State	55459	18.4%	44.3%	37.3%
Black	School	20	55%	35%	10%
	District	50	52%	38%	10%

	DFG	5523	64.7%	30%	5.3%
	State	16518	52.7%	37.1%	10.2%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	318	29.9%	37.1%	33%
	State	8775	8.7%	29.1%	62.2%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	17	58.8%	35.3%	5.9%
	State	185	24.9%	32.4%	42.7%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	17	58.8%	35.3%	5.9%
	State	126	32.5%	46.8%	20.6%
Hispanic	School	310	55.8%	36.8%	7.4%
	District	629	58.3%	33.5%	8.1%
	DFG	7911	49.1%	37.3%	13.6%
	State	20456	42.3%	42.1%	15.6%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	93	60.2%	34.4%	5.4%
	State	901	33.1%	39.3%	27.6%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	42.9%	47.6%	9.5%
	State	35	48.6%	42.9%	8.6%
Economically Disadvantaged	School	208	52.4%	38.5%	9.1%
	District	409	57.7%	33.5%	8.8%
	DFG	12122	53.7%	34.9%	11.4%
	State	32785	46.5%	39.7%	13.8%
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New Jersey Assessment of Skills and Knowledge (NJASK8) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	237	46.4%	41.4%	12.2%
	District	493	49.3%	37.1%	13.6%
	DFG	11252	46.2%	39.1%	14.6%
	State	84134	22.6%	43.1%	34.3%
Students With Disabilities	School	38	86.8%	13.2%	0%
	District	80	86.3%	13.8%	0%
	DFG	2600	86.3%	11.7%	2%
	State	15442	70.4%	23.7%	5.9%
Limited English Proficient Students	School	68	36.8%	50%	13.2%
	District	129	64.3%	28.7%	7%
	DFG	1322	76.9%	19.1%	4%
	State	2736	71.1%	22.6%	6.4%
Male	School	189	48.1%	37%	14.8%
	District	389	55.5%	32.1%	12.3%
	DFG	7702	55.7%	31.6%	12.7%
	State	51944	30.8%	37.4%	31.8%
Female	School	152	50%	43.4%	6.6%
	District	311	57.2%	33.8%	9%
	DFG	7366	55.3%	34.2%	10.5%
	State	50143	31.2%	42%	26.7%
White	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	1413	34%	39.1%	26.8%
	State	56454	21.2%	43%	35.9%
Black	School	27	66.7%	25.9%	7.4%
	District	62	64.5%	25.8%	9.7%
	DFG	5626	68%	26.7%	5.3%
	State	16697	56.8%	34.2%	9%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	269	31.6%	34.6%	33.8%
	State	8559	10.8%	29.1%	60.1%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	12	33.3%	41.7%	25%
	State	193	21.8%	42.5%	35.8%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	12	33.3%	41.7%	25%
	State	113	34.5%	41.6%	23.9%
Hispanic	School	313	47.6%	40.9%	11.5%
	District	629	55.2%	33.9%	11%
	DFG	7656	51%	36.2%	12.8%
	State	19518	46%	39.5%	14.5%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	107	71%	24.3%	4.7%
	State	627	43.5%	36.8%	19.6%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	12	33.3%	66.7%	0%
	State	22	50%	50%	0%
Economically Disadvantaged	School	292	51.4%	39%	9.6%
	District	578	58.7%	31.8%	9.5%
	DFG	12210	57.3%	32.3%	10.4%
	State	31231	50.6%	36.8%	12.6%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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## 2011 National Assessment Educational Progress (NAEP)

GRADE 8 MATHEMATICS		Proficiency Percentages			
		Below Basic	Basic	Proficient	Advanced
Male	State (NJ)	18.8%	33.1%	33.3%	14.8%
	Nation	27.8%	37.8%	25.8%	8.6%
Female	State (NJ)	16.8%	37.6%	33.2%	12.3%
	Nation	27.6%	39.8%	25.7%	7.0%
White	State (NJ)	8.8%	32.6%	41.6%	17.0%
	Nation	17.2%	39.5%	32.9%	10.4%
Black	State (NJ)	36.6%	42.5%	17.7%	3.2%
	Nation	49.7%	37.4%	11.5%	1.4%
Hispanic	State (NJ)	33.0%	43.1%	20.8%	3.2%
	Nation	40.0%	40.2%	17.2%	2.5%
Asian	State (NJ)	5.6%	20.8%	37.2%	36.4%
	Nation	12.4%	30.0%	34.0%	23.6%
American Indian Alaskan Native	State (NJ)	‡	‡	‡	‡
	Nation	44.5%	38.0%	13.9%	3.5%
Native Hawaiian Other Pacific Islanders	State (NJ)	‡	‡	‡	‡
	Nation	44.5%	36.8%	15.4%	3.2%
Two or More Races	State (NJ)	‡	‡	‡	‡
	Nation	24.5%	38.2%	27.2%	10.1%
Eligible for School Lunch Program	State (NJ)	34.2%	41.7%	20.0%	4.1%
	Nation	40.6%	40.6%	16.3%	2.5%
Not Eligible for School Lunch Program	State (NJ)	10.8%	32.5%	39.0%	17.7%
	Nation	15.7%	37.1%	34.4%	12.8%
Students with Disabilities	State (NJ)	55.8%	29.5%	11.4%	3.3%
	Nation	67.1%	25.4%	6.2%	1.3%
Limited English Proficient	State (NJ)	66.7%	21.3%	8.3%	3.6%
	Nation	71.6%	23.6%	4.3%	0.5%

# Rounds to zero.

‡ Reporting standards not met.

## NAEP Grade 8 Mathematics Participation Rates

### **NAEP 2011 Participation Rates for students with disabilities and limited English proficient students.**

Students with disabilities participation rate for New Jersey: 75%

Limited English proficient participation rate for New Jersey: 96%

Students with disabilities participation rate for the nation's public schools: 80%

Limited English proficient participation rate for the nation's public schools: 93%

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Mc Ginnis Middle School**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK8) SCIENCE: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	235	34%	57%	8.9%
	District	505	31.3%	58.6%	10.1%
	DFG	11406	31.5%	57.2%	11.3%
	State	84316	11.5%	54.4%	34.1%
Students With Disabilities	School	41	53.7%	43.9%	2.4%
	District	81	64.2%	34.6%	1.2%
	DFG	2613	73.6%	24.8%	1.5%
	State	15522	48.4%	42.9%	8.7%
Limited English Proficient Students	School	59	42.4%	57.6%	0%
	District	124	69.4%	30.6%	0%
	DFG	1295	70.8%	28%	1.2%
	State	2636	66.8%	31%	2.3%
Male	School	164	36%	53.7%	10.4%
	District	346	40.2%	49.7%	10.1%
	DFG	7772	42.3%	47.2%	10.4%
	State	52221	18.7%	48.2%	33.1%
Female	School	171	39.8%	57.3%	2.9%
	District	364	43.1%	52.2%	4.7%
	DFG	7431	41.2%	51.6%	7.2%
	State	50014	18.1%	56.3%	25.7%
White	School	*	*	*	*
	District	23	34.8%	56.5%	8.7%
	DFG	1413	20.1%	53.2%	26.7%
	State	55447	9.7%	52.6%	37.7%
Black	School	20	35%	50%	15%
	District	50	34%	54%	12%

	DFG	5500	51.9%	44.3%	3.8%
	State	16490	38%	52.7%	9.3%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	318	28.3%	47.2%	24.5%
	State	8775	7%	39.5%	53.6%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	17	47.1%	41.2%	11.8%
	State	186	13.4%	48.9%	37.6%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	17	47.1%	41.2%	11.8%
	State	126	20.6%	55.6%	23.8%
Hispanic	School	310	38.4%	56.1%	5.5%
	District	629	42.9%	50.7%	6.4%
	DFG	7895	39.2%	52.3%	8.5%
	State	20428	31.1%	56%	13%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	95	51.6%	41.1%	7.4%
	State	899	22.9%	49.6%	27.5%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	47.6%	42.9%	9.5%
	State	35	45.7%	42.9%	11.4%
Economically Disadvantaged	School	208	38.5%	55.3%	6.3%
	District	409	43.8%	50.4%	5.9%
	DFG	12086	42.9%	49.3%	7.8%
	State	32741	34.5%	54%	11.5%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK8) SCIENCE: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	236	33.9%	61%	5.1%
	District	493	32.3%	59.8%	7.9%
	DFG	11222	31%	57.8%	11.2%
	State	84111	10.1%	53.1%	36.7%
Students With Disabilities	School	38	84.2%	15.8%	0%
	District	80	72.5%	27.5%	0%
	DFG	2600	70.1%	28.7%	1.2%
	State	15474	44.1%	47%	8.9%
Limited English Proficient Students	School	68	51.5%	47.1%	1.5%
	District	129	66.7%	32.6%	0.8%
	DFG	1321	70.6%	28.5%	0.9%
	State	2725	64.8%	33%	2.2%
Male	School	189	42.3%	51.9%	5.8%
	District	391	41.7%	50.9%	7.4%
	DFG	7694	39.8%	49.7%	10.5%
	State	51946	16.3%	47.7%	36%
Female	School	151	43.7%	55%	1.3%
	District	309	45%	51.5%	3.6%
	DFG	7345	41.9%	51.4%	6.7%
	State	50141	17%	55.9%	27.1%
White	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	1414	18%	57.5%	24.5%
	State	56493	7.9%	51.6%	40.5%
Black	School	27	48.1%	44.4%	7.4%
	District	61	42.6%	47.5%	9.8%
	DFG	5603	49.7%	45.6%	4.7%
	State	16678	35.2%	54.2%	10.6%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	268	26.9%	47.8%	25.4%
	State	8549	6.5%	37.4%	56.1%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	13	15.4%	61.5%	23.1%
	State	195	10.8%	49.2%	40%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	13	15.4%	61.5%	23.1%
	State	114	17.5%	50.9%	31.6%
Hispanic	School	312	42.6%	53.8%	3.5%
	District	630	43.5%	51.3%	5.2%
	DFG	7649	39%	53%	8%
	State	19507	30.2%	56.5%	13.3%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	108	62%	32.4%	5.6%
	State	625	25.9%	49.8%	24.3%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	13	61.5%	38.5%	0%
	State	23	60.9%	34.8%	4.3%
Economically Disadvantaged	School	291	43.6%	54%	2.4%
	District	577	45.1%	50.8%	4.2%
	DFG	12187	43%	50%	7%
	State	31211	33.4%	55.1%	11.6%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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## 2010-11 SCHOOL REPORT CARD

**SCHOOL:** Perth Amboy High

**COUNTY:** Middlesex

**DISTRICT:** Perth Amboy City

>[District Narrative](#)

>[School Profile](#) (local narrative)

>[NCLB Report](#)

>[Guide to Report Card](#)

### School Environment

#### Length of School Day

Amount of time school is in session on a normal school day.

<b>School</b>	7 hours: 30 minutes
<b>State Average</b>	6 hours: 53 minutes

#### Student/Computer Ratio

Numbers of students per instructional, multi-media-capable computers, manufactured after July 1, 2007, available for use in supervised instruction.

	School	State Average
2010-11	3.4	3.1

#### Average Class Size

##### 2010-2011

	School	State
Grade 9	19.4	20.3
Grade 10	28.3	21.0
Grade 11	16.9	20.4
Grade 12	28.2	20.6
Total School	20.9	19.0

#### Internet Connectivity

Numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2007 available for instruction at various locations and how many of those computers have a connection to the Internet.

	2010-2011	
Locations	Computers	Computers Connected to the Internet
Classroom/Instructional	258	258
Library/Media Centers	40	40
Computer Labs	435	435
All Locations	733	733

#### Instructional Time

Amount of time per day students are engaged in instructional activities.

School	Full-time Students	6 hours:45 minutes
	Shared-time Students	3 hours:0 minutes
State Average	Full-time Students	5 hours:56 minutes
	Shared-time Students	1 hours:53 minutes

### Student Information

#### Enrollment by Grade

Counts of students "on-roll" by grade in October of each school year.

Grade	2010-2011	2009-2010	2008-2009	2007-2008
Grade 9	677.5	726.5	717.0	722.0
Grade 10	623.0	611.0	610.5	517.0
Grade 11	542.0	551.0	458.0	487.0
Grade 12	536.5	458.5	479.0	502.5
SE students in specialized classes	147.5	35.5	61.0	67.0
Total School	2526.5	2382.5	2325.5	2295.5

#### Students with Disabilities

Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	13.1%
------------------------------------------------------------------------------------------------------	-------

#### Limited English Proficient (LEP)

Percentage of LEP students	19.6%
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#### Language Diversity

First language spoken at home in order of frequency.

Language	Percent
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Student Mobility Rate		
Percentage of students who entered and left during the school year.		
	School	State Average
2010-11	16.8%	8.8%
2009-10	17.5%	9.7%
2008-09	11.1%	9.6%

English	91.3%
Spanish	8.5%
Chinese	0.0%
French	0.0%
Turkish	0.0%
Vietnamese	0.0%

### Student Performance Indicators

#### ASSESSMENTS

High School Proficiency Assessment (HSPA) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	School	2010-11	511	24.7%	71.2%	4.1%
		2009-10	558	31.5%	62%	6.5%
	District	2010-11	511	24.7%	71.2%	4.1%
		2009-10	558	31.5%	62%	6.5%
	DFG	2010-11	10887	28.4%	67.1%	4.5%
		2009-10	10956	35.5%	60.6%	3.9%
	State	2010-11	95470	9.7%	69.3%	21.1%
		2009-10	96852	12%	69.3%	18.7%

\*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

High School Proficiency Assessment (HSPA) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Mathematics</a>	School	2010-11	513	43.7%	48.9%	7.4%
		2009-10	556	44.8%	49.8%	5.4%
	District	2010-11	513	43.7%	48.9%	7.4%
		2009-10	556	44.8%	49.8%	5.4%
	DFG	2010-11	10859	51.8%	41.6%	6.6%
		2009-10	10941	53.8%	41.1%	5.2%
	State	2010-11	95364	24%	50.4%	25.6%
		2009-10	96761	25%	50.7%	24.3%

\*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

#### Scholastic Assessment Test (SAT) Results

	Students Taking Test		Mathematics				Verbal				Essay				
	#	%	Average Score	Percentile Scores			Average Score	Percentile Scores			Average Score	Percentile Scores			
				25th	50th	75th		25th	50th	75th		25th	50th	75th	
<b>2010-11</b>															
School	304	57%	446	390	430	490	410	360	400	460	406	355	400	440	
DFG	5634	54%	422	350	420	490	401	340	400	460	399	340	390	450	
State	71451	74%	517	440	510	600	493	420	490	570	496	420	490	570	
<b>2009-10</b>															
School	231	50%	427	370	420	490	406	350	390	460	401	350	400	460	
DFG	5516	39%	415	350	410	480	400	330	390	460	399	340	390	460	
State	65673	66%	520	440	510	600	496	420	490	570	499	420	490	580	
<b>2008-09</b>															
School	247	52%	435	370	430	490	405	340	390	470	409	350	400	460	
DFG	5921	41%	407	330	400	470	396	330	390	450	394	330	390	450	
State	63618	63%	515	430	510	600	494	410	490	570	494	410	490	570	

<u>Advanced Placement Results</u>		
Test Name	# of Students in Class	# of Students Taking Test
Biology	27	27
Calculus AB	7	12
Calculus BC	6	6
Chemistry	17	15
English Language & Composition	25	32
English Literature & Compositi	13	13
French Language	4	4
German Language	0	1
Government & Politics Us	14	11
History of Art	2	2
Psychology	14	14
Spanish Language	24	33
Spanish Literature	13	10
Studio Art Drawing	0	1
Us History	41	54
Total*	207	235

\*The total number of students in class is a duplicated count as the same student may take multiple AP classes. The total number of test-takers may exceed the number of enrollees as students may take the test without taking the class.

<u>Advanced Placement Results Summary</u>
Number of test scores 3 or higher: 88

<u>Advanced Placement Participation for Grades 11 and 12</u>		
	School	State Average
2010-11	13.0%	22.9%

**OTHER PERFORMANCE MEASURES**

<u>Attendance Rates</u>	2010-2011		2009-2010		<u>Dropout Rates</u>	2010-2011		
Percentage of students present on average each day.	School	State	School	State	Percentage of students in grades 9-12 who dropped out during the school year.	School	District	State
Pre-K	0%	91.6%	0%	91.4%	White	0.0%		0.5%
Kindergarten	0%	94.2%	0%	94.3%	Black or African American	0.2%	0.2%	0.4%
Grade 1	0%	95.1%	0%	95.2%	Hispanic	0.9%	0.9%	0.5%
Grade 2	0%	95.5%	0%	95.5%	American Indian or Alaska Native	0.0%	0.0%	0.0%
Grade 3	0%	95.7%	0%	95.8%	Asian	0.0%		0.0%
Grade 4	0%	95.9%	0%	95.9%	Native Hawaiian or other Pacific Islander	0.0%		0.0%
Grade 5	0%	95.9%	0%	95.8%	Two or More Races	0.0%		0.0%
Grade 6	0%	95.6%	0%	95.6%	Male	0.8%	0.8%	0.8%
Grade 7	0%	95.3%	0%	95.2%	Female	0.3%	0.3%	0.6%
Grade 8	0%	95.0%	0%	94.9%	With Disabilities	0.0%	0.0%	0.2%
Grade 9	91.2%	93.9%	89.8%	94.1%	Limited English Proficiency	0.2%	0.2%	0.1%
Grade 10	91.6%	93.8%	90.5%	94.0%	Economically Disadvantaged	0.4%	0.4%	0.7%
Grade 11	90.2%	93.5%	91.3%	93.8%	Total	0.0%	1.1%	1.4%
Grade 12	87.8%	92.2%	88.9%	92.4%				
SE students in specialized classes	87.9%	92.1%	89.3%	92.0%				
Total School	90.2%	94.6%	90.1%	94.6%				

<u>Graduation Rates</u>	
	School
Class of 2011 (2010-11)	83.02%

<u>Graduation Type</u>		
Percentage of students satisfying the state testing requirements through different means.		
	District	State Average
Percent who graduated by passing both sections of HSPA (scale $\geq$ 200)	67.6%	82.2%
Percent who graduated exempt from passing HSPA	3.5%	3.5%
Percent who graduated by AHSA, Appeals or Other	28.9%	14.3%

<u>Student Suspensions</u>			
Percentage of students who were suspended from the school during the school year.			
	School	District Average	State Average
2010-11	39%	12%	13%
2009-10	34%	13%	14%
2008-09	36%	12%	14%

<u>Student Expulsions</u>			
The number of students who were expelled during the school year.			
	School	District	State Total
2010-11	0	0	32
2009-10	0	0	90
2008-09	0	0	35

**Staff Information**

<u>Student/Administrator Ratio</u>		
Numbers of students per administrator.		
	School	State Average
2010-11	632.1	192.2
2009-10	397.1	178.5
2008-09	465.1	176.4

<u>Student/Faculty Ratio</u>		
Numbers of students per faculty member.		
	School	State Average
2010-11	13.0	11.2
2009-10	12.1	10.8
2008-09	12.6	11.1

<u>Faculty Mobility Rate</u>		
Percentage of faculty who entered and left the school during the school year.		
	School	State Average
2010-11	1.5%	5.0%
2009-10	5.1%	5.4%
2008-09	0.0%	4.0%

<u>Faculty and Administrator Credentials</u>			
Percentage of faculty and administrators possessing a bachelor's, master's, or doctoral degree.			
	BA/BS	MA/MS	PhD/EdD
2010-11	54.8%	42.6%	2.5%
2009-10	55.7%	42.3%	2.0%
2008-09	56.7%	41.2%	2.1%

<u>Faculty Attendance Rate</u>		
Percentage of faculty present on average each day.		
	School	State Average
2010-11	96.8%	96.2%
2009-10	96.7%	96.0%
2008-09	97.0%	95.6%

<u>National Board Certification</u>			
Number of teachers who have been certified by the National Board for Professional Teaching Standards.			
	School	District	State
2010-11	1	10	
2009-10	2	12	
2008-09	1	7	93

**District Financial Data**

**Administrative and Faculty Personnel**

In FTE (Full-time Equivalents).

	# of Administrators		# of Schools		# of Students per Administrator		# of Faculty per Administrator	
	District	State Average	District	State Average	District	State Average	District	State Average
2010-11	40.0	26.0	10.0	7.5	261.4	173.0	22.1	16.0
2009-10	50.0	28.3	10.0	7.6	199.5	161.0	18.3	15.4
2008-09	46.5	28.5	10.0	7.6	207.1	158.9	19.4	15.2

**Median Salary and Years of Experience of Administrative and Faculty Personnel**

	2010-11	2009-10	2008-09
<b>Administrators</b>			
Salary - District	\$125,185	\$120,890	\$114,326
Salary - State	\$119,491	\$117,895	\$114,915
Years of Experience - District	19	18	19
Years of Experience - State	19	20	21
<b>Faculty</b>			
Salary - District	\$59,850	\$57,150	\$53,525
Salary - State	\$63,851	\$61,840	\$59,530
Years of Experience - District	9	8	8
Years of Experience - State	10	10	9

**Teacher Salaries and Benefits**

Percents of teacher salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in teacher salaries/benefits from one year to the next.

	% for Teachers Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	62%	57%	1%	-1%
2009-10	62%	56%	6%	4%
2008-09	61%	56%	6%	4%

**Administrative Salaries and Benefits**

Percents of administrative salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in administrative salaries/benefits from one year to the next.

	% for Administrative Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	7%	9%	-4%	-2%
2009-10	7%	9%	3%	4%
2008-09	7%	8%	5%	3%

**Revenues**

Percents of total revenues from various sources.

	2010-2011		2009-2010		2008-2009	
	District	Budget Type Average	District	Budget Type Average	District	Budget Type Average
Local	13%	52%	13%	50%	12%	49%
State	82%	42%	69%	39%	84%	45%
Federal	5%	4%	18%	9%	4%	3%
Other	0%	2%	0%	2%	0%	2%

**Per Pupil Expenditures**

Two calculations of the average cost per pupil in the district.  
(See #1 and #2 below).

	2010-2011		2009-2010		2008-2009	
	District Actual	Budget Type Average	District Actual	Budget Type Average	District Actual	Budget Type Average
Classroom - Salaries and Benefits	\$8,566	\$7,564	\$8,673	\$7,682	\$8,450	\$7,386

Classroom - General Supplies/Textbooks	\$225	\$238	\$343	\$266	\$343	\$280
Classroom - Purchased Services and Other	\$28	\$110	\$31	\$110	\$46	\$104
<b>Total Classroom Instruction</b>	\$8,819	\$7,912	\$9,046	\$8,059	\$8,839	\$7,786
Support Services - Salaries and Benefits	\$1,518	\$1,834	\$1,630	\$1,937	\$1,625	\$1,839
Support Services - other	\$369	\$216	\$326	\$222	\$286	\$231
<b>Total Support Services</b>	\$1,887	\$2,050	\$1,956	\$2,159	\$1,911	\$2,070
Administration - Salaries and Benefits	\$912	\$1,137	\$967	\$1,163	\$973	\$1,126
Administration - other	\$159	\$231	\$163	\$237	\$188	\$242
<b>Total Administration Costs</b>	\$1,071	\$1,368	\$1,130	\$1,400	\$1,161	\$1,368
Op./Maint. of Plant - Salaries and Benefits	\$769	\$816	\$843	\$868	\$824	\$856
Op./Maint. of Plant - other	\$702	\$786	\$636	\$773	\$684	\$786
<b>Total Operations and Maintenance of Plant</b>	\$1,471	\$1,602	\$1,479	\$1,641	\$1,508	\$1,642
<b>Total Food Services Costs</b>		\$55		\$64		\$67
<b>Total Extracurricular Costs</b>	\$102	\$225	\$119	\$246	\$118	\$240
<b>(1)BUDGETARY COST PER PUPIL</b>	\$13,736	\$13,253	\$13,948	\$13,594	\$13,860	\$13,207
<b>(2)TOTAL COST PER PUPIL</b>	\$17,717	\$17,455	\$18,414	\$17,885	\$17,977	\$17,322

(1) The Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

(2) Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

>>[NCLB School, District, and State Reports](#)

The federal *No Child Left Behind (NCLB) Act* has imposed specific accountability and reporting requirements on states. The *NCLB* reports present school-, district-, and state-level information in those areas mandated by *NCLB*, which are as follows: status regarding Adequate Yearly Progress; information on highly qualified teachers; attendance and dropout data; and assessment data that has incorporated all of the conditions mandated under *NCLB* for meeting federally approved proficiency levels.

