NJ SCHOOL PERFORMANCE REPORT

SCHOOL 5
(31-4010-090)
Grades Offered: KG-05
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	MS. ROMANIELLO
Address	430 TOTOWA AVENUE PATERSON, NJ 07502-2135
Phone Number	(973)321-0050
Email Address	AROMANIELLO@PATERSON.K12.NJ.US
Website	https://ps5-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
KG	67	120	108
1	104	98	113
2	96	109	100
3	124	108	100
4	107	125	103
5	175	168	175
6	104	0	0
Total	777	728	699

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	49.5%	48.9%	50.1%
Male	50.5%	51.1%	49.9%
Economically Disadvantaged Students	83.5%	91.3%	87.4%
Students with Disabilities	8.0%	9.8%	8.9%
English Learners	20.3%	21.4%	23.5%
Homeless Students		1.0%	0.7%
Students in Foster Care		0.1%	0.3%
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	3.2%	1.8%	2.3%
Hispanic	59.6%	51.5%	51.6%
Black or African American	7.7%	10.9%	9.6%
Asian	22.0%	35.6%	36.2%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.3%
American Indian or Alaska Native	0.9%	0.0%	0.0%
Two or More Races	6.2%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	67	120	108

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	36.8%
English	32.5%
Bengali	29.9%
Other Languages	0.9%

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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	63.5	51	50	Exceeds Standard	60	47	50	Exceeds Standard
White	*	54	50	**	*	53	51	**
Hispanic	58	51	49	Met Standard	60	48	48	Exceeds Standard
Black or African American	59	45	44	Met Standard	55	40	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	74	67	61	Exceeds Standard	71	55	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	66	51	48	Exceeds Standard	64	47	47	Exceeds Standard
Students with Disabilities	22	39	41	Not Met	43	35	43	Met Standard
English Learners	66.5	52	54	Exceeds Standard	75	53	51	Exceeds Standard

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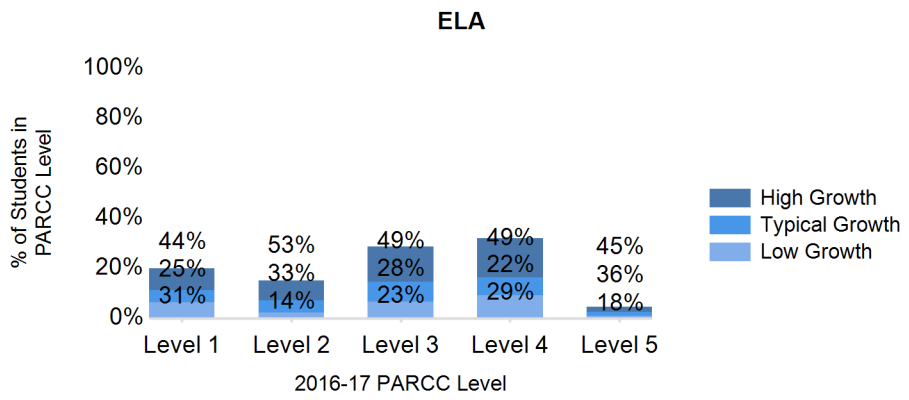
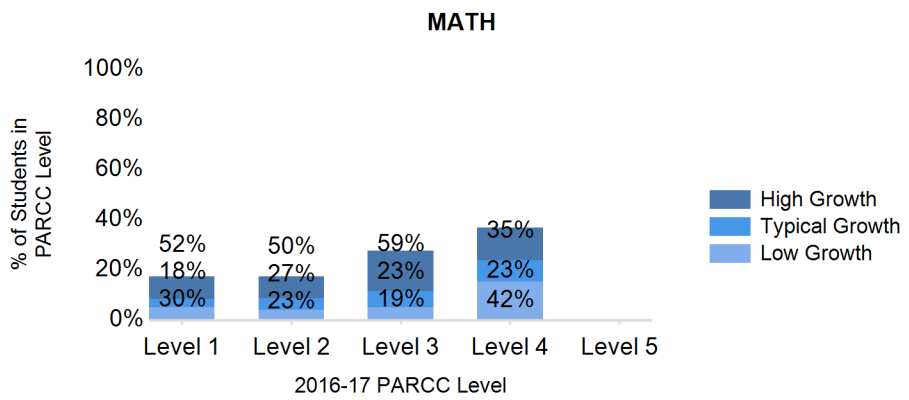
Student Growth by Performance Level

