NJ SCHOOL PERFORMANCE REPORT

NEW ROBERTO CLEMENTE
(31-4010-316)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	PASSAIC
District	PATERSON CITY
Principal Name	MR. MONTES
Address	482-506 MARKET STREET PATERSON, NJ 07501
Phone Number	(973)321-0240
Email Address	HMONTES@PATERSON.K12.NJ.US
Website	https://nrc-pps-nj.schoolloop.com/

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
6	163	186	126
7	214	188	205
8	209	228	198
Total	586	602	529

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	53.1%	49.5%	45.4%
Male	46.9%	50.5%	54.6%
Economically Disadvantaged Students	73.2%	79.9%	92.1%
Students with Disabilities	14.8%	16.9%	19.1%
English Learners	18.8%	18.8%	20.6%
Homeless Students		0.8%	1.9%
Students in Foster Care		0.2%	0.4%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	0.7%	0.5%	0.6%
Hispanic	83.4%	85.2%	83.9%
Black or African American	15.2%	13.6%	14.7%
Asian	0.3%	0.7%	0.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.3%	0.0%	0.0%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	59.0%
English	40.3%
Other Languages	0.8%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49	51	50	Met Standard	52	47	50	Met Standard
White	*	54	50	**	*	53	51	**
Hispanic	50	51	49	Met Standard	52.5	48	48	Met Standard
Black or African American	42	45	44	Met Standard	45	40	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	67	61	**	*	55	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	48	51	48	Met Standard	51	47	47	Met Standard
Students with Disabilities	41	39	41	Met Standard	34	35	43	Not Met
English Learners	50.5	52	54	Met Standard	57	53	51	Met Standard

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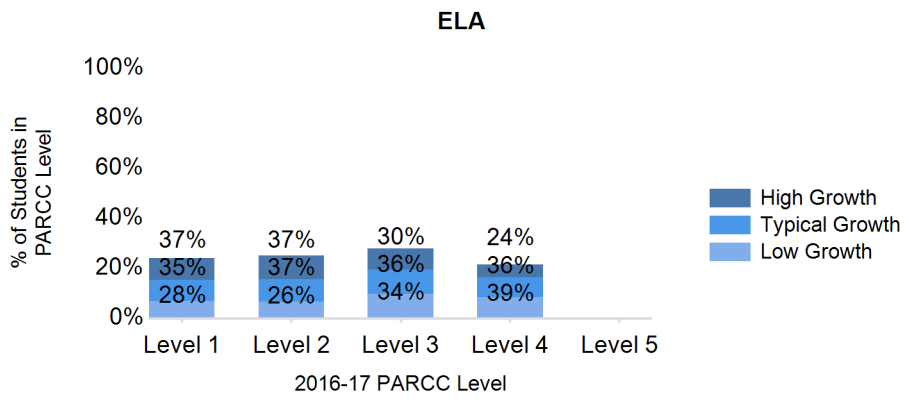
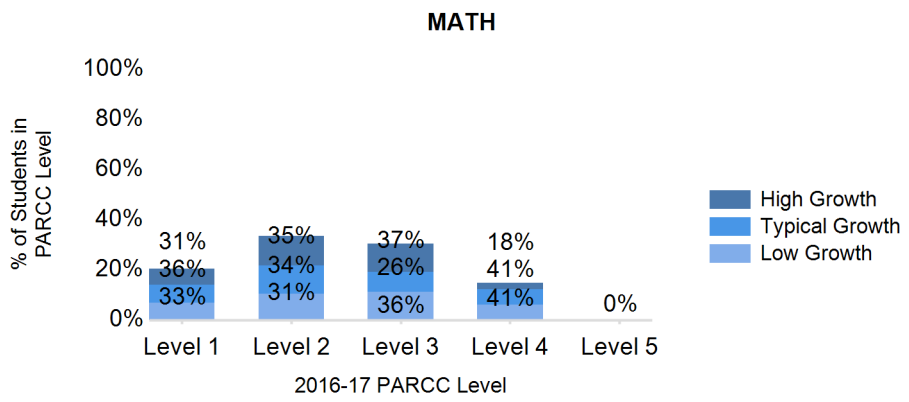
Student Growth by Performance Level

