



State of New Jersey
2015-2016

Grade Span KF-03

03-4600-070
BERGEN
RUTHERFORD BORO
Lincoln School
414 MONTROSS AVENUE
RUTHERFORD, NJ 07070-2218

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

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



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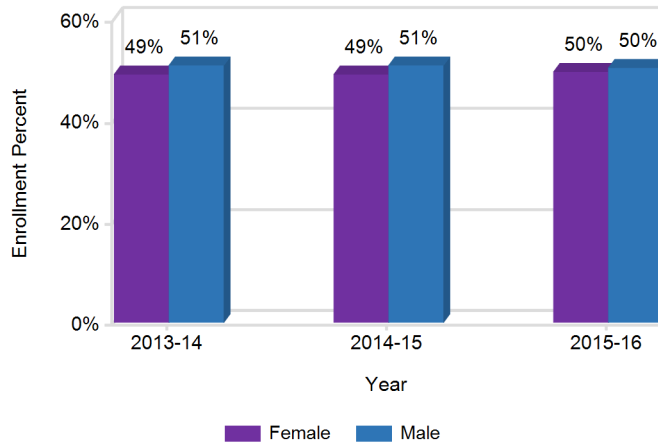
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	66	167	158
Grade 01	104	91	84
Grade 02	106	110	92
Grade 03	92	105	112
UG	7	2	4
Total	375	475	450

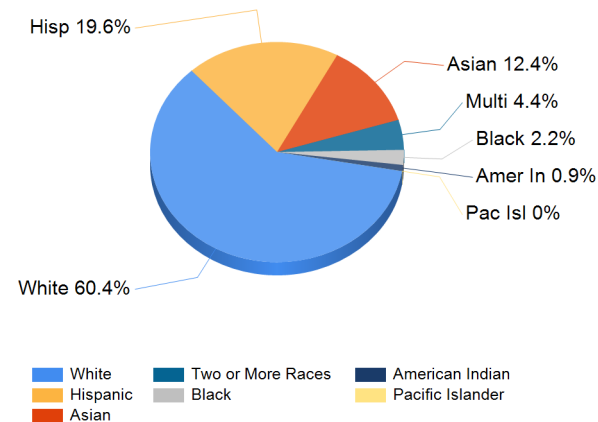
Enrollment by Gender

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



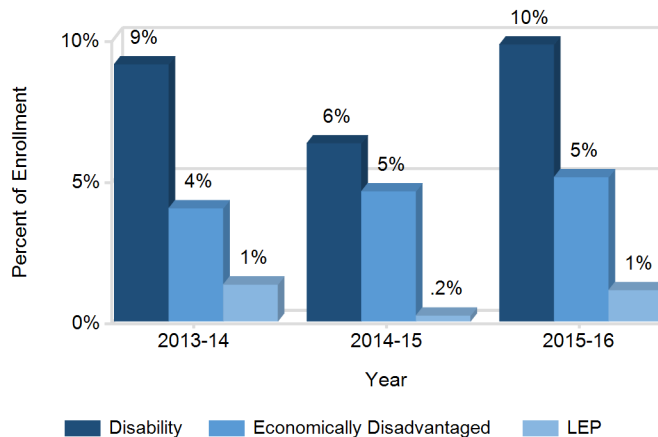
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	87.8%
Spanish	4.2%
Korean	1.6%
Bulgarian	0.9%
Chinese	0.9%
Other	4.6%

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

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	67%	S	70
Mathematics Met or Exceeded Expectations	57%	S	65

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	105	67%	70	95%	✓	105	57%	65	96%	✓
White	66	70%	71	96%	✓	66	53%	48	96%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	106	761	760	746	2%	8%	25%	59%	8%	66%	48%
White	65	762	762	756	2%	9%	19%	63%	8%	71%	58%
African American	S	S	757	727	S	S	S	S	S	S	30%
Hispanic	22	753	751	730	N	5%	50%	41%	5%	46%	31%
Asian	11	770	758	772	9%	9%	18%	46%	18%	64%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	779	753	S	S	S	S	S	S	55%
Students with Disability	14	751	740	718	N	14%	29%	57%	N	57%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	759	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	109	756	756	749	2%	12%	29%	40%	17%	57%	52%
White	65	755	756	757	3%	6%	37%	40%	14%	54%	63%
African American	S	S	753	730	S	S	S	S	S	S	31%
Hispanic	23	749	749	736	N	22%	30%	39%	9%	48%	35%
Asian	13	770	761	777	N	23%	N	31%	46%	77%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	773	754	S	S	S	S	S	S	57%
Students with Disability	14	738	740	727	7%	29%	21%	43%	N	43%	28%
English Language Learners	S	S	743	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	757	732	S	S	S	S	S	S	32%

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



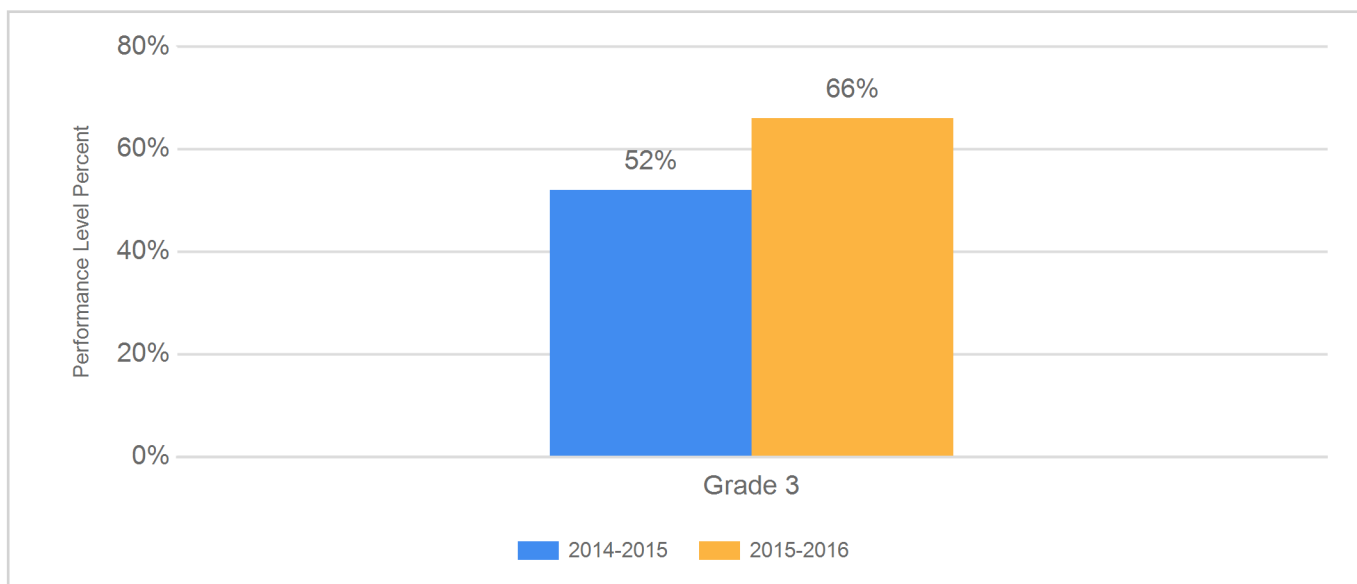
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PARCC ELA Performance Trends

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



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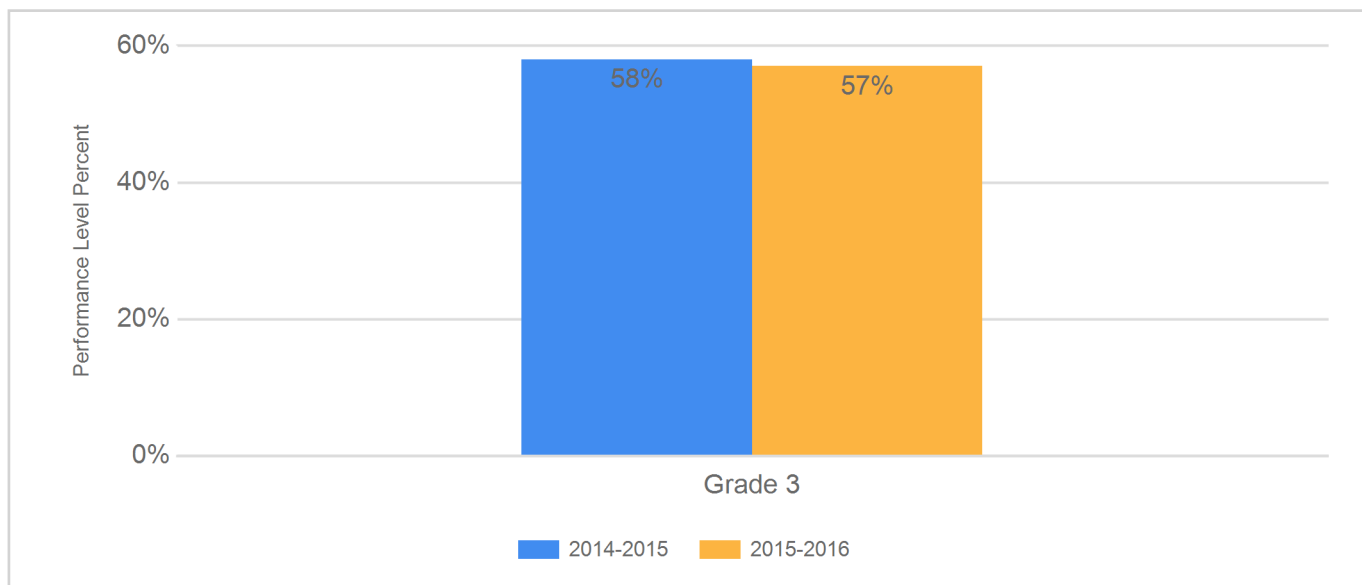
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PARCC Math Performance Trends

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

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



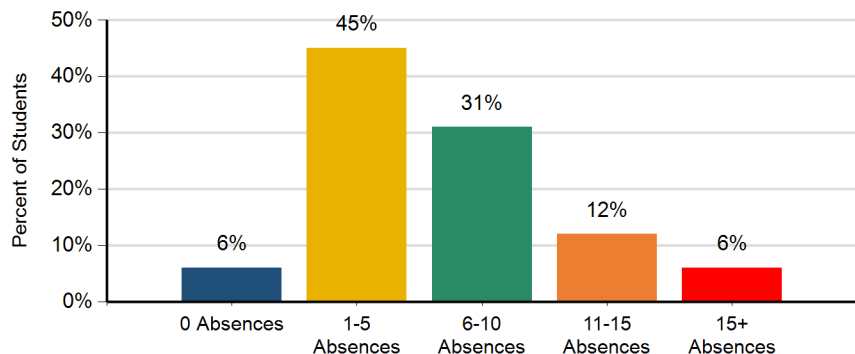
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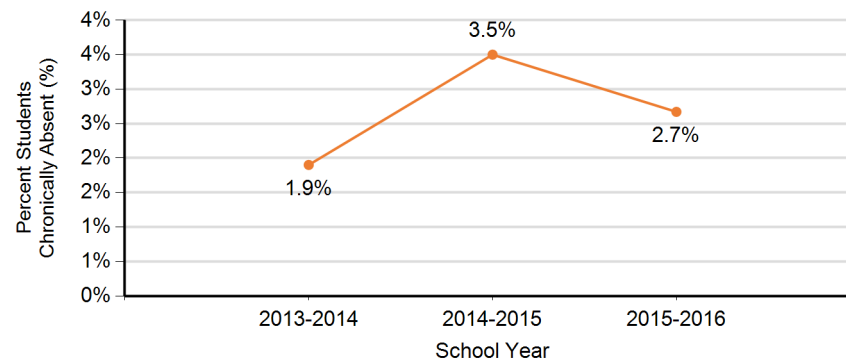
Absenteeism