The results displayed on *NCLB* Reports are based on the state assessment data with the *NCLB* conditions applied. Additionally, the *NCLB* data incorporates the data appeals submitted by districts/schools that have been granted by the NJDOE. Therefore, the data in the *NCLB* Reports may be different from the data displayed on the NJ School Report Cards.

>>[New Jersey School Report Card](#)

The annual New Jersey School Report Card is required under a 1995 state law. It presents thirty-five fields of information for each school in the following categories: school environment, students, student performance indicators, staff, and district finances.

The assessment results displayed on the New Jersey School Report Cards are based on the state assessment data without any *NCLB* conditions applied. Therefore, the assessment data in the NJ School Report Card may be different from the assessment data displayed on the *NCLB* Reports where there have been *NCLB* conditions applied to the test results.

- [Historical Report Card Data](#)
- [Additional Data Reports](#)
- [Highly Qualified Teacher Survey Results](#)

>>[REPORT CARDS](#) >>2011

## WELCOME TO THE NEW JERSEY SCHOOL REPORT CARD FOR 2011

One of the major goals of the Department of Education is to increase school- and district-level accountability for educational progress by communicating useful information to members of the public to be used in measuring how well their schools are doing. The New Jersey School Report Card has provided the public with information about every school in New Jersey since 1995 when the Legislature mandated the annual accountability report.

The 2011 edition of the New Jersey School Report Card offers the same level of information as last year. We encourage you to examine your school's report card to decide for yourself whether your school is making satisfactory progress in helping your child meet New Jersey's Core Curriculum Content Standards. If you would like to give the department feedback on the report card process, please contact us: [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us).

Above all, the Department of Education urges you to become involved with your local schools. With the scrutiny and support of the community, our schools can and will provide an excellent education for all of our students.

- [Guide to the New Jersey School Report Card](#)
- [Report Card Databases](#)

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[CHARTER](#)

### Select a district:

[Carteret Boro](#)  
[Cranbury Twp](#)  
[Dunellen Boro](#)  
[East Brunswick Twp](#)  
[Edison Twp](#)  
[Highland Park Boro](#)  
[Jamesburg Boro](#)  
[Metuchen Boro](#)  
[Middlesex Boro](#)  
[Middlesex Co Vocational](#)  
[Milltown Boro](#)  
[Monroe Twp](#)  
[New Brunswick City](#)  
[North Brunswick Twp](#)  
[Old Bridge Twp](#)  
 >> [Perth Amboy City](#)  
[Piscataway Twp](#)  
[Sayreville Boro](#)  
[South Amboy City](#)  
[South Brunswick Twp](#)  
[South Plainfield Boro](#)  
[South River Boro](#)  
[Spotswood Boro](#)  
[Woodbridge Twp](#)

### Select a school:

[Anthony V Ceres School](#)  
[Edward J. Patten Elem Sch](#)  
[Hmieleski Ecc](#)  
[Hn Richardson 21 Cent Sch](#)  
[Ignacio Cruz Ecc](#)  
[James J. Flynn](#)  
[Mc Ginnis Middle School](#)  
[Perth Amboy High](#)  
[Robert N. Wilentz Elem](#)  
[Samuel E Shull Middle](#)



# Report Card Narratives

## NEW JERSEY DEPARTMENT OF EDUCATION

**PERTH AMBOY CITY (23-4090)**

Welcome to Perth Amboy, an historic 4.5 square mile municipality, located along the shores of the beautiful Raritan Bay in Middlesex County. Perth Amboy operates Early Childhood Centers (3 to 4 year olds), 5 Elementary Schools (Grades K-4), 2 Middle Schools (Grades 5 - 8), 1 High School (Grades 9 - 12) and Adult Education Center. Each of our schools offers state-of-the-art technology, housed in modern innovative facilities, led by well-qualified staff dedicated to providing a solid academic foundation in a safe and healthy environment.

The 2010-2011 school year is a wonderful time of exciting experiences and a chance to learn more than ever before. One of the most important things is how we can work together to make each child's education as effective and inspiring as possible. Simple communication about what is happening at school is very important for every family.

The Perth Amboy Public Schools report card is one way to communicate with our school community the highlights of the 2010-2011 school year. Here are a few of the highlights of our district:

1. Our school district has satisfied at least 80% of the weighted indicators in each of the five areas of the QSAC review process and has been designated as high performing. Pursuant to N.J.S.A. 18A:7A-14, Acting Commissioner Cerf will recommend that the State Board of Education certify your school district for a period of three years as providing a thorough and efficient system of education.
2. The preschool curriculum is a comprehensive, research based curriculum. The curriculum specifies the literacy, math, science and technology content to be taught based on the preschool standards. It relates directly to the subject area curricula used in elementary school, so children's learning in preschool forms the basis of all learning that will follow. The preschool program continues to focus on systematic, collaborative, and continuous improvement of classroom practices.
3. The Elementary Schools continued to raise achievement levels while aligning the Common Core State Standards through implementation of a comprehensive school program and collaboration among school, parents, and the community. During the 2010-2011 school year our elementary schools acknowledged the fact that the accomplishment of making every child a strong reader was our utmost concern. It is with this interest that stakeholders, constantly examine and evaluate the needs of our staff and students.
4. At the Middle and High School levels emphasis on the integration of technology was incorporated in all content areas. Resources included appropriate educational technology in the planning, delivery, and assessment of instruction. High quality professional development was available for all professional staff and included the proper, effective, and responsible use of student data to make educated decisions.
5. Our district is committed to all students receiving a solid academic foundation to achieve the Common Core State Standards through excellent educational experiences, support programs that insure student growth development and community enrichment programs. This will be accomplished within a learning structure of high expectation quality professional development, and fiscally responsible decision making.

In order to improve learning, we must address curriculum, instruction, and assessment. Curriculum is what we teach, instruction is how we teach it, and assessment is how we measure our results. We are addressing each of these areas through the following strategies:

### Curriculum

We are aligning our curriculum to the Common Core State Standards, which will become the requirement in NJ in the next couple of years. We now recognize that curriculum development is never done; it is a continual process that happens through teachers and teacher teams. We also recognize that teachers benefit from collaboration and sharing their work. In order to develop our skills, we are engaging Curriculum 21 to work with our administrators and newly selected Educational Leaders on Common Core alignment and curriculum mapping. These educators will then work with teacher teams, organized into professional learning communities, in their buildings to improve curriculum development capacity in every school. In order to facilitate collaboration, we will be using the Atlas Rubicon software program to share our work across the district, and provide a user-friendly way to analyze the skills that are included across grade levels, schools, subject areas, and the district as a whole.

### Instruction

Students learn best when they are actively engaged in tasks that include critical thinking skills, and academic discourse with one another. These two areas are at the heart of Charlotte Danielson's Framework for Teaching, and included in domains 3B and 3C. Our administrators (through participation in three professional learning communities) are now learning how to facilitate instructional rounds in their schools, allowing teachers to work together to improve their skills in student engagement and discourse. Building administrators will work with their professional learning communities so that every educator in our district will understand the instructional rounds process and be able to give and receive valuable feedback regarding instruction.

We are partnering with Quantum Learning to assist us in creating the highest possible levels of expectations and engagement with students. This approach not only improves instruction, but also creates a common language around achievement and behavior, and develops positive character traits in students.

### Assessment

We know that teachers need frequent information that can be used to guide instruction. To that end, each school is working together with Cambridge Education to develop common assessments that will help teachers understand how well students are learning in their classes. These assessments will reduce the amount of instructional time dedicated to testing, reduce administrative work for teachers, while providing them with more timely, actionable data.

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NJ Department of Education | Informational Technology | Report Card Office

# Report Card Narratives

## NEW JERSEY DEPARTMENT OF EDUCATION

**PERTH AMBOY HIGH (23-4090-050)**

**MISSION STATEMENT:** We, the Faculty and Staff of Perth Amboy High School, dedicate ourselves to inspire all students to achieve through long-term improvement, in the comprehensive school environment. We will instill good citizenship, civic responsibility, and develop a positive attitude towards learning which will enable students to become mature, productive, functioning members of society.

**CURRICULUM:** Language Arts, Science, Social Studies Mathematics, World Languages, Business Education and Technology, Physical and Health Education, Career Education, Marketing, Industrial and Vocational Arts, Visual and Performing Arts, Driver and Traffic Safety and Computer Science.

**ELECTIVES:** Economics, Sociology, Genocidal Studies, Cultural Anthropology, Criminology, Journalism, Psychology, Poetry, Creative Writing, NJROTC, STEM (Science, Technology, Engineering, and Mathematics).

**AP COURSES:** Psychology, US History, Calculus (AB & BC), Spanish, Spanish Literature, German, French, Biology, Chemistry, English Literature, and English Language and Composition.

### EXTRA CURRICULAR CLUBS

Animal Activism Club  
Anime Club  
Art and Literature Club  
Band  
Bible Club  
Big Brothers and Big Sisters Club  
Biology Club  
Chess Club  
Civic Club  
Club Espana  
College Club  
Debate Club  
Diversity Club  
Environmental Club  
ESL Club  
Fashion Club  
Gamers/Magic Club  
Guitar Club  
Hispanic American Club  
Key Club  
Library Book Club  
Literacy Club  
Newspaper Club  
Odyssey of the Mind Academic Team  
Photography Club  
Poetry Club  
Project Citizen Club  
Psychology Club  
SAT Club  
Scientificus  
Spanish Club  
Spirit Club  
Step Team  
Student Council  
Technology Club  
Video Club  
World Language Club

### PUBLICATIONS

Yearbook, Paw Prints (school newspaper), Poetry Magazine, Scientificus

### HONOR SOCIETIES

National Honor Society, German Honor Society, English Honor Society, Math Honor Society, French Honor Society, Spanish Honor Society, World Language Honor Society

### COMPETITIVE TEAMS

Engineering, Mathletes, NJROTC, Drama, Chorale, Band, Academic Teams, Show Choir, Debate

### INTERSCOLASTIC SPORTS (NJSIAA)

Football, Baseball, Wrestling, Softball, Basketball, Soccer, Swimming, Sailing, Volleyball, Golf, Boys and Girls Track, Boys and Girls Bowling, Boys and Girls, Tennis, Boys and Girls Cross Country

### SUPPLEMENTAL PROGRAMS

Peer Tutoring, HSPA Instructional Plan, Fall HSPA Diagnostic Reading Labs, Extended Library Hours with Tutoring Services, HSPA Trial Test, HSPA Winter Instruction Plan, Spring Blitz  
Reading, Scholastic Aptitude Test Programs, Power Lunch Program, Grade 9 Academy Tutoring

#### STUDENT SERVICES

Guidance Counselors, Reading Specialist, Child Study Team (Psychologist and Social Workers), Behaviorist, Students Assistance Counselor, Librarian (during and after school), Channel 34 Community Access, Media Specialist, Parent Liaison, Resource and Coaching Teachers, In-Class Support, READ 180, Resource Coach, School Nurses, Physical Trainer, Crisis Intervention Counselors, Pupil Assistance Committee, Career/Vocational Counselor, Jewish Renaissance Foundation, Conflict Resolution, Peer Mediation, Speech Therapist, Reading Specialist, Technology Coordinator, Data and Measurement Coach, Literacy Coach, Mathematics Coach.

#### PARENT TEACHER ORGANIZATION

This organization offers presentations for students and parents. Allows for parents to become involved in the school through monthly meetings.

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[nestcollazo@paps.net](mailto:nestcollazo@paps.net)  
[www.paps.net](http://www.paps.net)

&gt;&gt;REPORT CARDS &gt;&gt;NCLB

# NCLB Report



- 2010 NCLB Report for school, district and state  
[English](#) | [En Español](#) | [Download](#)
- 2010 NCLB state-level report  
[English](#) (384 kb PDF) | [En Español](#) (433 kb PDF)
- Guide to the 2010 NCLB Report  
[English](#) | [En Español](#)
- How Adequate Yearly Progress (AYP) Is Calculated for 2010  
[English](#) | [En Español](#)
- Key Points
  - [English](#)
  - [En Español](#)
- [AYP Profiles](#)
- [Report Archive](#)
- [Lists of Schools/Districts in Need of Improvement](#)  
This is the most current listing of schools identified for improvement, corrective action, and restructuring under the requirements of the *No Child Left Behind Act*. The affected schools are arranged by county within the various status levels.
- [Highly Qualified Teacher Survey Results](#)
- [Federal Resources](#)



[>>REPORT CARDS](#) [>>2011](#) [>>GUIDE](#)

## GUIDE TO THE NEW JERSEY SCHOOL REPORT CARD 2011

### INTRODUCTION

This report card issued in May 2012 contains data for the 2010-11 school year. Enrollment numbers are based on the October 15, 2010 NJSMART submission. The information in the report card is school-level data, except for the finance section which contains district-level information. For charter schools, however, the finance section is school-level. The source of the information contained in the New Jersey School Report Card is the school district or the charter school, unless otherwise indicated in this guide.

There are several general practices and rules that are used throughout the document. They are as follows:

- **SUPPRESSION:** In reporting any type of assessment results, an asterisk indicates that the data were suppressed in order to protect privacy. Suppression includes cell sizes of less than 11 students, proficiency levels that are greater than 90% partially proficient, and other combinations of small cell sizes that might not protect privacy if they were not suppressed.
- **ZERO:** A zero in a data field in most cases means that there is no data to report for that field for this report card year.
- **BLANK:** A blank in most cases means this data element does not apply to this school.
- **STATE AVERAGE:** Unless otherwise stated, state averages are computed by four school types as follows: vocational schools; Special Services School Districts/special education schools; all elementary schools (regular and charter); or all secondary schools (regular and charter).
- **FACULTY:** In fields that refer to faculty, this term includes classroom teachers and educational support services personnel, such as guidance counselors and librarians.
- **ADMINISTRATORS:** In fields that refer to administrators, this term includes the certificated personnel such as the superintendent, assistant superintendents, school business administrator, principals, assistant principals, supervisors, non-supervisory coordinators, and directors.

### REPORT CARD FIELDS

The following sections explain the data in the various report card fields.

#### SCHOOL ENVIRONMENT

##### Average Class Size

Average class size for elementary schools (Pre-K-8) is based on the enrollment per grade divided by the total number of classrooms for that grade. For elementary grades, the state average is the statewide total enrollment for each grade divided by the statewide total number of classrooms in that grade.

Average Class size for secondary schools (9-12) is based on the total enrollment per grade divided by the total number

of English classes for the same grade. For secondary grades, the state average is the total enrollment for each grade divided by the total number of English classes for the same grade.

For Special Services School Districts and special education schools, average class size is calculated by dividing the total enrollment by the total number of classrooms.

### **Length of School Day**

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

### **Instructional Time**

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

### **Student/Computer Ratio**

This shows the average number of students served by each instructional, multimedia-capable computer with a manufacture date after July 1, 2007 that is available for the purposes of supervised instruction. The ratio is calculated by dividing the total enrollment by the total number of multimedia-capable computers that are used for instruction. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2010-11 data are published in this report.

### **Internet Connectivity**

This shows the numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2006 available for instruction at various locations and how many of those computers have a connection to the Internet. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2009-10 data are published in this report.

### **Length of School Year (charter schools only)**

This is the number of days in the regular school year.

### **School Waiting List (charter schools only)**

The list contains numbers of students who are waiting for openings in the charter school roster as of the opening of school.

### **School Classrooms (charter schools only)**

This is the number of classrooms in the school.

## **STUDENT INFORMATION**

### **Enrollment by Grade**

The enrollment has been obtained from the school districts' NJ SMART state submission. NJ Standards Measurement and Resource for Teaching (NJ SMART), is a comprehensive data warehouse, student level data reporting, and

unique statewide student identification (SID) system

### **Students with Disabilities**

This shows the percentage of students with an Individualized Education Program (IEP), including speech, regardless of placement and programs. This is calculated by dividing the total number of students with IEPs by the total enrollment.

### **Language Diversity**

This is the percentage of students in the school by first language spoken at home. The list includes up to seven languages in descending order of frequency plus “all others.” This is calculated by dividing the number of students who speak a given language by the total enrollment. There is a calculation for each language listed, including English and “all others.”

### **Limited English Proficient (LEP) Students**

This is the percentage of LEP students in the school. It is calculated by dividing the total number of students who are in limited English proficient programs by the total enrollment.

### **Student Mobility Rate**

This is the percentage of students who both entered and left during the school year. The calculation is derived from the sum of students entering and leaving after the October enrollment count divided by the total enrollment.

## **STUDENT PERFORMANCE INDICATORS**

### **Assessments**

#### **Performance on State Tests – High School Proficiency Assessment (HSPA), and New Jersey Assessment of Skills and Knowledge (NJASK) 3, 4, 5, 6, 7, and 8**

The statewide assessment system comprises state tests that are designed to measure student progress in the attainment of the Core Curriculum Content Standards. Under the *No Child Left Behind Act of 2001 (NCLB)*, all states are required to assess student progress in language arts and math in grades 3-8 and grade 11. The state also assesses science in grades four and eight.

High schools show assessment results from the 11th grade spring 2011 administration of the High School Proficiency Assessment (HSPA) in language arts and math. The HSPA is the test that students must pass in order to graduate from high school. Retests are not included in these results.

**The data presented in this report card will differ slightly from the data in the *No Child Left Behind (NCLB)* reports required by federal law. The *NCLB* reports show assessment results in three grade spans after the application of *NCLB* rules for the purpose of calculating adequate yearly progress (AYP) and identifying schools in need of improvement. By contrast, the assessment results presented in this report card have had no restrictions or**

**conditions applied to them. These data are the state's assessment results that have been disaggregated into subgroups for all students who attend a school.**

State assessments are administered with the assistance of test contractors who collect and tally the student-level data. The results are distributed to local districts that have an opportunity to correct any errors. The Department of Education's Office of Assessment conducts the final quality control of all test data and is the source of the assessment results for all state reports, including the New Jersey School Report Card. The assessment office also produces the annual state assessment summary report that differs slightly from the school report card. **The report card information contains only the scores of the students who physically attend that school, while the assessment summary for a school adds in the scores of the special education students who are sent to out-of-district placements.** The addition of these out-of-district scores creates some differences in totals when compared to the report card totals.

### **National Assessment of 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 National Assessment Governing Board, which sets NAEP policy, also develops the content frameworks for the assessment. NAEP is administered by the National Center for Education Statistics (NCES), located within the Institute of Education Sciences (IES) in the U.S. Department of Education, and 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 2009 reading and math scores for New Jersey which are the last scores published. For more information, visit <http://nces.ed.gov/nationsreportcard/>.

### **Graduation Type**

This field shows the percentages of students who met or otherwise satisfied the state's testing requirements for graduation in several different ways – passing both sections of HSPA (scale  $\geq 200$ ), exempt from passing the HSPA and via Alternative High School Assessment (AHSA), Appeals or Other processes.

The Alternative High School Assessment1 (AHSA) measures high school competency in selected areas of the Core Curriculum Content Standards. It is intended to offer an alternative means of meeting the state graduation proficiency test requirement. The AHSA is available to students who have met all high school graduation requirements except for demonstrating proficiency in selected areas of the Core Curriculum Content Standards. (N.J.S.A. 18A:7C-3 & N.J.A.C. 6A:8-4.1)

High School seniors who have not yet demonstrated proficiency on the High School Proficiency Assessment (HSPA) or the Alternate High School Assessment (AHSA) are eligible for an appeal. The appeal can only be made by the district. The district must make the determination that the student, though not meeting the minimum scores needed on the assessments, can perform in language arts literacy and in math at a high school level. The district submits, on behalf of the student, HSPA scores, AHSA results, work samples and any other evidence of performance in ELA and/or math. There is an Educational Proficiency Plan form, developed by the department, to aid districts in submitting the appeals. The

document is designed to be used while students are receiving intervention/remediation (as required in statute). The document also asks for the intervention plan, the results and duration of the interventions, parent and student signatures, dates of conferences with parents, etc. While the form is not required for an appeal, the data on the form is required.

Other includes those students who have not been able to demonstrate a scale score  $\geq 200$  on a single HSPA administration, but have shown proficiency in the different levels of the HSPA during any of the administrations given. An example would be a student who during all 3 administrations of HSPA does not reach a scale score  $\geq 200$ , but when looking at their individual proficiency on each section of the exam they have passed each section during the 3 administrations. These students would be considered eligible to graduate via other.

### **Scholastic Assessment Test (SAT)**

The Scholastic Assessment Test is a voluntary test administered by the College Board, usually for the purpose of college admission. The percentile scores are the average scores of the students whose performance places them along a range from 1-99. The score listed under the 25th percentile means that a quarter of the students' scores fell below that point and the rest were above. Under the 50th percentile, half of the students' scores fell above that score and half fell below. In the 75th percentile, a quarter of the students' scores were above that score and the rest were below. The source of the data for the report card is the College Board.

### **Advanced Placement (AP)**

This information is obtained from the College Board for students who have taken an advanced placement exam. It shows the classes offered at the school, the numbers of students in each class and the numbers who took the test for the course. The total number of students in class is a duplicated count because the same student may take multiple AP classes. The total number of test-takers may exceed the number of enrollees because students may take the test without taking the class.

**NOTE:** The AP numbers reported in this report card are based on a snapshot in time that allows the College Board to provide consistent data from year to year. The AP reports from the College Board contain data from files created in July which include approximately 97-99% of the test-takers. The database created by the July snapshot is not updated by College Board for reporting purposes. Therefore, the numbers in the report card can only be considered correct as of the cut-off date.

### **Advanced Placement Results Summary**

This shows the total who scored 3 or greater on the AP tests. It is a duplicated number which means that a single student may be counted more than once in this total, if the student took more than one test and scored 3 or above.

### **Advanced Placement Participation Data**

The percentage of students taking Advanced Placement tests is calculated by dividing the number of students who took at least one AP test by the total number of students enrolled in grades 11 and 12 based on the October 15 enrollment count.

### **National Occupational Competency Testing Institute (NOCTI) (vocational only)**

The NOCTI develops and administers national job-ready examinations that include both written and performance tests

that measure a student's knowledge and skills for entry into an occupational field. The number of students taking the tests is listed, along with school and state average scores for written and performance tests.

### **Certification/Licensure and Required Examination Results (vocational only)**

This section lists by program area the test results for those occupations that require a license, certification, or examination. The data reflect those students who were tested in an occupational program during the school year.

## **Other Performance Measures**

### **Student Attendance Rate**

These are the grade-level percentages of students on average who are present at school each day. They are calculated by dividing the sum of days present in each grade level by the sum of possible days present for all students in each grade. The school and state totals are calculated by the sum of days present in all applicable grade levels divided by the total possible days present for all students.

### **Dropout Rate (secondary only)**

These are the percentages of students who dropped out of grades 9-12 presented by various subgroups. The percentages are calculated by dividing the number of students in grades 9 through 12 who dropped out of school during the school year by the October enrollment reported for grades 9 through 12.

### **Graduation Rate (secondary only)**

The graduation rate is calculated by using the new federally required adjusted cohort graduation rate. The four-year adjusted cohort graduation rate is the number of students who graduate in four years divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. For example, The 2007 freshmen plus "transfers in" minus "transfers out" over four years will be divided into the number of 2011 graduates for the 2011 adjusted cohort graduation rate. Students who drop out remain in the cohort for this calculation. The source of the data is the state's student-level record system called NJ SMART. The "Other" category includes all other students awarded a regular high school diploma by their school districts, including students who passed the alternative high school proficiency exams.

### **Student Suspensions**

These are percentages of students who were suspended at least once during the school year. Students suspended more than one time are counted once. The percents are calculated by dividing the total number suspended by the total enrollment.

### **Student Expulsions**

This shows the number of students who were expelled from the school and district during the year. The total represents the total number of students expelled statewide.

**Completion Data (vocational only)**

These are the percentages of students who successfully completed an occupational program categorized by their enrollment status. This is calculated by dividing the number of students in each enrollment status by the total graduates.

**STAFF INFORMATION****Student/Administrator Ratio**

This is the number of students per administrator in the school. It is calculated by dividing the total school enrollment in October by the number of administrators reported in full-time equivalents (FTEs). Where a single administrator has responsibility for more than one school, the FTE may represent the administrator as less than one.

**Student/Faculty Ratio**

This is the number of students per faculty member. It is calculated by dividing the reported October school enrollment by the combined full-time equivalents (FTEs) of classroom teachers and educational support services personnel assigned to the school as of October of the school year.

**Faculty Attendance Rate**

This is the average daily attendance for the faculty of the school. It is calculated by dividing the total number of days present by the total number of days contracted for all faculty members.

