NJ SCHOOL PERFORMANCE REPORT

SCHOOL OF GOVERNMENT AND PUBLIC ADMINISTRATION
(31-4010-003)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows 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. OLLO
Address	150 PARK AVENUE PATERSON, NJ 07501
Phone Number	(973)321-2488
Email Address	MOLLO@PATERSON.K12.NJ.US
Website	https://gopa-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
9	205	186	189
10	174	194	166
11	187	161	181
12	140	181	152
Total	706	722	688

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	52.4%	49.9%	48.5%
Male	47.6%	50.1%	51.5%
Economically Disadvantaged Students	65.0%	77.7%	69.5%
Students with Disabilities	15.7%	14.7%	12.6%
English Learners	29.0%	32.8%	38.4%
Homeless Students		0.4%	0.3%
Students in Foster Care		0.1%	0.1%
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	0.8%	0.6%	0.9%
Hispanic	81.3%	83.8%	84.7%
Black or African American	17.7%	15.7%	14.4%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	706	722	688
Shared Time Students	0	0	0
Full Time Equivalent	706	722	688

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	67.4%
English	32.1%
Other Languages	0.4%

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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	334	94.1	*	29.3	56.7	*	18.6	Not Met
White	*	*	*	*	65.6	*	**	**
Hispanic	289	94.5	*	28.4	42.5	*	17.5	Not Met
Black or African American	*	*	14.3	24.4	37.3	13.7	23.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	51.4	82.3	N	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	164	96.0	*	35.4	64.5	*		
Male	170	92.4	*	23.4	49.4	*		
Economically Disadvantaged Students	240	93.8	*	29.4	38.5	*	18.6	Not Met
Non-Economically Disadvantaged Students	94	94.9	*	28.7	67.5	*		
Students with Disabilities	32	86.5	*	10.0	21.6	*	9.4	Not Met
Students without Disabilities	302	95.0	*	32.9	63.9	*		
English Learners	184	93.5	*	16.7	27.3	*	8.6	Not Met
Non-English Learners	150	94.9	*	34.4	59.4	*		
Homeless Students	*	*	*	20.7	27.7	*		
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 9

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	182	698	712	752	*	*	*	*	*	*	55%
White	*	*	710	760	*	*	*	*	*	*	64%
Hispanic	159	696	*	735	*	*	*	*	*	*	38%
Black or African American	*	*	717	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	N	N	721	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	86	708	*	759	*	*	*	*	*	*	63%
Male	96	689	*	744	*	*	*	*	*	*	46%
Economically Disadvantaged Students	138	701	712	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	44	688	713	761	*	*	*	*	*	*	65%
Students with Disabilities	19	682	692	716	*	*	*	*	*	*	15%
Students without Disabilities	163	700	716	758	*	*	*	*	*	*	62%
English Learners	89	685	684	691	*	*	*	*	*	*	*
Non-English Learners	93	710	721	755	*	*	*	*	*	*	*
Homeless Students	*	*	690	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	*	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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	155	700	707	749	50%	21%	19%	*	*	10%	51%
White	*	*	706	756	*	*	*	*	*	*	58%
Hispanic	133	701	708	733	48%	22%	20%	*	*	10%	38%
Black or African American	*	*	701	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	724	782	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	81	701	*	759	*	*	*	*	*	*	60%
Male	74	699	*	739	*	*	*	*	*	*	42%
Economically Disadvantaged Students	105	698	*	730	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	50	705	*	758	*	*	*	*	*	*	59%
Students with Disabilities	13	673	680	707	*	*	*	*	*	*	15%
Students without Disabilities	142	703	711	756	*	*	*	*	*	*	57%
English Learners	59	684	677	684	*	*	*	*	*	*	*
Non-English Learners	96	710	716	752	*	*	*	*	*	*	*
Homeless Students	*	*	713	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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).