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



Chronic Absenteeism Trend

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



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Length of School Day

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

	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	225:1

Student Suspension Rate

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

	School
2015-16	0.7%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%



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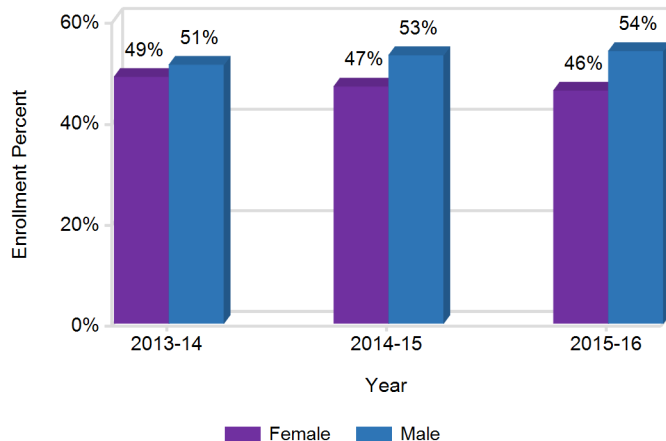
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 04	92	102	110
Grade 05	98	88	99
Grade 06	105	97	88
Grade 07	104	106	98
Grade 08	99	103	102
UG	12	20	17
Total	510	516	514

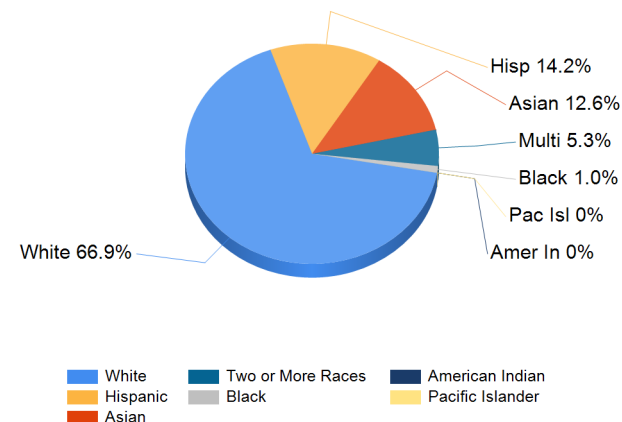
Enrollment by Gender

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



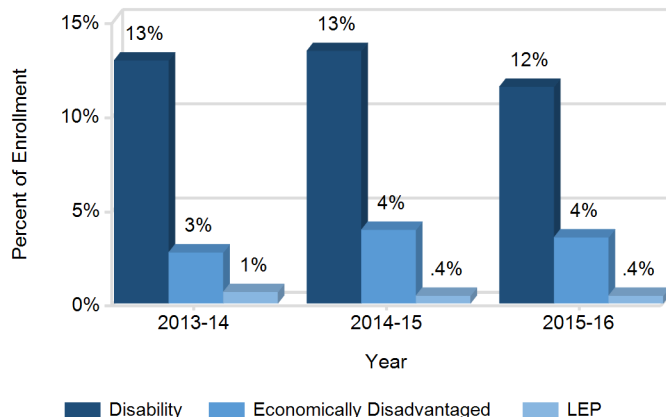
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	90.1%
Spanish	2.7%
Gujarati	1.0%
Korean	1.0%
Hindi	0.8%
Other	4.6%

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	76%	S	87
Mathematics Met or Exceeded Expectations	52%	S	56

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	491	76%	87	95%	✓	492	52%	56	95%	✓
White	317	75%	80	93%	✓	317	51%	41	93%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	77	65%	84	98%	✓	77	33%	50	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	66	91%	70	100%	✓	66	82%	55	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	57	26%	66	88%	✗	57	21%	57	88%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	107	766	763	750	1%	7%	21%	54%	18%	72%	54%
White	70	764	763	759	N	6%	24%	56%	14%	70%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	751	737	S	S	S	S	S	S	37%
Asian	14	771	769	773	N	N	21%	50%	29%	79%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	791	756	S	S	S	S	S	S	62%
Students with Disability	12	732	736	723	8%	42%	17%	33%	N	33%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	742	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	108	749	753	745	5%	8%	41%	41%	6%	46%	47%
White	70	749	751	752	4%	6%	43%	43%	4%	47%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	13	736	743	733	8%	31%	31%	23%	8%	31%	30%
Asian	14	760	770	771	N	7%	43%	43%	7%	50%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	11	755	757	750	9%	N	36%	46%	9%	55%	54%
Students with Disability	12	729	732	724	25%	8%	25%	42%	N	42%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	727	730	S	S	S	S	S	S	27%

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



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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	110	772	763	751	1%	8%	16%	54%	21%	75%	53%
White	68	774	765	758	N	9%	15%	56%	21%	77%	64%
African American	S	S	733	733	S	S	S	S	S	S	32%
Hispanic	22	762	754	738	5%	5%	18%	68%	5%	73%	37%
Asian	17	785	772	773	N	6%	12%	35%	47%	82%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	745	759	S	S	S	S	S	S	63%
Students with Disability	14	726	724	723	7%	36%	43%	14%	N	14%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	747	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	111	757	757	747	2%	13%	24%	51%	10%	61%	47%
White	69	758	758	753	1%	12%	25%	57%	6%	62%	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	22	749	745	735	5%	18%	27%	41%	9%	50%	31%
Asian	17	770	771	774	N	N	18%	53%	29%	82%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	740	754	S	S	S	S	S	S	56%
Students with Disability	14	720	726	725	14%	64%	7%	7%	7%	14%	19%
English Language Learners	S	S	S	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	752	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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RUTHERFORD BORO

Pierrepont School

70 E PIERREPONT AVE

RUTHERFORD, NJ 07070-2333

PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	776	768	750	3%	3%	7%	47%	39%	86%	52%
White	58	772	767	756	5%	3%	10%	47%	35%	81%	61%
African American	S	S	763	732	S	S	S	S	S	S	31%
Hispanic	12	782	760	738	N	N	N	58%	42%	100%	37%
Asian	11	784	772	772	N	9%	N	36%	55%	91%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	785	755	S	S	S	S	S	S	60%
Students with Disability	S	S	728	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	755	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	87	754	751	743	5%	8%	25%	51%	12%	62%	43%
White	58	751	750	750	7%	9%	26%	48%	10%	59%	53%
African American	S	S	742	724	S	S	S	S	S	S	20%
Hispanic	12	750	740	730	N	17%	33%	50%	N	50%	26%
Asian	11	776	768	768	N	N	9%	55%	36%	91%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	757	748	S	S	S	S	S	S	49%
Students with Disability	S	S	726	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	739	728	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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Grade Span 04-08

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PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	105	762	767	753	8%	8%	19%	41%	25%	66%	56%
White	67	763	768	760	8%	8%	19%	37%	28%	66%	65%
African American	S	S	726	733	S	S	S	S	S	S	35%
Hispanic	22	747	755	739	9%	9%	27%	50%	5%	55%	41%
Asian	11	796	783	781	N	N	N	46%	55%	100%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	773	759	S	S	S	S	S	S	63%
Students with Disability	S	S	709	716	S	S	S	S	S	S	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	746	735	S	S	S	S	S	S	37%
PARCC MATH											
Schoolwide	106	746	748	740	9%	15%	33%	34%	9%	43%	39%
White	68	745	746	747	10%	16%	31%	34%	9%	43%	47%
African American	S	S	729	724	S	S	S	S	S	S	19%
Hispanic	22	735	738	729	9%	23%	50%	18%	N	18%	23%
Asian	11	777	767	763	N	N	9%	64%	27%	91%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	759	744	S	S	S	S	S	S	44%
Students with Disability	S	S	709	713	S	S	S	S	S	S	9%
English Language Learners	S	S	719	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	S	727	S	S	S	S	S	S	21%

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



State of New Jersey
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PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	102	776	773	753	4%	1%	13%	53%	29%	82%	55%
White	64	777	775	759	2%	2%	11%	61%	25%	86%	63%
African American	S	S	771	732	S	S	S	S	S	S	34%
Hispanic	12	745	757	740	17%	N	42%	25%	17%	42%	43%
Asian	16	798	782	780	N	N	N	44%	56%	100%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	765	756	S	S	S	S	S	S	59%
Students with Disability	S	S	732	715	S	S	S	S	S	S	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	772	736	S	S	S	S	S	S	38%
**PARCC MATH											
Schoolwide	S	S	S	726	S	S	S	S	S	S	26%
White	S	S	S	732	S	S	S	S	S	S	32%
African American	N	N	N	712	N	N	N	N	N	N	14%
Hispanic	N	N	N	721	N	N	N	N	N	N	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	S	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	718	N	N	N	N	N	N	18%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations

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

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



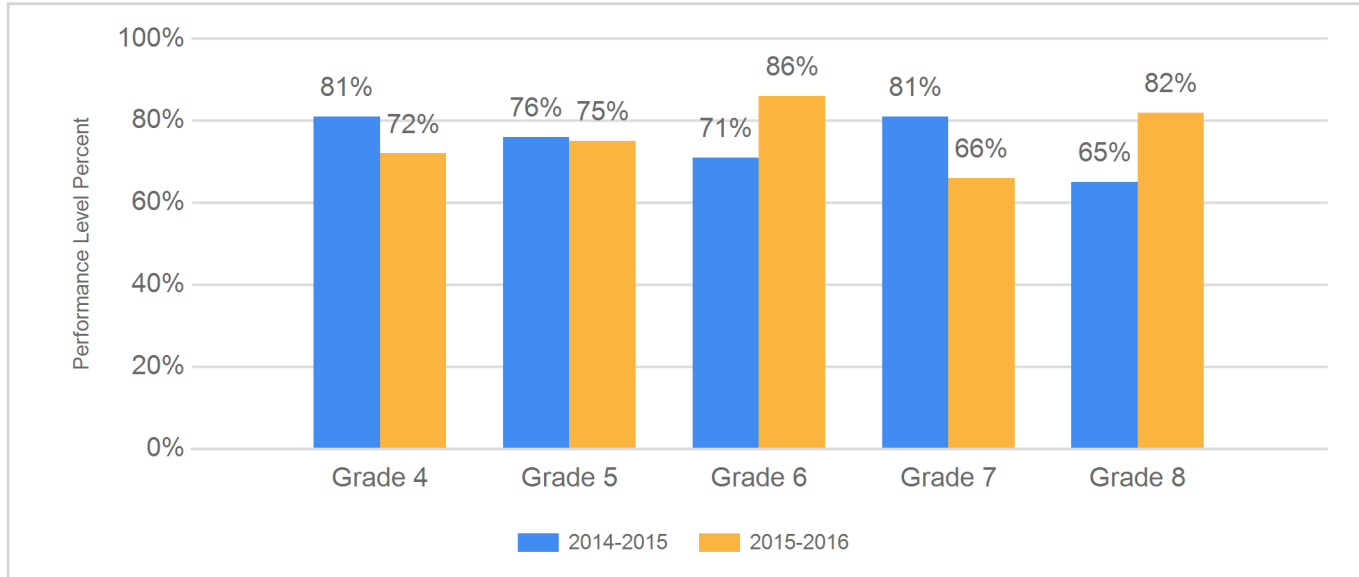
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PARCC ELA Performance Trends