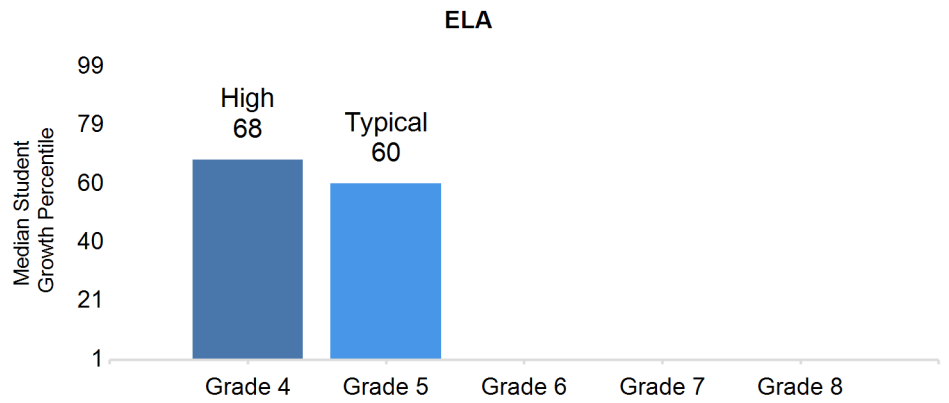
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

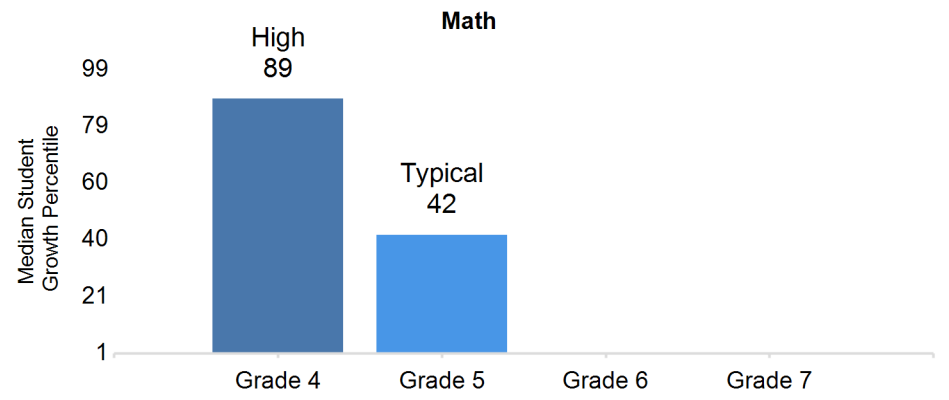




Student Growth by Grade

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	359	99.7	40.6	29.3	56.7	40.6	31.8	Met Target
White	*	*	*	*	65.6	*	**	**
Hispanic	191	100.0	36.1	28.4	42.5	36.1	30.2	Met Target
Black or African American	*	*	*	24.4	37.3	*	17.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	124	99.2	54.9	51.4	82.3	54.9	39.4	Met Target
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	185	99.5	47.0	35.4	64.5	47.0		
Male	174	100.0	33.9	23.4	49.4	33.9		
Economically Disadvantaged Students	307	99.7	40.4	29.4	38.5	40.4	31.8	Met Target
Non-Economically Disadvantaged Students	52	100.0	42.3	28.7	67.5	42.3		
Students with Disabilities	54	100.0	*	10.0	21.6	*	14.1	Not Met
Students without Disabilities	305	99.7	*	32.9	63.9	*		
English Learners	118	100.0	29.6	16.7	27.3	29.6	18.3	Met Target
Non-English Learners	241	99.6	46.1	34.4	59.4	46.1		
Homeless Students	N	N	N	20.7	27.7	N		
Students In Foster Care	*	*	*	28.2	26.3	*		
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 3