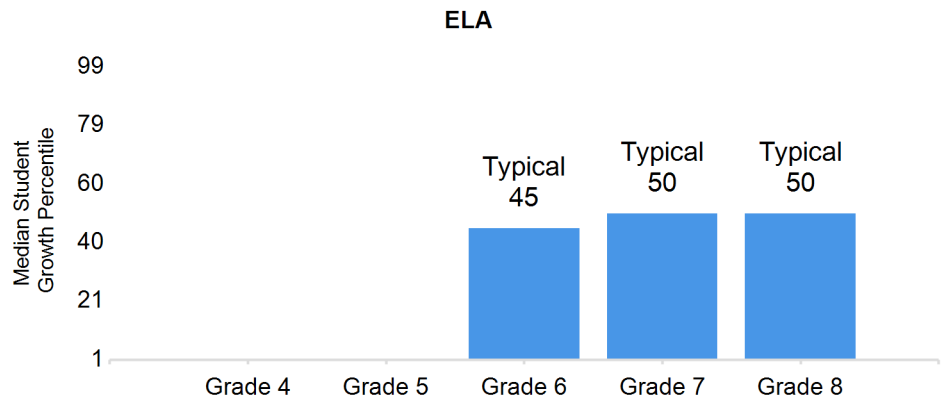
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