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	159	708	713	736	45%	25%	16%	*	*	14%	39%
White	*	*	718	737	*	*	*	*	*	*	41%
Hispanic	134	708	712	731	43%	27%	16%	*	*	14%	35%
Black or African American	*	*	713	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	721	759	N	N	N	N	N	N	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	75	720	723	745	*	*	*	*	*	*	48%
Male	84	697	704	728	*	*	*	*	*	*	31%
Economically Disadvantaged Students	99	707	*	730	47%	21%	*	*	*	15%	33%
Non-Economically Disadvantaged Students	60	708	713	739	42%	30%	*	*	*	13%	42%
Students with Disabilities	14	692	690	708	*	*	*	*	*	*	13%
Students without Disabilities	145	709	717	742	*	*	*	*	*	*	44%
English Learners	54	692	692	702	*	*	*	*	*	*	*
Non-English Learners	105	716	718	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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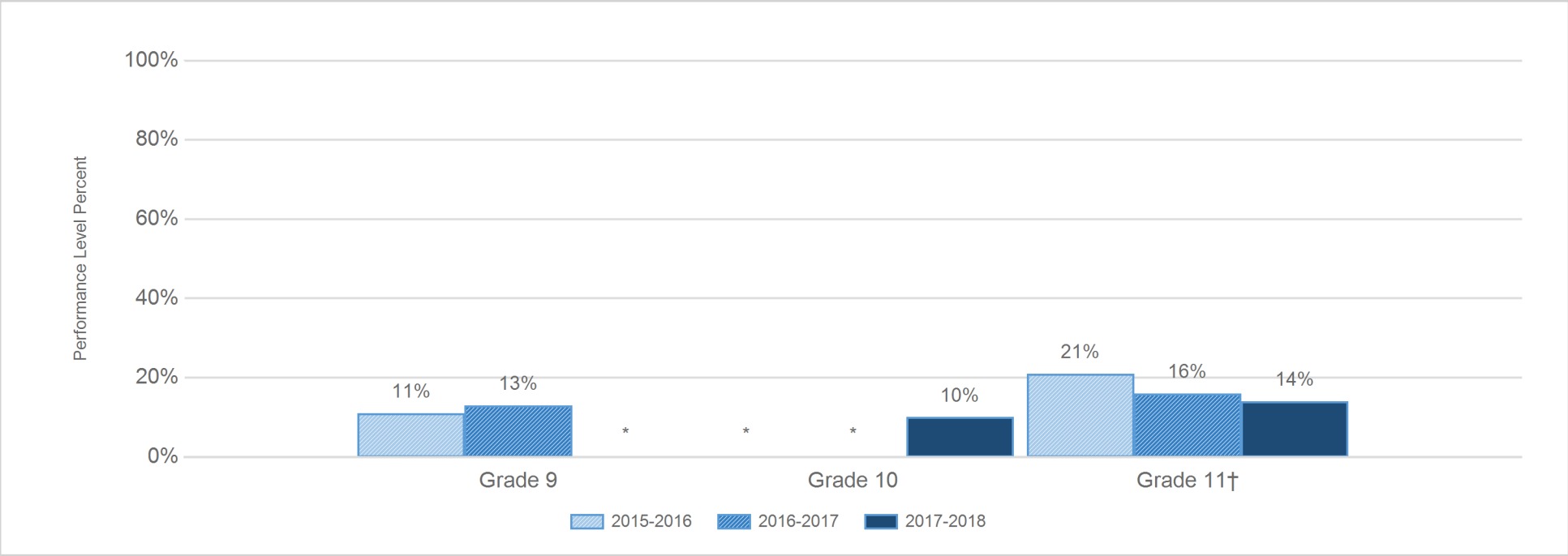
English Language Arts/Literacy Assessment - Performance Trends

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.



† 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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Mathematics Assessment - Participation and Performance

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Schoolwide	334	93.4	*	19.0	45.0	*	11.1	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	289	93.6	*	18.0	29.2	*	11.5	Not Met
Black or African American	*	*	*	13.2	23.4	*	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	40.8	77.0	N	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	165	96.0	*	19.5	46.0	*		
Male	169	90.9	*	18.4	43.9	*		
Economically Disadvantaged Students	240	92.7	*	19.3	26.6	*	11.1	Not Met
Non-Economically Disadvantaged Students	94	94.9	*	17.7	55.9	*		
Students with Disabilities	35	87.5	*	*	17.1	*	9.4	Not Met
Students without Disabilities	299	94.1	*	*	50.5	*		
English Learners	182	92.5	*	12.8	24.6	*	9.9	Not Met
Non-English Learners	152	94.4	*	21.6	46.9	*		
Homeless Students	*	*	*	*	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 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	164	701	719	746	*	*	*	*	*	*	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	144	702	718	730	*	*	*	*	*	*	27%
Black or African American	*	*	713	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	738	779	N	N	N	N	N	N	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	78	706	723	748	*	*	*	*	*	*	48%
Male	86	698	716	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	120	703	720	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	44	698	718	756	*	*	*	*	*	*	57%
Students with Disabilities	19	690	697	716	*	*	*	*	*	*	13%
Students without Disabilities	145	703	723	752	*	*	*	*	*	*	52%
English Learners	93	703	704	710	*	*	*	*	*	*	*
Non-English Learners	71	699	724	749	*	*	*	*	*	*	*
Homeless Students	*	*	705	718	*	*	*	*	*	*	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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Mathematics Assessment - Performance by Test: Geometry