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	95	722	722	750	28%	24%	20%	27%	0%	27%	52%
White	*	*	732	759	*	*	*	*	*	*	61%
Hispanic	47	721	720	736	32%	*	*	30%	0%	30%	38%
Black or African American	*	*	721	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	37	728	*	777	*	*	32%	30%	0%	30%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	51	726	*	756	*	*	*	*	*	31%	57%
Male	44	718	717	744	*	*	*	*	*	23%	46%
Economically Disadvantaged Students	*	*	721	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	729	762	*	*	*	*	*	*	64%
Students with Disabilities	22	689	690	719	*	*	*	*	*	*	24%
Students without Disabilities	73	732	726	756	*	*	*	*	*	*	57%
English Learners	23	700	696	712	*	*	*	*	*	*	15%
Non-English Learners	72	729	728	753	*	*	*	*	*	*	55%
Homeless Students	N	N	706	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	735	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	104	741	732	756	15%	17%	26%	32%	10%	41%	58%
White	*	*	733	764	*	*	*	*	*	*	68%
Hispanic	56	736	731	744	18%	*	32%	*	*	36%	44%
Black or African American	*	*	728	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	35	754	*	782	*	*	*	*	*	60%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	53	745	738	762	*	*	23%	*	*	47%	63%
Male	51	736	727	751	*	*	29%	*	*	35%	53%
Economically Disadvantaged Students	92	740	732	740	*	*	*	*	*	41%	40%
Non-Economically Disadvantaged Students	12	749	736	767	*	*	*	*	*	42%	70%
Students with Disabilities	16	701	705	726	*	*	*	*	*	*	25%
Students without Disabilities	88	748	736	762	*	*	*	*	*	*	64%
English Learners	15	712	704	720	*	*	*	*	*	*	17%
Non-English Learners	89	746	737	759	*	*	*	*	*	*	61%
Homeless Students	N	N	728	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	168	746	733	755	12%	15%	23%	42%	7%	49%	58%
White	*	*	737	763	*	*	*	*	*	*	68%
Hispanic	90	739	731	743	16%	14%	28%	*	*	42%	43%
Black or African American	*	*	729	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	59	761	762	780	*	*	17%	*	*	66%	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	87	753	740	762	*	14%	22%	*	*	57%	66%
Male	81	738	726	749	*	17%	25%	*	*	41%	51%
Economically Disadvantaged Students	136	747	733	739	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	32	741	732	766	*	*	*	*	*	47%	71%
Students with Disabilities	12	700	702	724	*	*	*	*	*	*	22%
Students without Disabilities	156	749	738	762	*	*	*	*	*	*	65%
English Learners	21	708	701	712	*	*	*	*	*	*	11%
Non-English Learners	147	751	737	757	*	*	*	*	*	*	60%
Homeless Students	N	N	724	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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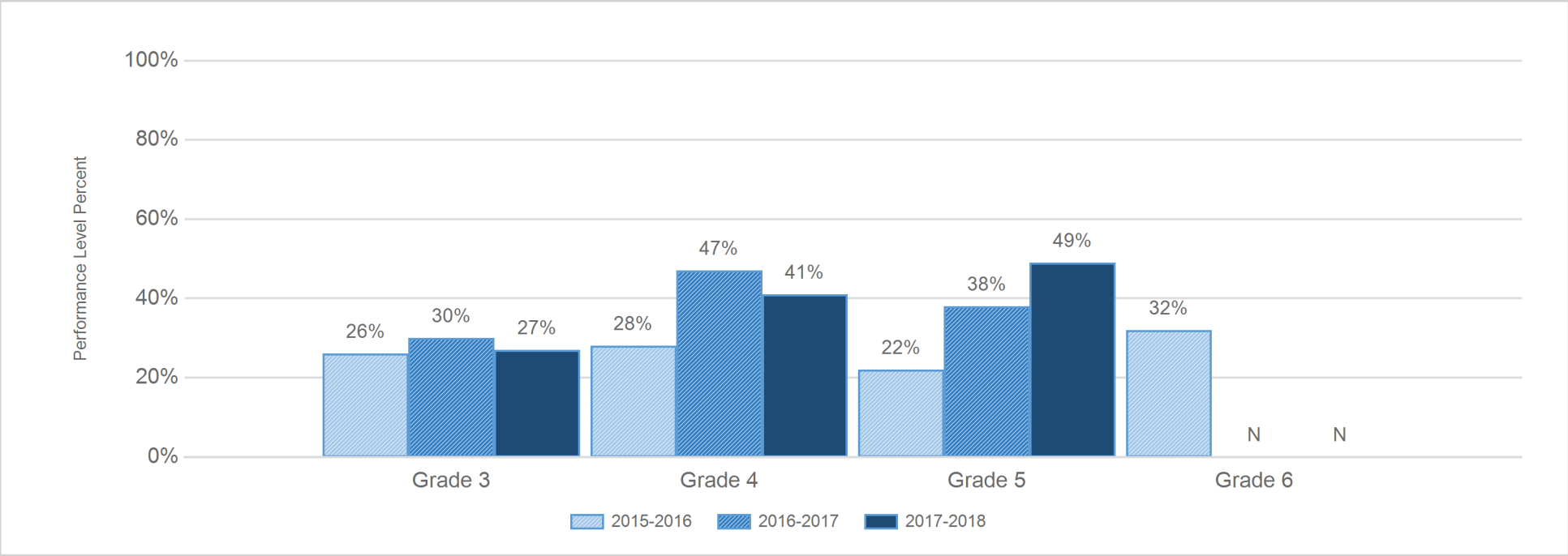
English Language Arts/Literacy Assessment - Performance Trends