**Faculty Mobility Rate**

This represents the rate at which faculty members come and go during the school year. It is calculated by using the number of faculty who entered or left employment in the school after October 15 divided by the total number of faculty reported as of that same date.

**Faculty and Administrator Credentials**

These are percentages of faculty and administrative members in the school who hold a bachelor's, master's, or doctoral degree. For vocational and special services schools, there is also information about licenses or certification in addition to or in place of degrees.

**National Board Certification**

This shows the number of teachers at the school and district levels who have been certified by the National Board for Professional Teaching Standards. In addition to teachers actively working in the districts, the state total may also include teachers who work in nonpublic schools, as well as those who became administrators, have retired or are on leave. This rigorous certification is encouraged, but not required.

**DISTRICT/CHARTER FINANCIAL DATA**

This section containing the financial data is district-level information for all schools except charter schools. Charter schools are public schools that are operated under a charter granted by the Commissioner of Education. The school is independent

of the school district and managed by a board of trustees. In accordance with charter school law, the school district of residence must pay directly to the charter school for each student enrolled in the charter school who resides in the district an amount equal to 90% of the sum of the budget year equalization aid per pupil and the prebudget year general fund tax levy per pupil inflated by the Consumer Price Index (CPI) rate in effect at the time of the calculation. In addition, the school district of residence must pay directly to the charter school the security categorical aid attributable to the student and a percentage of the district's special education categorical aid equal to the percentage of the district's special education students enrolled in the charter school and, if applicable, 100% of preschool education aid.

The financial information for the charter schools shows school average compared to charter average, while all other school report cards show district average compared to a state average for districts of a similar budget type. Budget type refers to the grade span that a district must budget for. If a district sends its 9-12 students to another district, it has a budget type that is K-12 (the district pays tuition to the receiving district for the 9-12 students), but the district has an operating type of K-8.

### **Administrative and Faculty Personnel**

These include the number of administrators in the district reported in FTEs in October of each year, the number of schools in the districts, the ratio of students to administrators, and the ratio of faculty to administrators in the district. Similar information at the school level is shown earlier in this report card. Administrators include certificated administrative personnel in the central office, principals and school administrators -- both supervisory and non-supervisory. The number of faculty per administrator is calculated by dividing the combined FTE of classroom teachers and educational support personnel by the FTE of administrators as reported in October.

### **Median Salary and Years of Experience of Administrative and Faculty Personnel**

This contains the median salary -- half of the salaries are above the median and half are below -- for both administrators and faculty. It also contains the median years of experience based on total number of years in public education.

### **Teacher Salaries and Benefits**

Total teacher salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in teacher salaries/benefits from one year to the next.

### **Administrative Salaries and Benefits**

Total administrative salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in administrator salaries/benefits from one year to the next.

### **Revenues**

This presents the total revenues from various sources reflecting the combination of the ways districts are funded through local taxes, state aid, federal aid, and other sources, such as local district surplus and tuition income.

## **Budgets and Per-pupil Expenditures**

There are two district-wide costs per pupil amounts for three years that correspond to the rest of the data in the report card. First is the Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Perth Amboy High**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

<b>High School Proficiency Assessment (HSPA) LANGUAGE ARTS LITERACY: 2010-11</b>		<b>Number Tested</b>	<b>Proficiency Percentages</b>		
			<b>Partial</b>	<b>Proficient</b>	<b>Advanced</b>
General Education	School	377	9.8%	84.6%	5.6%
	District	377	9.8%	84.6%	5.6%
	DFG	8205	14.8%	79.4%	5.8%
	State	79838	3.8%	71.6%	24.6%
Students With Disabilities	School	40	55%	45%	0%
	District	40	55%	45%	0%
	DFG	1656	66.7%	33%	0.3%
	State	13275	35.7%	61%	3.3%
Limited English Proficient Students	School	95	71.6%	28.4%	0%
	District	95	71.6%	28.4%	0%
	DFG	1056	75.7%	23.4%	0.9%
	State	2428	64.3%	35.2%	0.5%
Male	School	244	29.1%	66%	4.9%
	District	244	29.1%	66%	4.9%
	DFG	5163	33.7%	62.5%	3.9%
	State	47658	12%	69.7%	18.3%
Female	School	267	20.6%	76%	3.4%
	District	267	20.6%	76%	3.4%
	DFG	5702	23.7%	71.2%	5.1%
	State	47743	7.3%	68.8%	23.8%
White	School	14	21.4%	57.1%	21.4%
	District	14	21.4%	57.1%	21.4%
	DFG	1352	12.9%	75.4%	11.6%
	State	55074	4.7%	69.1%	26.2%
Black	School	28	21.4%	78.6%	0%
	District	28	21.4%	78.6%	0%

	DFG	4150	30.9%	66.3%	2.8%
	State	14599	20%	73.8%	6.2%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	212	25.5%	59.4%	15.1%
	State	8244	5%	54.1%	40.8%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	16	18.8%	75%	6.3%
	State	208	5.3%	64.9%	29.8%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	16	18.8%	75%	6.3%
	State	121	12.4%	72.7%	14.9%
Hispanic	School	467	24.8%	71.3%	3.9%
	District	467	24.8%	71.3%	3.9%
	DFG	5095	30.4%	66.1%	3.6%
	State	16759	18.9%	73.5%	7.6%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	57	52.6%	43.9%	3.5%
	State	465	21.3%	62.2%	16.6%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	15	26.7%	73.3%	0%
Economically Disadvantaged	School	272	16.2%	79.8%	4%
	District	272	16.2%	79.8%	4%
	DFG	7474	29.3%	66.9%	3.8%
	State	23877	20.3%	73.5%	6.2%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

High School Proficiency Assessment (HSPA) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	392	14%	76.8%	9.2%
	District	392	14%	76.8%	9.2%
	DFG	8215	21.9%	72.9%	5.2%
	State	81131	5.5%	72.6%	21.9%
Students With Disabilities	School	42	71.4%	28.6%	0%
	District	42	71.4%	28.6%	0%
	DFG	1738	73.7%	26%	0.3%
	State	13449	41%	56.3%	2.7%
Limited English Proficient Students	School	125	73.6%	26.4%	0%
	District	125	73.6%	26.4%	0%
	DFG	1031	80.3%	19.5%	0.2%
	State	2341	72.6%	27.2%	0.2%
Male	School	276	37.3%	56.9%	5.8%
	District	276	37.3%	56.9%	5.8%
	DFG	5287	41.1%	56.4%	2.5%
	State	48701	14.7%	70.8%	14.5%
Female	School	282	25.9%	67%	7.1%
	District	282	25.9%	67%	7.1%
	DFG	5663	30.2%	64.5%	5.2%
	State	48125	9.3%	67.7%	23%
White	School	16	18.8%	68.8%	12.5%
	District	16	18.8%	68.8%	12.5%
	DFG	1461	13.7%	75.4%	10.9%
	State	56852	5.6%	71%	23.4%
Black	School	32	18.8%	68.8%	12.5%
	District	32	18.8%	68.8%	12.5%
	DFG	4351	42.5%	55.8%	1.7%
	State	14791	27.4%	67.6%	4.9%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	240	28.8%	60.8%	10.4%
	State	8177	5.8%	58.9%	35.4%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	12	16.7%	75%	8.3%
	State	183	9.3%	64.5%	26.2%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	12	16.7%	75%	8.3%
	State	98	9.2%	75.5%	15.3%
Hispanic	School	504	32.9%	61.5%	5.6%
	District	504	32.9%	61.5%	5.6%
	DFG	4821	35.9%	60.6%	3.5%
	State	16346	23.4%	70.1%	6.5%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	63	61.9%	36.5%	1.6%
	State	405	23%	64.2%	12.8%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	20	85%	15%	0%
	State	34	73.5%	23.5%	2.9%
Economically Disadvantaged	School	472	32.2%	62.9%	4.9%
	District	472	32.2%	62.9%	4.9%
	DFG	7246	37%	60.2%	2.8%
	State	22901	25.8%	68.9%	5.2%
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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Perth Amboy High**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

High School Proficiency Assessment (HSPA) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	377	30%	60.7%	9.3%
	District	377	30%	60.7%	9.3%
	DFG	8176	41.9%	49.7%	8.4%
	State	79785	16.1%	54.2%	29.7%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	1652	87%	12.5%	0.5%
	State	13219	63.9%	31.7%	4.4%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	1061	73.9%	23.4%	2.7%
	State	2431	67.7%	27%	5.3%
Male	School	245	39.2%	50.2%	10.6%
	District	245	39.2%	50.2%	10.6%
	DFG	5150	50.3%	41.9%	7.7%
	State	47615	22.9%	48.6%	28.5%
Female	School	268	47.8%	47.8%	4.5%
	District	268	47.8%	47.8%	4.5%
	DFG	5686	53.1%	41.3%	5.6%
	State	47678	25%	52.3%	22.7%
White	School	14	21.4%	71.4%	7.1%
	District	14	21.4%	71.4%	7.1%
	DFG	1350	28.1%	54.7%	17.1%
	State	55027	14.7%	53.6%	31.7%
Black	School	28	42.9%	53.6%	3.6%
	District	28	42.9%	53.6%	3.6%

	DFG	4125	62%	35%	3%
	State	14557	49.8%	44.6%	5.6%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	212	28.3%	49.1%	22.6%
	State	8251	8.1%	37.5%	54.3%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	17	47.1%	35.3%	17.6%
	State	208	13%	57.2%	29.8%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	17	47.1%	35.3%	17.6%
	State	121	28.9%	56.2%	14.9%
Hispanic	School	469	44.6%	48%	7.5%
	District	469	44.6%	48%	7.5%
	DFG	5095	50.5%	43.3%	6.2%
	State	16737	39.6%	51.3%	9.1%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	55	72.7%	23.6%	3.6%
	State	463	36.9%	45.8%	17.3%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	15	40%	60%	0%
Economically Disadvantaged	School	273	35.9%	56.4%	7.7%
	District	273	35.9%	56.4%	7.7%
	DFG	7465	52.4%	41.7%	5.9%
	State	23836	42.7%	49%	8.3%
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High School Proficiency Assessment (HSPA) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	391	30.9%	62.1%	6.9%
	District	391	30.9%	62.1%	6.9%
	DFG	8199	43.3%	49.9%	6.7%
	State	81072	17%	54.8%	28.2%
Students With Disabilities	School	41	82.9%	14.6%	2.4%
	District	41	82.9%	14.6%	2.4%
	DFG	1733	88.5%	11%	0.5%
	State	13412	65.6%	30.4%	4%
Limited English Proficient Students	School	125	76%	22.4%	1.6%
	District	125	76%	22.4%	1.6%
	DFG	1038	79.2%	20.1%	0.7%
	State	2347	71.7%	24.5%	3.8%
Male	School	274	43.4%	48.9%	7.7%
	District	274	43.4%	48.9%	7.7%
	DFG	5278	52.6%	41.4%	6%
	State	48661	24.1%	49.3%	26.7%
Female	School	282	46.1%	50.7%	3.2%
	District	282	46.1%	50.7%	3.2%
	DFG	5657	54.9%	40.7%	4.4%
	State	48073	25.9%	52.2%	21.9%
White	School	16	31.3%	62.5%	6.3%
	District	16	31.3%	62.5%	6.3%
	DFG	1463	28.3%	58.2%	13.5%
	State	56826	15.7%	54.5%	29.8%
Black	School	30	50%	43.3%	6.7%
	District	30	50%	43.3%	6.7%
	DFG	4326	65.6%	32.2%	2.2%
	State	14737	51.4%	43.6%	5%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	241	32.4%	51.9%	15.8%
	State	8171	8.3%	38.2%	53.5%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	12	58.3%	33.3%	8.3%
	State	182	15.4%	54.9%	29.7%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	12	58.3%	33.3%	8.3%
	State	97	36.1%	43.3%	20.6%
Hispanic	School	504	45.4%	49.8%	4.8%
	District	504	45.4%	49.8%	4.8%
	DFG	4827	51.7%	43.5%	4.8%
	State	16344	41.4%	50.3%	8.3%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	64	79.7%	18.8%	1.6%
	State	404	42.3%	43.8%	13.9%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	20	85%	15%	0%
	State	34	76.5%	23.5%	0%
Economically Disadvantaged	School	469	44.6%	50.1%	5.3%
	District	469	44.6%	50.1%	5.3%
	DFG	7238	54.9%	40.5%	4.5%
	State	22863	45%	47.2%	7.8%
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>>[REPORT CARDS](#) >>[2011](#) >>[Middlesex](#) >>[Perth Amboy City](#) >>Robert N. Wilentz Elem

## 2010-11 SCHOOL REPORT CARD

**SCHOOL:** Robert N. Wilentz Elem

**COUNTY:** Middlesex

**DISTRICT:** Perth Amboy City

>[District Narrative](#)

>[School Profile](#) (local narrative)

>[NCLB Report](#)

>[Guide to Report Card](#)

### School Environment

#### Length of School Day

Amount of time school is in session on a normal school day.

<b>School</b>	6 hours: 15 minutes
<b>State Average</b>	6 hours: 30 minutes

#### Instructional Time

Amount of time per day students are engaged in instructional activities.

<b>School</b>	5 hours: 30 minutes
<b>State Average</b>	5 hours: 43 minutes

#### Student/Computer Ratio

Numbers of students per instructional, multi-media-capable computers, manufactured after July 1, 2007, available for use in supervised instruction.

	<b>School</b>	<b>State Average</b>
2010-11	7.8	3.6

#### Average Class Size

#### 2010-2011

	<b>School</b>	<b>State</b>
Kindergarten	22.5	19.4
Grade 1	19.3	19.9
Grade 2	18.1	20.3
Grade 3	21.0	20.6
Grade 4	17.7	21.2
Total School	19.5	19.0

#### Internet Connectivity

Numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2007 available for instruction at various locations and how many of those computers have a connection to the Internet.

	<b>2010-2011</b>	
<b>Locations</b>	<b>Computers</b>	<b>Computers Connected to the Internet</b>
Classroom/Instructional	0	0
Library/Media Centers	12	12
Computer Labs	100	100
All Locations	112	112

### Student Information

**Enrollment by Grade**

Counts of students "on-roll" by grade in October of each school year.

Grade	2010-2011	2009-2010	2008-2009	2007-2008
Kindergarten (full-day)	180.0	156.0	155.0	129.0
Grade 1	174.0	183.0	145.0	159.0
Grade 2	163.0	142.0	150.0	138.0
Grade 3	168.0	165.0	135.0	164.0
Grade 4	177.0	161.0	187.0	171.0
SE students in specialized classes	17.0	7.0	8.0	9.0
Total School	879.0	814.0	780.0	770.0

**Student Mobility Rate**

Percentage of students who entered and left during the school year.

	School	State Average
2010-11	16.5%	10.0%
2009-10	23.5%	10.5%
2008-09	29.7%	10.7%

**Students with Disabilities**

Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	7.5%
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**Limited English Proficient (LEP)**

Percentage of LEP students	21.1%
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**Language Diversity**

First language spoken at home in order of frequency.

Language	Percent
English	61.1%
Spanish	38.7%
Chinese	0.1%
Mandar	0.1%

**Student Performance Indicators****ASSESSMENTS**

New Jersey Assessment of Skills and Knowledge (NJASK3) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	School	2010-11	161	49.7%	44.7%	5.6%
		2009-10	162	61.1%	37.7%	1.2%
	District	2010-11	703	51.9%	45%	3.1%
		2009-10	700	56.3%	42.1%	1.6%
	DFG	2010-11	17919	58.8%	39.1%	2.1%
		2009-10	18259	62.9%	35.8%	1.3%
	State	2010-11	99951	36.9%	56%	7.2%
		2009-10	101435	40.2%	54.2%	5.6%

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New Jersey Assessment of Skills and Knowledge (NJASK3)	Number	Proficiency Percentages
--------------------------------------------------------	--------	-------------------------

MATHEMATICS		Year	Tested	Partial	Proficient	Advanced
All Students » <a href="#">details for subgroups for Mathematics</a>	School	2010-11	161	23.6%	54%	22.4%
		2009-10	162	30.9%	50%	19.1%
	District	2010-11	704	29.4%	43.5%	27.1%
		2009-10	702	28.9%	44.7%	26.4%
	DFG	2010-11	17987	39.8%	39.4%	20.8%
		2009-10	18360	40.6%	39.2%	20.2%
	State	2010-11	100276	20.9%	40.6%	38.5%
		2009-10	101762	21.7%	41.1%	37.2%

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New Jersey Assessment of Skills and Knowledge (NJASK4) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » <a href="#">details for subgroups for Language Arts Literacy</a>	School	2010-11	182	59.9%	39.6%	0.5%
		2009-10	175	65.1%	34.3%	0.6%
	District	2010-11	694	56.6%	40.8%	2.6%
		2009-10	659	57.4%	38.8%	3.8%
	DFG	2010-11	17632	61.9%	36.6%	1.5%
		2009-10	17341	64.1%	33.5%	2.4%
	State	2010-11	101350	37%	55.7%	7.3%
		2009-10	101654	40.2%	50.4%	9.3%

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National Assessment Educational Progress (NAEP) GRADE 4 READING		Year	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
All Students » <a href="#">details for subgroups</a>	State (NJ)	2011	21.9%	34.2%	32.5%	11.4%
	Nation	2011	33.8%	33.8%	24.9%	7.5%

New Jersey Assessment of Skills and Knowledge (NJASK4) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » <a href="#">details for subgroups for Mathematics</a>	School	2010-11	182	35.7%	46.7%	17.6%
		2009-10	175	39.4%	45.1%	15.4%
	District	2010-11	695	29.2%	49.2%	21.6%
		2009-10	662	29.8%	48.3%	21.9%
	DFG	2010-11	17687	38.6%	44.4%	17%
		2009-10	17440	40.9%	40.8%	18.2%
	State	2010-11	101687	20.4%	47.3%	32.3%
		2009-10	102032	22.8%	42.3%	34.9%

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National Assessment Educational Progress ( <a href="#">NAEP</a> ) GRADE 4 MATHEMATICS		Year	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
All Students <a href="#">»details for subgroups</a>	State (NJ)	2011	11.0%	38.3%	40.9%	9.8%
	Nation	2011	18.1%	42.3%	33.2%	6.5%

New Jersey Assessment of Skills and Knowledge (NJASK4) SCIENCE		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Science</a>	School	2010-11	182	19.8%	52.2%	28%
		2009-10	175	14.3%	66.3%	19.4%
	District	2010-11	697	15.6%	58.4%	26%
		2009-10	662	10.6%	64.5%	24.9%
	DFG	2010-11	17662	25.2%	52.6%	22.1%
		2009-10	17421	17.6%	62.8%	19.7%
	State	2010-11	101624	9.8%	42.3%	47.9%
		2009-10	102004	6.5%	49.2%	44.3%

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## OTHER PERFORMANCE MEASURES

<a href="#">Attendance Rates</a>	2010-2011		2009-2010		<a href="#">Student Suspensions</a>			
Percentage of students present on average each day.	<b>School</b>	<b>State</b>	<b>School</b>	<b>State</b>	Percentage of students who were suspended from the school during the school year.			
Pre-K	0%	91.6%	0%	91.4%		<b>School</b>	<b>District Average</b>	<b>State Average</b>
Kindergarten	93.6%	94.2%	94.0%	94.3%				
Grade 1	95.0%	95.1%	95.3%	95.2%	2010-11	2%	12%	4%
Grade 2	95.1%	95.5%	95.7%	95.5%	2009-10	1%	13%	4%
Grade 3	95.3%	95.7%	95.9%	95.8%	2008-09	1%	12%	4%
Grade 4	95.8%	95.9%	96.2%	95.9%				
Grade 5	0%	95.9%	0%	95.8%				
Grade 6	0%	95.6%	0%	95.6%				
Grade 7	0%	95.3%	0%	95.2%	<a href="#">Student Expulsions</a>			
Grade 8	0%	95.0%	0%	94.9%	The number of students who were expelled during the school year.			
Grade 9	0%	93.9%	0%	94.1%		<b>School</b>	<b>District</b>	<b>State Total</b>
					2010-11	0	0	32

Grade 10	0%	93.8%	0%	94.0%	2009-10	0	0	90
Grade 11	0%	93.5%	0%	93.8%	2008-09	0	0	35
Grade 12	0%	92.2%	0%	92.4%				
SE students in specialized classes	88.1%	92.1%	92.5%	92.0%				
Total School	94.9%	94.6%	95.4%	94.6%				

## Staff Information

### Student/Administrator Ratio

Numbers of students per administrator.

	School	State Average
2010-11	439.5	295.6
2009-10	407.0	275.1
2008-09	390.0	276.8

### Student/Faculty Ratio

Numbers of students per faculty member.

	School	State Average
2010-11	11.6	11.1
2009-10	9.8	10.6
2008-09	9.8	10.8

### Faculty Mobility Rate

Percentage of faculty who entered and left the school during the school year.

	School	State Average
2010-11	2.6%	5.0%
2009-10	0.0%	5.4%
2008-09	2.5%	4.0%

### Faculty and Administrator Credentials

Percentage of faculty and administrators possessing a bachelor's, master's, or doctoral degree.

	BA/BS	MA/MS	PhD/EdD
2010-11	58.4%	41.6%	0.0%
2009-10	57.5%	42.5%	0.0%
2008-09	57.5%	42.5%	0.0%

### Faculty Attendance Rate

Percentage of faculty present on average each day.

	School	State Average
2010-11	96.7%	95.8%
2009-10	96.8%	95.7%
2008-09	96.8%	95.3%

### National Board Certification

Number of teachers who have been certified by the National Board for Professional Teaching Standards.

	School	District	State
2010-11	0	10	
2009-10	0	12	
2008-09	0	7	93

## District Financial Data

**Administrative and Faculty Personnel**

In FTE (Full-time Equivalents).

	# of Administrators		# of Schools		# of Students per Administrator		# of Faculty per Administrator	
	District	State Average	District	State Average	District	State Average	District	State Average
2010-11	40.0	26.0	10.0	7.5	261.4	173.0	22.1	16.0
2009-10	50.0	28.3	10.0	7.6	199.5	161.0	18.3	15.4
2008-09	46.5	28.5	10.0	7.6	207.1	158.9	19.4	15.2

**Median Salary and Years of Experience of Administrative and Faculty Personnel**

	2010-11	2009-10	2008-09
<b>Administrators</b>			
Salary - District	\$125,185	\$120,890	\$114,326
Salary - State	\$119,491	\$117,895	\$114,915
Years of Experience - District	19	18	19
Years of Experience - State	19	20	21
<b>Faculty</b>			
Salary - District	\$59,850	\$57,150	\$53,525
Salary - State	\$63,851	\$61,840	\$59,530
Years of Experience - District	9	8	8
Years of Experience - State	10	10	9

**Teacher Salaries and Benefits**

Percents of teacher salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in teacher salaries/benefits from one year to the next.

	% for Teachers Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	62%	57%	1%	-1%
2009-10	62%	56%	6%	4%
2008-09	61%	56%	6%	4%

**Administrative Salaries and Benefits**

Percents of administrative salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in administrative salaries/benefits from one year to the next.

	% for Administrative Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	7%	9%	-4%	-2%
2009-10	7%	9%	3%	4%
2008-09	7%	8%	5%	3%

**Revenues**

Percents of total revenues from various sources.

	2010-2011		2009-2010		2008-2009	
	District	Budget Type Average	District	Budget Type Average	District	Budget Type Average
Local	13%	52%	13%	50%	12%	49%
State	82%	42%	69%	39%	84%	45%
Federal	5%	4%	18%	9%	4%	3%
Other	0%	2%	0%	2%	0%	2%

**Per Pupil Expenditures**

Two calculations of the average cost per pupil in the district.

(See #1 and #2 below).