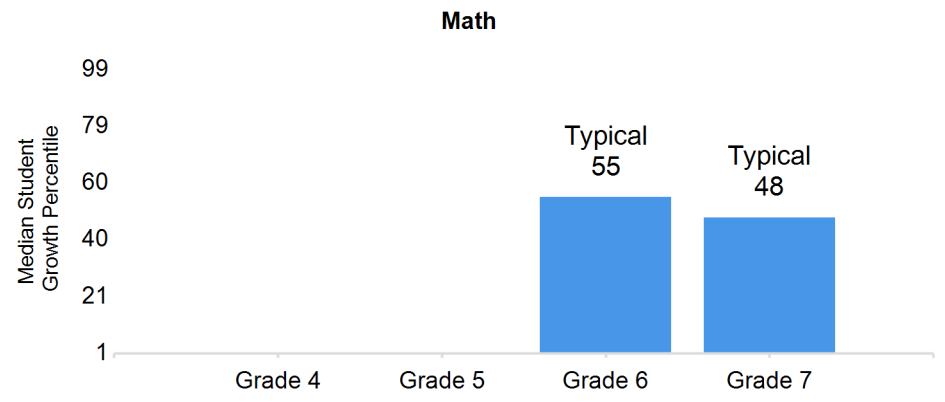




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	491	99.4	25.8	29.3	56.7	25.8	29.3	Not Met
White	*	*	*	*	65.6	*	**	**
Hispanic	411	99.5	27.0	28.4	42.5	27.0	29.2	Met Target†
Black or African American	73	98.7	16.5	24.4	37.3	16.5	28.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	51.4	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	222	99.6	36.1	35.4	64.5	36.1		
Male	269	99.3	17.5	23.4	49.4	17.5		
Economically Disadvantaged Students	424	99.5	24.8	29.4	38.5	24.8	29.3	Not Met
Non-Economically Disadvantaged Students	67	98.6	32.9	28.7	67.5	32.9		
Students with Disabilities	99	100.0	*	10.0	21.6	*	11.2	Not Met
Students without Disabilities	392	99.3	*	32.9	63.9	*		
English Learners	180	99.5	12.8	16.7	27.3	12.8	11.7	Met Target
Non-English Learners	311	99.4	33.5	34.4	59.4	33.5		
Homeless Students	12	100.0	16.7	20.7	27.7	16.7		
Students In Foster Care	N	N	N	28.2	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	729	732	754	17%	23%	40%	*	*	20%	56%
White	N	N	*	761	N	N	N	N	N	N	66%
Hispanic	103	730	732	742	17%	20%	39%	*	*	23%	42%
Black or African American	17	720	727	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	*	761	N	N	N	N	N	N	64%
Female	52	738	*	761	*	21%	46%	*	*	27%	64%
Male	68	722	*	748	*	25%	35%	*	*	15%	48%
Economically Disadvantaged Students	*	*	732	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	734	764	*	*	*	*	*	*	68%
Students with Disabilities	11	705	707	723	*	*	*	*	*	*	18%
Students without Disabilities	109	731	737	760	*	*	*	*	*	*	63%
English Learners	22	698	701	712	*	*	*	*	*	*	*
Non-English Learners	98	735	737	755	*	*	*	*	*	*	*
Homeless Students	*	*	727	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	193	725	737	760	28%	15%	28%	*	*	28%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	160	725	737	746	30%	13%	28%	*	*	30%	49%
Black or African American	29	720	731	740	*	*	38%	*	*	10%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	91	740	*	769	14%	16%	30%	*	*	40%	72%
Male	102	711	*	752	41%	14%	27%	*	*	18%	54%
Economically Disadvantaged Students	161	723	737	742	*	*	28%	*	*	27%	44%
Non-Economically Disadvantaged Students	32	731	738	771	*	*	31%	*	*	31%	73%
Students with Disabilities	53	697	704	721	*	*	*	*	*	*	22%
Students without Disabilities	140	735	744	768	*	*	*	*	*	*	71%
English Learners	30	688	694	705	*	*	*	*	*	*	11%
Non-English Learners	163	732	743	762	*	*	*	*	*	*	64%
Homeless Students	*	*	730	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	193	729	734	759	21%	28%	23%	*	*	28%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	158	730	*	744	19%	28%	26%	*	*	27%	45%
Black or African American	32	723	727	739	*	*	*	31%	0%	31%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	*	766	N	N	N	N	N	N	66%
Female	87	741	*	768	*	23%	28%	*	*	39%	69%
Male	106	718	*	751	*	32%	20%	*	*	19%	52%
Economically Disadvantaged Students	164	727	734	740	*	*	21%	*	*	27%	42%
Non-Economically Disadvantaged Students	29	739	735	769	*	*	34%	*	*	34%	71%
Students with Disabilities	39	703	701	719	*	*	*	*	*	*	19%
Students without Disabilities	154	735	740	766	*	*	*	*	*	*	68%
English Learners	32	702	697	703	*	*	*	*	*	*	*
Non-English Learners	161	734	742	761	*	*	*	*	*	*	*
Homeless Students	*	*	707	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	727	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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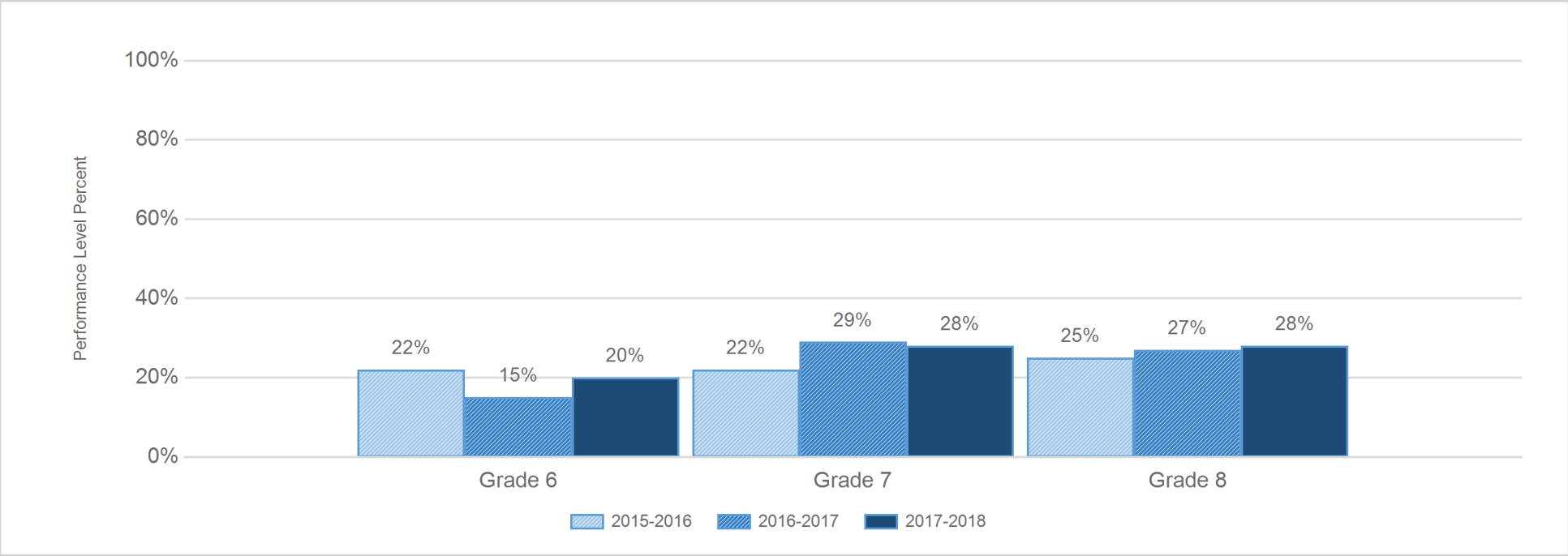
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	510	99.3	14.5	19.0	45.0	14.5	18.8	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	431	99.6	15.3	18.0	29.2	15.3	20	Not Met
Black or African American	72	97.5	*	13.2	23.4	*	12.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	40.8	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	231	99.6	19.5	19.5	46.0	19.5		
Male	279	99.0	10.4	18.4	43.9	10.4		
Economically Disadvantaged Students	432	99.3	14.4	19.3	26.6	14.4	18.8	Not Met
Non-Economically Disadvantaged Students	78	98.8	15.4	17.7	55.9	15.4		
Students with Disabilities	98	99.0	*	*	17.1	*	9.1	Not Met
Students without Disabilities	412	99.3	*	*	50.5	*		
English Learners	200	99.5	*	12.8	24.6	*	11.1	Not Met
Non-English Learners	310	99.1	*	21.6	46.9	*		
Homeless Students	13	100.0	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	728	724	744	12%	31%	39%	18%	0%	18%	44%
White	N	N	*	751	N	N	N	N	N	N	54%
Hispanic	114	729	723	731	13%	29%	39%	19%	0%	19%	27%
Black or African American	17	724	715	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	*	749	N	N	N	N	N	N	52%
Female	57	731	726	745	*	26%	47%	*	*	18%	45%
Male	74	726	721	742	*	35%	32%	*	*	18%	42%
Economically Disadvantaged Students	119	729	723	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	12	722	724	753	*	*	*	*	*	*	56%
Students with Disabilities	11	704	700	717	*	*	*	*	*	*	13%
Students without Disabilities	120	731	728	748	*	*	*	*	*	*	49%
English Learners	33	709	705	713	*	*	*	*	*	*	11%
Non-English Learners	98	735	727	745	*	*	*	*	*	*	45%
Homeless Students	*	*	705	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	*	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