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	367	99.5	36.0	19.0	45.0	36.0	34.8	Met Target
White	*	*	*	*	54.1	*	**	**
Hispanic	199	100.0	30.6	18.0	29.2	30.6	32.3	Met Target†
Black or African American	*	*	*	13.2	23.4	*	10.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	124	98.5	53.2	40.8	77.0	53.2	47	Met Target
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	188	99.5	30.9	19.5	46.0	30.9		
Male	179	99.5	41.3	18.4	43.9	41.3		
Economically Disadvantaged Students	312	99.4	36.8	19.3	26.6	36.8	34.8	Met Target
Non-Economically Disadvantaged Students	55	100.0	31.0	17.7	55.9	31.0		
Students with Disabilities	54	100.0	11.1	*	17.1	11.1	18.3	Not Met
Students without Disabilities	313	99.4	40.3	*	50.5	40.3		
English Learners	126	100.0	34.2	12.8	24.6	34.2	23.9	Met Target
Non-English Learners	241	99.2	37.0	21.6	46.9	37.0		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
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 3

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).

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	99	733	727	752	17%	23%	31%	*	*	28%	53%
White	*	*	740	760	*	*	*	*	*	*	64%
Hispanic	52	726	726	739	*	33%	29%	*	*	21%	38%
Black or African American	*	*	723	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	36	747	*	780	*	*	42%	*	*	42%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	52	734	*	752	*	21%	37%	*	*	25%	53%
Male	47	732	726	751	*	26%	26%	*	*	32%	53%
Economically Disadvantaged Students	*	*	727	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	729	762	*	*	*	*	*	*	66%
Students with Disabilities	22	707	704	730	*	*	*	*	*	*	29%
Students without Disabilities	77	741	730	756	*	*	*	*	*	*	57%
English Learners	28	734	715	726	*	*	36%	*	*	25%	23%
Non-English Learners	71	732	731	754	*	*	30%	*	*	30%	56%
Homeless Students	*	*	700	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	729	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

SCHOOL 5
(31-4010-090)
Grades Offered: KG-05
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 4

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).