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	168	708	711	735	*	*	*	*	*	*	30%
White	*	*	712	740	*	*	*	*	*	*	37%
Hispanic	143	709	711	723	*	*	*	*	*	*	14%
Black or African American	*	*	708	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	717	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	83	708	*	736	*	*	*	*	*	*	30%
Male	85	709	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	114	709	711	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	54	707	710	741	*	*	*	*	*	*	38%
Students with Disabilities	16	703	704	713	*	*	*	*	*	*	*
Students without Disabilities	152	709	712	738	*	*	*	*	*	*	*
English Learners	56	705	705	711	*	*	*	*	*	*	*
Non-English Learners	112	710	712	736	*	*	*	*	*	*	*
Homeless Students	N	N	712	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Algebra II

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	171	683	693	727	*	*	*	*	*	*	30%
White	*	*	691	733	*	*	*	*	*	*	35%
Hispanic	143	683	692	710	*	*	*	*	*	*	14%
Black or African American	*	*	691	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	711	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	79	685	695	728	*	*	*	*	*	*	30%
Male	92	682	690	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	112	685	693	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	59	680	693	736	*	*	*	*	*	*	37%
Students with Disabilities	30	675	678	693	*	*	*	*	*	*	*
Students without Disabilities	141	685	695	732	*	*	*	*	*	*	*
English Learners	51	681	681	691	*	*	*	*	*	*	*
Non-English Learners	120	684	695	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	*	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

SCHOOL OF GOVERNMENT AND PUBLIC ADMINISTRATION
(31-4010-003)
Grades Offered: 09-12
2017-2018

Report Key:
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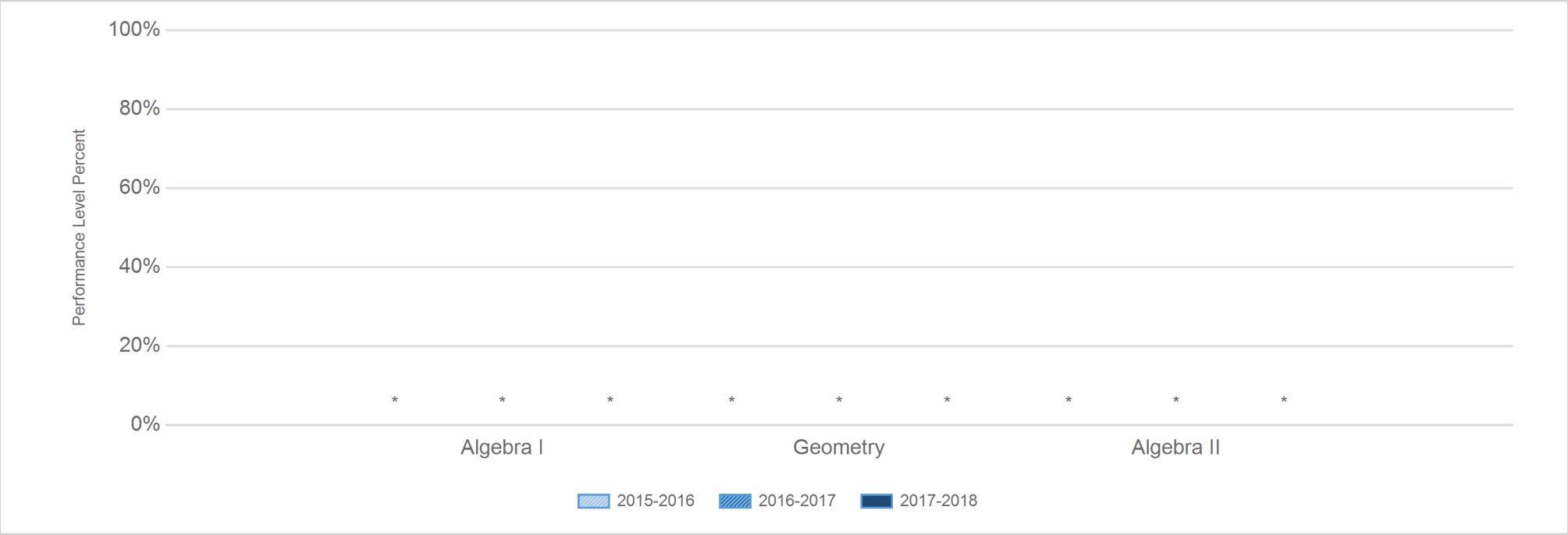
Mathematics Assessment – Performance Trends