	2010-2011		2009-2010		2008-2009	
	District Actual	Budget Type Average	District Actual	Budget Type Average	District Actual	Budget Type Average
Classroom - Salaries and Benefits	\$8,566	\$7,564	\$8,673	\$7,682	\$8,450	\$7,386
Classroom - General Supplies/Textbooks	\$225	\$238	\$343	\$266	\$343	\$280
Classroom - Purchased Services and Other	\$28	\$110	\$31	\$110	\$46	\$104
<b>Total Classroom Instruction</b>	\$8,819	\$7,912	\$9,046	\$8,059	\$8,839	\$7,786
Support Services - Salaries and Benefits	\$1,518	\$1,834	\$1,630	\$1,937	\$1,625	\$1,839
Support Services - other	\$369	\$216	\$326	\$222	\$286	\$231
<b>Total Support Services</b>	\$1,887	\$2,050	\$1,956	\$2,159	\$1,911	\$2,070
Administration - Salaries and Benefits	\$912	\$1,137	\$967	\$1,163	\$973	\$1,126
Administration - other	\$159	\$231	\$163	\$237	\$188	\$242
<b>Total Administration Costs</b>	\$1,071	\$1,368	\$1,130	\$1,400	\$1,161	\$1,368
Op./Maint. of Plant - Salaries and Benefits	\$769	\$816	\$843	\$868	\$824	\$856
Op./Maint. of Plant - other	\$702	\$786	\$636	\$773	\$684	\$786
<b>Total Operations and Maintenance of Plant</b>	\$1,471	\$1,602	\$1,479	\$1,641	\$1,508	\$1,642
<b>Total Food Services Costs</b>		\$55		\$64		\$67
<b>Total Extracurricular Costs</b>	\$102	\$225	\$119	\$246	\$118	\$240
<b>(1) BUDGETARY COST PER PUPIL</b>	\$13,736	\$13,253	\$13,948	\$13,594	\$13,860	\$13,207
<b>(2) TOTAL COST PER PUPIL</b>	\$17,717	\$17,455	\$18,414	\$17,885	\$17,977	\$17,322

(1) The Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

(2) Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily

enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

>>[NCLB School, District, and State Reports](#)

The federal *No Child Left Behind (NCLB) Act* has imposed specific accountability and reporting requirements on states. The *NCLB* reports present school-, district-, and state-level information in those areas mandated by *NCLB*, which are as follows: status regarding Adequate Yearly Progress; information on highly qualified teachers; attendance and dropout data; and assessment data that has incorporated all of the conditions mandated under *NCLB* for meeting federally approved proficiency levels.

The results displayed on *NCLB* Reports are based on the state assessment data with the *NCLB* conditions applied. Additionally, the *NCLB* data incorporates the data appeals submitted by districts/schools that have been granted by the NJDOE. Therefore, the data in the *NCLB* Reports may be different from the data displayed on the NJ School Report Cards.

>>[New Jersey School Report Card](#)

The annual New Jersey School Report Card is required under a 1995 state law. It presents thirty-five fields of information for each school in the following categories: school environment, students, student performance indicators, staff, and district finances.

The assessment results displayed on the New Jersey School Report Cards are based on the state assessment data without any *NCLB* conditions applied. Therefore, the assessment data in the NJ School Report Card may be different from the assessment data displayed on the *NCLB* Reports where there have been *NCLB* conditions applied to the test results.

- [Historical Report Card Data](#)
- [Additional Data Reports](#)
- [Highly Qualified Teacher Survey Results](#)

>>[REPORT CARDS](#) >>2011

## WELCOME TO THE NEW JERSEY SCHOOL REPORT CARD FOR 2011

One of the major goals of the Department of Education is to increase school- and district-level accountability for educational progress by communicating useful information to members of the public to be used in measuring how well their schools are doing. The New Jersey School Report Card has provided the public with information about every school in New Jersey since 1995 when the Legislature mandated the annual accountability report.

The 2011 edition of the New Jersey School Report Card offers the same level of information as last year. We encourage you to examine your school's report card to decide for yourself whether your school is making satisfactory progress in helping your child meet New Jersey's Core Curriculum Content Standards. If you would like to give the department feedback on the report card process, please contact us: [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us).

Above all, the Department of Education urges you to become involved with your local schools. With the scrutiny and support of the community, our schools can and will provide an excellent education for all of our students.

- [Guide to the New Jersey School Report Card](#)
- [Report Card Databases](#)

### View Report Cards

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  - [Elementary School](#)
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## 2010-11 SCHOOL REPORT CARD

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[Middlesex Co Vocational](#)

[Milltown Boro](#)

[Monroe Twp](#)

[New Brunswick City](#)

[North Brunswick Twp](#)

[Old Bridge Twp](#)

[Perth Amboy City](#)

[Piscataway Twp](#)

[Sayreville Boro](#)

[South Amboy City](#)

[South Brunswick Twp](#)

[South Plainfield Boro](#)

[South River Boro](#)

[Spotswood Boro](#)

[Woodbridge Twp](#)



>>[REPORT CARDS](#) >>[2011](#) >>COUNTY/DISTRICT LISTING

## 2010-11 SCHOOL REPORT CARD

### Select a county:

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[WARREN](#)  
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### Select a district:

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[Milltown Boro](#)  
[Monroe Twp](#)  
[New Brunswick City](#)  
[North Brunswick Twp](#)  
[Old Bridge Twp](#)  
 >> [Perth Amboy City](#)  
[Piscataway Twp](#)  
[Sayreville Boro](#)  
[South Amboy City](#)  
[South Brunswick Twp](#)  
[South Plainfield Boro](#)  
[South River Boro](#)  
[Spotswood Boro](#)  
[Woodbridge Twp](#)

### Select a school:

[Anthony V Ceres School](#)  
[Edward J. Patten Elem Sch](#)  
[Hmieleski Ecc](#)  
[Hn Richardson 21 Cent Sch](#)  
[Ignacio Cruz Ecc](#)  
[James J. Flynn](#)  
[Mc Ginnis Middle School](#)  
[Perth Amboy High](#)  
[Robert N. Wilentz Elem](#)  
[Samuel E Shull Middle](#)



# Report Card Narratives

## NEW JERSEY DEPARTMENT OF EDUCATION

**PERTH AMBOY CITY (23-4090)**

Welcome to Perth Amboy, an historic 4.5 square mile municipality, located along the shores of the beautiful Raritan Bay in Middlesex County. Perth Amboy operates Early Childhood Centers (3 to 4 year olds), 5 Elementary Schools (Grades K-4), 2 Middle Schools (Grades 5 - 8), 1 High School (Grades 9 - 12) and Adult Education Center. Each of our schools offers state-of-the-art technology, housed in modern innovative facilities, led by well-qualified staff dedicated to providing a solid academic foundation in a safe and healthy environment.

The 2010-2011 school year is a wonderful time of exciting experiences and a chance to learn more than ever before. One of the most important things is how we can work together to make each child's education as effective and inspiring as possible. Simple communication about what is happening at school is very important for every family.

The Perth Amboy Public Schools report card is one way to communicate with our school community the highlights of the 2010-2011 school year. Here are a few of the highlights of our district:

1. Our school district has satisfied at least 80% of the weighted indicators in each of the five areas of the QSAC review process and has been designated as high performing. Pursuant to N.J.S.A. 18A:7A-14, Acting Commissioner Cerf will recommend that the State Board of Education certify your school district for a period of three years as providing a thorough and efficient system of education.
2. The preschool curriculum is a comprehensive, research based curriculum. The curriculum specifies the literacy, math, science and technology content to be taught based on the preschool standards. It relates directly to the subject area curricula used in elementary school, so children's learning in preschool forms the basis of all learning that will follow. The preschool program continues to focus on systematic, collaborative, and continuous improvement of classroom practices.
3. The Elementary Schools continued to raise achievement levels while aligning the Common Core State Standards through implementation of a comprehensive school program and collaboration among school, parents, and the community. During the 2010-2011 school year our elementary schools acknowledged the fact that the accomplishment of making every child a strong reader was our utmost concern. It is with this interest that stakeholders, constantly examine and evaluate the needs of our staff and students.
4. At the Middle and High School levels emphasis on the integration of technology was incorporated in all content areas. Resources included appropriate educational technology in the planning, delivery, and assessment of instruction. High quality professional development was available for all professional staff and included the proper, effective, and responsible use of student data to make educated decisions.
5. Our district is committed to all students receiving a solid academic foundation to achieve the Common Core State Standards through excellent educational experiences, support programs that insure student growth development and community enrichment programs. This will be accomplished within a learning structure of high expectation quality professional development, and fiscally responsible decision making.

In order to improve learning, we must address curriculum, instruction, and assessment. Curriculum is what we teach, instruction is how we teach it, and assessment is how we measure our results. We are addressing each of these areas through the following strategies:

### Curriculum

We are aligning our curriculum to the Common Core State Standards, which will become the requirement in NJ in the next couple of years. We now recognize that curriculum development is never done; it is a continual process that happens through teachers and teacher teams. We also recognize that teachers benefit from collaboration and sharing their work. In order to develop our skills, we are engaging Curriculum 21 to work with our administrators and newly selected Educational Leaders on Common Core alignment and curriculum mapping. These educators will then work with teacher teams, organized into professional learning communities, in their buildings to improve curriculum development capacity in every school. In order to facilitate collaboration, we will be using the Atlas Rubicon software program to share our work across the district, and provide a user-friendly way to analyze the skills that are included across grade levels, schools, subject areas, and the district as a whole.

### Instruction

Students learn best when they are actively engaged in tasks that include critical thinking skills, and academic discourse with one another. These two areas are at the heart of Charlotte Danielson's Framework for Teaching, and included in domains 3B and 3C. Our administrators (through participation in three professional learning communities) are now learning how to facilitate instructional rounds in their schools, allowing teachers to work together to improve their skills in student engagement and discourse. Building administrators will work with their professional learning communities so that every educator in our district will understand the instructional rounds process and be able to give and receive valuable feedback regarding instruction.

We are partnering with Quantum Learning to assist us in creating the highest possible levels of expectations and engagement with students. This approach not only improves instruction, but also creates a common language around achievement and behavior, and develops positive character traits in students.

### Assessment

We know that teachers need frequent information that can be used to guide instruction. To that end, each school is working together with Cambridge Education to develop common assessments that will help teachers understand how well students are learning in their classes. These assessments will reduce the amount of instructional time dedicated to testing, reduce administrative work for teachers, while providing them with more timely, actionable data.

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NJ Department of Education | Informational Technology | Report Card Office

# Report Card Narratives

## NEW JERSEY DEPARTMENT OF EDUCATION

**ROBERT N. WILENTZ ELEM (23-4090-200)**

### ABOUT OUR BUILDING

The Robert N. Wilentz Elementary School is located at the mouth of Raritan River. This gives our students the opportunity to utilize our riverfront location to the fullest. Our school includes a state of the art kindergarten wing, nurse's suite, music room, art room with a kiln, cafetorium, a large gymnasium, computer lab and an internet accessible media center.

Exceptional schools are those that effectively address the needs of their students, staff, parents and community. With this in mind, our school has implemented a collaborative planning model that focuses on those needs and the holistic development of the child under the framework of the School Development Program (COMER). The school administration, teacher leaders and parents collaborate to effect change. Assessments are conducted to identify needs and strategic planning takes place to meet those needs while aligning the Core Curriculum Content Standards (CCCS) to the developmental pathways and instruction. Staff development is provided to support these endeavors. Ties are forged to the community to strengthen our efforts in meeting the needs of all our students so that no child will be left behind.

### MISSION STATEMENT

The staff of the Robert N. Wilentz Elementary School believes that all children can learn and that no child will be left behind in this effort. We provide a high level of academic excellence through a variety of teaching strategies, instructional techniques, modified instruction to meet individual student needs and the material and technology to support learning.

Instruction also fosters the enhancement of self-esteem, the development of problem-solving skills and positive character traits. We work toward these goals in partnership with home and community.

### OUR SCHOOL'S CURRICULUM

Our balanced literacy program includes the Four Blocks of Literacy, a 90 minute Reading Block, the Collins Writing Program and Guided Reading. Math, E.S.L., Social Studies, Bilingual Education, Handwriting, Computer Assisted Instruction, Special Education, Health, Science, Spelling, Writers Workshop, Language Arts, Basic Skills, L.E.A.D.S, Library Skills, Music, Full Day Kindergarten, Physical Education/Safety, Intensive Intervention and Art are all included in the school's curriculum. A Dual Language Program was piloted in two Kindergarten classes and has now been expanded through second grade.

### SPECIAL PROGRAMS AND SERVICES AVAILABLE

Gifted and Talented Programs, Substance Awareness Counseling, Basic Skills, Child Study Team, Student Staff Support, Library Media Center, English As A Second Language, Intervention, Team Speech, Nurse, Instrumental Music, Pupil Assistance Committee,(IRS) Extended School Year, Conflict Resolution, Child Assault Prevention Program, Extended School Day, Counseling Program, Field Day, Phonographix Foundations, Guidance Counselor, Child Study Team, Reading is Fundamental, Leveled Reading, Gifted & Talented Program, Inquiry based learning through the use of technology, Dental Program, Project Based Learning, Differentiated Instructions & Learning Stations, Computer Assisted Instruction, Parent College, Early Morning Intervention Program, Tutoring, Parent Support Group, Social Worker, School Liaison, Saturday Morning ESL Program, Morning Walking Club, Breakfast Club, Parent/Staff Volleyball Game, Parent/Staff Basketball Game.

### CO-CURRICULAR AFTER-SCHOOL PROGRAM

Yearbook, Writing Workshop, Newspaper, Spanish, Emerging Literacy, Breakfast Club, Tutoring, Higher Order Thinking Skills After School Program, Math, Reading.

### COMMUNITY AND FAMILY ACTIVITIES

Saturday Family School Picnic, Red Cross Blood Drive, Family Math, Family Valentine Day Dance, Family Science, Immunization Clinic, Family Tools and Technology, Parent Volunteer Program, ESL for Parents, Substance Awareness Counseling, Host School for Community Karate Classes, Host School for Community Girl Scouts, 21st Century Community Learning Center Program, Parent/Teacher Organization, Philanthropy projects, New Jersey Transit Safety Program, Family Literacy Program, Family Fitness Night, Dr. Seuss Night, Wegmans Food Bank Program, Scholastic Book Fair and Kindersmart.

### CHARACTER COUNTS

Robert N. Wilentz Elementary School is one among the ranks of schools across the country that is committed to values education. The "Character Counts" program is part of the school's curriculum. The six "Pillars of Character" included responsibility, respect, citizenship, caring, fairness and trustworthiness. One of these was chosen for emphasis each month throughout the school year. The chosen pillar then became the unifying theme of the school for that month. A culminating activity took place at the end of the school year during which the students brought the "Pillars of Character" to life through musical and dramatic performances. A continued focus on anti-bullying is reinforced the entire year.

### CONFLICT RESOLUTION

Students and staff employ conflict resolution techniques to resolve problems. Children are encouraged to seek peaceful solutions to conflict situations and violence is strongly discouraged. "I" statement techniques serve as a tool in resolving potential problems.

#### READ TO SUCCEED - READ ACROSS AMERICA DAY

Children are encouraged to read as many books as possible. Those who completed 600 minutes of reading received a free pass to an amusement park, Pizza Hut pizza certificate and school recognition.

#### 100TH DAY

Grades Kindergarten, One and Two will continue to participate in mathematical projects relating to the number 100 during the school year. On the 100th day of school, various classes will celebrate with a treat.

#### CHINESE NEW YEAR CELEBRATION AND PARADE

In our attempt to provide the students of the Robert N. Wilentz School with a broader appreciation for diversity and cultural awareness, our students are taught Chinese dances and songs indicative of the cultural, which are performed for the student body.

In addition a school-wide Chinese New Years parade is held to capture the celebration.

#### CAREER DAY

This event is designed as part of our Cross Content Workplace Readiness efforts. Possibilities for Career Development were explored and discussed with the children. Various career clusters were represented by invited members of businesses, industry, social services, and community and government sectors. Our students received orientation with personal perspectives of the world of work, occupations and their environments.

#### GOVERNOR'S TEACHER OF THE YEAR - TEACHER OF THE YEAR

The Robert N. Wilentz Elementary School representative was Matthew Wechter. Mr. Wechter was also honored for being named Perth Amboy's District Teacher of the Year.

#### FAMILY COVERED DISH DINNER

This is a wonderful activity at the Robert N. Wilentz School. Parents and teachers were asked to bring in their favorite food. Many ethnic and traditional American foods were served. About 550 community officials, parents, students and teachers shared in the meal.

#### SCHOOL LEADERSHIP COUNCIL

A School Leadership Council is in place at the Robert N. Wilentz Elementary School. This group of teachers, parents and community members worked collaboratively to make school improvements. In addition, the following committees meet monthly to discuss issues that affect the school community. The Committees are School Climate, Public Relations, Student & Staff Support Team, Curriculum, Instruction & Assessment.

#### CORE CURRICULUM STANDARDS

Curriculum content standards have been adopted by the State Board of Education. These standards are likely to have a significant impact on all schools in the State and help define the meaning of the elusive term "Thorough and Efficient" education.

Standards were developed in the following eight disciplines: mathematics, science, social studies, language arts, world languages, health and physical education, the visual and performing arts and career education. The standards broadly describe a core of knowledge and skills which students are expected to master by the end of certain grade clusters: K through 4, 5 through 8, 9 through 12. They are designed to be "academically rigorous, internationally competitive and applicable to all students." Our district is incorporating these standards into the curriculum. Our school is in preparation to address the Common Core State Standards (CCSS), a state led effort coordinated by the National Governors Association Center for Best Practices and Council of Chief State School Officers. This standards will help prepare students for college and the workplace.

#### AWARDS AND RECOGNITION

Over the past years, The Robert N. Wilentz Elementary School has been awarded the distinction of being a Benchmark School. In addition, our school has been honored by the Business Coalition for Educational Excellence and the N.J. Chamber of Commerce as a N.J. Benchmark School.

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&gt;&gt;REPORT CARDS &gt;&gt;NCLB

# NCLB Report



- 2010 NCLB Report for school, district and state  
[English](#) | [En Español](#) | [Download](#)
- 2010 NCLB state-level report  
[English](#) (384 kb PDF) | [En Español](#) (433 kb PDF)
- Guide to the 2010 NCLB Report  
[English](#) | [En Español](#)
- How Adequate Yearly Progress (AYP) Is Calculated for 2010  
[English](#) | [En Español](#)
- Key Points
  - [English](#)
  - [En Español](#)
- [AYP Profiles](#)
- [Report Archive](#)
- [Lists of Schools/Districts in Need of Improvement](#)  
This is the most current listing of schools identified for improvement, corrective action, and restructuring under the requirements of the *No Child Left Behind Act*. The affected schools are arranged by county within the various status levels.
- [Highly Qualified Teacher Survey Results](#)
- [Federal Resources](#)



[>>REPORT CARDS](#) [>>2011](#) [>>GUIDE](#)

## GUIDE TO THE NEW JERSEY SCHOOL REPORT CARD 2011

### INTRODUCTION

This report card issued in May 2012 contains data for the 2010-11 school year. Enrollment numbers are based on the October 15, 2010 NJSMART submission. The information in the report card is school-level data, except for the finance section which contains district-level information. For charter schools, however, the finance section is school-level. The source of the information contained in the New Jersey School Report Card is the school district or the charter school, unless otherwise indicated in this guide.

There are several general practices and rules that are used throughout the document. They are as follows:

- **SUPPRESSION:** In reporting any type of assessment results, an asterisk indicates that the data were suppressed in order to protect privacy. Suppression includes cell sizes of less than 11 students, proficiency levels that are greater than 90% partially proficient, and other combinations of small cell sizes that might not protect privacy if they were not suppressed.
- **ZERO:** A zero in a data field in most cases means that there is no data to report for that field for this report card year.
- **BLANK:** A blank in most cases means this data element does not apply to this school.
- **STATE AVERAGE:** Unless otherwise stated, state averages are computed by four school types as follows: vocational schools; Special Services School Districts/special education schools; all elementary schools (regular and charter); or all secondary schools (regular and charter).
- **FACULTY:** In fields that refer to faculty, this term includes classroom teachers and educational support services personnel, such as guidance counselors and librarians.
- **ADMINISTRATORS:** In fields that refer to administrators, this term includes the certificated personnel such as the superintendent, assistant superintendents, school business administrator, principals, assistant principals, supervisors, non-supervisory coordinators, and directors.

### REPORT CARD FIELDS

The following sections explain the data in the various report card fields.

#### SCHOOL ENVIRONMENT

##### Average Class Size

Average class size for elementary schools (Pre-K-8) is based on the enrollment per grade divided by the total number of classrooms for that grade. For elementary grades, the state average is the statewide total enrollment for each grade divided by the statewide total number of classrooms in that grade.

Average Class size for secondary schools (9-12) is based on the total enrollment per grade divided by the total number

of English classes for the same grade. For secondary grades, the state average is the total enrollment for each grade divided by the total number of English classes for the same grade.

For Special Services School Districts and special education schools, average class size is calculated by dividing the total enrollment by the total number of classrooms.

**Length of School Day**

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

**Instructional Time**

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

**Student/Computer Ratio**

This shows the average number of students served by each instructional, multimedia-capable computer with a manufacture date after July 1, 2007 that is available for the purposes of supervised instruction. The ratio is calculated by dividing the total enrollment by the total number of multimedia-capable computers that are used for instruction. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2010-11 data are published in this report.

**Internet Connectivity**

This shows the numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2006 available for instruction at various locations and how many of those computers have a connection to the Internet. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2009-10 data are published in this report.

**Length of School Year (charter schools only)**

This is the number of days in the regular school year.

**School Waiting List (charter schools only)**

The list contains numbers of students who are waiting for openings in the charter school roster as of the opening of school.

**School Classrooms (charter schools only)**

This is the number of classrooms in the school.

**STUDENT INFORMATION****Enrollment by Grade**

The enrollment has been obtained from the school districts' NJ SMART state submission. NJ Standards Measurement and Resource for Teaching (NJ SMART), is a comprehensive data warehouse, student level data reporting, and

unique statewide student identification (SID) system

### **Students with Disabilities**

This shows the percentage of students with an Individualized Education Program (IEP), including speech, regardless of placement and programs. This is calculated by dividing the total number of students with IEPs by the total enrollment.

### **Language Diversity**

This is the percentage of students in the school by first language spoken at home. The list includes up to seven languages in descending order of frequency plus “all others.” This is calculated by dividing the number of students who speak a given language by the total enrollment. There is a calculation for each language listed, including English and “all others.”

### **Limited English Proficient (LEP) Students**

This is the percentage of LEP students in the school. It is calculated by dividing the total number of students who are in limited English proficient programs by the total enrollment.

### **Student Mobility Rate**

This is the percentage of students who both entered and left during the school year. The calculation is derived from the sum of students entering and leaving after the October enrollment count divided by the total enrollment.

## **STUDENT PERFORMANCE INDICATORS**

### **Assessments**

#### **Performance on State Tests – High School Proficiency Assessment (HSPA), and New Jersey Assessment of Skills and Knowledge (NJASK) 3, 4, 5, 6, 7, and 8**

The statewide assessment system comprises state tests that are designed to measure student progress in the attainment of the Core Curriculum Content Standards. Under the *No Child Left Behind Act of 2001 (NCLB)*, all states are required to assess student progress in language arts and math in grades 3-8 and grade 11. The state also assesses science in grades four and eight.

High schools show assessment results from the 11th grade spring 2011 administration of the High School Proficiency Assessment (HSPA) in language arts and math. The HSPA is the test that students must pass in order to graduate from high school. Retests are not included in these results.

**The data presented in this report card will differ slightly from the data in the *No Child Left Behind (NCLB)* reports required by federal law. The *NCLB* reports show assessment results in three grade spans after the application of *NCLB* rules for the purpose of calculating adequate yearly progress (AYP) and identifying schools in need of improvement. By contrast, the assessment results presented in this report card have had no restrictions or**

**conditions applied to them. These data are the state's assessment results that have been disaggregated into subgroups for all students who attend a school.**

State assessments are administered with the assistance of test contractors who collect and tally the student-level data. The results are distributed to local districts that have an opportunity to correct any errors. The Department of Education's Office of Assessment conducts the final quality control of all test data and is the source of the assessment results for all state reports, including the New Jersey School Report Card. The assessment office also produces the annual state assessment summary report that differs slightly from the school report card. **The report card information contains only the scores of the students who physically attend that school, while the assessment summary for a school adds in the scores of the special education students who are sent to out-of-district placements.** The addition of these out-of-district scores creates some differences in totals when compared to the report card totals.

### **National Assessment of 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 National Assessment Governing Board, which sets NAEP policy, also develops the content frameworks for the assessment. NAEP is administered by the National Center for Education Statistics (NCES), located within the Institute of Education Sciences (IES) in the U.S. Department of Education, and 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 2009 reading and math scores for New Jersey which are the last scores published. For more information, visit <http://nces.ed.gov/nationsreportcard/>.

### **Graduation Type**

This field shows the percentages of students who met or otherwise satisfied the state's testing requirements for graduation in several different ways – passing both sections of HSPA (scale  $\geq 200$ ), exempt from passing the HSPA and via Alternative High School Assessment (AHSA), Appeals or Other processes.