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	104	745	727	748	13%	13%	26%	*	*	48%	49%
White	*	*	731	755	*	*	*	*	*	*	60%
Hispanic	56	741	727	737	*	*	27%	46%	0%	46%	34%
Black or African American	*	*	720	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	35	762	*	774	*	*	29%	*	*	63%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	53	743	728	748	*	*	26%	*	*	45%	50%
Male	51	747	726	748	*	*	25%	*	*	51%	49%
Economically Disadvantaged Students	92	745	727	733	*	*	*	*	*	48%	30%
Non-Economically Disadvantaged Students	12	743	727	758	*	*	*	*	*	50%	62%
Students with Disabilities	16	704	702	725	*	*	0%	*	*	25%	22%
Students without Disabilities	88	752	731	753	*	*	31%	*	*	52%	55%
English Learners	15	745	712	722	0%	*	*	*	*	27%	16%
Non-English Learners	89	745	731	750	15%	*	*	*	*	52%	52%
Homeless Students	N	N	706	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	*	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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).

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	174	736	727	748	8%	24%	36%	*	*	33%	49%
White	*	*	733	756	*	*	*	*	*	*	60%
Hispanic	94	730	726	736	13%	30%	31%	*	*	27%	32%
Black or African American	*	*	720	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	61	750	753	777	0%	*	44%	*	*	51%	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	91	737	*	749	*	20%	47%	*	*	26%	50%
Male	83	736	*	747	*	28%	23%	*	*	40%	48%
Economically Disadvantaged Students	140	737	728	733	*	*	36%	*	*	34%	29%
Non-Economically Disadvantaged Students	34	731	724	758	*	*	35%	*	*	26%	62%
Students with Disabilities	12	708	704	726	*	*	*	*	*	*	20%
Students without Disabilities	162	738	731	752	*	*	*	*	*	*	55%
English Learners	27	719	709	718	*	*	37%	*	*	11%	13%
Non-English Learners	147	739	730	750	*	*	35%	*	*	37%	51%
Homeless Students	N	N	719	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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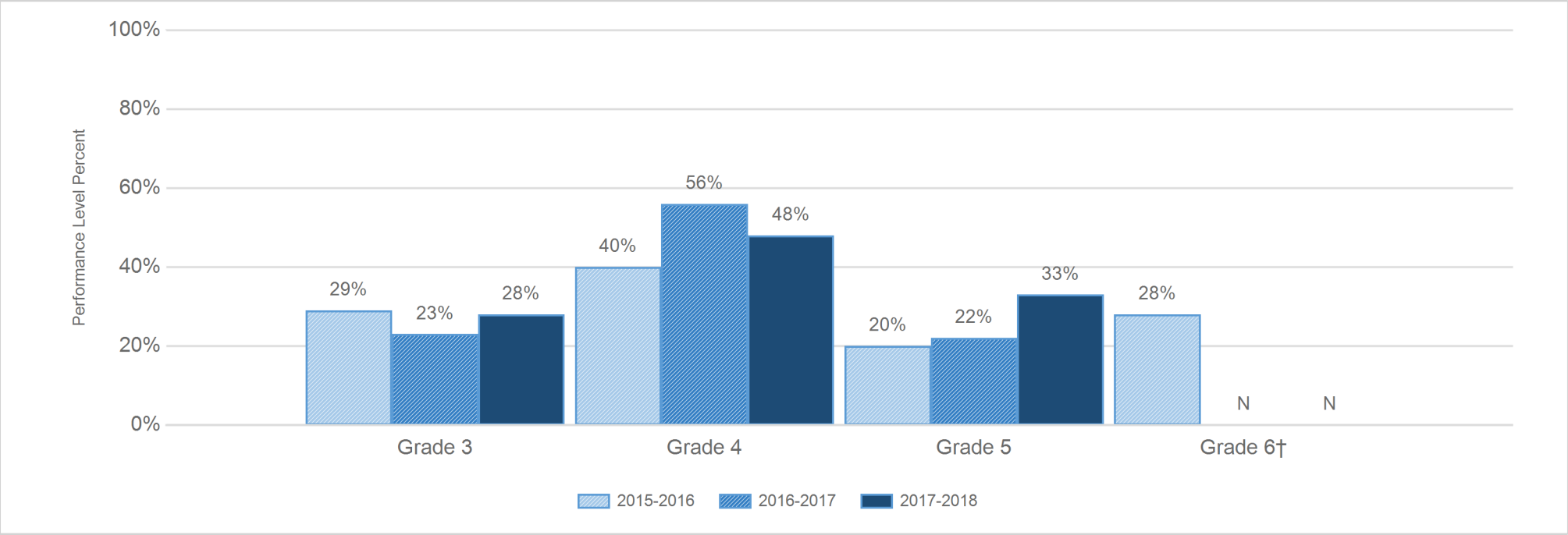
Mathematics Assessment – Performance Trends