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



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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	100	752	748	769	5%	19%	28%	37%	11%	48%	41%
White	62	748	747	772	3%	21%	32%	37%	7%	44%	51%
African American	S	S	731	748	S	S	S	S	S	S	20%
Hispanic	12	728	734	746	17%	33%	25%	25%	N	25%	25%
Asian	16	790	768	789	N	N	6%	56%	38%	94%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	737	776	S	S	S	S	S	S	47%
Students with Disability	S	S	707	738	S	S	S	S	S	S	10%
English Language Learners	S	S	S	723	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	740	746	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



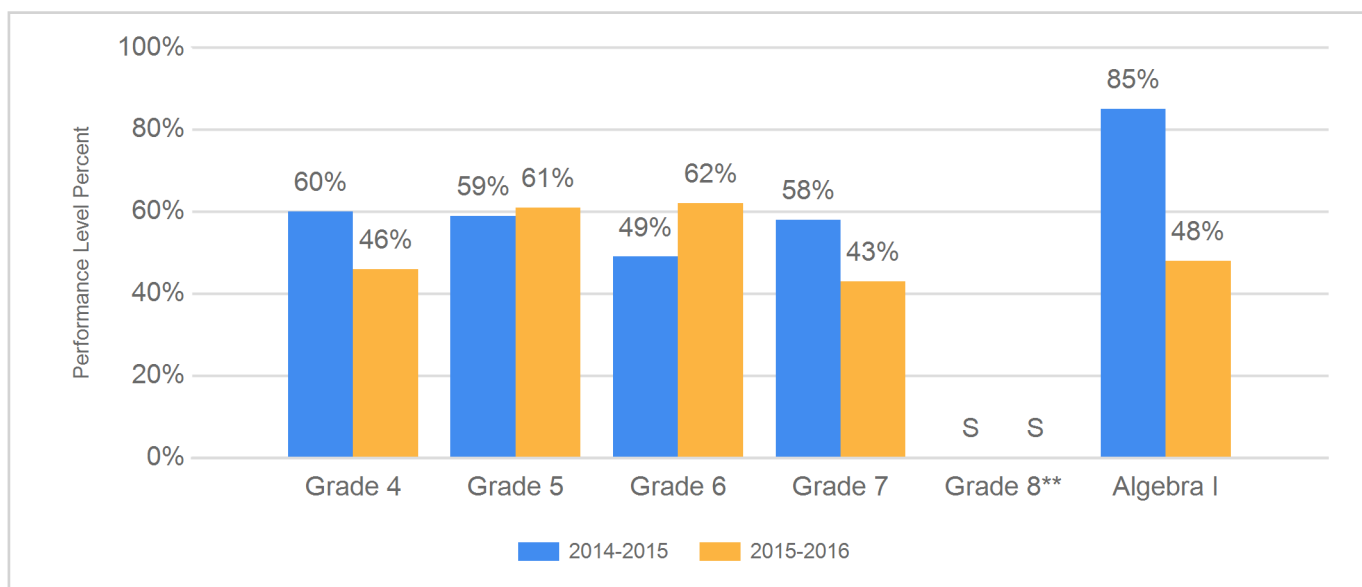
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PARCC Math Performance Trends

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



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

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

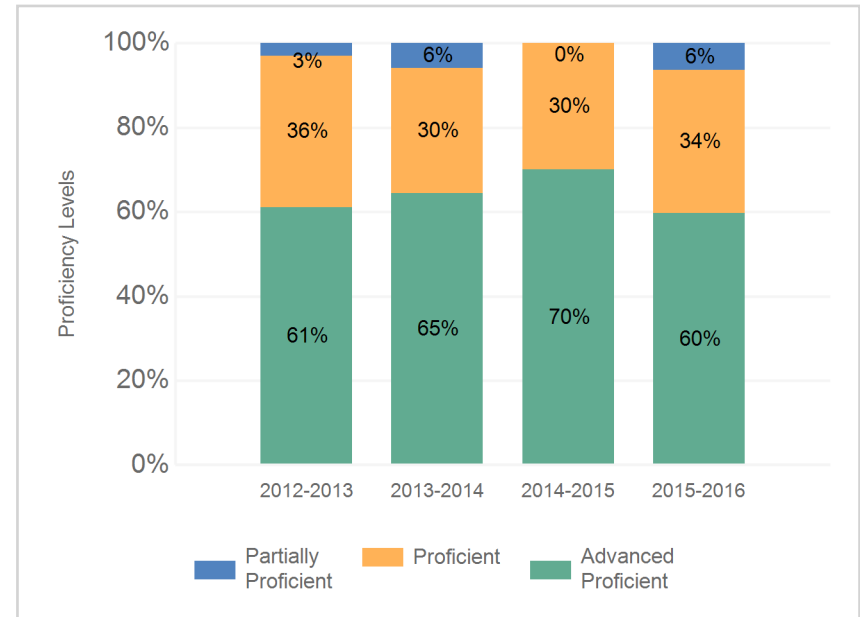
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	60%	34%	6%
White	61%	33%	5%
African American	N	N	N
Hispanic	33%	42%	25%
American Indian	N	N	N
Asian	62%	39%	N
Two or More Races	S	S	S
Students with Disability	31%	23%	46%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

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



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

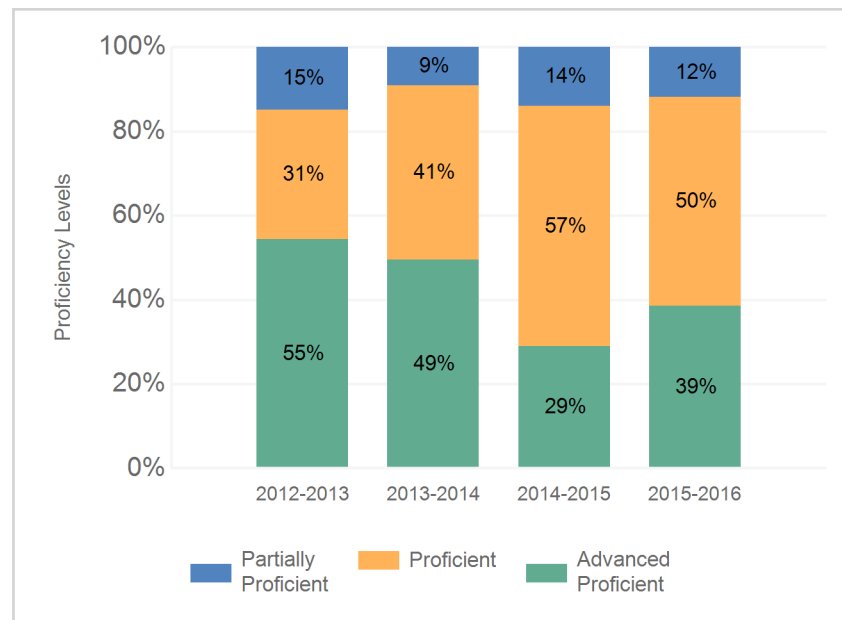
NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	39%	50%	12%
White	33%	55%	12%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	69%	31%	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 08

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

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



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	56	S	50
Student Growth on Math	44	S	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	0%
Partially Met (L2)	3%	1%	0%
Approached (L3)	9%	5%	1%
Met (L4)	12%	17%	21%
Exceeded (L5)	2%	6%	20%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	1%	0%
Partially Met (L2)	8%	2%	1%
Approached (L3)	14%	10%	6%
Met (L4)	11%	17%	16%
Exceeded (L5)	1%	2%	6%



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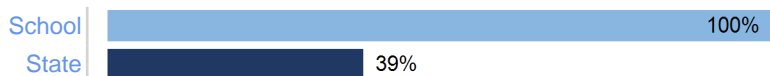
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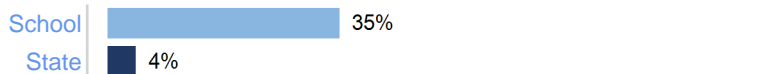
Visual and Performing Arts

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

MUSIC



DRAMA



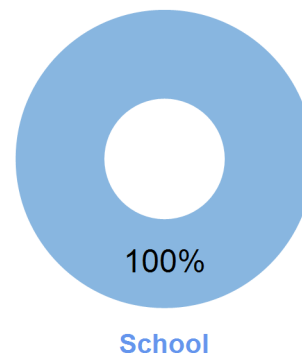
DANCE



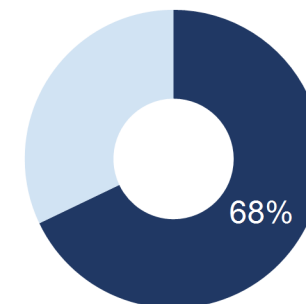
VISUAL ARTS



Any Visual and Performing Arts



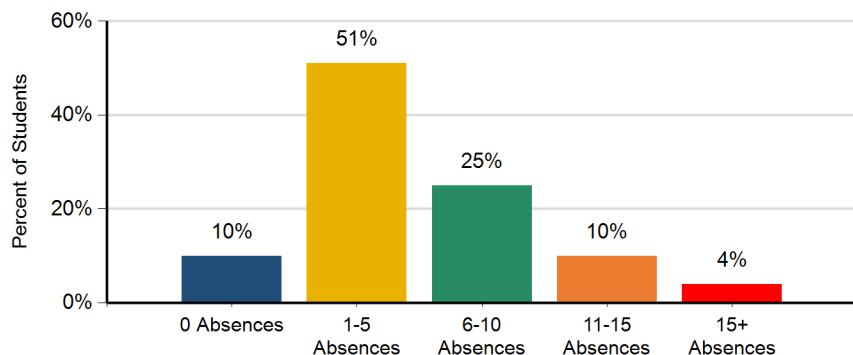
School



State

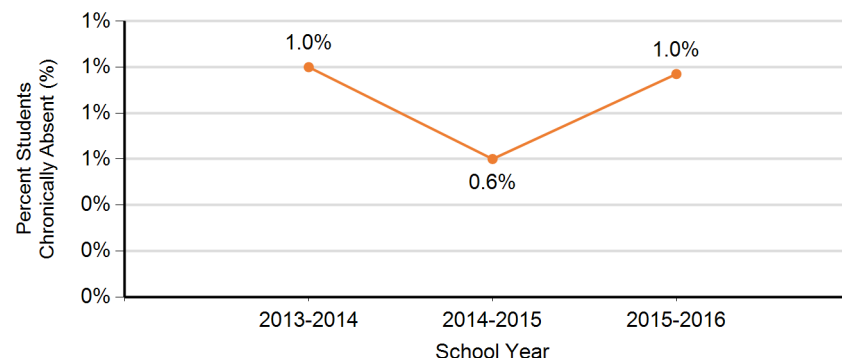
Absenteeism

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



Chronic Absenteeism Trend

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



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Length of School Day

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

	School
2015-16	6 Hrs. 49 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 43 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	257:1