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.

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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
9	N	N
10	N	N
11	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	21.2%	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	58	*	*
3-4	102	*	*
5 or more	87	*	*

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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.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment 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 participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	99.7%	85.0%
12th graders taking SAT in 2017-18 or prior years	56.6%	72.2%
12th graders taking ACT in 2017-18 or prior years	N	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	376	478	Grade 10: 430 Grade 11: 460	12%	62%
PSAT 10/NMSQT - Math	382	478	Grade 10: 480 Grade 11: 510	*	42%
SAT - Reading and Writing	421	542	480	22%	72%
SAT - Math	422	543	530	*	54%
ACT - Reading	N	24	N	N	62%
ACT - English	N	24	N	N	78%
ACT - Math	N	24	N	N	62%
ACT - Science	N	23	N	N	53%

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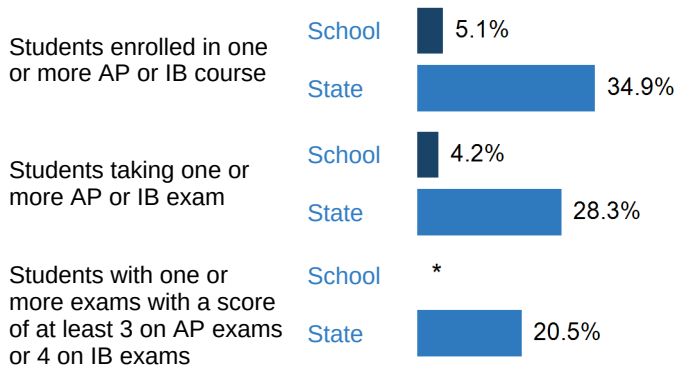
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



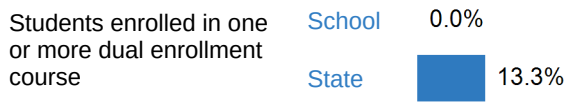
AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	6	3
AP English Language and Composition	11	10
AP U.S. History	7	6
Total Exams taken		19
Exams with scores of at least 3 on AP exams or 4 on IB exams		*

Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



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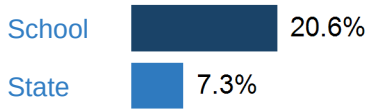
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

Career and Technical Education Participation

The graphs below show the percentage of students who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)

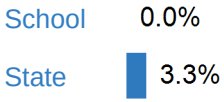


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit http://www.nj.gov/education/cte/.

Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Government & Public Administration	231		
Hospitality & Tourism	*		
Information Technology	*		
Total (All Clusters)	233	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	184	28	1	0	0	0	0
10	21	165	24	0	0	0	1
11	14	29	166	9	0	0	1
12	2	15	39	12	6	0	103
Total	221	237	230	21	6	0	105
Enrolled in AP/IB Course					6	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	1	0	0	212	0	0
10	2	164	0	22	0	0
11	175	18	0	13	3	0
12	22	20	0	9	8	10
Total	200	202	0	256	11	10
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	211	2	0	0	0	0
10	28	164	17	0	0	12
11	9	196	21	0	0	3
12	11	43	32	0	0	3
Total	259	405	70	0	0	18
Enrolled in AP/IB Course	0	7	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	12	0	0	0	0	0	0
10	103	63	0	0	0	0	0
11	114	44	0	0	0	0	0
12	51	14	0	0	0	0	0
Total	280	121	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	121	0	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Spanish	14
Total	14