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
3	*	*
4	*	*
5	*	*

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	57.3%	60.7%	Met Target†

† 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	89	*	*
3-4	48	85.4%	14.6%
5 or more	24	*	*

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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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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.

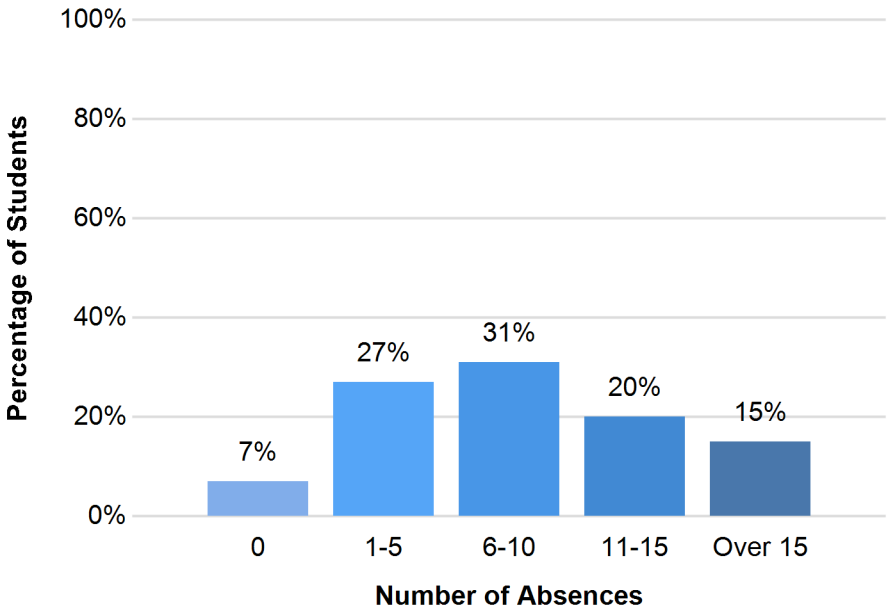
Chronic Absenteeism

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	87	12.4	8.9	Not Met
White	6	37.5	**	**
Hispanic	53	14.4	8.9	Not Met
Black or African American	16	24.2	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	4.8	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	76	12.4	8.9	Not Met
Students with Disabilities	18	26.1	8.9	Not Met
English Learners	13	7.9	8.9	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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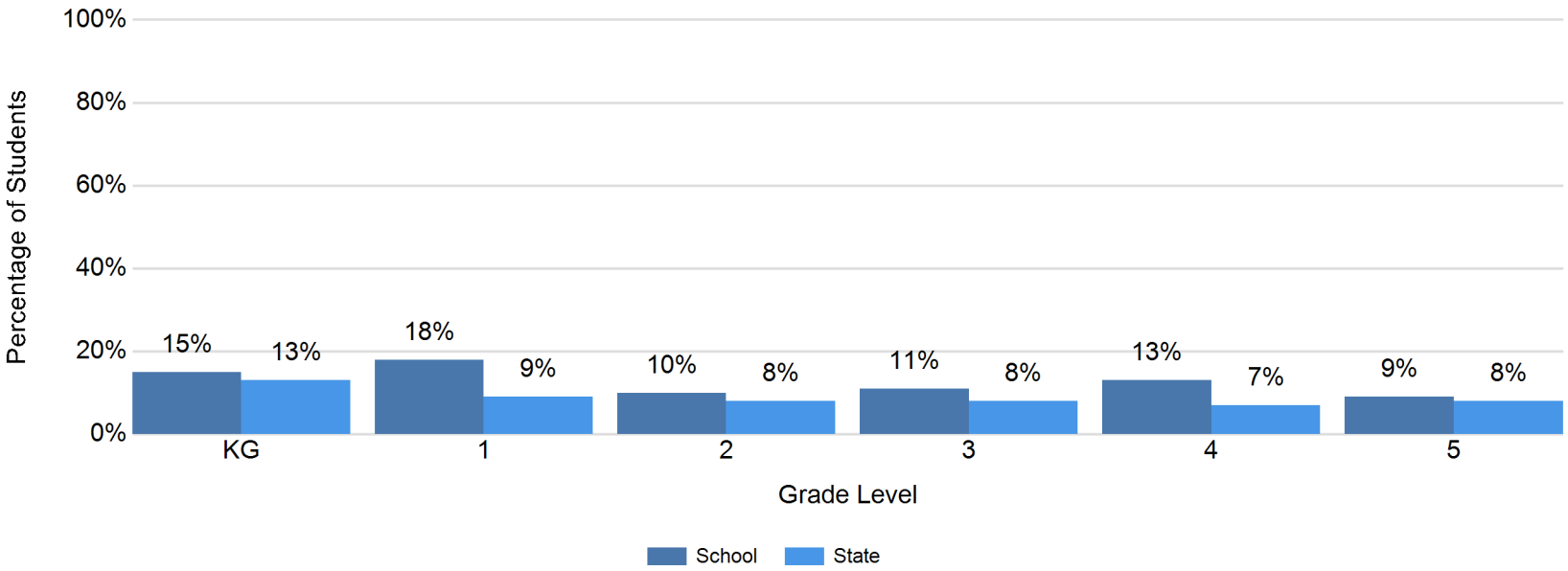
Chronic Absenteeism by Grade

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	0
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	2.00

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