The Alternative High School Assessment1 (AHSA) measures high school competency in selected areas of the Core Curriculum Content Standards. It is intended to offer an alternative means of meeting the state graduation proficiency test requirement. The AHSA is available to students who have met all high school graduation requirements except for demonstrating proficiency in selected areas of the Core Curriculum Content Standards. (N.J.S.A. 18A:7C-3 & N.J.A.C. 6A:8-4.1)

High School seniors who have not yet demonstrated proficiency on the High School Proficiency Assessment (HSPA) or the Alternate High School Assessment (AHSA) are eligible for an appeal. The appeal can only be made by the district. The district must make the determination that the student, though not meeting the minimum scores needed on the assessments, can perform in language arts literacy and in math at a high school level. The district submits, on behalf of the student, HSPA scores, AHSA results, work samples and any other evidence of performance in ELA and/or math. There is an Educational Proficiency Plan form, developed by the department, to aid districts in submitting the appeals. The

document is designed to be used while students are receiving intervention/remediation (as required in statute). The document also asks for the intervention plan, the results and duration of the interventions, parent and student signatures, dates of conferences with parents, etc. While the form is not required for an appeal, the data on the form is required.

Other includes those students who have not been able to demonstrate a scale score  $\geq 200$  on a single HSPA administration, but have shown proficiency in the different levels of the HSPA during any of the administrations given. An example would be a student who during all 3 administrations of HSPA does not reach a scale score  $\geq 200$ , but when looking at their individual proficiency on each section of the exam they have passed each section during the 3 administrations. These students would be considered eligible to graduate via other.

### **Scholastic Assessment Test (SAT)**

The Scholastic Assessment Test is a voluntary test administered by the College Board, usually for the purpose of college admission. The percentile scores are the average scores of the students whose performance places them along a range from 1-99. The score listed under the 25th percentile means that a quarter of the students' scores fell below that point and the rest were above. Under the 50th percentile, half of the students' scores fell above that score and half fell below. In the 75th percentile, a quarter of the students' scores were above that score and the rest were below. The source of the data for the report card is the College Board.

### **Advanced Placement (AP)**

This information is obtained from the College Board for students who have taken an advanced placement exam. It shows the classes offered at the school, the numbers of students in each class and the numbers who took the test for the course. The total number of students in class is a duplicated count because the same student may take multiple AP classes. The total number of test-takers may exceed the number of enrollees because students may take the test without taking the class.

**NOTE:** The AP numbers reported in this report card are based on a snapshot in time that allows the College Board to provide consistent data from year to year. The AP reports from the College Board contain data from files created in July which include approximately 97-99% of the test-takers. The database created by the July snapshot is not updated by College Board for reporting purposes. Therefore, the numbers in the report card can only be considered correct as of the cut-off date.

### **Advanced Placement Results Summary**

This shows the total who scored 3 or greater on the AP tests. It is a duplicated number which means that a single student may be counted more than once in this total, if the student took more than one test and scored 3 or above.

### **Advanced Placement Participation Data**

The percentage of students taking Advanced Placement tests is calculated by dividing the number of students who took at least one AP test by the total number of students enrolled in grades 11 and 12 based on the October 15 enrollment count.

### **National Occupational Competency Testing Institute (NOCTI) (vocational only)**

The NOCTI develops and administers national job-ready examinations that include both written and performance tests

that measure a student's knowledge and skills for entry into an occupational field. The number of students taking the tests is listed, along with school and state average scores for written and performance tests.

### **Certification/Licensure and Required Examination Results (vocational only)**

This section lists by program area the test results for those occupations that require a license, certification, or examination. The data reflect those students who were tested in an occupational program during the school year.

## **Other Performance Measures**

### **Student Attendance Rate**

These are the grade-level percentages of students on average who are present at school each day. They are calculated by dividing the sum of days present in each grade level by the sum of possible days present for all students in each grade. The school and state totals are calculated by the sum of days present in all applicable grade levels divided by the total possible days present for all students.

### **Dropout Rate (secondary only)**

These are the percentages of students who dropped out of grades 9-12 presented by various subgroups. The percentages are calculated by dividing the number of students in grades 9 through 12 who dropped out of school during the school year by the October enrollment reported for grades 9 through 12.

### **Graduation Rate (secondary only)**

The graduation rate is calculated by using the new federally required adjusted cohort graduation rate. The four-year adjusted cohort graduation rate is the number of students who graduate in four years divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. For example, The 2007 freshmen plus "transfers in" minus "transfers out" over four years will be divided into the number of 2011 graduates for the 2011 adjusted cohort graduation rate. Students who drop out remain in the cohort for this calculation. The source of the data is the state's student-level record system called NJ SMART. The "Other" category includes all other students awarded a regular high school diploma by their school districts, including students who passed the alternative high school proficiency exams.

### **Student Suspensions**

These are percentages of students who were suspended at least once during the school year. Students suspended more than one time are counted once. The percents are calculated by dividing the total number suspended by the total enrollment.

### **Student Expulsions**

This shows the number of students who were expelled from the school and district during the year. The total represents the total number of students expelled statewide.

**Completion Data (vocational only)**

These are the percentages of students who successfully completed an occupational program categorized by their enrollment status. This is calculated by dividing the number of students in each enrollment status by the total graduates.

**STAFF INFORMATION****Student/Administrator Ratio**

This is the number of students per administrator in the school. It is calculated by dividing the total school enrollment in October by the number of administrators reported in full-time equivalents (FTEs). Where a single administrator has responsibility for more than one school, the FTE may represent the administrator as less than one.

**Student/Faculty Ratio**

This is the number of students per faculty member. It is calculated by dividing the reported October school enrollment by the combined full-time equivalents (FTEs) of classroom teachers and educational support services personnel assigned to the school as of October of the school year.

**Faculty Attendance Rate**

This is the average daily attendance for the faculty of the school. It is calculated by dividing the total number of days present by the total number of days contracted for all faculty members.

**Faculty Mobility Rate**

This represents the rate at which faculty members come and go during the school year. It is calculated by using the number of faculty who entered or left employment in the school after October 15 divided by the total number of faculty reported as of that same date.

**Faculty and Administrator Credentials**

These are percentages of faculty and administrative members in the school who hold a bachelor's, master's, or doctoral degree. For vocational and special services schools, there is also information about licenses or certification in addition to or in place of degrees.

**National Board Certification**

This shows the number of teachers at the school and district levels who have been certified by the National Board for Professional Teaching Standards. In addition to teachers actively working in the districts, the state total may also include teachers who work in nonpublic schools, as well as those who became administrators, have retired or are on leave. This rigorous certification is encouraged, but not required.

**DISTRICT/CHARTER FINANCIAL DATA**

This section containing the financial data is district-level information for all schools except charter schools. Charter schools are public schools that are operated under a charter granted by the Commissioner of Education. The school is independent

of the school district and managed by a board of trustees. In accordance with charter school law, the school district of residence must pay directly to the charter school for each student enrolled in the charter school who resides in the district an amount equal to 90% of the sum of the budget year equalization aid per pupil and the prebudget year general fund tax levy per pupil inflated by the Consumer Price Index (CPI) rate in effect at the time of the calculation. In addition, the school district of residence must pay directly to the charter school the security categorical aid attributable to the student and a percentage of the district's special education categorical aid equal to the percentage of the district's special education students enrolled in the charter school and, if applicable, 100% of preschool education aid.

The financial information for the charter schools shows school average compared to charter average, while all other school report cards show district average compared to a state average for districts of a similar budget type. Budget type refers to the grade span that a district must budget for. If a district sends its 9-12 students to another district, it has a budget type that is K-12 (the district pays tuition to the receiving district for the 9-12 students), but the district has an operating type of K-8.

### **Administrative and Faculty Personnel**

These include the number of administrators in the district reported in FTEs in October of each year, the number of schools in the districts, the ratio of students to administrators, and the ratio of faculty to administrators in the district. Similar information at the school level is shown earlier in this report card. Administrators include certificated administrative personnel in the central office, principals and school administrators -- both supervisory and non-supervisory. The number of faculty per administrator is calculated by dividing the combined FTE of classroom teachers and educational support personnel by the FTE of administrators as reported in October.

### **Median Salary and Years of Experience of Administrative and Faculty Personnel**

This contains the median salary -- half of the salaries are above the median and half are below -- for both administrators and faculty. It also contains the median years of experience based on total number of years in public education.

### **Teacher Salaries and Benefits**

Total teacher salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in teacher salaries/benefits from one year to the next.

### **Administrative Salaries and Benefits**

Total administrative salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in administrator salaries/benefits from one year to the next.

### **Revenues**

This presents the total revenues from various sources reflecting the combination of the ways districts are funded through local taxes, state aid, federal aid, and other sources, such as local district surplus and tuition income.

## **Budgets and Per-pupil Expenditures**

There are two district-wide costs per pupil amounts for three years that correspond to the rest of the data in the report card. First is the Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:** Robert N. Wilentz Elem**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK3) LANGUAGE ARTS LITERACY: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	110	50%	46.4%	3.6%
	District	499	47.3%	49.5%	3.2%
	DFG	13260	52.2%	45.2%	2.5%
	State	79988	30.2%	61.4%	8.5%
Students With Disabilities	School	*	*	*	*
	District	66	84.8%	15.2%	0%
	DFG	2326	84.7%	15.1%	0.3%
	State	15609	62.2%	35.3%	2.4%
Limited English Proficient Students	School	*	*	*	*
	District	149	55%	40.9%	4%
	DFG	2593	72.4%	26.5%	1.1%
	State	4868	70.7%	28.3%	1%
Male	School	82	52.4%	45.1%	2.4%
	District	361	57.3%	41%	1.7%
	DFG	9201	63.6%	35%	1.4%
	State	51053	41.6%	53.7%	4.8%
Female	School	79	46.8%	44.3%	8.9%
	District	342	46.2%	49.1%	4.7%
	DFG	8699	53.7%	43.5%	2.7%
	State	48832	31.9%	58.4%	9.7%
White	School	*	*	*	*
	District	*	*	*	*
	DFG	1514	42.3%	53.4%	4.3%
	State	50544	27.1%	63.9%	9%
Black	School	12	58.3%	41.7%	0%
	District	61	50.8%	45.9%	3.3%

	DFG	6267	65.4%	33.1%	1.5%
	State	16011	56%	41.1%	2.8%
Asian	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	321	44.9%	50.2%	5%
	State	9286	19.8%	64.6%	15.5%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	11	54.5%	36.4%	9.1%
	State	227	31.7%	59.9%	8.4%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	11	54.5%	36.4%	9.1%
	State	104	36.5%	60.6%	2.9%
Hispanic	School	147	49.7%	44.2%	6.1%
	District	628	52.4%	44.6%	3%
	DFG	9692	57.6%	40.4%	2%
	State	22701	52.3%	45%	2.7%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	92	56.5%	40.2%	3.3%
	State	1078	32%	58.7%	9.3%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	39	69.2%	28.2%	2.6%
	State	47	66%	31.9%	2.1%
Economically Disadvantaged	School	118	50.8%	43.2%	5.9%
	District	596	53.9%	43.3%	2.9%
	DFG	15430	60%	38.1%	1.9%
	State	37158	55.3%	42.5%	2.3%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK3) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	115	63.5%	34.8%	1.7%
	District	511	52.4%	45.6%	2%
	DFG	13791	57%	41.3%	1.7%
	State	82035	33.5%	59.9%	6.6%
Students With Disabilities	School	*	*	*	*
	District	64	84.4%	15.6%	0%
	DFG	2335	87.9%	11.9%	0.1%
	State	15353	67%	31.3%	1.7%
Limited English Proficient Students	School	*	*	*	*
	District	134	59.7%	39.6%	0.7%
	DFG	2384	75.4%	24.2%	0.3%
	State	4504	74.7%	24.7%	0.5%
Male	School	97	62.9%	36.1%	1%
	District	365	61.6%	37.5%	0.8%
	DFG	9361	67.6%	31.5%	0.9%
	State	51951	45.8%	50.7%	3.4%
Female	School	65	58.5%	40%	1.5%
	District	333	50.2%	47.4%	2.4%
	DFG	8879	57.8%	40.3%	1.9%
	State	49419	34.2%	58%	7.8%
White	School	*	*	*	*
	District	22	31.8%	63.6%	4.5%
	DFG	1557	48.9%	48%	3%
	State	52409	30.5%	62.4%	7.1%
Black	School	*	*	*	*
	District	45	68.9%	28.9%	2.2%
	DFG	6735	67.8%	31.1%	1.1%
	State	16862	59.6%	38.6%	1.8%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	313	48.6%	49.8%	1.6%
	State	9214	21.4%	66%	12.6%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	17	52.9%	47.1%	0%
	State	223	32.3%	61%	6.7%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	52.9%	47.1%	0%
	State	115	37.4%	55.7%	7%
Hispanic	School	147	57.8%	40.8%	1.4%
	District	627	56.5%	42.3%	1.3%
	DFG	9566	62%	36.7%	1.3%
	State	21938	56.3%	41.8%	1.9%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	68	77.9%	22.1%	0%
	State	674	40.7%	52.5%	6.8%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	30	73.3%	26.7%	0%
	State	40	67.5%	32.5%	0%
Economically Disadvantaged	School	138	59.4%	39.1%	1.4%
	District	604	57%	41.9%	1.2%
	DFG	15922	64.3%	34.5%	1.2%
	State	36396	59.7%	38.7%	1.6%
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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Robert N. Wilentz Elem**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK3) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	110	24.5%	55.5%	20%
	District	499	25.1%	45.5%	29.5%
	DFG	13267	33.9%	42.3%	23.8%
	State	80002	16.2%	41.1%	42.7%
Students With Disabilities	School	*	*	*	*
	District	66	47%	36.4%	16.7%
	DFG	2332	60.4%	29%	10.6%
	State	15642	36.2%	39.3%	24.4%
Limited English Proficient Students	School	*	*	*	*
	District	150	36%	40.7%	23.3%
	DFG	2649	53.1%	33%	13.9%
	State	5151	50.3%	35.7%	14.1%
Male	School	82	19.5%	59.8%	20.7%
	District	362	32.9%	41.4%	25.7%
	DFG	9247	40.6%	38.2%	21.2%
	State	51251	21.1%	39.8%	39.1%
Female	School	79	27.8%	48.1%	24.1%
	District	342	25.7%	45.6%	28.7%
	DFG	8721	38.8%	40.7%	20.4%
	State	48957	20.7%	41.3%	38%
White	School	*	*	*	*
	District	*	*	*	*
	DFG	1528	23.2%	41.4%	35.4%
	State	50651	12.3%	41%	46.8%
Black	School	12	33.3%	50%	16.7%
	District	61	34.4%	41%	24.6%

	DFG	6292	49.4%	35.9%	14.8%
	State	16070	39.9%	41.1%	19%
Asian	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	339	24.2%	36.3%	39.5%
	State	9408	7.2%	28.7%	64.2%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	12	41.7%	33.3%	25%
	State	228	11.8%	41.7%	46.5%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	12	41.7%	33.3%	25%
	State	107	25.2%	42.1%	32.7%
Hispanic	School	147	23.1%	54.4%	22.4%
	District	629	29.6%	43.6%	26.9%
	DFG	9699	36.8%	41.5%	21.8%
	State	22717	32.6%	44.3%	23.2%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	95	36.8%	40%	23.2%
	State	1095	18.6%	39.2%	42.2%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	39	59%	30.8%	10.3%
	State	47	57.4%	34%	8.5%
Economically Disadvantaged	School	118	22%	52.5%	25.4%
	District	597	30.5%	42.9%	26.6%
	DFG	15475	40.7%	39.4%	19.9%
	State	37300	35.7%	42.8%	21.4%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK3) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	115	29.6%	52.2%	18.3%
	District	512	25.2%	46.9%	27.9%
	DFG	13814	35.3%	41.5%	23.2%
	State	82048	17.4%	41.6%	41%
Students With Disabilities	School	12	58.3%	33.3%	8.3%
	District	65	38.5%	43.1%	18.5%
	DFG	2343	61.8%	29.1%	9.1%
	State	15386	36.8%	39.7%	23.4%
Limited English Proficient Students	School	36	27.8%	47.2%	25%
	District	134	40.3%	36.6%	23.1%
	DFG	2455	52.8%	35.2%	12%
	State	4788	51.1%	36.7%	12.2%
Male	School	97	32%	46.4%	21.6%
	District	366	29.2%	45.4%	25.4%
	DFG	9419	40.8%	38.5%	20.7%
	State	52137	21.7%	39.7%	38.6%
Female	School	65	29.2%	55.4%	15.4%
	District	334	28.7%	43.7%	27.5%
	DFG	8923	40.4%	40%	19.6%
	State	49561	21.8%	42.5%	35.7%
White	School	*	*	*	*
	District	22	13.6%	27.3%	59.1%
	DFG	1562	23.6%	43.5%	32.8%
	State	52480	12.8%	42.3%	44.9%
Black	School	13	46.2%	46.2%	7.7%
	District	45	44.4%	42.2%	13.3%
	DFG	6794	49.7%	35.7%	14.6%
	State	16962	41.7%	40.8%	17.5%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	334	25.7%	42.5%	31.7%
	State	9334	7.4%	29.1%	63.5%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	17	52.9%	17.6%	29.4%
	State	225	11.6%	40.4%	48%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	52.9%	17.6%	29.4%
	State	116	21.6%	35.3%	43.1%
Hispanic	School	147	29.9%	51%	19%
	District	629	28.6%	45.8%	25.6%
	DFG	9580	37.3%	41%	21.8%
	State	21965	33.5%	43.8%	22.7%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	69	63.8%	30.4%	5.8%
	State	680	26%	40.4%	33.5%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	30	46.7%	36.7%	16.7%
	State	40	42.5%	40%	17.5%
Economically Disadvantaged	School	138	32.6%	49.3%	18.1%
	District	606	29.5%	46%	24.4%
	DFG	16003	41.9%	39%	19.1%
	State	36555	37.3%	42.5%	20.2%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:** Robert N. Wilentz Elem**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK4) LANGUAGE ARTS LITERACY: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	111	52.3%	46.8%	0.9%
	District	511	53%	43.6%	3.3%
	DFG	13618	55.4%	42.7%	1.8%
	State	81837	29.9%	61.5%	8.6%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2609	87.6%	12.2%	0.3%
	State	16615	65.7%	32.3%	2%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	1581	78.9%	20.7%	0.4%
	State	3231	76.3%	23%	0.7%
Male	School	107	62.6%	37.4%	0%
	District	365	63%	34.8%	2.2%
	DFG	9062	64.9%	33.8%	1.3%
	State	51907	40.8%	53.7%	5.5%
Female	School	74	55.4%	43.2%	1.4%
	District	328	49.4%	47.6%	3%
	DFG	8543	58.7%	39.6%	1.7%
	State	49378	33.1%	57.8%	9.1%
White	School	*	*	*	*
	District	21	52.4%	38.1%	9.5%
	DFG	1469	44%	52.5%	3.5%
	State	52135	26.1%	64.7%	9.2%
Black	School	*	*	*	*
	District	47	72.3%	25.5%	2.1%

	DFG	6349	69.7%	29.2%	1.2%
	State	16571	60.1%	37.9%	2%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	327	39.8%	55.7%	4.6%
	State	9237	17.1%	65%	17.9%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	52.9%	47.1%	0%
	State	214	26.6%	62.1%	11.2%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	52.9%	47.1%	0%
	State	104	35.6%	60.6%	3.8%
Hispanic	School	167	58.7%	41.3%	0%
	District	619	55.7%	42%	2.3%
	DFG	9376	60.2%	38.5%	1.3%
	State	22173	53.9%	43.9%	2.2%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	67	73.1%	25.4%	1.5%
	State	916	35.6%	56.6%	7.9%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	25	60%	40%	0%
	State	36	61.1%	38.9%	0%
Economically Disadvantaged	School	138	59.4%	40.6%	0%
	District	582	57.6%	40.5%	1.9%
	DFG	15072	63.7%	35.1%	1.2%
	State	36654	57.8%	40.4%	1.8%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK4) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	94	52.1%	46.8%	1.1%
	District	470	51.7%	43.4%	4.9%
	DFG	13343	57.9%	39.1%	3%
	State	82821	33.1%	55.9%	11%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2473	87.2%	12.3%	0.5%
	State	15922	70.2%	27.6%	2.2%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	1694	81.9%	17.4%	0.6%
	State	3214	79.9%	19.4%	0.7%
Male	School	97	71.1%	28.9%	0%
	District	343	62.1%	35.3%	2.6%
	DFG	8840	68.1%	30.2%	1.7%
	State	51824	45.3%	48%	6.7%
Female	School	78	57.7%	41%	1.3%
	District	316	52.2%	42.7%	5.1%
	DFG	8481	59.9%	36.9%	3.2%
	State	49771	35%	53%	12%
White	School	*	*	*	*
	District	19	31.6%	57.9%	10.5%
	DFG	1453	44.1%	50.2%	5.7%
	State	53229	29.7%	58.5%	11.8%
Black	School	12	66.7%	33.3%	0%
	District	52	59.6%	34.6%	5.8%
	DFG	6455	69.7%	28.1%	2.2%
	State	16904	61.6%	35.2%	3.2%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	343	49.6%	44.3%	6.1%
	State	9135	21%	58%	21.1%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	15	53.3%	46.7%	0%
	State	215	28.8%	56.3%	14.9%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	15	53.3%	46.7%	0%
	State	106	43.4%	50%	6.6%
Hispanic	School	157	66.2%	33.1%	0.6%
	District	582	58.1%	38.5%	3.4%
	DFG	8990	63.9%	34.2%	1.9%
	State	21379	57.9%	39.1%	2.9%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	81	69.1%	30.9%	0%
	State	686	41.7%	49.3%	9%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	85.7%	14.3%	0%
	State	33	87.9%	12.1%	0%
Economically Disadvantaged	School	151	67.5%	31.8%	0.7%
	District	580	59.5%	37.2%	3.3%
	DFG	15041	65.9%	32.1%	2%
	State	35707	61.5%	36%	2.5%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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## 2011 National Assessment Educational Progress (NAEP)

GRADE 4 READING		Proficiency Percentages			
		Below Basic	Basic	Proficient	Advanced
Male	State (NJ)	23.5%	34.8%	31.8%	9.9%
	Nation	37.1%	33.3%	23.4%	6.2%
Female	State (NJ)	20.3%	33.5%	33.1%	13.0%
	Nation	30.4%	34.3%	26.5%	8.8%
White	State (NJ)	12.5%	34.1%	39.6%	13.8%
	Nation	22.6%	35.1%	32.0%	10.3%
Black	State (NJ)	38.8%	35.8%	21.2%	4.2%
	Nation	51.3%	32.5%	14.0%	2.2%
Hispanic	State (NJ)	38.3%	37.1%	20.7%	3.8%
	Nation	49.8%	32.7%	15.1%	2.5%
Asian	State (NJ)	11.3%	24.8%	36.6%	27.3%
	Nation	19.3%	30.1%	32.7%	17.8%
American Indian Alaskan Native	State (NJ)	‡	‡	‡	‡
	Nation	51.0%	30.0%	14.9%	4.2%
Native Hawaiian Other Pacific Islanders	State (NJ)	‡	‡	‡	‡
	Nation	39.5%	33.1%	22.0%	5.4%
Two or More Races	State (NJ)	‡	‡	‡	‡
	Nation	28.6%	34.4%	26.6%	10.3%
Eligible for School Lunch Program	State (NJ)	39.2%	37.9%	19.6%	3.3%
	Nation	48.0%	37.9%	19.6%	3.3%
Not Eligible for School Lunch Program	State (NJ)	18.7%	35.1%	34.2%	12.1%
	Nation	29.9%	35.3%	26.7%	8.1%
Students with Disabilities	State (NJ)	57.5%	24.1%	13.9%	4.5%
	Nation	69.4%	19.9%	9.0%	1.8%
Limited English Proficient	State (NJ)	‡	‡	‡	‡
	Nation	69.7%	23.7%	6.0%	0.6

‡ Reporting standards not met.