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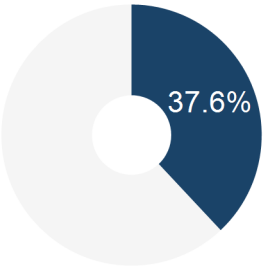
Visual and Performing Arts – Course Participation

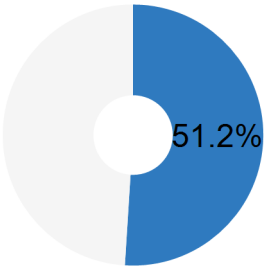
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

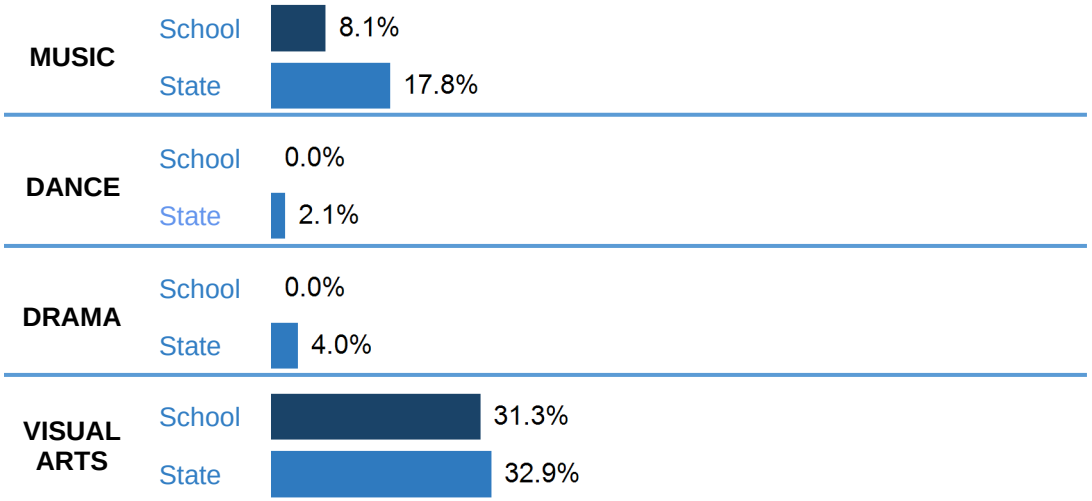


School



State

Students enrolled in one or more classes by discipline:



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	72.8%	90.9%	85.4%	92.4%	85.4%	86.8%	Not Met	89.5%	79.3%	Met Target
White	*	95.0%	N	95.7%	N	N	N	*	**	**
Hispanic	72.3%	84.8%	86.3%	87.3%	86.3%	88.8%	Not Met	87.3%	80.5%	Met Target
Black or African American	72.4%	84.2%	81.6%	86.8%	81.1%	80.1%	Met Target	96.9%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	97.0%	N	97.7%	N	N	N	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	*	**	**
Two or More Races	N	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	64.0%	84.6%	87.9%	87.0%	87.8%	87.1%	Met Target	87.9%	79.4%	Met Target
Students with Disabilities	59.1%	80.1%	82.8%	83.5%	85.7%	81.7%	Met Target	89.5%	**	**
English Learners	74.4%	75.8%	84.0%	81.8%	84.0%	86.4%	Not Met	87.3%	82.0%	Met Target
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	*	62.6%	N	64.9%						

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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	28.1%	18.0%
Substitute Competency Test	22.3%	20.9%
Portfolio Appeals Process	36.0%	46.8%
Alternate Requirements specified in IEP	12.2%	12.9%
Unknown	1.4%	1.4%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	72.8%	-
2017	85.4%	85.4%
2016	87.8%	89.5%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2017-2018	6.7%	1.2%
2016-2017	3.6%	1.1%
2015-2016	3.7%	1.2%

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	50.4%	48.6%	51.4%
White	*	*	*
Hispanic	50.4%	46.6%	53.4%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	51.1%	53.3%	46.7%
Students with Disabilities	41.2%	85.7%	14.3%
English Learners	40.8%	60%	40%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	60.9%	46.6%	53.4%	68.9%	31.1%	95.1%	4.9%
White	N	N	N	N	N	N	N
Hispanic	64%	43.8%	56.2%	65.2%	34.8%	97.8%	2.2%
Black or African American	46.7%	64.3%	35.7%	92.9%	7.1%	78.6%	21.4%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	62.7%	43%	57%	65.8%	34.2%	96.2%	3.8%
Students with Disabilities	44%	90.9%	9.1%	100%	0%	90.9%	9.1%
English Learners	48.8%	33.3%	66.7%	52.4%	47.6%	95.2%	4.8%

NJ SCHOOL PERFORMANCE REPORT

SCHOOL OF GOVERNMENT AND PUBLIC ADMINISTRATION
(31-4010-003)
Grades Offered: 09-12
2017-2018

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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.