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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	8	12	20
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	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
32

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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	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 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	1.7:1

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	51	117,464
Average years experience in public schools	12.5	12.0
Average years experience in district	12.4	10.7
Teachers in district for 4 or more years	76.5%	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	14:1	14:1
Students to Administrators	140:1	121:1
Teachers to Administrators	10:1	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: All classroom teachers
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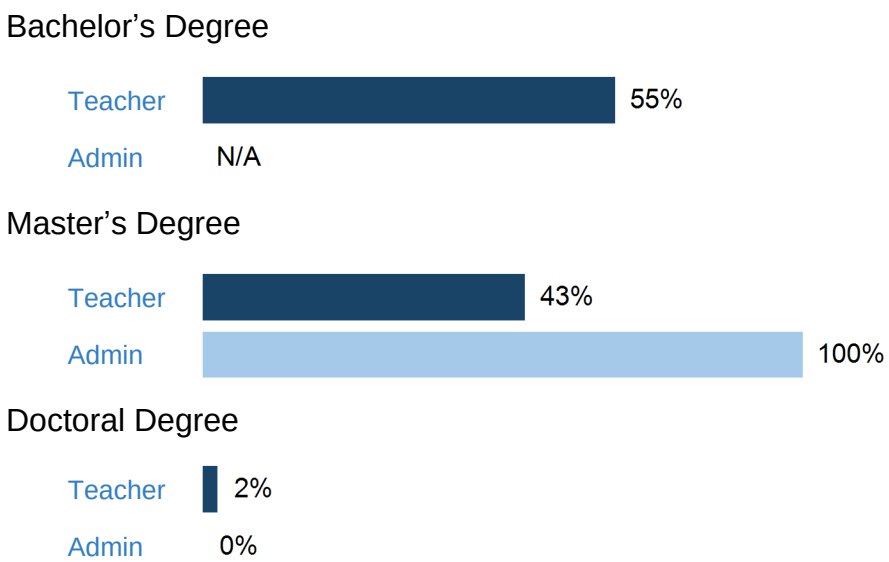
Teachers and Administrators - Level of Education

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	91.8%

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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 – Demographics