Student Suspension Rate

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

	School
2015-16	4.9%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

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

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



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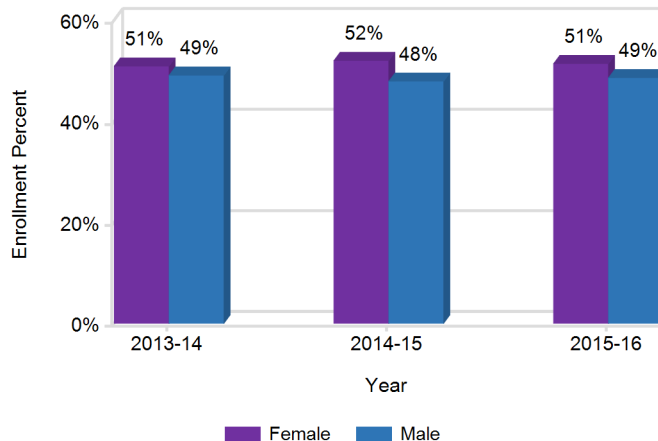
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	180	173	208
Grade 10	190	177	172
Grade 11	198	194	166
Grade 12	190	198	192
UG	8	6	9
Total	766	748	747

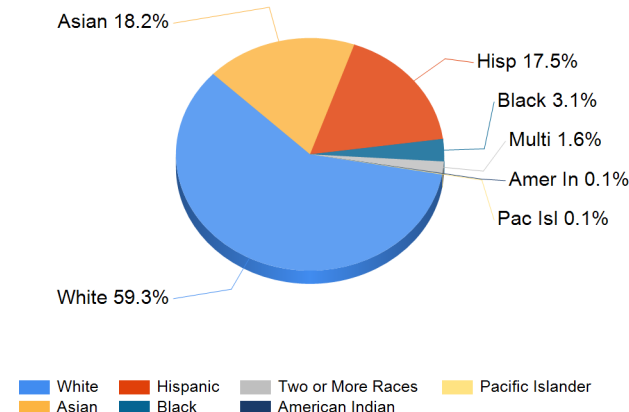
Enrollment by Gender

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



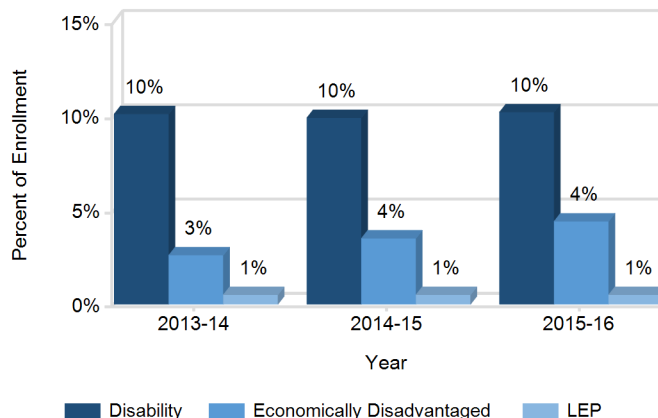
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	82.6%
Korean	5.5%
Spanish	5.2%
Gujarati	1.3%
Hindi	0.5%
Other	4.6%

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

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	74%	S	92
Mathematics Met or Exceeded Expectations	46%	S	85

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	332	74%	92	91%	X	340	46%	85	91%	X
White	191	76%	86	89%	X	199	45%	76	90%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	61	56%	87	91%	X	61	31%	82	89%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	67	84%	79	99%	✓	67	61%	69	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	41	22%	84	76%	X	42	12%	81	77%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	195	764	764	746	3%	6%	19%	55%	18%	73%	49%
White	107	768	768	754	2%	5%	14%	61%	19%	79%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	38	752	752	730	3%	13%	34%	40%	11%	50%	34%
Asian	39	768	768	774	5%	N	15%	54%	26%	80%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	18	730	730	713	17%	22%	33%	28%	N	28%	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	S	S	S	729	S	S	S	S	S	S	31%

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



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PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	156	767	767	740	5%	9%	12%	54%	20%	74%	44%
White	90	765	765	747	6%	14%	8%	51%	21%	72%	50%
African American	S	S	S	722	S	S	S	S	S	S	28%
Hispanic	29	755	755	726	10%	3%	28%	45%	14%	59%	33%
Asian	33	782	782	767	N	N	9%	67%	24%	91%	69%
American Indian	S	S	S	729	S	S	S	S	S	S	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	22	717	717	702	23%	41%	18%	18%	N	18%	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	S	723	S	S	S	S	S	S	30%

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



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**PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	86	747	747	736	8%	13%	29%	45%	5%	50%	40%
White	47	750	750	739	6%	6%	34%	49%	4%	53%	42%
African American	S	S	S	728	S	S	S	S	S	S	30%
Hispanic	21	744	744	732	5%	19%	29%	48%	N	48%	37%
Asian	13	754	754	753	8%	8%	23%	46%	15%	62%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	S	S	S	730	S	S	S	S	S	S	33%

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

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



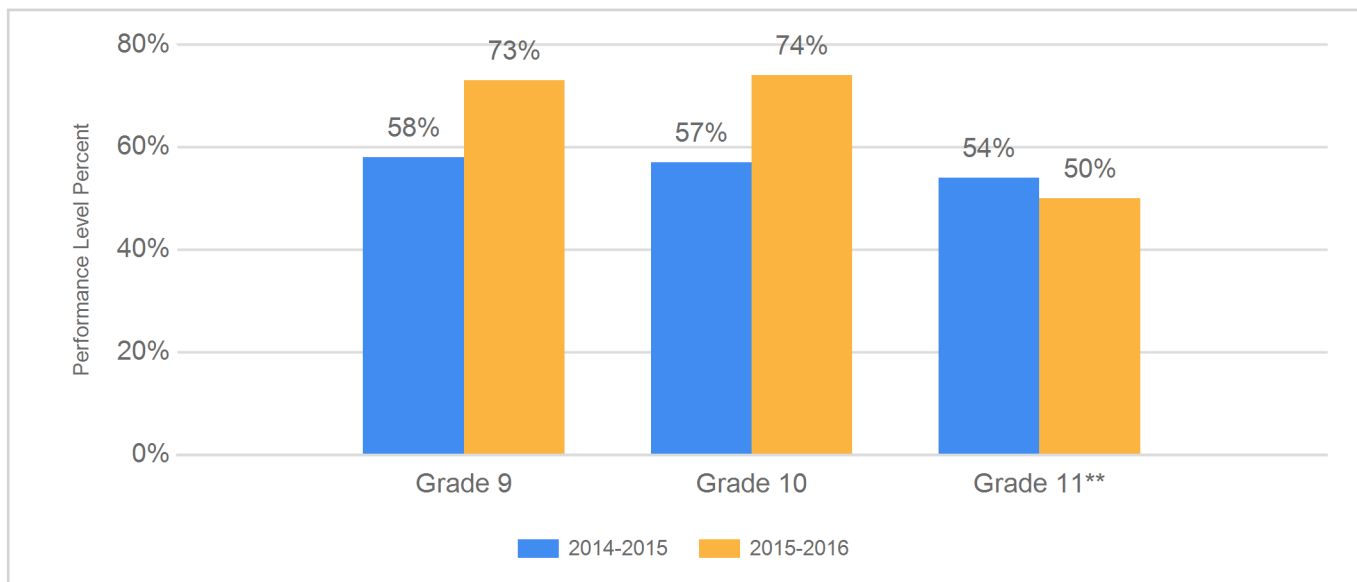
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2015-2016

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PARCC ELA Performance Trends

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



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



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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	165	743	743	727	7%	17%	28%	48%	1%	49%	41%
White	92	742	742	734	8%	22%	24%	47%	N	47%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	38	738	738	720	11%	13%	34%	40%	3%	42%	25%
Asian	26	750	750	746	N	8%	35%	58%	N	58%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	27	712	712	708	33%	33%	19%	15%	N	15%	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	103	738	738	730	7%	29%	23%	37%	4%	41%	27%
White	62	738	738	736	3%	34%	23%	37%	3%	40%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	20	725	725	720	15%	40%	30%	15%	N	15%	13%
Asian	16	757	757	750	6%	6%	13%	63%	13%	75%	61%
American Indian	S	S	S	722	S	S	S	S	S	S	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	129	734	734	722	18%	19%	27%	35%	1%	36%	27%
White	68	734	734	728	13%	25%	28%	34%	N	34%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	21	719	719	707	29%	24%	33%	14%	N	14%	12%
Asian	34	750	750	754	12%	9%	24%	53%	3%	56%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



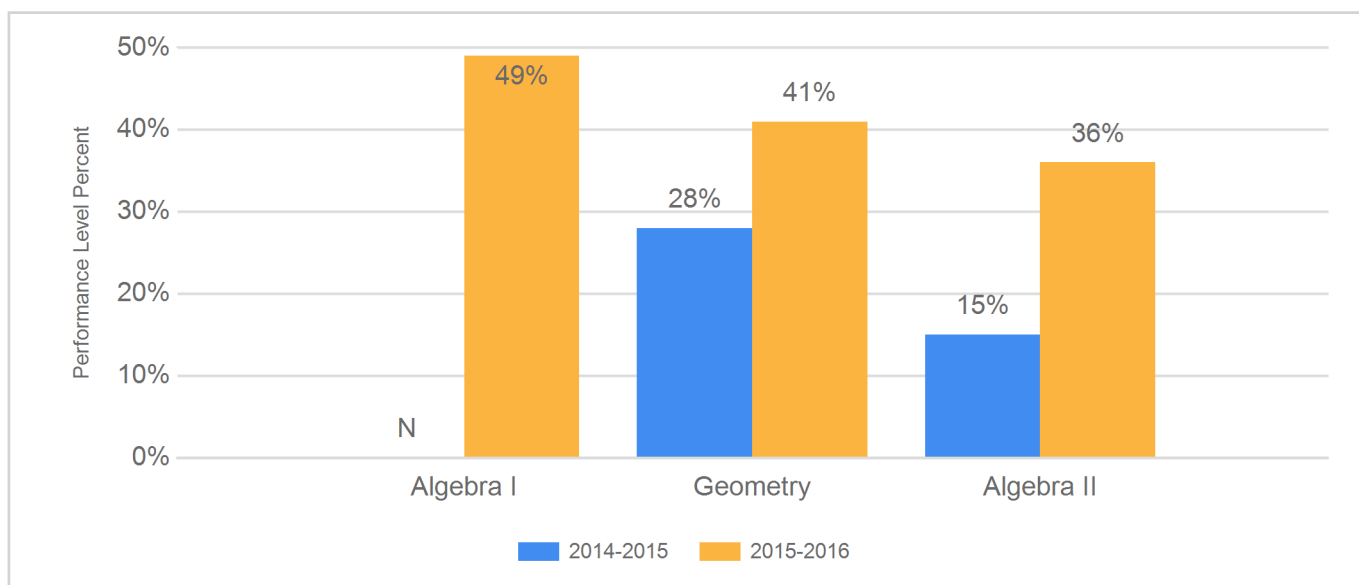
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PARCC Math Performance Trends