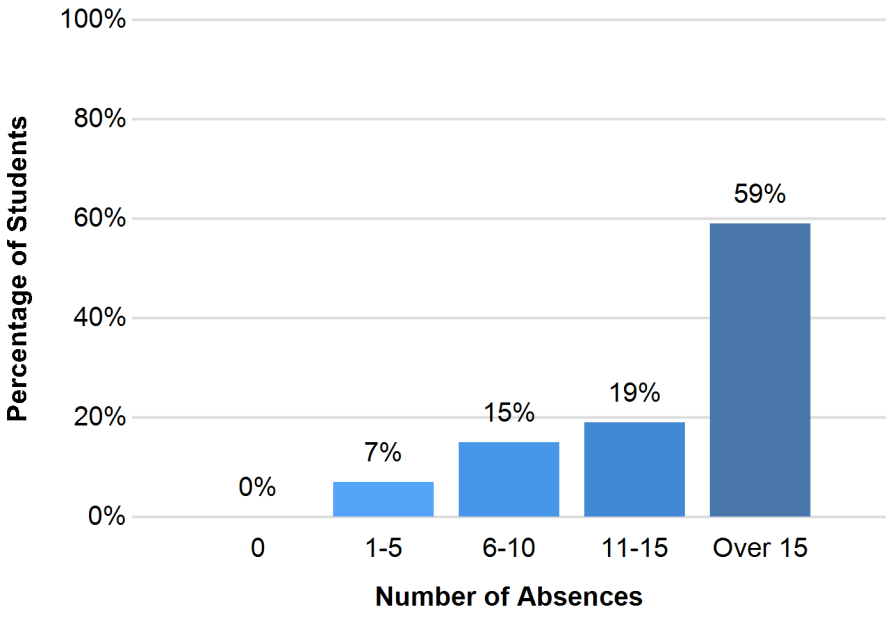
Chronic Absenteeism

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	362	52.5	14.9	Not Met
White	*	*	**	**
Hispanic	303	52.0	14.9	Not Met
Black or African American	*	*	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	258	54.0	14.9	Not Met
Students with Disabilities	57	64.8	14.9	Not Met
English Learners	118	44.7	14.9	Not 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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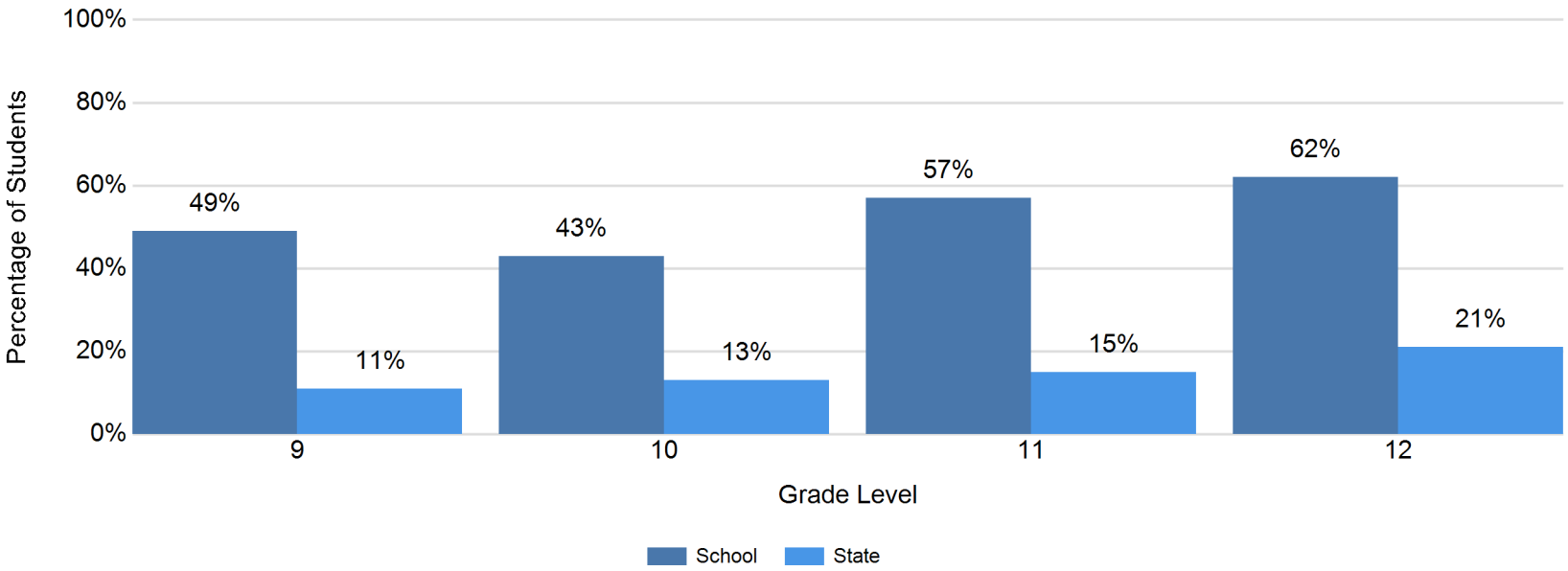
Chronic Absenteeism by Grade