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

Category	Teachers	Administrators
Female	82.4%	80.0%
Male	17.6%	20.0%
White	54.9%	80.0%
Hispanic	21.6%	0.0%
Black or African American	15.7%	20.0%
Asian	5.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	2.0%	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		

NJ SCHOOL PERFORMANCE REPORT

SCHOOL 5
(31-4010-090)
Grades Offered: KG-05
2017-2018

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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	16.05	15.0%
Mathematics Proficiency	25.00	15.0%
English Language Arts Growth	84.89	20.0%
Mathematics Growth	84.33	20.0%
Progress Towards English Language Proficiency	59.15	20.0%
Chronic Absenteeism	18.53	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	53.69	n/a
Summative Rating: Percentile Rank of Summative Score	55.21	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	Met Target	Met Target	Exceeds Standard	Exceeds Standard	Met Target†	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	56.13	14.08	No	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	51.22	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	48.67	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	76.04	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	20.78	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	74.26	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	Exceeds 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:	• School Number 5 is a Full Service Community School that partners with New Jersey Community Development Corporation, Health N Wellness Services LLC and Paterson Adult and Continuing Education. • Paterson Public School Number 5 takes pride in its behavior intervention program, PBSIS (Positive Behavior Support in Schools), which supports positive behaviors while reducing behavioral issues. • During the 2017-2018 school year, School Number 5 established an Attendance Review Committee and continued its Attendance Mentoring program, which resulted in a decline in student chronic absenteeism.
Mission, Vision, Theme:	Mission: To prepare our students academically and socially to develop their full potential to meet high academic expectations in the present and in their future secondary education experience
Awards, Recognition, Accomplishments:	School Number 5 had the privilege of being awarded a grant to participate in The Fresh Fruit and Vegetable Program, a federal program created to help combat childhood obesity. This program provides free fresh fruits and vegetables to children during the school day. The produce is consumed outside of the regular lunch and breakfast programs. Through this program, students are offered a wide variety of fresh produce as classroom snacks twice per week. Students are encouraged to taste fresh fruits and vegetables that they may not otherwise sample. Teachers also provide nutritional facts and information on the produce provided, which further encourages students to make good nutritional choices. The students and staff are very receptive to the program, and students enjoy trying and learning about the produce provided each week. This program helps to increase students' fruit and vegetable consumption and raises awareness of how nutritional choices impact overall wellness and future health.

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Clubs and Activities:	During the 2017-2018 school year, School Number 5 Full Service Community School Extended Day Program offered a variety of enrichment clubs which integrated curriculum based concepts with the arts and recreational programming. Clubs included Literacy through the Arts, The Sports Academy, The Science Exploration Club, The D.I.Y. Inventors' Club, Lego Engineering and Urban Gardening.

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Before and After School Programs:	During the 2017-2018 school year, the Full Service Community School Extended Day Program at Paterson Public School Number 5 provided students in first, second, third, fourth and fifth grades with academic support in the form of tutoring, homework help, project based learning, and health and physical education activities. In addition, the Paterson Adult and Continuing Education Department held both evening and day adult English as a Second Language classes, as well as adult Civic classes, at School Number 5.
Staff and Professional Learning:	During the 2017-2018 school year, Paterson Public School Number 5 scheduled grade level common planning periods once during every six-day cycle to analyze data and share instructional practices. Our Bilingual/ESL and Special Education teachers joined in grade level common planning meetings to develop co-teaching strategies that targeted students' needs. Vertical articulation meetings were also held to support communication and the exchange of best practices among specific grades. In addition, School Number 5 teachers and administrators had access to on site professional development provided by a William Paterson University Professor in Residence and to workshop sessions that were offered each semester at the William Paterson University, Valley Road campus.

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Climate Surveys:	During the 2017-2018 school year, the State's Climate and Culture Survey was not administered at School Number 5.
Facilities:	Year constructed: 1939 77yrs old. 99,700sqft. Renovation: New CHP (Congenerator System) installed

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Other Information:	During the 2017-2018 school year, the Full Service Community School, in conjunction with the Parent Teacher Organization, hosted twenty-seven family engagement events which resulted in a significant increase in the number of families involved in school related functions.