NEW ROBERTO CLEMENTE
(31-4010-316)
Grades Offered: 06-08
2017-2018

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

Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	203	719	724	743	23%	41%	22%	15%	0%	15%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	170	720	724	732	21%	39%	25%	15%	0%	15%	27%
Black or African American	29	709	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	739	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	96	724	726	745	*	*	*	*	*	*	45%
Male	107	715	722	741	*	*	*	*	*	*	42%
Economically Disadvantaged Students	167	718	724	730	*	41%	*	*	*	14%	24%
Non-Economically Disadvantaged Students	36	723	725	751	*	42%	*	*	*	17%	55%
Students with Disabilities	53	700	704	717	*	*	*	*	*	*	12%
Students without Disabilities	150	726	728	748	*	*	*	*	*	*	50%
English Learners	40	713	711	716	*	*	*	*	*	*	10%
Non-English Learners	163	721	727	744	*	*	*	*	*	*	45%
Homeless Students	*	*	714	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	*	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

NEW ROBERTO CLEMENTE
(31-4010-316)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	689	710	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	92	689	710	722	*	*	*	*	*	*	22%
Black or African American	17	689	701	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	731	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	*	729	N	N	N	N	N	N	28%
Female	42	691	712	731	*	*	*	*	*	*	31%
Male	69	688	707	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	95	688	710	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	16	696	709	735	*	*	*	*	*	*	35%
Students with Disabilities	37	686	691	705	*	*	*	*	*	*	*
Students without Disabilities	74	691	714	735	*	*	*	*	*	*	*
English Learners	38	692	704	705	*	*	*	*	*	*	10%
Non-English Learners	73	688	712	729	*	*	*	*	*	*	29%
Homeless Students	*	*	702	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	708	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

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(31-4010-316)
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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	731	719	746	*	25%	45%	*	*	21%	46%
White	N	N	*	755	N	N	N	N	N	N	57%
Hispanic	72	732	718	730	*	24%	46%	*	*	21%	27%
Black or African American	*	*	713	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	738	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	47	735	723	748	*	*	43%	*	*	30%	48%
Male	40	727	716	745	*	*	48%	*	*	10%	44%
Economically Disadvantaged Students	70	731	720	729	*	*	*	*	*	20%	25%
Non-Economically Disadvantaged Students	17	735	718	756	*	*	*	*	*	24%	57%
Students with Disabilities	*	*	697	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	723	752	*	*	*	*	*	*	52%
English Learners	N	N	704	710	N	N	N	N	N	N	*
Non-English Learners	87	731	724	749	*	25%	45%	*	*	21%	*
Homeless Students	N	N	705	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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2017-2018