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	5
Weapons	0
Vandalism	0
Substances	15
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	23
Incidents Per 100 Students Enrolled	3.34

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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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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	1	1
Disability	0	0	0
Other	1	2	3
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	10	1.5%
Any Suspension	12	1.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
91

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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	8:00 AM
Typical End Time	3:05 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs 53 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	1:1

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

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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	58	117,464
Average years experience in public schools	12.3	12.0
Average years experience in district	12.3	10.7
Teachers in district for 4 or more years	74.1%	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	12:1	14:1
Students to Administrators	76:1	121:1
Teachers to Administrators	6:1	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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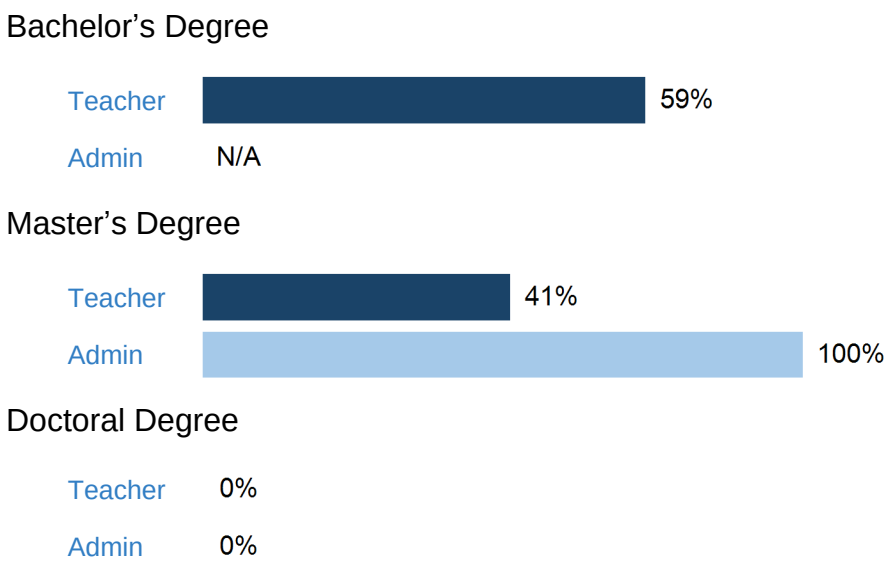
Teachers and Administrators - Level of Education

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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	55.2%	44.4%
Male	44.8%	55.6%
White	37.9%	33.3%
Hispanic	39.7%	22.2%
Black or African American	19.0%	44.4%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	3.4%	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	No	n/a	n/a
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	No		
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	3.44	15.0%
Mathematics Proficiency	1.43	15.0%
Graduation Rate - 4-Year	23.21	20.0%
Graduation Rate - 5-Year	33.05	20.0%
Progress Towards English Language Proficiency	10.00	20.0%
Chronic Absenteeism	2.01	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	14.18	n/a
Summative Rating: Percentile Rank of Summative Score	8.60	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Not Met	Met Target	Not Met	Not Met	No
White	**	**	No	**	**	N	**	n/a	**	No
Hispanic	19.01	8.94	No	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
Black or African American	33.01	8.94	No	Not Met	Not Met	Met Target	Met Goal	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	N	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	**	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	n/a	**	No
Economically Disadvantaged Students	25.27	8.94	No	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	26.74	8.94	No	Not Met	Not Met	Met Target	**	n/a	Not Met	No
English Learners	37.89	8.94	No	Not Met	Not Met	Not Met	Met Target	**	Not Met	No