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





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

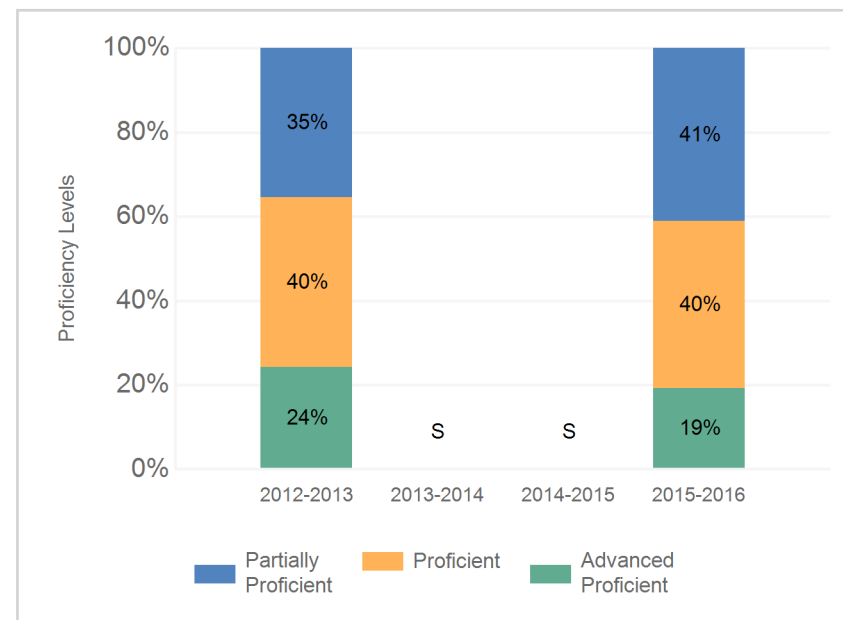
Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	19%	40%	41%
White	21%	38%	41%
African American	S	S	S
Hispanic	11%	34%	55%
American Indian	N	N	N
Asian	19%	46%	35%
Two or More Races	S	S	S
Students with Disability	N	23%	77%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	72.1%	95.5%
Percent of Students Participating in SAT	65.4%	58.0%
Percent of Students Participating in ACT	32.3%	27.6%

PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	79%	71%
Math	530	62%	53%
ACT	-	-	-
Reading	22	68%	58%
English	18	85%	74%
Math	22	76%	61%
Science	23	52%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	987	950
SAT	-	-
Reading and Writing	555	537
Math	558	538
ACT	-	-
Reading	25	23
English	24	22
Math	24	23
Science	23	22

PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1100	980	870
SAT	-	-	-
Reading and Writing	620	560	490
Math	610	560	500
ACT	-	-	-
Reading	30	26	21
English	27	24	20
Math	28	25	22
Science	26	23	20

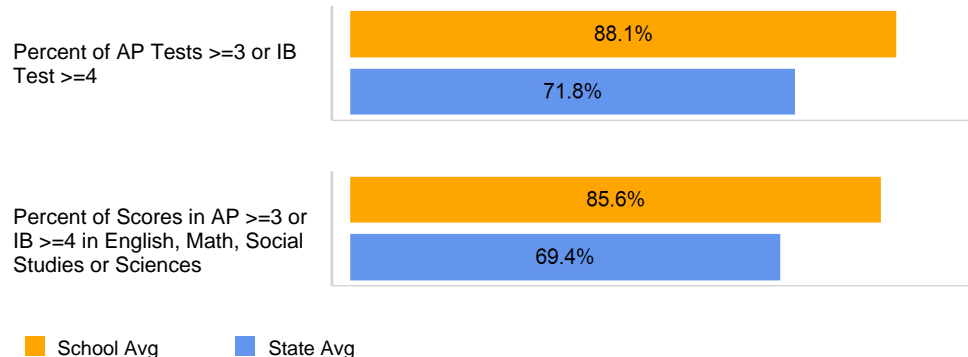


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AP/ IB Test Performance

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	10	10
AP Biology	15	14
AP Calculus AB	13	13
AP Chemistry	7	7
AP Computer Science A	13	13
AP English Language and Composition	40	38
AP English Literature and Composition	27	27
AP European History	10	10
AP French Language	7	7
AP Italian Language and Culture	0	1
AP Microeconomics	0	1
AP Music Theory	6	6
AP Physics 1	0	18
AP Physics B	18	0
AP Psychology	45	45
AP Spanish Language	9	9
AP U.S. History	19	19
AP World History	0	1
Student AP Tests ≥ 3 and IB Tests ≥ 4		111

Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	35.2%	39.1%
One of More Test	35.2%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	25.1%	26.6%
Participating in Dual Enrollment	90.2%	15.4%



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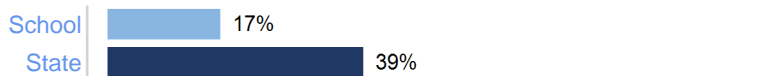
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Visual and Performing Arts

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

MUSIC



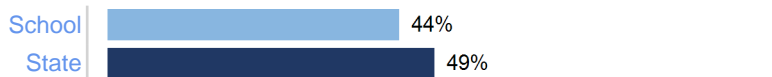
DRAMA



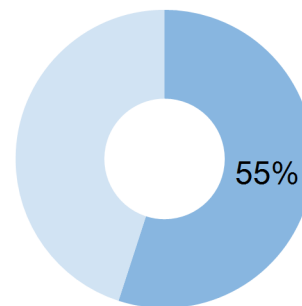
DANCE



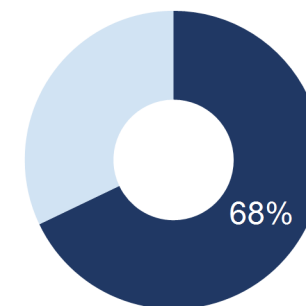
VISUAL ARTS



Any Visual and Performing Arts



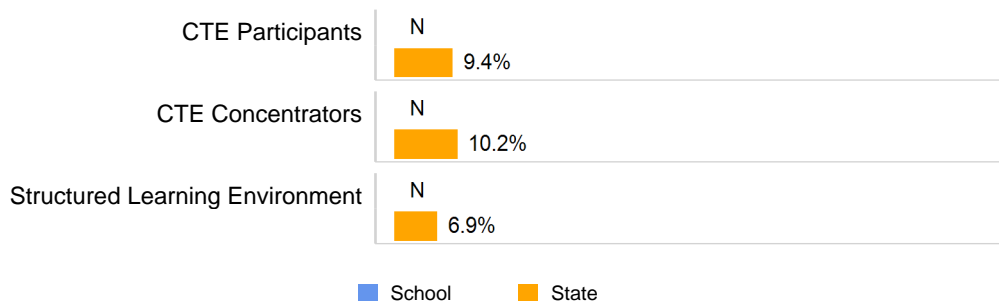
School



State

Career and Technical Education Participation

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



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



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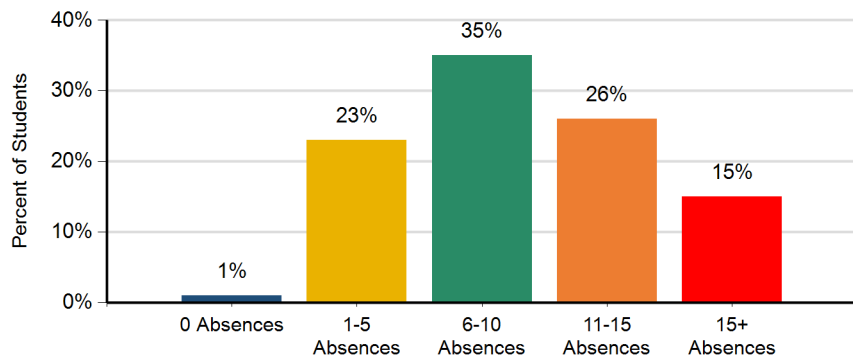
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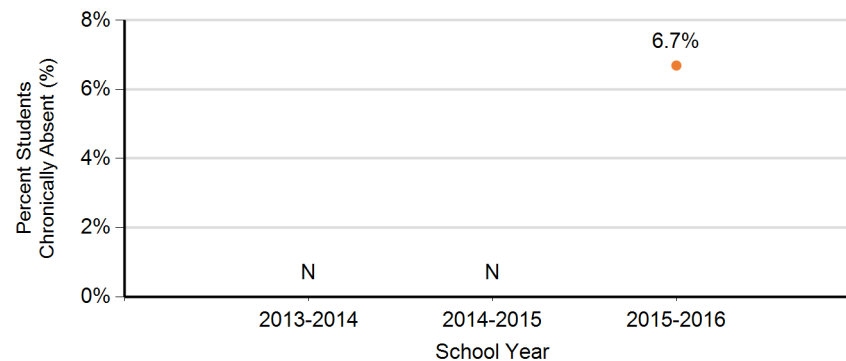
Absenteeism

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



Chronic Absenteeism Trend

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



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



State of New Jersey
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Grade Span 09-12

Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	93.8%	56	81%
White	96%	59	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	100%	100	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	S	S	
English Language Learners	S	S	
Economically Disadvantaged Students	S	S	

Dropout Rate by Subgroup

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

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



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Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	91%	92%
2014	96%	98%
2015	95%	96%
2016	94%	

Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	85.6%	29.5%	70.5%
White	85.7%	30.4%	69.6%
African American	S	S	S
Hispanic	78.9%	46.7%	53.3%
American Indian	0.0%	0.0%	0.0%
Asian	93.8%	10.0%	90.0%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	S	S	S



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Length of School Day

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

	School
2015-16	7 Hrs. 7 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

	School
2015-16	
Full Time	6 Hrs. 18 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

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

Student Suspension Rate

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

	School
2015-16	10.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

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

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



State of New Jersey
2015-2016

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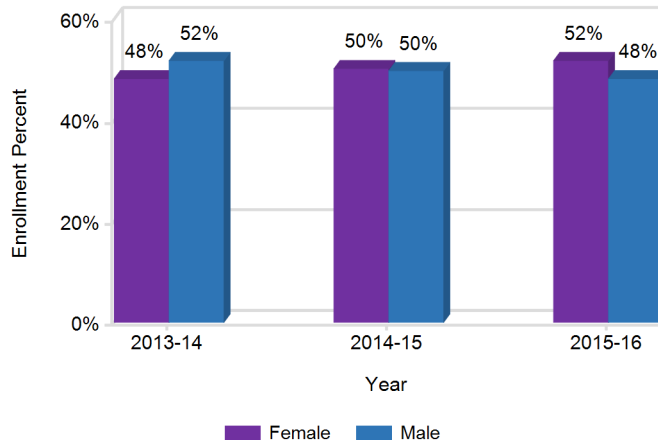
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 04	95	91	96
Grade 05	98	92	105
Grade 06	95	101	92
Grade 07	109	91	103
Grade 08	98	109	89
UG	5	0	0
Total	500	484	485