## NAEP Grade 4 Reading Participation Rates

### **NAEP 2011 Participation Rates for students with disabilities and limited English proficient students.**

Students with disabilities participation rate for New Jersey: 50%

Limited English proficient participation rate for New Jersey: 55%

Students with disabilities participation rate for the nation's public schools: 77%

Limited English proficient participation rate for the nation's public schools: 89%

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:** Robert N. Wilentz Elem**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK4) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	111	18%	56.8%	25.2%
	District	511	23.5%	50.3%	26.2%
	DFG	13631	32%	48.1%	19.9%
	State	81848	15.6%	48.2%	36.2%
Students With Disabilities	School	19	73.7%	21.1%	5.3%
	District	61	55.7%	37.7%	6.6%
	DFG	2607	63.3%	30.1%	6.6%
	State	16649	38.2%	44.9%	16.9%
Limited English Proficient Students	School	52	59.6%	34.6%	5.8%
	District	126	40.5%	50%	9.5%
	DFG	1625	57.5%	34.9%	7.6%
	State	3524	52.5%	37.5%	10%
Male	School	107	36.4%	44.9%	18.7%
	District	365	31%	47.4%	21.6%
	DFG	9092	39.3%	43%	17.7%
	State	52111	20.6%	45.7%	33.7%
Female	School	74	33.8%	50%	16.2%
	District	329	27.1%	51.4%	21.6%
	DFG	8568	37.7%	46%	16.3%
	State	49507	20.1%	49.1%	30.8%
White	School	*	*	*	*
	District	21	9.5%	33.3%	57.1%
	DFG	1476	21.5%	49.6%	28.9%
	State	52226	12.2%	48.9%	38.9%
Black	School	*	*	*	*
	District	47	44.7%	48.9%	6.4%

	DFG	6370	48.4%	39.7%	11.9%
	State	16627	39.7%	46.1%	14.2%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	344	20.6%	43.9%	35.5%
	State	9383	6.7%	34.2%	59.1%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	35.3%	29.4%	35.3%
	State	216	10.6%	46.8%	42.6%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	35.3%	29.4%	35.3%
	State	105	18.1%	48.6%	33.3%
Hispanic	School	167	34.1%	49.1%	16.8%
	District	620	28.7%	50%	21.3%
	DFG	9383	35.1%	47%	17.9%
	State	22194	31.1%	50.1%	18.7%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	69	66.7%	23.2%	10.1%
	State	936	22.5%	46%	31.4%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	25	28%	52%	20%
	State	36	38.9%	41.7%	19.4%
Economically Disadvantaged	School	138	34.1%	46.4%	19.6%
	District	583	30.4%	49.6%	20.1%
	DFG	15106	39.9%	43.9%	16.3%
	State	36787	35%	48.1%	16.9%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK4) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	94	21.3%	56.4%	22.3%
	District	470	22.3%	51.9%	25.7%
	DFG	13369	34.6%	44.2%	21.2%
	State	82852	17.5%	43.4%	39.2%
Students With Disabilities	School	14	57.1%	35.7%	7.1%
	District	60	58.3%	28.3%	13.3%
	DFG	2468	64.2%	27.9%	7.9%
	State	15955	43.8%	38.5%	17.7%
Limited English Proficient Students	School	70	62.9%	30%	7.1%
	District	139	44.6%	43.2%	12.2%
	DFG	1774	59.1%	31.5%	9.4%
	State	3534	55.8%	33.1%	11.1%
Male	School	97	42.3%	40.2%	17.5%
	District	344	31.7%	43.6%	24.7%
	DFG	8895	40.3%	40.6%	19.1%
	State	52034	22.4%	40.9%	36.7%
Female	School	78	35.9%	51.3%	12.8%
	District	318	27.7%	53.5%	18.9%
	DFG	8523	41.6%	41.1%	17.3%
	State	49937	23.2%	43.7%	33.1%
White	School	*	*	*	*
	District	19	26.3%	42.1%	31.6%
	DFG	1462	22%	45.5%	32.5%
	State	53321	14%	43.6%	42.4%
Black	School	12	50%	41.7%	8.3%
	District	52	28.8%	55.8%	15.4%
	DFG	6508	51.4%	35.6%	13%
	State	16996	44.4%	40.6%	15%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	367	25.1%	42%	33%
	State	9281	7.9%	30.7%	61.4%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	15	33.3%	60%	6.7%
	State	218	14.2%	42.7%	43.1%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	15	33.3%	60%	6.7%
	State	107	27.1%	45.8%	27.1%
Hispanic	School	157	39.5%	45.2%	15.3%
	District	585	30.1%	48%	21.9%
	DFG	8999	37%	43.8%	19.2%
	State	21408	33.9%	45.4%	20.8%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	85	55.3%	37.6%	7.1%
	State	701	28.5%	39.8%	31.7%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	57.1%	38.1%	4.8%
	State	33	54.5%	39.4%	6.1%
Economically Disadvantaged	School	151	41.1%	45%	13.9%
	District	583	31.4%	47.9%	20.8%
	DFG	15112	42.1%	40.7%	17.2%
	State	35871	38.4%	43.3%	18.4%
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## 2011 National Assessment Educational Progress (NAEP)

GRADE 4 MATHEMATICS		Proficiency Percentages			
		Below Basic	Basic	Proficient	Advanced
Male	State (NJ)	11.4%	35.9%	41.7%	11.1%
	Nation	18.6%	41.3%	33.3%	6.8%
Female	State (NJ)	10.6%	40.8%	40.1%	8.6%
	Nation	18.1%	43.3%	32.9%	5.6%
White	State (NJ)	4.6%	31.4%	51.7%	12.3%
	Nation	9.4%	38.9%	42.8%	8.9%
Black	State (NJ)	22.9%	53.6%	21.9%	1.7%
	Nation	34.3%	48.5%	16.2%	1.0%
Hispanic	State (NJ)	21.0%	50.8%	25.8%	2.4%
	Nation	28.0%	48.4%	21.8%	1.8%
Asian	State (NJ)	4.4%	20.8%	45.9%	28.9%
	Nation	7.9%	27.8%	43.8%	20.5%
American Indian Alaskan Native	State (NJ)	‡	‡	‡	‡
	Nation	32.0%	44.2%	21.5%	2.3%
Native Hawaiian Other Pacific Islanders	State (NJ)	‡	‡	‡	‡
	Nation	24.3%	42.5%	26.0%	7.2%
Two or More Races	State (NJ)	‡	‡	‡	‡
	Nation	14.5%	42.6%	33.9%	9.0%
Eligible for School Lunch Program	State (NJ)	21.8%	51.4%	24.6%	2.2%
	Nation	27.5%	48.5%	22.2%	1.8%
Not Eligible for School Lunch Program	State (NJ)	4.9%	30.9%	50.0%	14.2%
	Nation	7.7%	35.4	45.4%	11.6%
Students with Disabilities	State (NJ)	38.2%	38.4%	20.5%	2.8%
	Nation	46.0%	37.5%	14.7%	1.8%
Limited English Proficient	State (NJ)	45.0%	46.6%	8.0%	#
	Nation	41.5%	44.6%	13.0%	0.9%

# Rounds to zero.

‡ Reporting standards not met.

## NAEP Grade 4 Mathematics Participation Rates

### **NAEP 2011 Participation Rates for students with disabilities and limited English proficient students.**

Students with disabilities participation rate for New Jersey: 81%

Limited English proficient participation rate for New Jersey: 89%

Students with disabilities participation rate for the nation's public schools: 85%

Limited English proficient participation rate for the nation's public schools: 96%

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:** Robert N. Wilentz Elem**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK4) SCIENCE: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	111	5.4%	56.8%	37.8%
	District	511	8.4%	60.9%	30.7%
	DFG	13607	18.2%	55.8%	25.9%
	State	81780	6.2%	41%	52.9%
Students With Disabilities	School	19	63.2%	31.6%	5.3%
	District	63	47.6%	47.6%	4.8%
	DFG	2608	49.6%	41.6%	8.8%
	State	16659	21.7%	48.3%	30%
Limited English Proficient Students	School	52	34.6%	50%	15.4%
	District	126	29.4%	54%	16.7%
	DFG	1624	48.7%	41.5%	9.8%
	State	3521	42.2%	45.8%	12%
Male	School	107	20.6%	51.4%	28%
	District	367	17.2%	58.3%	24.5%
	DFG	9086	25.6%	50.8%	23.6%
	State	52080	10.1%	40.3%	49.5%
Female	School	74	17.6%	54.1%	28.4%
	District	329	13.7%	58.7%	27.7%
	DFG	8550	24.8%	54.6%	20.6%
	State	49476	9.4%	44.4%	46.1%
White	School	*	*	*	*
	District	21	0%	57.1%	42.9%
	DFG	1475	9.2%	50.7%	40.1%
	State	52194	3.8%	36.7%	59.6%
Black	School	*	*	*	*
	District	47	17%	72.3%	10.6%

	DFG	6361	30.9%	51.7%	17.4%
	State	16619	21.2%	54.2%	24.6%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	342	15.2%	44.7%	40.1%
	State	9376	3.7%	27.1%	69.1%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	23.5%	41.2%	35.3%
	State	216	6.5%	38.4%	55.1%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	23.5%	41.2%	35.3%
	State	105	12.4%	40%	47.6%
Hispanic	School	167	19.2%	51.5%	29.3%
	District	622	15.9%	57.9%	26.2%
	DFG	9372	24.2%	53.9%	21.9%
	State	22182	18.1%	53.2%	28.7%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	67	29.9%	61.2%	9%
	State	932	7.4%	42.8%	49.8%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	25	24%	64%	12%
	State	36	30.6%	58.3%	11.1%
Economically Disadvantaged	School	138	18.8%	54.3%	26.8%
	District	585	16.1%	60.2%	23.8%
	DFG	15083	26.4%	53.4%	20.2%
	State	36756	19.4%	54.2%	26.4%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK4) SCIENCE: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	94	4.3%	63.8%	31.9%
	District	470	6.4%	64.3%	29.4%
	DFG	13352	12.3%	65.1%	22.6%
	State	82809	4%	47.1%	49%
Students With Disabilities	School	14	28.6%	71.4%	0%
	District	60	30%	53.3%	16.7%
	DFG	2467	35.7%	54.4%	9.9%
	State	15972	14.7%	58.6%	26.6%
Limited English Proficient Students	School	70	24.3%	70%	5.7%
	District	139	16.5%	70.5%	12.9%
	DFG	1773	34.7%	55.7%	9.6%
	State	3532	30.1%	58.8%	11.1%
Male	School	97	14.4%	60.8%	24.7%
	District	344	10.8%	62.2%	27%
	DFG	8888	18.2%	61.1%	20.6%
	State	52025	6.6%	46.7%	46.6%
Female	School	78	14.1%	73.1%	12.8%
	District	318	10.4%	67%	22.6%
	DFG	8511	16.9%	64.5%	18.6%
	State	49917	6.3%	51.8%	41.9%
White	School	*	*	*	*
	District	19	5.3%	57.9%	36.8%
	DFG	1460	7.5%	53.9%	38.6%
	State	53314	2.3%	42.2%	55.5%
Black	School	12	8.3%	75%	16.7%
	District	52	15.4%	65.4%	19.2%
	DFG	6503	21.6%	63.4%	15%
	State	16998	14.9%	64.4%	20.7%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	367	15.8%	53.1%	31.1%
	State	9280	2.7%	33%	64.3%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	15	13.3%	80%	6.7%
	State	218	3.2%	43.6%	53.2%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	15	13.3%	80%	6.7%
	State	108	5.6%	55.6%	38.9%
Hispanic	School	157	15.3%	65.6%	19.1%
	District	585	10.3%	64.6%	25.1%
	DFG	8988	16.3%	64.1%	19.6%
	State	21386	11.8%	61.9%	26.4%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	84	23.8%	67.9%	8.3%
	State	700	7.9%	51.1%	41%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	38.1%	47.6%	14.3%
	State	33	36.4%	48.5%	15.2%
Economically Disadvantaged	School	151	14.6%	68.9%	16.6%
	District	583	11%	66.6%	22.5%
	DFG	15100	18.2%	63.7%	18%
	State	35853	13.3%	63.4%	23.4%
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## 2010-11 SCHOOL REPORT CARD

**SCHOOL:** Samuel E Shull Middle

**COUNTY:** Middlesex

**DISTRICT:** Perth Amboy City

>[District Narrative](#)

>[School Profile](#) (local narrative)

>[NCLB Report](#)

>[Guide to Report Card](#)

### School Environment

#### Length of School Day

Amount of time school is in session on a normal school day.

<b>School</b>	6 hours: 44 minutes
<b>State Average</b>	6 hours: 30 minutes

#### Instructional Time

Amount of time per day students are engaged in instructional activities.

<b>School</b>	5 hours: 29 minutes
<b>State Average</b>	5 hours: 43 minutes

#### Student/Computer Ratio

Numbers of students per instructional, multi-media-capable computers, manufactured after July 1, 2007, available for use in supervised instruction.

	<b>School</b>	<b>State Average</b>
2010-11	2.6	3.6

#### Average Class Size

#### 2010-2011

	<b>School</b>	<b>State</b>
Grade 5	21.2	21.6
Grade 6	25.8	20.7
Grade 7	24.3	20.5
Grade 8	23.4	20.4
Total School	22.7	19.0

#### Internet Connectivity

Numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2007 available for instruction at various locations and how many of those computers have a connection to the Internet.

	<b>2010-2011</b>	
<b>Locations</b>	<b>Computers</b>	<b>Computers Connected to the Internet</b>
Classroom/Instructional	335	335
Library/Media Centers	15	15
Computer Labs	180	180
All Locations	530	530

### Student Information

**Enrollment by Grade**

Counts of students "on-roll" by grade in October of each school year.

Grade	2010-2011	2009-2010	2008-2009	2007-2008
Grade 5	339.0	343.0	372.0	341.0
Grade 6	336.0	309.0	297.0	345.0
Grade 7	291.0	316.0	327.0	330.0
Grade 8	351.5	336.5	302.5	329.0
SE students in specialized classes	64.0	55.0	54.0	61.0
Total School	1381.5	1359.5	1352.5	1406.0

**Student Mobility Rate**

Percentage of students who entered and left during the school year.

	School	State Average
2010-11	13.0%	10.0%
2009-10	20.4%	10.5%
2008-09	14.7%	10.7%

**Students with Disabilities**

Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	12.2%
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**Limited English Proficient (LEP)**

Percentage of LEP students	11.0%
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**Language Diversity**

First language spoken at home in order of frequency.

Language	Percent
English	83.0%
Spanish	16.7%
French	0.1%
Korean	0.1%
Vietnamese	0.1%

**Student Performance Indicators****ASSESSMENTS**

New Jersey Assessment of Skills and Knowledge (NJASK5) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	School	2010-11	353	66.9%	31.7%	1.4%
		2009-10	354	59.9%	35.6%	4.5%
	District	2010-11	657	69.7%	29.5%	0.8%
		2009-10	701	63.9%	33.8%	2.3%
	DFG	2010-11	16605	66.2%	32.9%	0.9%
		2009-10	16700	61%	37.2%	1.9%
	State	2010-11	101836	38.8%	55%	6.2%
		2009-10	102415	36.7%	54.5%	8.8%

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New Jersey Assessment of Skills and Knowledge (NJASK5) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced

All Students » <a href="#">details for subgroups for Mathematics</a>	School	2010-11	353	35.7%	42.2%	22.1%
		2009-10	355	40.6%	42%	17.5%
	District	2010-11	656	35.7%	44.4%	20%
		2009-10	705	42%	42.3%	15.7%
	DFG	2010-11	16649	37.9%	42.4%	19.7%
		2009-10	16773	40.1%	41.6%	18.3%
	State	2010-11	102146	19.2%	41.2%	39.6%
		2009-10	102732	21%	42.1%	36.9%

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New Jersey Assessment of Skills and Knowledge (NJASK6) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » <a href="#">details for subgroups for Language Arts Literacy</a>	School	2010-11	336	54.8%	43.2%	2.1%
		2009-10	311	57.6%	39.5%	2.9%
	District	2010-11	725	60.1%	38.8%	1.1%
		2009-10	662	64.4%	34.3%	1.4%
	DFG	2010-11	16154	58.1%	40.6%	1.4%
		2009-10	16006	62.1%	36.8%	1.1%
	State	2010-11	102611	33%	59.7%	7.3%
		2009-10	102281	34.5%	57.9%	7.6%

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New Jersey Assessment of Skills and Knowledge (NJASK6) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » <a href="#">details for subgroups for Mathematics</a>	School	2010-11	337	39.8%	46.3%	13.9%
		2009-10	310	38.4%	52.9%	8.7%
	District	2010-11	728	46.3%	44%	9.8%
		2009-10	661	46%	47.4%	6.7%
	DFG	2010-11	16227	42.5%	45.6%	11.9%
		2009-10	16076	49.3%	41.4%	9.3%
	State	2010-11	102913	22.4%	49.9%	27.7%
		2009-10	102558	27.9%	48.5%	23.6%

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New Jersey Assessment of Skills and Knowledge (NJASK7) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » <a href="#">details for subgroups for Language Arts Literacy</a>	School	2010-11	312	62.8%	33.7%	3.5%
		2009-10	329	55.6%	36.2%	8.2%

District	2010-11	691	69.5%	28.5%	2%
	2009-10	705	61.3%	33.9%	4.8%
DFG	2010-11	15792	65.6%	32.2%	2.2%
	2009-10	15588	58.3%	37.7%	4.1%
State	2010-11	102681	36.3%	51.3%	12.4%
	2009-10	102516	30.5%	51.9%	17.6%

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New Jersey Assessment of Skills and Knowledge (NJASK7) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Mathematics</a>	School	2010-11	312	55.4%	35.9%	8.7%
		2009-10	329	58.4%	31.3%	10.3%
	District	2010-11	696	60.6%	33.9%	5.5%
		2009-10	706	60.8%	31.4%	7.8%
	DFG	2010-11	15824	57.7%	34%	8.3%
		2009-10	15643	60.8%	30.9%	8.3%
	State	2010-11	102895	34%	41.6%	24.4%
		2009-10	102752	35.4%	40.1%	24.5%

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New Jersey Assessment of Skills and Knowledge (NJASK8) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	School	2010-11	376	42.3%	52.9%	4.8%
		2009-10	362	48.3%	49.2%	2.5%
	District	2010-11	711	43.9%	52.6%	3.5%
		2009-10	703	44.1%	53.8%	2.1%
	DFG	2010-11	15302	40.8%	54.9%	4.2%
		2009-10	15119	40%	55.7%	4.3%
	State	2010-11	102347	17.4%	63.3%	19.3%
		2009-10	102168	17.1%	64.4%	18.5%

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National Assessment Educational Progress (NAEP) GRADE 8 READING		Year	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
All Students <a href="#">»details for subgroups</a>	State (NJ)	2011	15.8%	39.5%	38.6%	6.2%
	Nation	2011	25.3%	43.0%	28.6%	3.0%

New Jersey Assessment of Skills and Knowledge (NJASK8) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Mathematics</a>	School	2010-11	375	57.9%	32.5%	9.6%
		2009-10	359	63.2%	26.2%	10.6%
	District	2010-11	710	56.8%	34.5%	8.7%
		2009-10	700	56.3%	32.9%	10.9%
	DFG	2010-11	15286	52.7%	35.1%	12.2%
		2009-10	15088	55.5%	32.9%	11.6%
	State	2010-11	102420	28%	41.3%	30.6%
		2009-10	102161	31%	39.7%	29.3%

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National Assessment Educational Progress (NAEP) GRADE 8 MATHEMATICS		Year	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
All Students <a href="#">»details for subgroups</a>	State (NJ)	2011	17.8%	35.3%	33.2%	13.6%
	Nation	2011	27.7%	38.8%	25.7%	7.8%

New Jersey Assessment of Skills and Knowledge (NJASK8) SCIENCE		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Science</a>	School	2010-11	375	45.1%	46.9%	8%
		2009-10	360	43.3%	49.2%	7.5%
	District	2010-11	710	41.7%	51%	7.3%
		2009-10	700	43.1%	51.1%	5.7%
	DFG	2010-11	15248	41.8%	49.3%	8.8%
		2009-10	15059	40.9%	50.5%	8.6%
	State	2010-11	102351	18.4%	52.1%	29.5%
		2009-10	102161	16.6%	51.7%	31.6%

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## OTHER PERFORMANCE MEASURES

<u>Attendance Rates</u>		2010-2011		2009-2010		<u>Student Suspensions</u>			
Percentage of students present on average each day.		<b>School</b>	<b>State</b>	<b>School</b>	<b>State</b>	Percentage of students who were suspended from the school during the school year.			
Pre-K		0%	91.6%	0%	91.4%		<b>School</b>	<b>District Average</b>	<b>State Average</b>
Kindergarten		0%	94.2%	0%	94.3%				
Grade 1		0%	95.1%	0%	95.2%	2010-11	12%	12%	4%
Grade 2		0%	95.5%	0%	95.5%	2009-10	16%	13%	4%
Grade 3		0%	95.7%	0%	95.8%	2008-09	16%	12%	4%
Grade 4		0%	95.9%	0%	95.9%				
Grade 5		95.7%	95.9%	95.1%	95.8%				
Grade 6		95.3%	95.6%	95.4%	95.6%				
Grade 7		95.3%	95.3%	95.5%	95.2%	<u>Student Expulsions</u>			
Grade 8		95.3%	95.0%	94.9%	94.9%	The number of students who were expelled during the school year.			
Grade 9		0%	93.9%	0%	94.1%		<b>School</b>	<b>District</b>	<b>State Total</b>
Grade 10		0%	93.8%	0%	94.0%	2010-11	0	0	32
Grade 11		0%	93.5%	0%	93.8%	2009-10	0	0	90
Grade 12		0%	92.2%	0%	92.4%	2008-09	0	0	35
SE students in specialized classes		93.9%	92.1%	92.8%	92.0%				
Total School		95.4%	94.6%	95.1%	94.6%				

## Staff Information

<u>Student/Administrator Ratio</u>		
Numbers of students per administrator.		
	<b>School</b>	<b>State Average</b>
2010-11	461.2	295.6
2009-10	339.9	275.1
2008-09	338.1	276.8

<u>Student/Faculty Ratio</u>		
Numbers of students per faculty member.		
	<b>School</b>	<b>State Average</b>
2010-11	12.0	11.1
2009-10	11.7	10.6
2008-09	10.9	10.8

<u>Faculty Mobility Rate</u>		
Percentage of faculty who entered and left the school during the school year.		
	<b>School</b>	<b>State Average</b>
2010-11	1.7%	5.0%

<u>Faculty and Administrator Credentials</u>			
Percentage of faculty and administrators possessing a bachelor's, master's, or doctoral degree.			
	<b>BA/BS</b>	<b>MA/MS</b>	<b>PhD/EdD</b>
2010-11	57.0%	40.4%	2.6%

2009-10	1.7%	5.4%
2008-09	4.0%	4.0%

2009-10	60.7%	36.8%	2.6%
2008-09	60.0%	37.6%	2.4%

### Faculty Attendance Rate

Percentage of faculty present on average each day.

	School	State Average
2010-11	96.1%	95.8%
2009-10	96.4%	95.7%
2008-09	96.7%	95.3%

### National Board Certification

Number of teachers who have been certified by the National Board for Professional Teaching Standards.

	School	District	State
2010-11	1	10	
2009-10	1	12	
2008-09	1	7	93

## District Financial Data

### Administrative and Faculty Personnel

In FTE (Full-time Equivalents).

	# of Administrators		# of Schools		# of Students per Administrator		# of Faculty per Administrator	
	District	State Average	District	State Average	District	State Average	District	State Average
2010-11	40.0	26.0	10.0	7.5	261.4	173.0	22.1	16.0
2009-10	50.0	28.3	10.0	7.6	199.5	161.0	18.3	15.4
2008-09	46.5	28.5	10.0	7.6	207.1	158.9	19.4	15.2

### Median Salary and Years of Experience of Administrative and Faculty Personnel

	2010-11	2009-10	2008-09
<b>Administrators</b>			
Salary - District	\$125,185	\$120,890	\$114,326
Salary - State	\$119,491	\$117,895	\$114,915
Years of Experience - District	19	18	19
Years of Experience - State	19	20	21
<b>Faculty</b>			
Salary - District	\$59,850	\$57,150	\$53,525
Salary - State	\$63,851	\$61,840	\$59,530
Years of Experience - District	9	8	8
Years of Experience - State	10	10	9

**Teacher Salaries and Benefits**

Percents of teacher salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in teacher salaries/benefits from one year to the next.

	% for Teachers Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	62%	57%	1%	-1%
2009-10	62%	56%	6%	4%
2008-09	61%	56%	6%	4%

**Administrative Salaries and Benefits**

Percents of administrative salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in administrative salaries/benefits from one year to the next.

	% for Administrative Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	7%	9%	-4%	-2%
2009-10	7%	9%	3%	4%
2008-09	7%	8%	5%	3%

**Revenues**

Percents of total revenues from various sources.