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

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School Narrative

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

Highlights:	• GoPA has an excellent JROTC program. It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens • Government Association (SGA) is activity involved in local community and world affairs. In 2017 they participated in a community drive to collect funds and supplies for Hurricane Maria victims of PR. • Honor Roll students have the opportunity to visit Washington DC governmental landmarks, including the US Capital, Lincoln Memorial, Washington Monument, Arlington National Cemetery and the White House
Mission, Vision, Theme:	MISSION: The School of Government and Public Administration at Eastside High School, in partnership with all stakeholders, instills in its students core values for academic excellence, leadership and responsible citizenship. VISION: GOPA aims to create a community of learners through working collaboratively in a safe and challenging learning environment that encourages dignity, involvement, independence and responsibility through high expectations and cooperation resulting in life long learning and personal growth.
Awards, Recognition, Accomplishments:	In 2016, the School of Government and Public Administration was recognized by U.S News and World Report as one of America's best high Schools. We have also participated in the following activities: Mock Trials, Debate Club Competitions, National History Day Competition Veteran's Day Program with the American Legion Post 227, The Beautification of Great Falls for Earth Day Community Clean up in and around Eastside High School, Black History Month Celebrations, Dominican Independence Day Celebrations, Senior Scholarships

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Sports and Athletics:	Sports Offered: Baseball (Boys & Girls), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) Paterson Public Schools offers a wide variety of sports to boys and girls in the district. In addition, there are Interscholastic (High School) sports, coed middle school soccer program, a recreation coed basketball and cheer program also provided for all students in grades 5-8
Clubs and Activities:	Extra-Curricular/clubs will be provided to all students from all three schools at the Eastside Educational Campus: National Honor Society, National History Day Club, Environmental Club, Student Government Association, Technology Students Association, Distributive Education Council of America (DECA), Future Business Leaders of America (FBLA), Student Ambassadors, Marching Band, Drum Corps, African Dance Club, ASPIRA Club, Spanish Honor Society, Bible Club, Chess Club, Debate Team, Interact Club, Latin Dance Club, French Club, French Honor Society, Poetry Club, Book/Novel Club, Cuisine/Bakers Club, Global Travelers Club, Marketing Stocks Club, JROTC Drill Team and The JROTC Raiders

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Before and After School Programs:	Youth Consultation Services (YCS) is a lead agency in the School-Based Youth Services Program. They provide individual and family assistance abuse counseling, leadership development, life skills development, health and nutrition counseling, anti-violence workshops, employment counseling and placement, recreational and cultural activities, teen pregnant and parenting and emergency child care services, at Eastside High School, from July 1, 2017 through June 30, 2018, at no cost to the district. The JROTC also has the Drill Team and the Raiders team which is the most physically demanding extracurricular activity in the JROTC program. Both teams practice and compete throughout the year with other JROTC high schools
Staff and Professional Learning:	Throughout the year, staff and administrators are continuously engaged in professional development (PD) sessions and in professional learning communities (PLC) in order to enhance their profession of effectively teaching students. These PD topics cover both strategic interventions for the highly able and the at-risk students. Some of these topics include but are not limited to the following areas of professional development: collection/analysis of student data, effective interventions for the highly able and the at-risk students, differentiated instruction, lesson planning, classroom management, effective communication with parents, and building student relationships

NJ SCHOOL PERFORMANCE REPORT

SCHOOL OF GOVERNMENT AND PUBLIC ADMINISTRATION
(31-4010-003)
Grades Offered: 09-12
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
† This indicates a table specific note,see note below table

School Narrative

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

Facilities:	Year constructed: 1927/New Building 1965, 89yrs old, 280,390sqft. Renovation: Chemistry Lab renovation. Waiting for the Engineer of record to begin the design and Scope of Project. EHS has a science lab.