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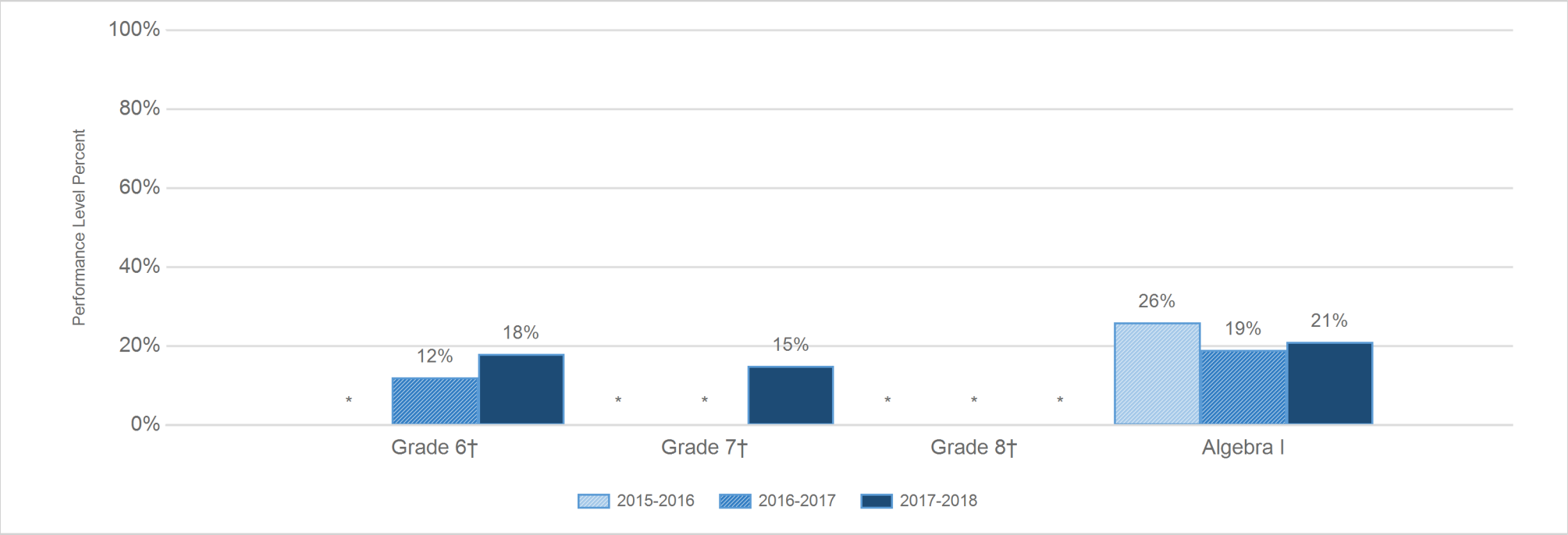
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	26.3%	46.8%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	56	*	*
3-4	39	*	*
5 or more	14	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	138
7	0	0	208
8	116	0	187
Total	116	0	533

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	115	0	0	0	0	0	0
7	208	0	0	0	0	0	0
8	150	0	0	0	0	0	0
Total	473	0	0	0	0	0	0

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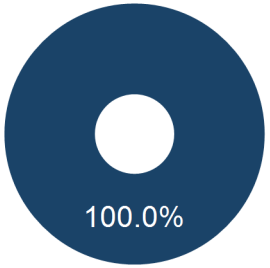
Visual and Performing Arts – Course Participation

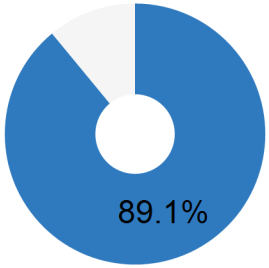
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

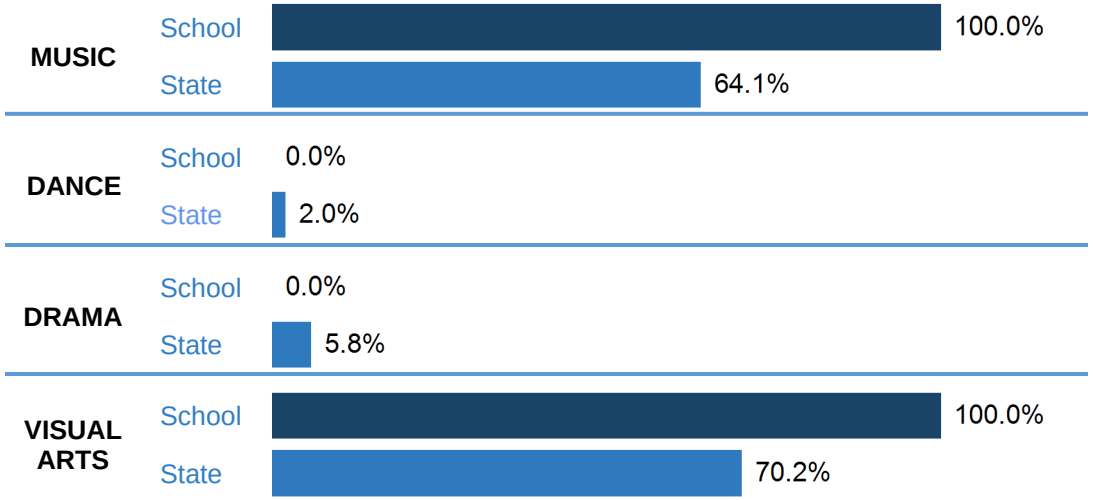


School



State

Students enrolled in one or more classes by discipline:



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

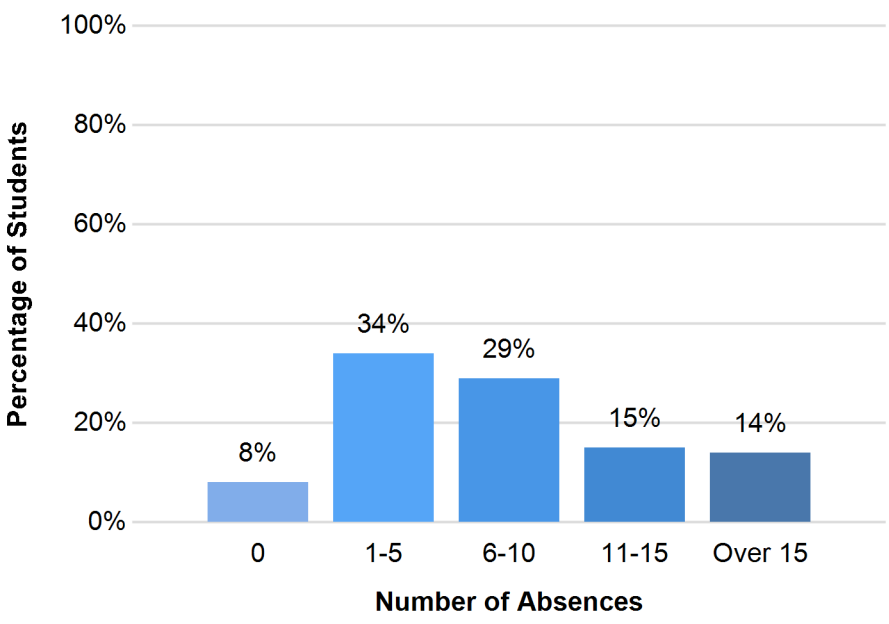
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	68	12.8	9.5	Not Met
White	*	*	**	**
Hispanic	57	12.8	9.5	Not Met
Black or African American	10	12.8	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	62	12.7	9.5	Not Met
Students with Disabilities	21	20.6	9.5	Not Met
English Learners	7	6.4	9.5	Met

Days Absent

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



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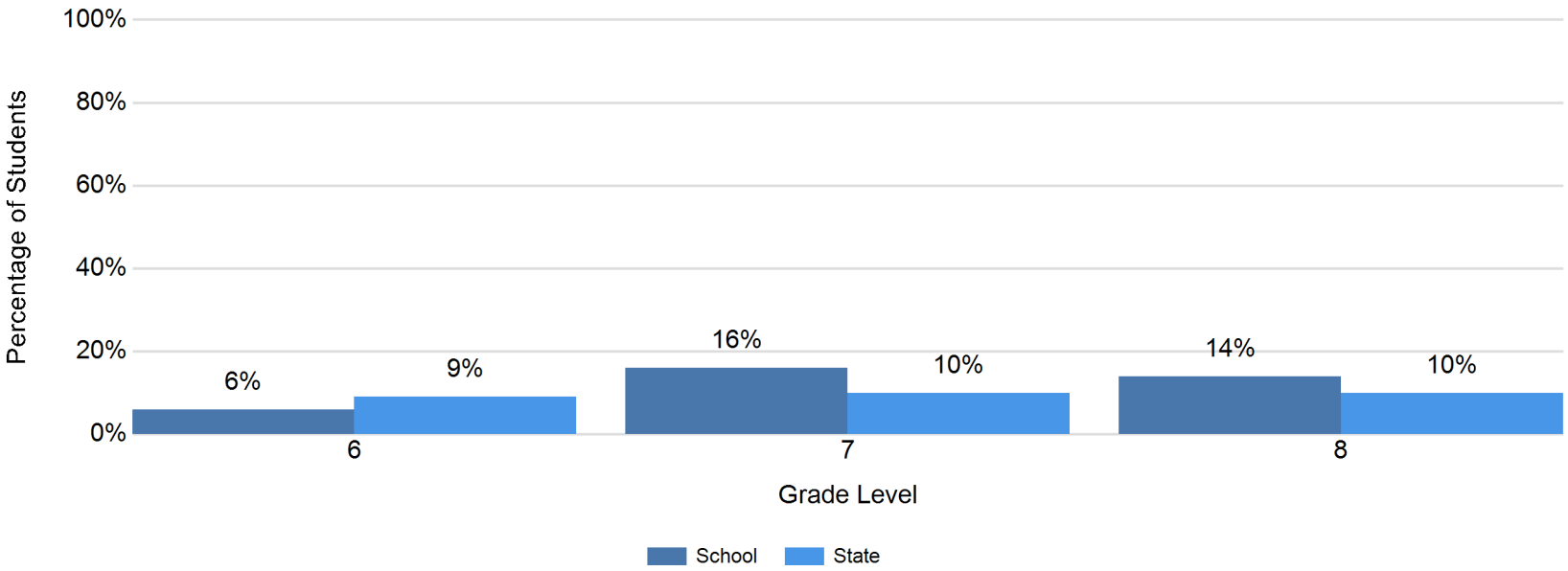
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.95