	2010-2011		2009-2010		2008-2009	
	District	Budget Type Average	District	Budget Type Average	District	Budget Type Average
Local	13%	52%	13%	50%	12%	49%
State	82%	42%	69%	39%	84%	45%
Federal	5%	4%	18%	9%	4%	3%
Other	0%	2%	0%	2%	0%	2%

**Per Pupil Expenditures**

Two calculations of the average cost per pupil in the district.

(See #1 and #2 below).

	2010-2011		2009-2010		2008-2009	
	District Actual	Budget Type Average	District Actual	Budget Type Average	District Actual	Budget Type Average
Classroom - Salaries and Benefits	\$8,566	\$7,564	\$8,673	\$7,682	\$8,450	\$7,386
Classroom - General Supplies/Textbooks	\$225	\$238	\$343	\$266	\$343	\$280
Classroom - Purchased Services and Other	\$28	\$110	\$31	\$110	\$46	\$104
<b>Total Classroom Instruction</b>	\$8,819	\$7,912	\$9,046	\$8,059	\$8,839	\$7,786
Support Services - Salaries and Benefits	\$1,518	\$1,834	\$1,630	\$1,937	\$1,625	\$1,839
Support Services - other	\$369	\$216	\$326	\$222	\$286	\$231
<b>Total Support Services</b>	\$1,887	\$2,050	\$1,956	\$2,159	\$1,911	\$2,070
Administration - Salaries and Benefits	\$912	\$1,137	\$967	\$1,163	\$973	\$1,126

Administration - other	\$159	\$231	\$163	\$237	\$188	\$242
<b>Total Administration Costs</b>	\$1,071	\$1,368	\$1,130	\$1,400	\$1,161	\$1,368
Op./Maint. of Plant - Salaries and Benefits	\$769	\$816	\$843	\$868	\$824	\$856
Op./Maint. of Plant - other	\$702	\$786	\$636	\$773	\$684	\$786
<b>Total Operations and Maintenance of Plant</b>	\$1,471	\$1,602	\$1,479	\$1,641	\$1,508	\$1,642
<b>Total Food Services Costs</b>		\$55		\$64		\$67
<b>Total Extracurricular Costs</b>	\$102	\$225	\$119	\$246	\$118	\$240
<b>(1)BUDGETARY COST PER PUPIL</b>	\$13,736	\$13,253	\$13,948	\$13,594	\$13,860	\$13,207
<b>(2)TOTAL COST PER PUPIL</b>	\$17,717	\$17,455	\$18,414	\$17,885	\$17,977	\$17,322

(1) The Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

(2) Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Samuel E Shull Middle**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK5) LANGUAGE ARTS LITERACY: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	279	62%	36.2%	1.8%
	District	502	63.9%	35.1%	1%
	DFG	12949	60%	38.9%	1.1%
	State	83145	31.6%	61.1%	7.3%
Students With Disabilities	School	25	84%	16%	0%
	District	*	*	*	*
	DFG	2479	88.1%	11.8%	0%
	State	16293	69.6%	29.2%	1.1%
Limited English Proficient Students	School	52	86.5%	13.5%	0%
	District	*	*	*	*
	DFG	1304	88.9%	11%	0.2%
	State	2631	82.1%	17.6%	0.3%
Male	School	182	70.3%	28%	1.6%
	District	342	72.8%	26.3%	0.9%
	DFG	8487	68.9%	30.5%	0.6%
	State	51969	42.4%	53.1%	4.6%
Female	School	171	63.2%	35.7%	1.2%
	District	315	66.3%	33%	0.6%
	DFG	8099	63.4%	35.5%	1.1%
	State	49801	35.1%	57%	7.8%
White	School	12	58.3%	41.7%	0%
	District	21	57.1%	42.9%	0%
	DFG	1410	46.3%	51.5%	2.2%
	State	52905	27.4%	65%	7.6%
Black	School	32	62.5%	34.4%	3.1%
	District	51	66.7%	31.4%	2%

	DFG	5893	72.8%	26.7%	0.5%
	State	16771	62.2%	36.3%	1.4%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	372	48.7%	49.2%	2.2%
	State	9171	18.3%	64.9%	16.9%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	19	68.4%	31.6%	0%
	State	190	31.1%	61.1%	7.9%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	19	68.4%	31.6%	0%
	State	102	45.1%	51%	3.9%
Hispanic	School	305	67.5%	31.1%	1.3%
	District	577	70.5%	28.8%	0.7%
	DFG	8809	65.8%	33.4%	0.8%
	State	21744	57.3%	41%	1.7%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	87	64.4%	34.5%	1.1%
	State	953	39.8%	53.9%	6.3%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	25	80%	20%	0%
	State	40	67.5%	30%	2.5%
Economically Disadvantaged	School	235	64.3%	34.5%	1.3%
	District	451	69%	30.4%	0.7%
	DFG	13987	67.9%	31.3%	0.7%
	State	36053	60.9%	37.8%	1.2%
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New Jersey Assessment of Skills and Knowledge (NJASK5) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	268	56.3%	38.1%	5.6%
	District	504	57.3%	39.7%	3%
	DFG	12926	53.8%	43.8%	2.3%
	State	84036	29.1%	60.6%	10.3%
Students With Disabilities	School	29	75.9%	20.7%	3.4%
	District	70	85.7%	12.9%	1.4%
	DFG	2642	87.4%	12.3%	0.3%
	State	16102	70.7%	27.5%	1.8%
Limited English Proficient Students	School	57	68.4%	31.6%	0%
	District	131	78.6%	21.4%	0%
	DFG	1239	81.5%	18%	0.5%
	State	2500	79.2%	20.2%	0.6%
Male	School	188	66.5%	30.3%	3.2%
	District	367	68.4%	30%	1.6%
	DFG	8474	65.9%	32.9%	1.2%
	State	52161	42%	51.7%	6.3%
Female	School	166	52.4%	41.6%	6%
	District	334	59%	38%	3%
	DFG	8193	55.7%	41.7%	2.6%
	State	50185	31.2%	57.5%	11.3%
White	School	*	*	*	*
	District	16	37.5%	62.5%	0%
	DFG	1458	43%	52.5%	4.5%
	State	54585	26.8%	62.4%	10.8%
Black	School	34	58.8%	32.4%	8.8%
	District	59	59.3%	35.6%	5.1%
	DFG	6250	67.5%	31.2%	1.2%
	State	17371	58%	39.6%	2.4%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	248	39.9%	52%	8.1%
	State	8660	17.4%	59.7%	22.9%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	19	36.8%	63.2%	0%
	State	214	27.1%	64%	8.9%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	19	36.8%	63.2%	0%
	State	103	48.5%	43.7%	7.8%
Hispanic	School	306	61.4%	34.6%	3.9%
	District	620	65.3%	32.7%	1.9%
	DFG	8621	59.9%	38.4%	1.7%
	State	20825	52.9%	44.3%	2.8%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	99	63.6%	34.3%	2%
	State	657	42.3%	49.3%	8.4%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	*	*%	*%	*%
Economically Disadvantaged	School	293	60.1%	35.5%	4.4%
	District	601	64.7%	33.1%	2.2%
	DFG	14271	62.9%	35.6%	1.5%
	State	35154	57%	40.8%	2.1%
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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Samuel E Shull Middle**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK5) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	279	28.7%	45.5%	25.8%
	District	502	27.3%	49%	23.7%
	DFG	12959	30.8%	46%	23.3%
	State	83167	13.3%	41.8%	44.9%
Students With Disabilities	School	25	64%	24%	12%
	District	48	58.3%	29.2%	12.5%
	DFG	2474	64%	28.9%	7.1%
	State	16326	43.7%	39.1%	17.2%
Limited English Proficient Students	School	52	61.5%	32.7%	5.8%
	District	110	65.5%	29.1%	5.5%
	DFG	1344	62.2%	31.1%	6.7%
	State	2889	52.7%	34.9%	12.4%
Male	School	182	36.8%	41.8%	21.4%
	District	341	35.8%	45.5%	18.8%
	DFG	8501	38.2%	41.4%	20.4%
	State	52150	19.6%	39.3%	41%
Female	School	171	34.5%	42.7%	22.8%
	District	315	35.6%	43.2%	21.3%
	DFG	8129	37.5%	43.6%	18.9%
	State	49926	18.7%	43.2%	38.2%
White	School	12	16.7%	41.7%	41.7%
	District	21	19%	47.6%	33.3%
	DFG	1418	21%	43.7%	35.3%
	State	52998	11.5%	41%	47.5%
Black	School	32	34.4%	56.3%	9.4%
	District	51	33.3%	56.9%	9.8%

	DFG	5915	48.8%	38.9%	12.4%
	State	16811	38.8%	43.5%	17.7%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	383	20.4%	39.9%	39.7%
	State	9310	5.3%	25.3%	69.4%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	19	26.3%	57.9%	15.8%
	State	192	12%	41.7%	46.4%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	19	26.3%	57.9%	15.8%
	State	105	23.8%	42.9%	33.3%
Hispanic	School	305	36.1%	41.3%	22.6%
	District	576	36.5%	43.4%	20.1%
	DFG	8811	34%	44.8%	21.2%
	State	21769	28.7%	46.8%	24.6%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	88	48.9%	33%	18.2%
	State	961	19.9%	42%	38.1%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	25	44%	40%	16%
	State	40	35%	47.5%	17.5%
Economically Disadvantaged	School	235	34.5%	39.1%	26.4%
	District	450	35.3%	42.4%	22.2%
	DFG	14012	38.9%	42.6%	18.5%
	State	36175	33.3%	45.3%	21.5%
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New Jersey Assessment of Skills and Knowledge (NJASK5) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	269	34.6%	44.6%	20.8%
	District	506	32%	48%	20%
	DFG	12941	32.6%	45.6%	21.8%
	State	84051	14.9%	43.3%	41.9%
Students With Disabilities	School	29	65.5%	24.1%	10.3%
	District	72	76.4%	15.3%	8.3%
	DFG	2643	66.4%	27.4%	6.2%
	State	16138	47.8%	37.3%	14.9%
Limited English Proficient Students	School	57	56.1%	38.6%	5.3%
	District	131	63.4%	33.6%	3.1%
	DFG	1296	64.2%	29.2%	6.6%
	State	2772	56.7%	32.5%	10.7%
Male	School	188	42.6%	39.9%	17.6%
	District	368	41.8%	41.6%	16.6%
	DFG	8509	40.7%	40.3%	19%
	State	52333	21.2%	40.3%	38.5%
Female	School	167	38.3%	44.3%	17.4%
	District	337	42.1%	43%	14.8%
	DFG	8231	39.4%	43%	17.6%
	State	50326	20.8%	43.9%	35.2%
White	School	*	*	*	*
	District	16	37.5%	25%	37.5%
	DFG	1462	21.2%	46%	32.8%
	State	54663	12.7%	43%	44.3%
Black	School	34	50%	35.3%	14.7%
	District	60	46.7%	38.3%	15%
	DFG	6280	48.9%	38.7%	12.4%
	State	17436	41.3%	42.9%	15.8%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	275	24.4%	36%	39.6%
	State	8789	6.4%	25.5%	68.1%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	21	47.6%	33.3%	19%
	State	219	14.6%	40.2%	45.2%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	21	47.6%	33.3%	19%
	State	105	27.6%	41.9%	30.5%
Hispanic	School	307	40.7%	43%	16.3%
	District	623	41.9%	43%	15.1%
	DFG	8631	37.3%	43.2%	19.5%
	State	20860	32%	46.1%	22%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	99	49.5%	37.4%	13.1%
	State	660	26.4%	40.2%	33.5%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	22	63.6%	36.4%	0%
	State	32	59.4%	34.4%	6.3%
Economically Disadvantaged	School	294	39.8%	44.2%	16%
	District	605	42.3%	42.8%	14.9%
	DFG	14338	41.5%	41.5%	16.9%
	State	35303	36.2%	44.7%	19.1%
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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Samuel E Shull Middle**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK6) LANGUAGE ARTS LITERACY: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	278	48.2%	49.3%	2.5%
	District	548	51.3%	47.3%	1.5%
	DFG	12465	49.8%	48.5%	1.7%
	State	84596	24.9%	66.4%	8.7%
Students With Disabilities	School	35	85.7%	14.3%	0%
	District	67	89.6%	10.4%	0%
	DFG	2590	88.4%	11.5%	0.2%
	State	15821	70.4%	28.6%	1%
Limited English Proficient Students	School	23	87%	13%	0%
	District	112	86.6%	13.4%	0%
	DFG	1174	81.5%	18%	0.5%
	State	2360	77.9%	21.8%	0.3%
Male	School	170	62.9%	36.5%	0.6%
	District	379	66.5%	33%	0.5%
	DFG	8188	62.9%	36.2%	0.8%
	State	52226	37.6%	57.1%	5.3%
Female	School	166	46.4%	50%	3.6%
	District	346	53.2%	45.1%	1.7%
	DFG	7937	53%	45.1%	1.9%
	State	50308	28.2%	62.4%	9.4%
White	School	13	30.8%	61.5%	7.7%
	District	20	30%	65%	5%
	DFG	1447	37.2%	59%	3.8%
	State	54291	22.8%	68.3%	8.9%
Black	School	35	62.9%	37.1%	0%
	District	60	58.3%	41.7%	0%

	DFG	5855	66.1%	33.1%	0.9%
	State	17128	55%	43.1%	1.9%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	276	42%	54.3%	3.6%
	State	8680	15.4%	63.7%	20.9%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	21	42.9%	52.4%	4.8%
	State	206	27.7%	64.6%	7.8%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	21	42.9%	52.4%	4.8%
	State	114	38.6%	55.3%	6.1%
Hispanic	School	286	54.9%	43%	2.1%
	District	641	61.3%	37.6%	1.1%
	DFG	8482	56.7%	42.1%	1.2%
	State	21290	48.5%	49.2%	2.2%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	61	54.1%	42.6%	3.3%
	State	902	33.7%	59.6%	6.7%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	66.7%	33.3%	0%
	State	33	54.5%	45.5%	0%
Economically Disadvantaged	School	211	53.6%	44.5%	1.9%
	District	471	59.7%	39.5%	0.8%
	DFG	13228	59.6%	39.4%	1.1%
	State	35239	52.6%	45.6%	1.7%
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New Jersey Assessment of Skills and Knowledge (NJASK6) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	262	51.1%	45.4%	3.4%
	District	498	54.4%	43.8%	1.8%
	DFG	12338	54.2%	44.4%	1.4%
	State	84659	26.3%	64.7%	9%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2591	89.7%	10.2%	0.1%
	State	15484	72.7%	26.3%	0.9%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	1193	87.5%	12.4%	0.1%
	State	2353	83.2%	16.5%	0.3%
Male	School	160	66.3%	31.9%	1.9%
	District	344	72.1%	27%	0.9%
	DFG	8100	66.3%	32.9%	0.8%
	State	52432	38.3%	55.9%	5.8%
Female	School	151	48.3%	47.7%	4%
	District	318	56%	42.1%	1.9%
	DFG	7863	57.7%	40.9%	1.4%
	State	49774	30.3%	60.1%	9.6%
White	School	*	*	*	*
	District	13	38.5%	53.8%	7.7%
	DFG	1488	41.3%	55%	3.6%
	State	55415	23.6%	66.9%	9.5%
Black	School	34	52.9%	41.2%	5.9%
	District	51	52.9%	43.1%	3.9%
	DFG	5866	70.4%	28.9%	0.7%
	State	16925	58.2%	40.2%	1.6%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	305	35.1%	59%	5.9%
	State	8687	15.9%	63.9%	20.3%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	14	42.9%	57.1%	0%
	State	232	22.8%	65.5%	11.6%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	14	42.9%	57.1%	0%
	State	97	43.3%	51.5%	5.2%
Hispanic	School	263	59.3%	38.8%	1.9%
	District	593	66.3%	32.9%	0.8%
	DFG	8190	60.8%	38.4%	0.8%
	State	20249	52.1%	45.9%	2%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	136	76.5%	23.5%	0%
	State	676	41.7%	50.3%	8%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	17	76.5%	23.5%	0%
Economically Disadvantaged	School	243	61.7%	36.2%	2.1%
	District	546	67.8%	31.3%	0.9%
	DFG	13396	64.2%	35%	0.7%
	State	34103	56.5%	42%	1.6%
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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Samuel E Shull Middle**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK6) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	278	32%	51.4%	16.5%
	District	549	34.6%	52.6%	12.8%
	DFG	12481	34%	51.6%	14.4%
	State	84610	15.5%	52.6%	31.9%
Students With Disabilities	School	36	80.6%	16.7%	2.8%
	District	69	76.8%	21.7%	1.4%
	DFG	2600	71.1%	25.5%	3.3%
	State	15845	53.1%	38.7%	8.2%
Limited English Proficient Students	School	23	69.6%	30.4%	0%
	District	112	85.7%	14.3%	0%
	DFG	1221	70.8%	25.2%	4%
	State	2629	62%	30.1%	7.8%
Male	School	171	45%	43.9%	11.1%
	District	381	49.9%	42%	8.1%
	DFG	8227	43.5%	44.6%	11.8%
	State	52397	22.9%	48.5%	28.6%
Female	School	166	34.3%	48.8%	16.9%
	District	347	42.4%	46.1%	11.5%
	DFG	7969	41.3%	46.7%	12%
	State	50430	21.8%	51.4%	26.8%
White	School	13	23.1%	38.5%	38.5%
	District	20	30%	30%	40%
	DFG	1454	21.2%	53.6%	25.2%
	State	54353	13.8%	52.6%	33.7%
Black	School	35	60%	28.6%	11.4%
	District	61	50.8%	37.7%	11.5%

	DFG	5899	53.9%	39.9%	6.2%
	State	17206	44.2%	46.4%	9.4%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	293	25.6%	43.3%	31.1%
	State	8818	7.2%	34.4%	58.4%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	21	42.9%	33.3%	23.8%
	State	209	12.9%	51.7%	35.4%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	21	42.9%	33.3%	23.8%
	State	115	28.7%	49.6%	21.7%
Hispanic	School	287	38.3%	48.8%	12.9%
	District	643	46.5%	44.9%	8.6%
	DFG	8484	38.7%	48.5%	12.9%
	State	21299	32.8%	52.5%	14.6%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	64	50%	37.5%	12.5%
	State	913	26.6%	47.1%	26.3%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	52.4%	47.6%	0%
	State	33	39.4%	57.6%	3%
Economically Disadvantaged	School	212	41.5%	44.8%	13.7%
	District	473	47.6%	43.3%	9.1%
	DFG	13264	43.3%	45.7%	11.1%
	State	35375	37.5%	49.9%	12.6%
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New Jersey Assessment of Skills and Knowledge (NJASK6) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	262	34%	56.9%	9.2%
	District	498	35.9%	55.8%	8.2%
	DFG	12354	41.6%	47.1%	11.3%
	State	84687	20.9%	51.8%	27.3%
Students With Disabilities	School	28	71.4%	25%	3.6%
	District	59	72.9%	25.4%	1.7%
	DFG	2587	75.8%	21.3%	2.8%
	State	15499	60.7%	33.4%	5.9%
Limited English Proficient Students	School	21	52.4%	38.1%	9.5%
	District	107	79.4%	18.7%	1.9%
	DFG	1252	73.4%	24.6%	2%
	State	2590	67.4%	27%	5.6%
Male	School	160	40.6%	50.6%	8.8%
	District	344	47.4%	45.6%	7%
	DFG	8141	50.4%	39.5%	10.1%
	State	52606	28.5%	46.5%	25%
Female	School	150	36%	55.3%	8.7%
	District	317	44.5%	49.2%	6.3%
	DFG	7892	47.9%	43.7%	8.5%
	State	49874	27.3%	50.6%	22.1%
White	School	*	*	*	*
	District	12	33.3%	50%	16.7%
	DFG	1493	30.1%	51.7%	18.2%
	State	55472	18.5%	53.1%	28.5%
Black	School	34	50%	41.2%	8.8%
	District	51	49%	45.1%	5.9%
	DFG	5885	62.5%	32.4%	5.1%
	State	16968	53.5%	39.2%	7.3%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	337	25.2%	43.3%	31.5%
	State	8821	9.8%	37.2%	53%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	17	52.9%	29.4%	17.6%
	State	233	14.6%	53.2%	32.2%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	17	52.9%	29.4%	17.6%
	State	101	34.7%	47.5%	17.8%
Hispanic	School	263	37.3%	54.4%	8.4%
	District	593	46.2%	47.6%	6.2%
	DFG	8195	43.8%	46.4%	9.8%
	State	20276	40.1%	48.8%	11%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	141	70.9%	24.8%	4.3%
	State	687	40.5%	39.6%	19.9%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	17	52.9%	35.3%	11.8%
Economically Disadvantaged	School	243	42%	49.4%	8.6%
	District	546	48.9%	44.9%	6.2%
	DFG	13438	50.4%	41%	8.6%
	State	34226	45.7%	44.6%	9.7%
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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Samuel E Shull Middle**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK7) LANGUAGE ARTS LITERACY: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	265	58.1%	37.7%	4.2%
	District	527	61.9%	35.5%	2.7%
	DFG	12127	57.7%	39.5%	2.8%
	State	84931	27.9%	57.4%	14.7%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	*	*	*	*
	State	15502	75.2%	23.4%	1.4%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	*	*	*	*
	State	2406	87.6%	11.6%	0.7%
Male	School	154	68.8%	27.9%	3.2%
	District	359	73.8%	24%	2.2%
	DFG	8077	70.1%	28.5%	1.5%
	State	52752	40.8%	49.5%	9.7%
Female	School	158	57%	39.2%	3.8%
	District	332	64.8%	33.4%	1.8%
	DFG	7677	61%	36.2%	2.9%
	State	49820	31.5%	53.3%	15.3%
White	School	12	66.7%	25%	8.3%
	District	17	58.8%	35.3%	5.9%
	DFG	1409	42.9%	51%	6.2%
	State	55196	24.4%	59.8%	15.9%
Black	School	30	63.3%	33.3%	3.3%
	District	51	62.7%	33.3%	3.9%

	DFG	5658	72.8%	26.4%	0.8%
	State	16675	61.3%	36%	2.7%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	307	40.4%	51.8%	7.8%
	State	8739	16.9%	53.3%	29.8%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	21	76.2%	19%	4.8%
	State	212	25.5%	56.1%	18.4%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	21	76.2%	19%	4.8%
	State	109	48.6%	46.8%	4.6%
Hispanic	School	266	63.2%	33.8%	3%
	District	618	70.6%	27.8%	1.6%
	DFG	8264	65.5%	32.3%	2.2%
	State	20765	56%	40.4%	3.6%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	110	70.9%	28.2%	0.9%
	State	985	40.7%	47.3%	12%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	23	87%	13%	0%
	State	38	71.1%	28.9%	0%
Economically Disadvantaged	School	159	57.2%	39.6%	3.1%
	District	414	70.3%	28.5%	1.2%
	DFG	12736	67.1%	31.1%	1.8%
	State	34117	59.3%	37.8%	2.9%
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New Jersey Assessment of Skills and Knowledge (NJASK7) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	275	49.5%	41.1%	9.5%
	District	524	52.3%	41.6%	6.1%
	DFG	11907	48.9%	45.9%	5.2%
	State	84990	21.9%	57.3%	20.8%
Students With Disabilities	School	*	*	*	*
	District	79	89.9%	8.9%	1.3%
	DFG	2631	89.6%	10%	0.4%
	State	15399	70.7%	27.1%	2.2%
Limited English Proficient Students	School	*	*	*	*
	District	107	86%	13.1%	0.9%
	DFG	1153	86.7%	13.2%	0.1%
	State	2295	83.8%	15.6%	0.7%
Male	School	163	56.4%	39.9%	3.7%
	District	345	61.7%	36.2%	2%
	DFG	7975	62.6%	34.4%	3%
	State	52392	34%	51.3%	14.6%
Female	School	166	54.8%	32.5%	12.7%
	District	360	60.8%	31.7%	7.5%
	DFG	7583	53.7%	41.2%	5.2%
	State	50051	26.7%	52.6%	20.7%
White	School	20	65%	15%	20%
	District	22	63.6%	18.2%	18.2%
	DFG	1452	37.7%	51.4%	11%
	State	55835	20.1%	58%	21.8%
Black	School	33	60.6%	33.3%	6.1%
	District	52	61.5%	32.7%	5.8%
	DFG	5750	65.5%	32.3%	2.1%
	State	16908	52.5%	42%	5.5%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	288	39.9%	45.8%	14.2%
	State	8563	12.8%	47.4%	39.8%
Native Hawaiian or Other Pacific Islander	School	.	.%	.%	.%
	District	*	*	*	*