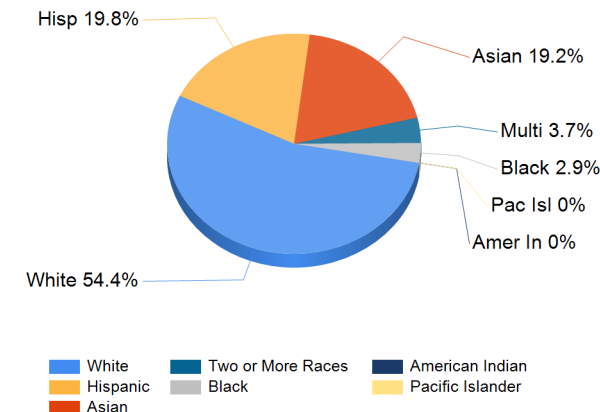
Enrollment by Gender

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



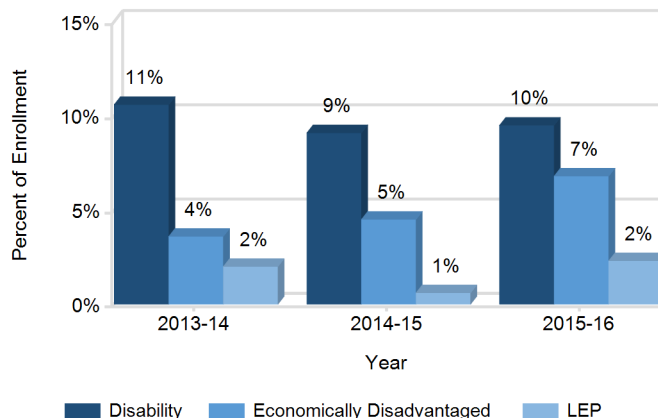
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	80.0%
Gujarati	4.5%
Spanish	3.9%
Korean	3.3%
Portuguese	1.0%
Other	7.0%

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

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



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	68%	S	72
Mathematics Met or Exceeded Expectations	55%	S	60

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	411	68%	72	93%	X	416	55%	60	93%	✓
White	221	67%	62	89%	X	224	58%	56	89%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	79	66%	86	96%	✓	80	35%	49	97%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	84	74%	40	100%	✓	85	69%	35	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	40	25%	66	84%	X	40	25%	68	84%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	90	761	763	750	1%	8%	18%	59%	14%	73%	54%
White	44	763	763	759	N	7%	18%	59%	16%	75%	64%
African American	S	S	S	733	S	S	S	S	S	S	33%
Hispanic	25	751	751	737	4%	12%	16%	64%	4%	68%	37%
Asian	17	767	769	773	N	6%	18%	59%	18%	77%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	791	756	S	S	S	S	S	S	62%
Students with Disability	S	S	736	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	742	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	91	757	753	745	N	9%	31%	56%	4%	60%	47%
White	44	755	751	752	N	7%	30%	61%	2%	64%	57%
African American	S	S	S	727	S	S	S	S	S	S	24%
Hispanic	25	747	743	733	N	16%	48%	36%	N	36%	30%
Asian	18	778	770	771	N	N	11%	72%	17%	89%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	757	750	S	S	S	S	S	S	54%
Students with Disability	S	S	732	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	727	730	S	S	S	S	S	S	27%

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



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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	83	751	763	751	4%	12%	29%	52%	4%	55%	53%
White	48	752	765	758	4%	8%	33%	52%	2%	54%	64%
African American	S	S	733	733	S	S	S	S	S	S	32%
Hispanic	11	737	754	738	9%	18%	27%	46%	N	46%	37%
Asian	17	758	772	773	N	12%	18%	65%	6%	71%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	745	759	S	S	S	S	S	S	63%
Students with Disability	12	722	724	723	17%	50%	17%	17%	N	17%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	747	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	85	757	757	747	1%	9%	27%	54%	8%	62%	47%
White	49	757	758	753	N	6%	27%	61%	6%	67%	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	12	739	745	735	8%	25%	25%	42%	N	42%	31%
Asian	17	772	771	774	N	N	24%	59%	18%	77%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	740	754	S	S	S	S	S	S	56%
Students with Disability	12	734	726	725	8%	33%	33%	25%	N	25%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	752	732	S	S	S	S	S	S	28%

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



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PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	86	759	768	750	4%	11%	27%	43%	16%	59%	52%
White	48	761	767	756	2%	6%	35%	40%	17%	56%	61%
African American	S	S	763	732	S	S	S	S	S	S	31%
Hispanic	15	742	760	738	7%	33%	7%	47%	7%	53%	37%
Asian	16	764	772	772	6%	6%	25%	44%	19%	63%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	785	755	S	S	S	S	S	S	60%
Students with Disability	S	S	728	719	S	S	S	S	S	S	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	755	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	87	749	751	743	3%	16%	26%	47%	7%	54%	43%
White	49	749	750	750	4%	10%	22%	59%	4%	63%	53%
African American	S	S	742	724	S	S	S	S	S	S	20%
Hispanic	15	732	740	730	7%	40%	33%	20%	N	20%	26%
Asian	16	762	768	768	N	13%	31%	31%	25%	56%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	757	748	S	S	S	S	S	S	49%
Students with Disability	S	S	726	717	S	S	S	S	S	S	13%
English Language Learners	S	S	S	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	739	728	S	S	S	S	S	S	23%

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



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PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	85	773	767	753	1%	6%	15%	38%	40%	78%	56%
White	43	775	768	760	2%	2%	14%	37%	44%	81%	65%
African American	S	S	726	733	S	S	S	S	S	S	35%
Hispanic	13	768	755	739	N	15%	N	46%	39%	85%	41%
Asian	22	777	783	781	N	N	23%	41%	36%	77%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	773	759	S	S	S	S	S	S	63%
Students with Disability	S	S	709	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	746	735	S	S	S	S	S	S	37%
PARCC MATH											
Schoolwide	87	750	748	740	2%	15%	35%	40%	8%	48%	39%
White	44	747	746	747	5%	11%	39%	39%	7%	46%	47%
African American	S	S	729	724	S	S	S	S	S	S	19%
Hispanic	14	744	738	729	N	29%	29%	43%	N	43%	23%
Asian	22	761	767	763	N	5%	32%	50%	14%	64%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	759	744	S	S	S	S	S	S	44%
Students with Disability	S	S	709	713	S	S	S	S	S	S	9%
English Language Learners	S	S	719	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	S	727	S	S	S	S	S	S	21%

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



State of New Jersey
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PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	769	773	753	1%	9%	21%	47%	22%	69%	55%
White	40	772	775	759	N	8%	23%	48%	23%	70%	63%
African American	S	S	771	732	S	S	S	S	S	S	34%
Hispanic	16	765	757	740	N	19%	6%	56%	19%	75%	43%
Asian	18	768	782	780	6%	6%	17%	50%	22%	72%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	765	756	S	S	S	S	S	S	59%
Students with Disability	S	S	732	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	736	S	S	S	S	S	S	38%
**PARCC MATH											
Schoolwide	N	N	N	726	N	N	N	N	N	N	26%
White	N	N	N	732	N	N	N	N	N	N	32%
African American	N	N	N	712	N	N	N	N	N	N	14%
Hispanic	N	N	N	721	N	N	N	N	N	N	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	N	N	N	704	N	N	N	N	N	N	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	718	N	N	N	N	N	N	18%

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

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

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



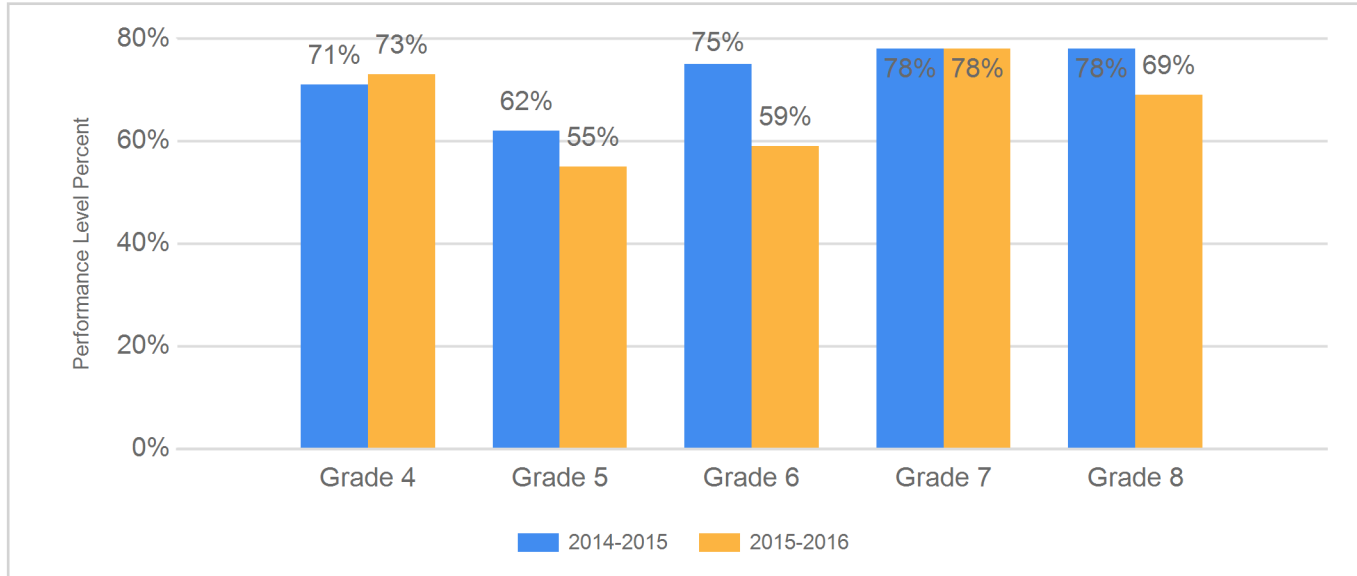
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PARCC ELA Performance Trends

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



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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	743	748	769	9%	17%	32%	42%	N	42%	41%
White	40	744	747	772	8%	18%	30%	45%	N	45%	51%
African American	S	S	731	748	S	S	S	S	S	S	20%
Hispanic	16	739	734	746	N	25%	44%	31%	N	31%	25%
Asian	18	750	768	789	11%	6%	33%	50%	N	50%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	737	776	S	S	S	S	S	S	47%
Students with Disability	S	S	707	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	740	746	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