Police Notifications

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

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

NJ SCHOOL PERFORMANCE REPORT

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
12

NJ SCHOOL PERFORMANCE REPORT

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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:55 PM
Length of School Day	7 Hrs 35 Mins
Full Time - Instructional Time	7 Hrs 15 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.6:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,148	$14,616	$15,764

NJ SCHOOL PERFORMANCE REPORT

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	61	117,464
Average years experience in public schools	9.1	12.0
Average years experience in district	8.9	10.7
Teachers in district for 4 or more years	68.9%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	232	9,374
Average years experience in public schools	17.8	16.0
Average years experience in district	17.6	12.0
Administrators in district for 4 or more years	93.1%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	14:1
Students to Administrators	132:1	121:1
Teachers to Administrators	15:1	9:1
Students to Librarians/Media Specialists		1224:1
Students to Nurses		587:1
Students to Counselors		414:1
Students to Child Study Team		303:1

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2017-2018

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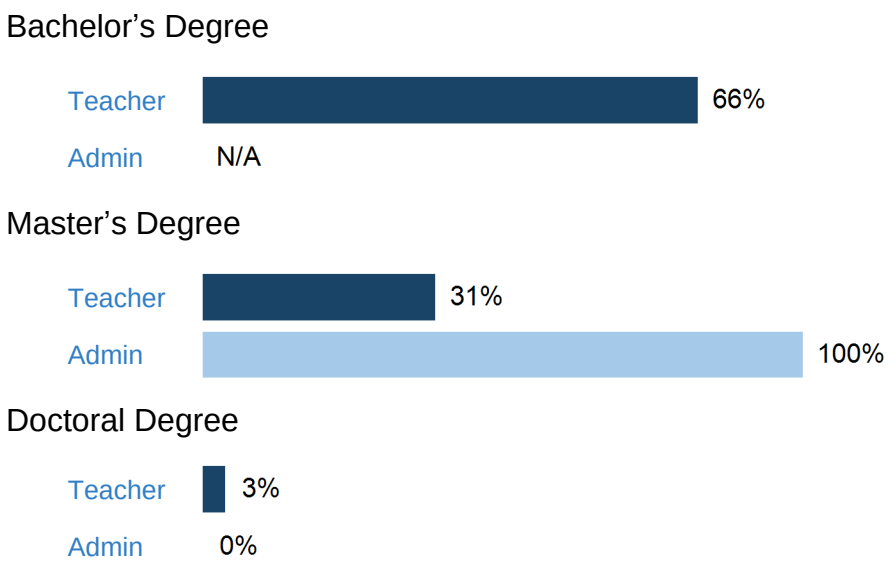
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	88.3%	90.2%
2016-17 Administrators: Same district 2017-18	86.5%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	93.4%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	67.2%	50.0%
Male	32.8%	50.0%
White	42.6%	25.0%
Hispanic	42.6%	50.0%
Black or African American	9.8%	25.0%
Asian	1.6%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	3.3%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	Yes	Yes	No
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	Yes		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	6.81	15.0%
Mathematics Proficiency	4.62	15.0%
English Language Arts Growth	43.72	20.0%
Mathematics Growth	52.94	20.0%
Progress Towards English Language Proficiency	4.68	20.0%
Chronic Absenteeism	22.78	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	24.26	n/a
Summative Rating: Percentile Rank of Summative Score	12.68	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Met Standard	Met Standard	Not Met	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	38.34	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	34.54	14.08	No	Not Met	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	41.29	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	21.96	14.08	No	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	33.09	14.08	No	Met Target	Not Met	Met Standard	Met Standard	Met Standard	Met	No