	DFG	12	58.3%	33.3%	8.3%
	State	189	19.6%	49.7%	30.7%
American Indian/ Alaskan Native	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	12	58.3%	33.3%	8.3%
	State	122	36.9%	48.4%	14.8%
Hispanic	School	271	54.6%	38.7%	6.6%
	District	624	61.5%	34.6%	3.8%
	DFG	7949	57.1%	39.1%	3.9%
	State	20229	47.8%	45.6%	6.6%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	133	79.7%	19.5%	0.8%
	State	670	41.2%	44.6%	14.2%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	27	63%	37%	0%
Economically Disadvantaged	School	246	57.3%	35%	7.7%
	District	579	63.2%	32.3%	4.5%
	DFG	12828	60.3%	36.2%	3.5%
	State	32926	51.9%	42.9%	5.2%
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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Samuel E Shull Middle**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK7) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	265	50.2%	40%	9.8%
	District	527	52.4%	41%	6.6%
	DFG	12120	50.1%	39.7%	10.2%
	State	84918	26.2%	45.3%	28.5%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2554	83.8%	14.1%	2.1%
	State	15508	70.3%	24.4%	5.3%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	1237	80.5%	17.5%	2%
	State	2629	74.7%	20.4%	4.8%
Male	School	154	57.8%	34.4%	7.8%
	District	362	61.6%	32.6%	5.8%
	DFG	8094	57.4%	33.5%	9.1%
	State	52865	33.9%	40%	26.1%
Female	School	158	53.2%	37.3%	9.5%
	District	334	59.6%	35.3%	5.1%
	DFG	7692	57.9%	34.5%	7.6%
	State	49916	34%	43.3%	22.6%
White	School	12	66.7%	25%	8.3%
	District	17	58.8%	29.4%	11.8%
	DFG	1413	33.5%	47.7%	18.8%
	State	55229	23.9%	46.2%	29.9%
Black	School	30	60%	33.3%	6.7%
	District	53	58.5%	35.8%	5.7%

	DFG	5675	69.7%	26%	4.2%
	State	16708	59.9%	32.7%	7.5%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	319	28.2%	42.3%	29.5%
	State	8864	11.3%	33%	55.7%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	21	52.4%	23.8%	23.8%
	State	215	18.6%	53.5%	27.9%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	21	52.4%	23.8%	23.8%
	State	109	42.2%	40.4%	17.4%
Hispanic	School	266	54.9%	36.5%	8.6%
	District	621	61.2%	33.7%	5.2%
	DFG	8262	54.6%	36.8%	8.6%
	State	20774	49.5%	40.3%	10.3%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	111	67.6%	27%	5.4%
	State	996	40.7%	38%	21.4%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	23	65.2%	34.8%	0%
	State	38	55.3%	44.7%	0%
Economically Disadvantaged	School	159	50.9%	37.7%	11.3%
	District	419	61.3%	33.7%	5%
	DFG	12757	58.6%	33.8%	7.7%
	State	34225	53.4%	37.2%	9.4%
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New Jersey Assessment of Skills and Knowledge (NJASK7) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	275	51.6%	36%	12.4%
	District	524	52.3%	37.4%	10.3%
	DFG	11905	52.9%	36.6%	10.5%
	State	84991	27.4%	43.9%	28.6%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2635	87.1%	11.5%	1.4%
	State	15394	73%	22%	5%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	1204	84.5%	14.3%	1.2%
	State	2533	78.5%	17%	4.5%
Male	School	163	60.7%	28.8%	10.4%
	District	345	60.6%	31.3%	8.1%
	DFG	8006	61%	30.1%	8.9%
	State	52518	35.2%	39.2%	25.6%
Female	School	166	56%	33.7%	10.2%
	District	361	60.9%	31.6%	7.5%
	DFG	7605	60.5%	31.8%	7.7%
	State	50157	35.5%	41%	23.5%
White	School	20	60%	25%	15%
	District	22	63.6%	22.7%	13.6%
	DFG	1457	38.2%	41%	20.9%
	State	55882	24.9%	45%	30.1%
Black	School	33	66.7%	24.2%	9.1%
	District	52	65.4%	25%	9.6%
	DFG	5770	72.5%	23.3%	4.2%
	State	16954	61.9%	30.9%	7.2%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	312	36.5%	41%	22.4%
	State	8684	12.6%	32.1%	55.3%
Native Hawaiian or Other Pacific Islander	School	.	.%	.%	.%
	District	*	*	*	*

	DFG	12	50%	41.7%	8.3%
	State	191	22%	40.8%	37.2%
American Indian/ Alaskan Native	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	12	50%	41.7%	8.3%
	State	122	36.9%	44.3%	18.9%
Hispanic	School	271	57.9%	32.1%	10%
	District	625	60.8%	32%	7.2%
	DFG	7953	57.1%	34.4%	8.5%
	State	20241	51.5%	37.7%	10.8%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	135	84.4%	14.1%	1.5%
	State	678	51.3%	30.8%	17.8%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	27	63%	33.3%	3.7%
Economically Disadvantaged	School	246	58.9%	32.5%	8.5%
	District	580	62.1%	31.6%	6.4%
	DFG	12875	62.6%	30.1%	7.3%
	State	33039	56.3%	34.4%	9.3%
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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Samuel E Shull Middle**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK8) LANGUAGE ARTS LITERACY: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	271	27.3%	66.1%	6.6%
	District	506	30.6%	64.6%	4.7%
	DFG	11464	29.4%	65%	5.6%
	State	84485	9.8%	67.3%	22.9%
Students With Disabilities	School	40	85%	15%	0%
	District	81	81.5%	18.5%	0%
	DFG	2636	77.7%	22.2%	0.2%
	State	15533	51.3%	46.4%	2.3%
Limited English Proficient Students	School	65	78.5%	21.5%	0%
	District	124	73.4%	25.8%	0.8%
	DFG	1268	70.5%	29.2%	0.3%
	State	2449	66.9%	32.4%	0.7%
Male	School	182	45.1%	52.7%	2.2%
	District	346	46.8%	51.7%	1.4%
	DFG	7799	46.8%	50.4%	2.8%
	State	52211	20.6%	64.1%	15.2%
Female	School	194	39.7%	53.1%	7.2%
	District	365	41.1%	53.4%	5.5%
	DFG	7459	34.6%	59.7%	5.7%
	State	50022	13.9%	62.5%	23.6%
White	School	21	42.9%	47.6%	9.5%
	District	23	43.5%	47.8%	8.7%
	DFG	1408	19.1%	68.6%	12.3%
	State	55467	9%	66.7%	24.3%
Black	School	30	33.3%	66.7%	0%
	District	50	36%	62%	2%

	DFG	5532	49.9%	48.2%	1.9%
	State	16517	35.7%	58.6%	5.7%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	314	31.2%	54.8%	14%
	State	8682	7.1%	50.4%	42.4%
Native Hawaiian or Other Pacific Islander	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	17	52.9%	35.3%	11.8%
	State	186	18.8%	53.8%	27.4%
American Indian/ Alaskan Native	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	17	52.9%	35.3%	11.8%
	State	125	24.8%	63.2%	12%
Hispanic	School	320	43.4%	52.5%	4.1%
	District	630	44.9%	52.2%	2.9%
	DFG	7928	38.6%	57.3%	4%
	State	20481	29.6%	63.5%	6.9%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	93	46.2%	49.5%	4.3%
	State	889	18.9%	63.9%	17.2%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	42.9%	52.4%	4.8%
	State	36	41.7%	55.6%	2.8%
Economically Disadvantaged	School	202	50%	46.5%	3.5%
	District	410	48%	49%	2.9%
	DFG	12144	42.5%	53.9%	3.6%
	State	32766	33.5%	61.1%	5.4%
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New Jersey Assessment of Skills and Knowledge (NJASK8) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	259	35.5%	61%	3.5%
	District	496	31.3%	65.7%	3%
	DFG	11301	28%	66.4%	5.7%
	State	84301	9.4%	68.6%	22%
Students With Disabilities	School	42	71.4%	28.6%	0%
	District	80	71.3%	28.8%	0%
	DFG	2624	77.1%	22.6%	0.2%
	State	15503	50.9%	46.9%	2.2%
Limited English Proficient Students	School	61	86.9%	13.1%	0%
	District	129	77.5%	22.5%	0%
	DFG	1281	73.2%	26.2%	0.5%
	State	2515	69.9%	29.5%	0.6%
Male	School	202	50.5%	48.5%	1%
	District	391	45.8%	53.2%	1%
	DFG	7720	45.4%	51.7%	3%
	State	51941	20.7%	64.9%	14.4%
Female	School	160	45.6%	50%	4.4%
	District	312	42%	54.5%	3.5%
	DFG	7377	34.2%	60%	5.7%
	State	50152	13.3%	63.9%	22.8%
White	School	*	*	*	*
	District	*	*	*	*
	DFG	1412	19.6%	68.8%	11.5%
	State	56509	8.9%	67.7%	23.4%
Black	School	35	37.1%	54.3%	8.6%
	District	62	40.3%	53.2%	6.5%
	DFG	5654	48.1%	49.2%	2.7%
	State	16729	34.2%	60.1%	5.8%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	250	22%	63.2%	14.8%
	State	8445	6.6%	53.7%	39.7%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	13	30.8%	53.8%	15.4%
	State	196	8.2%	70.4%	21.4%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	13	30.8%	53.8%	15.4%
	State	112	18.8%	68.8%	12.5%
Hispanic	School	319	49.8%	48.3%	1.9%
	District	632	44.6%	53.6%	1.7%
	DFG	7678	38.1%	58.1%	3.9%
	State	19564	30.4%	63.2%	6.4%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	108	58.3%	41.7%	0%
	State	613	27.4%	59.1%	13.5%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	12	50%	50%	0%
	State	22	50%	45.5%	4.5%
Economically Disadvantaged	School	288	50.7%	46.9%	2.4%
	District	580	46.6%	51.7%	1.7%
	DFG	12248	41.9%	54.6%	3.5%
	State	31239	33.5%	61.2%	5.3%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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## 2011 National Assessment Educational Progress (NAEP)

GRADE 8 READING		Proficiency Percentages			
		Below Basic	Basic	Proficient	Advanced
Male	State (NJ)	19.0%	42.4%	34.0%	4.6%
	Nation	29.6%	43.4%	25.0%	1.9%
Female	State (NJ)	12.6%	36.4%	43.2%	7.8%
	Nation	21.0%	42.6%	32.3%	4.1%
White	State (NJ)	7.8%	36.6%	47.6%	8.0%
	Nation	16.4%	42.8%	36.7%	4.1%
Black	State (NJ)	33.5%	45.5%	20.1%	0.9%
	Nation	42.0%	43.8%	13.6%	0.6
Hispanic	State (NJ)	29.4%	48.9%	20.5%	1.2%
	Nation	36.8%	45.1%	17.2%	0.9%
Asian	State (NJ)	8.4%	25.4%	52.2%	14.0%
	Nation	16.3%	35.5%	40.1%	8.2%
American Indian Alaskan Native	State (NJ)	‡	‡	‡	‡
	Nation	36.2%	41.5%	20.4%	1.9%
Native Hawaiian Other Pacific Islanders	State (NJ)	‡	‡	‡	‡
	Nation	39.0%	39.6%	19.7%	1.6%
Two or More Races	State (NJ)	‡	‡	‡	‡
	Nation	22.9%	41.5%	31.5%	4.1%
Eligible for School Lunch Program	State (NJ)	33.1%	46.5%	19.0%	1.3%
	Nation	37.0%	44.9%	17.2%	0.9%
Not Eligible for School Lunch Program	State (NJ)	8.7%	36.4%	46.8%	8.2%
	Nation	14.7%	41.3%	39.0%	4.9%
Students with Disabilities	State (NJ)	47.6%	39.0%	11.9%	1.5%
	Nation	65.6%	28.0%	6.1%	#
Limited English Proficient	State (NJ)	‡	‡	‡	‡
	Nation	71.3%	25.6%	3.0%	#

# Rounds to zero.

‡ Reporting standards not met.

## NAEP Grade 8 Reading Participation Rates

### NAEP 2011 Participation Rates for students with disabilities and limited English proficient students.

Students with disabilities participation rate for New Jersey: 64%

Limited English proficient participation rate for New Jersey: # (Suppressed)

Students with disabilities participation rate for the nation's public schools: 76%

Limited English proficient participation rate for the nation's public schools: 86%

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Samuel E Shull Middle**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK8) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	270	44.1%	43%	13%
	District	505	47.3%	41.8%	10.9%
	DFG	11433	42.8%	41.7%	15.5%
	State	84406	19.5%	44.7%	35.8%
Students With Disabilities	School	*	*	*	*
	District	81	86.4%	13.6%	0%
	DFG	2619	83.9%	14.1%	2%
	State	15493	67.9%	25.7%	6.5%
Limited English Proficient Students	School	*	*	*	*
	District	124	75.8%	18.5%	5.6%
	DFG	1300	78.2%	18.3%	3.5%
	State	2643	69.8%	23.6%	6.5%
Male	School	182	56%	33%	11%
	District	346	54.3%	36.4%	9.2%
	DFG	7786	52.6%	33.8%	13.5%
	State	52255	28%	39.1%	32.9%
Female	School	193	59.6%	32.1%	8.3%
	District	364	59.1%	32.7%	8.2%
	DFG	7455	52.6%	36.5%	10.9%
	State	50049	28%	43.7%	28.3%
White	School	21	33.3%	57.1%	9.5%
	District	23	39.1%	52.2%	8.7%
	DFG	1414	30.1%	42.6%	27.3%
	State	55459	18.4%	44.3%	37.3%
Black	School	30	50%	40%	10%
	District	50	52%	38%	10%

	DFG	5523	64.7%	30%	5.3%
	State	16518	52.7%	37.1%	10.2%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	318	29.9%	37.1%	33%
	State	8775	8.7%	29.1%	62.2%
Native Hawaiian or Other Pacific Islander	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	17	58.8%	35.3%	5.9%
	State	185	24.9%	32.4%	42.7%
American Indian/ Alaskan Native	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	17	58.8%	35.3%	5.9%
	State	126	32.5%	46.8%	20.6%
Hispanic	School	319	60.8%	30.4%	8.8%
	District	629	58.3%	33.5%	8.1%
	DFG	7911	49.1%	37.3%	13.6%
	State	20456	42.3%	42.1%	15.6%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	93	60.2%	34.4%	5.4%
	State	901	33.1%	39.3%	27.6%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	42.9%	47.6%	9.5%
	State	35	48.6%	42.9%	8.6%
Economically Disadvantaged	School	201	63.2%	28.4%	8.5%
	District	409	57.7%	33.5%	8.8%
	DFG	12122	53.7%	34.9%	11.4%
	State	32785	46.5%	39.7%	13.8%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK8) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	256	52%	33.2%	14.8%
	District	493	49.3%	37.1%	13.6%
	DFG	11252	46.2%	39.1%	14.6%
	State	84134	22.6%	43.1%	34.3%
Students With Disabilities	School	*	*	*	*
	District	80	86.3%	13.8%	0%
	DFG	2600	86.3%	11.7%	2%
	State	15442	70.4%	23.7%	5.9%
Limited English Proficient Students	School	*	*	*	*
	District	129	64.3%	28.7%	7%
	DFG	1322	76.9%	19.1%	4%
	State	2736	71.1%	22.6%	6.4%
Male	School	200	62.5%	27.5%	10%
	District	389	55.5%	32.1%	12.3%
	DFG	7702	55.7%	31.6%	12.7%
	State	51944	30.8%	37.4%	31.8%
Female	School	159	64.2%	24.5%	11.3%
	District	311	57.2%	33.8%	9%
	DFG	7366	55.3%	34.2%	10.5%
	State	50143	31.2%	42%	26.7%
White	School	*	*	*	*
	District	*	*	*	*
	DFG	1413	34%	39.1%	26.8%
	State	56454	21.2%	43%	35.9%
Black	School	35	62.9%	25.7%	11.4%
	District	62	64.5%	25.8%	9.7%
	DFG	5626	68%	26.7%	5.3%
	State	16697	56.8%	34.2%	9%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	269	31.6%	34.6%	33.8%
	State	8559	10.8%	29.1%	60.1%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	12	33.3%	41.7%	25%
	State	193	21.8%	42.5%	35.8%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	12	33.3%	41.7%	25%
	State	113	34.5%	41.6%	23.9%
Hispanic	School	316	62.7%	26.9%	10.4%
	District	629	55.2%	33.9%	11%
	DFG	7656	51%	36.2%	12.8%
	State	19518	46%	39.5%	14.5%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	107	71%	24.3%	4.7%
	State	627	43.5%	36.8%	19.6%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	12	33.3%	66.7%	0%
	State	22	50%	50%	0%
Economically Disadvantaged	School	286	66.1%	24.5%	9.4%
	District	578	58.7%	31.8%	9.5%
	DFG	12210	57.3%	32.3%	10.4%
	State	31231	50.6%	36.8%	12.6%
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## 2011 National Assessment Educational Progress (NAEP)

GRADE 8 MATHEMATICS		Proficiency Percentages			
		Below Basic	Basic	Proficient	Advanced
Male	State (NJ)	18.8%	33.1%	33.3%	14.8%
	Nation	27.8%	37.8%	25.8%	8.6%
Female	State (NJ)	16.8%	37.6%	33.2%	12.3%
	Nation	27.6%	39.8%	25.7%	7.0%
White	State (NJ)	8.8%	32.6%	41.6%	17.0%
	Nation	17.2%	39.5%	32.9%	10.4%
Black	State (NJ)	36.6%	42.5%	17.7%	3.2%
	Nation	49.7%	37.4%	11.5%	1.4%
Hispanic	State (NJ)	33.0%	43.1%	20.8%	3.2%
	Nation	40.0%	40.2%	17.2%	2.5%
Asian	State (NJ)	5.6%	20.8%	37.2%	36.4%
	Nation	12.4%	30.0%	34.0%	23.6%
American Indian Alaskan Native	State (NJ)	‡	‡	‡	‡
	Nation	44.5%	38.0%	13.9%	3.5%
Native Hawaiian Other Pacific Islanders	State (NJ)	‡	‡	‡	‡
	Nation	44.5%	36.8%	15.4%	3.2%
Two or More Races	State (NJ)	‡	‡	‡	‡
	Nation	24.5%	38.2%	27.2%	10.1%
Eligible for School Lunch Program	State (NJ)	34.2%	41.7%	20.0%	4.1%
	Nation	40.6%	40.6%	16.3%	2.5%
Not Eligible for School Lunch Program	State (NJ)	10.8%	32.5%	39.0%	17.7%
	Nation	15.7%	37.1%	34.4%	12.8%
Students with Disabilities	State (NJ)	55.8%	29.5%	11.4%	3.3%
	Nation	67.1%	25.4%	6.2%	1.3%
Limited English Proficient	State (NJ)	66.7%	21.3%	8.3%	3.6%
	Nation	71.6%	23.6%	4.3%	0.5%

# Rounds to zero.

‡ Reporting standards not met.

## NAEP Grade 8 Mathematics Participation Rates

### **NAEP 2011 Participation Rates for students with disabilities and limited English proficient students.**

Students with disabilities participation rate for New Jersey: 75%

Limited English proficient participation rate for New Jersey: 96%

Students with disabilities participation rate for the nation's public schools: 80%

Limited English proficient participation rate for the nation's public schools: 93%

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Samuel E Shull Middle**COUNTY:** Middlesex**DISTRICT:** Perth Amboy City

New Jersey Assessment of Skills and Knowledge (NJASK8) SCIENCE: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	270	28.9%	60%	11.1%
	District	505	31.3%	58.6%	10.1%
	DFG	11406	31.5%	57.2%	11.3%
	State	84316	11.5%	54.4%	34.1%
Students With Disabilities	School	*	*	*	*
	District	81	64.2%	34.6%	1.2%
	DFG	2613	73.6%	24.8%	1.5%
	State	15522	48.4%	42.9%	8.7%
Limited English Proficient Students	School	*	*	*	*
	District	124	69.4%	30.6%	0%
	DFG	1295	70.8%	28%	1.2%
	State	2636	66.8%	31%	2.3%
Male	School	182	44%	46.2%	9.9%
	District	346	40.2%	49.7%	10.1%
	DFG	7772	42.3%	47.2%	10.4%
	State	52221	18.7%	48.2%	33.1%
Female	School	193	46.1%	47.7%	6.2%
	District	364	43.1%	52.2%	4.7%
	DFG	7431	41.2%	51.6%	7.2%
	State	50014	18.1%	56.3%	25.7%
White	School	21	33.3%	57.1%	9.5%
	District	23	34.8%	56.5%	8.7%
	DFG	1413	20.1%	53.2%	26.7%
	State	55447	9.7%	52.6%	37.7%
Black	School	30	33.3%	56.7%	10%
	District	50	34%	54%	12%

	DFG	5500	51.9%	44.3%	3.8%
	State	16490	38%	52.7%	9.3%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	318	28.3%	47.2%	24.5%
	State	8775	7%	39.5%	53.6%
Native Hawaiian or Other Pacific Islander	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	17	47.1%	41.2%	11.8%
	State	186	13.4%	48.9%	37.6%
American Indian/ Alaskan Native	School	.	.%	.%	.%
	District	*	*	*	*
	DFG	17	47.1%	41.2%	11.8%
	State	126	20.6%	55.6%	23.8%
Hispanic	School	319	47.3%	45.5%	7.2%
	District	629	42.9%	50.7%	6.4%
	DFG	7895	39.2%	52.3%	8.5%
	State	20428	31.1%	56%	13%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	95	51.6%	41.1%	7.4%
	State	899	22.9%	49.6%	27.5%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	21	47.6%	42.9%	9.5%
	State	35	45.7%	42.9%	11.4%
Economically Disadvantaged	School	201	49.3%	45.3%	5.5%
	District	409	43.8%	50.4%	5.9%
	DFG	12086	42.9%	49.3%	7.8%
	State	32741	34.5%	54%	11.5%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK8) SCIENCE: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	257	30.7%	58.8%	10.5%
	District	493	32.3%	59.8%	7.9%
	DFG	11222	31%	57.8%	11.2%
	State	84111	10.1%	53.1%	36.7%
Students With Disabilities	School	42	61.9%	38.1%	0%
	District	80	72.5%	27.5%	0%
	DFG	2600	70.1%	28.7%	1.2%
	State	15474	44.1%	47%	8.9%
Limited English Proficient Students	School	61	83.6%	16.4%	0%
	District	129	66.7%	32.6%	0.8%
	DFG	1321	70.6%	28.5%	0.9%
	State	2725	64.8%	33%	2.2%
Male	School	202	41.1%	50%	8.9%
	District	391	41.7%	50.9%	7.4%
	DFG	7694	39.8%	49.7%	10.5%
	State	51946	16.3%	47.7%	36%
Female	School	158	46.2%	48.1%	5.7%
	District	309	45%	51.5%	3.6%
	DFG	7345	41.9%	51.4%	6.7%
	State	50141	17%	55.9%	27.1%
White	School	*	*	*	*
	District	*	*	*	*
	DFG	1414	18%	57.5%	24.5%
	State	56493	7.9%	51.6%	40.5%
Black	School	34	38.2%	50%	11.8%
	District	61	42.6%	47.5%	9.8%
	DFG	5603	49.7%	45.6%	4.7%
	State	16678	35.2%	54.2%	10.6%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	268	26.9%	47.8%	25.4%
	State	8549	6.5%	37.4%	56.1%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	.	.%	.%	.%

	DFG	13	15.4%	61.5%	23.1%
	State	195	10.8%	49.2%	40%
American Indian/ Alaskan Native	School	*	*	*	*
	District	.	.%	.%	.%
	DFG	13	15.4%	61.5%	23.1%
	State	114	17.5%	50.9%	31.6%
Hispanic	School	318	44.3%	48.7%	6.9%
	District	630	43.5%	51.3%	5.2%
	DFG	7649	39%	53%	8%
	State	19507	30.2%	56.5%	13.3%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	108	62%	32.4%	5.6%
	State	625	25.9%	49.8%	24.3%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	13	61.5%	38.5%	0%
	State	23	60.9%	34.8%	4.3%
Economically Disadvantaged	School	286	46.5%	47.6%	5.9%
	District	577	45.1%	50.8%	4.2%
	DFG	12187	43%	50%	7%
	State	31211	33.4%	55.1%	11.6%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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