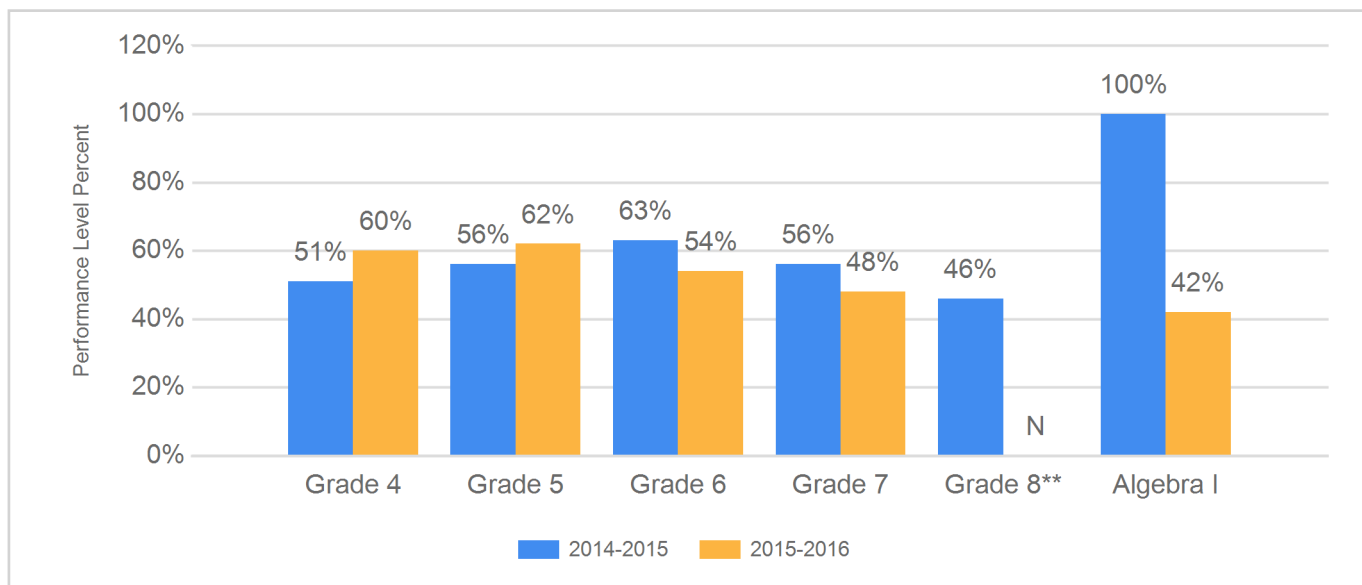
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PARCC Math Performance Trends

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



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

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

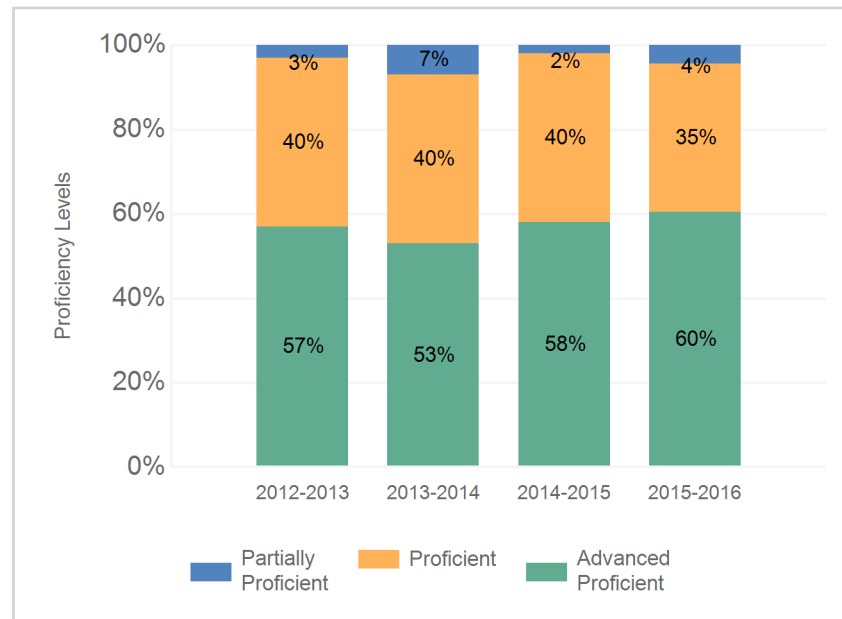
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	60%	35%	4%
White	65%	33%	2%
African American	S	S	S
Hispanic	54%	39%	8%
American Indian	N	N	N
Asian	61%	39%	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

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



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



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

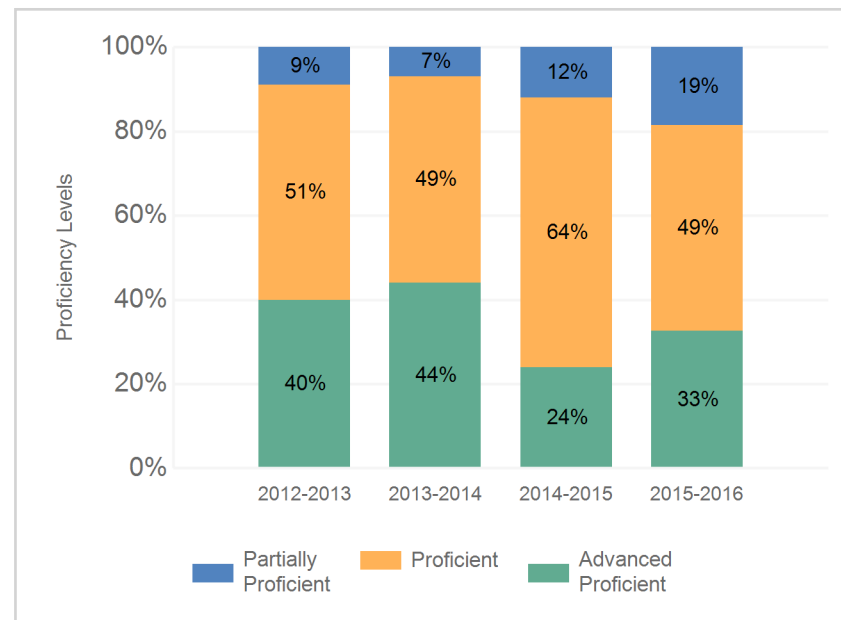
NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	33%	49%	19%
White	41%	48%	11%
African American	S	S	S
Hispanic	22%	50%	28%
American Indian	N	N	N
Asian	33%	44%	22%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 08

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

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



State of New Jersey
2015-2016

Grade Span 04-08

03-4600-100
BERGEN
RUTHERFORD BORO
Union School
359 UNION AVE
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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	47	S	50
Student Growth on Math	53	S	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	7%	1%	0%
Approached (L3)	13%	5%	3%
Met (L4)	16%	18%	16%
Exceeded (L5)	2%	6%	12%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	0%
Partially Met (L2)	6%	2%	2%
Approached (L3)	16%	7%	5%
Met (L4)	13%	15%	25%
Exceeded (L5)	1%	3%	3%



State of New Jersey
2015-2016

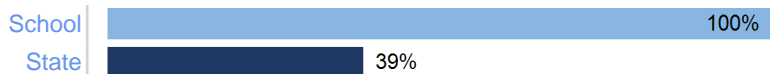
Grade Span 04-08

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Visual and Performing Arts

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

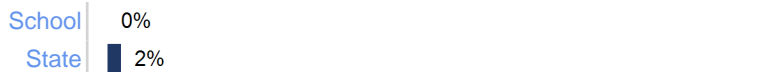
MUSIC



DRAMA



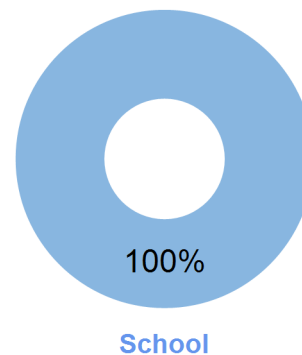
DANCE



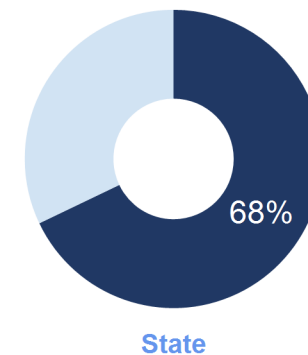
VISUAL ARTS



Any Visual and Performing Arts



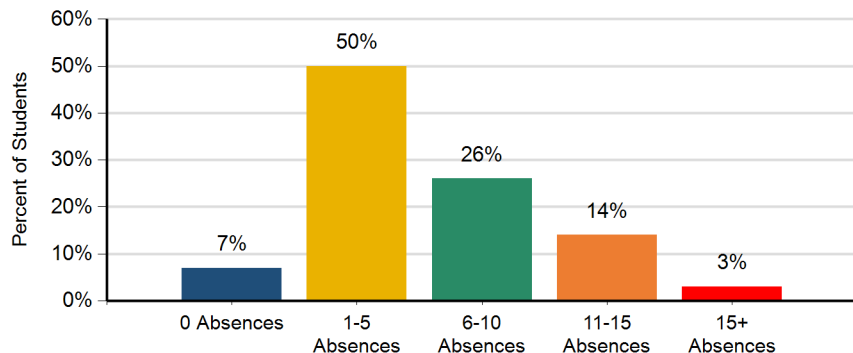
School



State

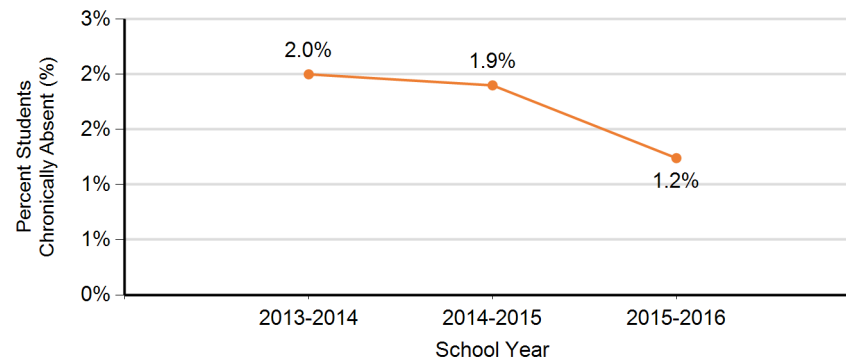
Absenteeism

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



Chronic Absenteeism Trend

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



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Grade Span 04-08

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Length of School Day

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

	School
2015-16	7 Hrs. 49 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 36 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	243:1