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

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School Narrative

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

Highlights:	• NRC celebrates growth for all students. In the 1st marking period this year, 13 students earned principal's list, 70 earned honor roll, and 163 earned perfect attendance • Two periods of intervention daily include SuccessMaker/Achieve 3000. Enrichment classes for excelling students include print-making, small engine repair, fitness, cooking, STEAM, carpentry, music, etc • Student attendance is excellent and competitive with a 95.01% rating for 2017-2018 and aims for a 96% rating for this year. Attendance Review Committee tracks/improves student attendance with fidelity
Mission, Vision, Theme:	Mission: To provide our adolescent students the 21st century skills necessary to be successful in secondary and post secondary education while supporting their social and emotional development.
Awards, Recognition, Accomplishments:	New Roberto Clemente has been the recipient of the School Improvement Grant since 2014. The grant was originally proposed for three years, however due to growth and achievements, NRC received a two-year extension until the close of the 2019 school year. NRC offers pre-algebra to 7th grade students and Algebra to 8th grade students. The NRC Music Program travels each season performing multiple shows for other schools and organizations. NRC has been praised for positive school climate and implements PBSIS strategies including pirate passes and a school store. The building is well-maintained and decorated with student artwork showcased through colorful ceiling tiles and bulletin boards. Last year's NRC students were accepted to notable high schools including Passaic County Technical Institute, Manchester Regional, DePaul Catholic, Paramus Catholic, Rosa Parks School of Fine and Performing Arts, and the International Baccalaureate World High School

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Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls), Soccer (Boys & Girls)
Clubs and Activities:	NRC offers a variety of after-school clubs including: NRC Music, Cosmetology, Diversity, Cooking, Crafting, Drones, Meditation, Skiing, Pirate TV, Safe-Space for LGBTQ Inclusion, Puzzles and Strategies, Soccer, Math, Chess, Movies, Gymnastics, Leadership, Dance, NJHS, Fundraising, Hispanic, Art, and Homework Lounge. There is a club brochure available for students and parents including each club with its description, meeting time, and advisor. NRC also has a traveling basketball team with an excellent record, and a cheerleading team supporting them at every home game. NRC publishes a monthly calendar available on the website and given to every student with all the monthly activities including clubs, assemblies, and more

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Before and After School Programs:	NRC offers before and after-school clubs to all students in grades 6-8. Club advisors are paid an hourly stipend and meet bi-weekly. Clubs advisors are all teaching staff at NRC. Students are permitted to attend as many clubs as they choose with parental consent
Staff and Professional Learning:	Staff partake in a variety of professional development sessions. Lang Arts, Math, Science, and Social Studies teachers have Vertical Articulation Meetings where they work with supervisors/colleagues to share best practices, review curriculum/lesson plan development. Teachers are assigned a Grade Level Meeting with administrators/colleagues to review school updates/share strategies. Use data review periods to work on data binders/review student achievement/deficiencies /meet with the Data Mentor for assistance. Teacher leaders present best practices in areas like ELL instruction, Achieve 3000, Intervention strategies, and behavioral-health. Under SIG funding, NRC utilizes weeks in July and August to share in a Professional Development. Partnered with William Paterson University, providing two Professor-in-Residence to work with staff/administrators. Staff members are motivated and educated individuals, many holding highly-qualified teacher certifications and Master's degrees

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Facilities:	Year constructed: 1995, 21yrs old, 125,000sqft. Renovation: SDA project consist of addressing the peeling paint in Gym and floor tile popping up. (on going). NRC has a science lab

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Other Information:	NRC is a Full Service Community School servicing the entire student. The FSCS contains a health clinic offering students visits with an eye doctor, dentist, general practitioner, behavioral health services, and grief/loss counseling. The FSCS center offers Adult ESL classes for parents, job placement assistance, school uniform donations, help for fire victims, family resources, and documentation translation. This year they have implemented a free Food Pantry for families as well. NRC Music is the premier performing arts club at The New Roberto Clemente. This ensemble has been featured on News 12 New Jersey's 'Sound of the Season' television production, and Education Law Center's 'Kids in Concert'. NRC Music has performed in over 100 performances since 2012. The students in NRC Music recently completed a holiday tour which included concerts in nursing homes, neighboring schools, and schools outside of Paterson. Every month one student in each of the 27 homeroom earns the title of Student of the Month