Student Suspension Rate

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

	School
2015-16	4.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

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



State of New Jersey
2015-2016

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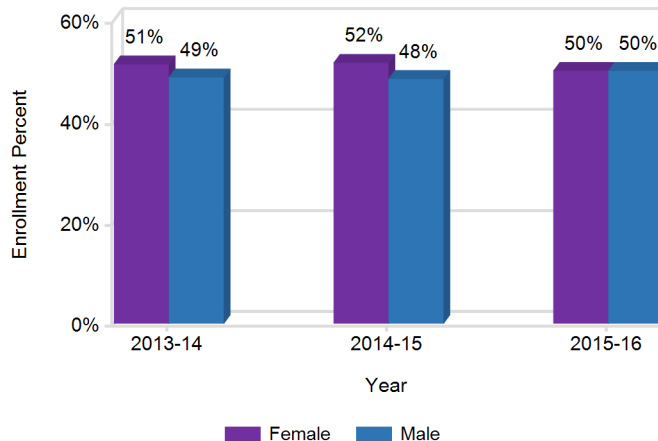
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 01	77	84	89
Grade 02	95	89	88
Grade 03	92	98	92
UG	8	8	7
Total	337	279	276

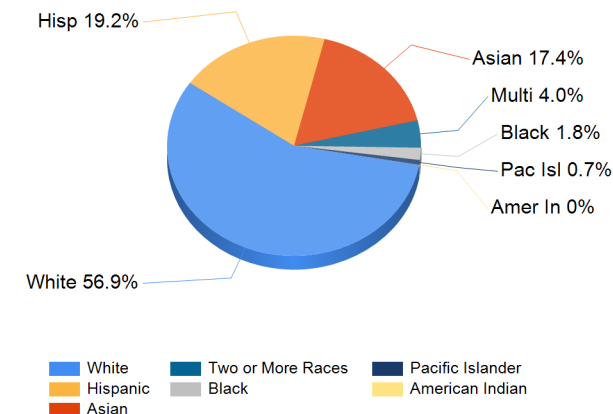
Enrollment by Gender

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



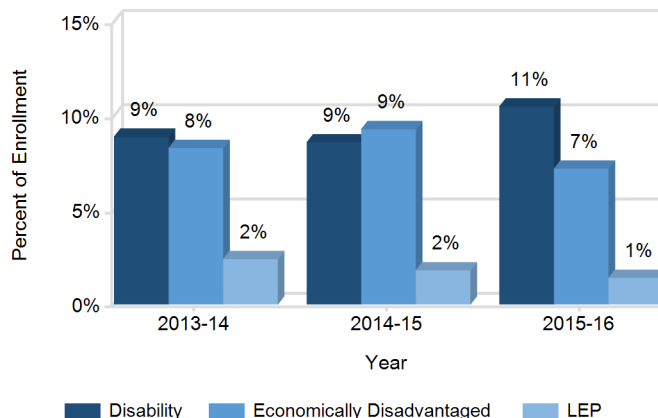
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	82.6%
Gujarati	3.6%
Korean	2.5%
Spanish	2.2%
Polish	1.8%
Other	7.5%

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

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	53%	S	54
Mathematics Met or Exceeded Expectations	51%	S	59

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	89	53%	54	98%	√	89	51%	59	98%	√
White	47	58%	55	98%	√	47	53%	55	98%	√
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	89	758	760	746	1%	17%	25%	53%	5%	57%	48%
White	47	762	762	756	N	13%	23%	57%	6%	64%	58%
African American	S	S	757	727	S	S	S	S	S	S	30%
Hispanic	22	750	751	730	5%	23%	23%	46%	5%	50%	31%
Asian	15	748	758	772	N	27%	33%	40%	N	40%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	779	753	S	S	S	S	S	S	55%
Students with Disability	S	S	740	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	759	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	90	756	756	749	1%	13%	32%	42%	11%	53%	52%
White	47	758	756	757	N	13%	30%	47%	11%	57%	63%
African American	S	S	753	730	S	S	S	S	S	S	31%
Hispanic	22	750	749	736	5%	23%	23%	41%	9%	50%	35%
Asian	16	754	761	777	N	6%	56%	25%	13%	38%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	773	754	S	S	S	S	S	S	57%
Students with Disability	S	S	740	727	S	S	S	S	S	S	28%
English Language Learners	S	S	743	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	757	732	S	S	S	S	S	S	32%

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



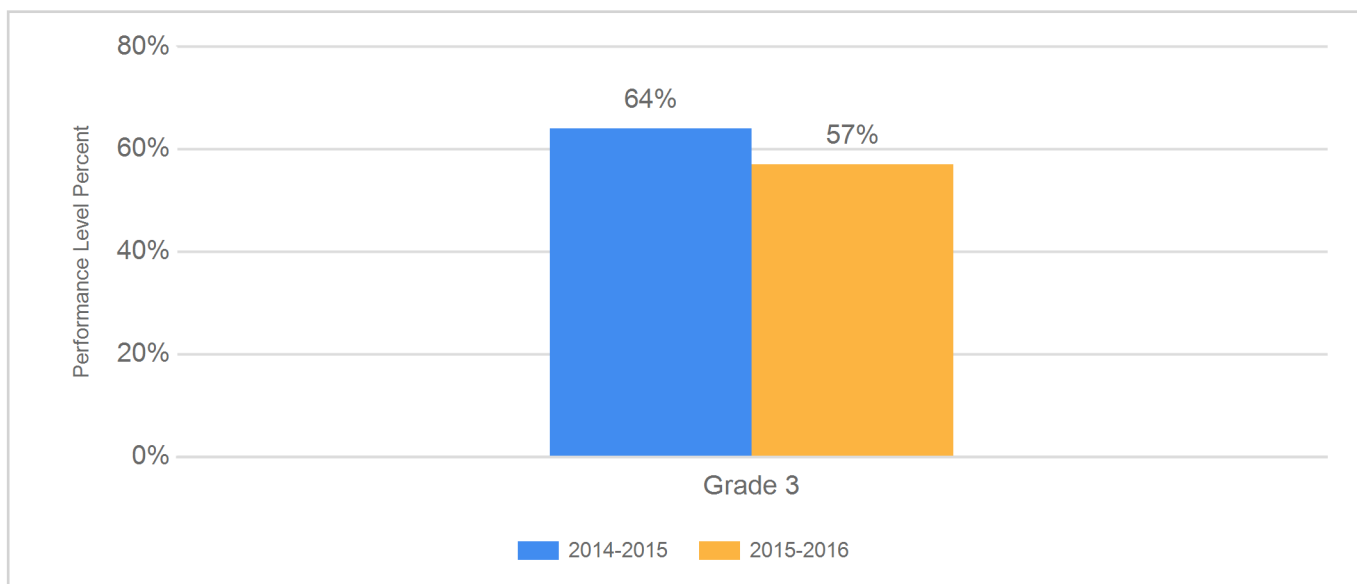
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PARCC ELA Performance Trends

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



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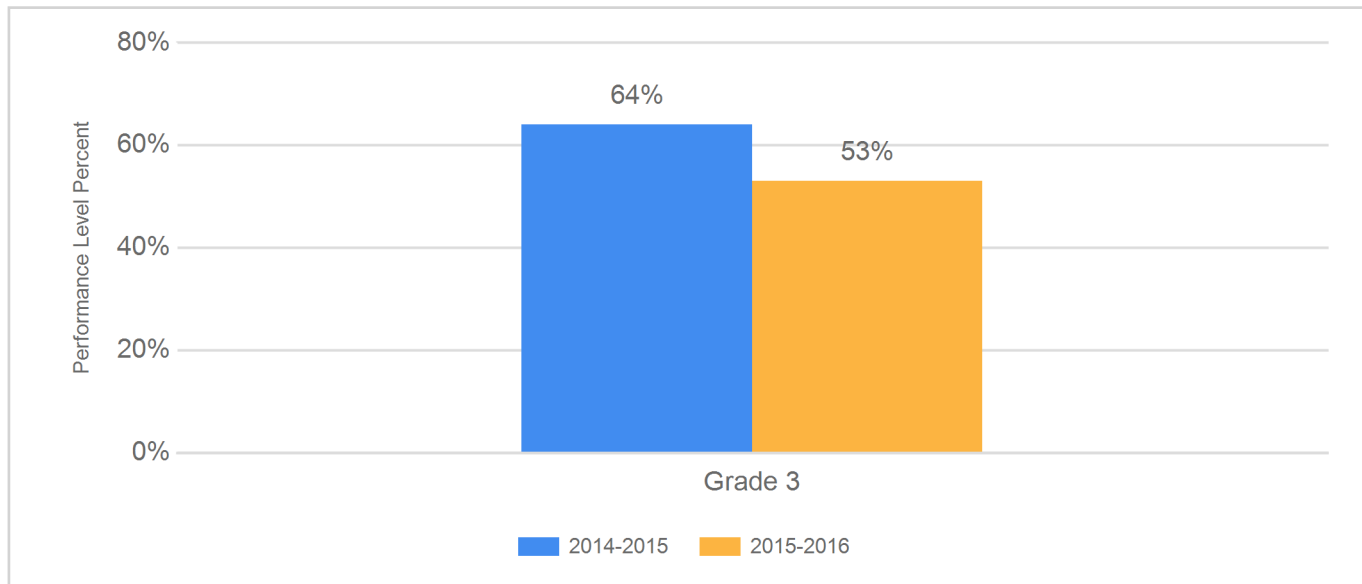
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PARCC Math Performance Trends

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

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



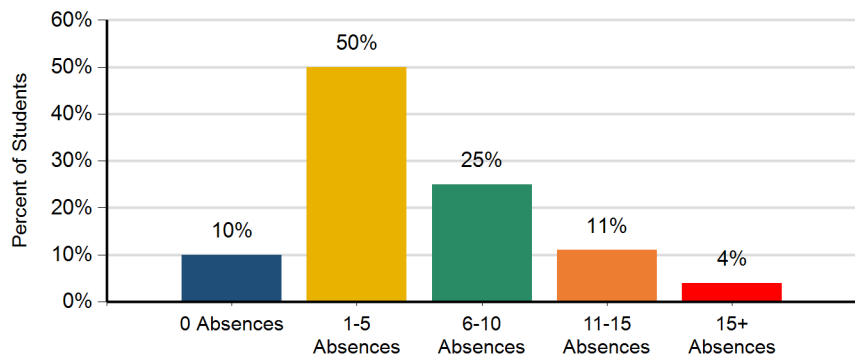
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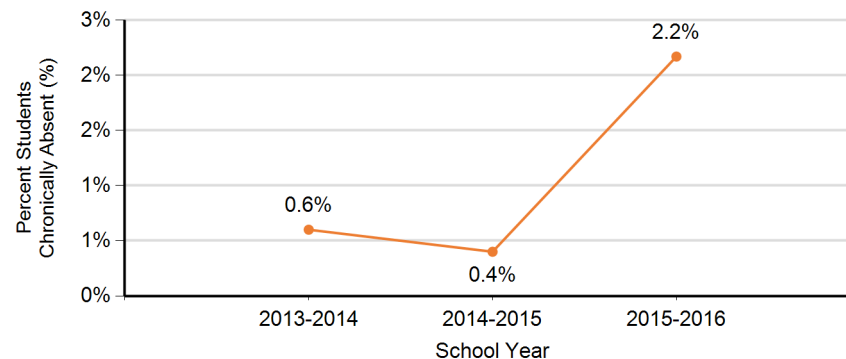
Absenteeism

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



Chronic Absenteeism Trend

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



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Length of School Day

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

	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	14:1
Administrator	276:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	99%