NJ SCHOOL PERFORMANCE REPORT

RAFAEL DE J. CORDERO SCHOOL
(17-2390-300)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	HUDSON
District	JERSEY CITY
Principal Name	MR. STANTON
Address	158 ERIE ST JERSEY CITY, NJ 07302-1718
Phone Number	(201)714-4390
Email Address	DSTANTON@JCBOE.ORG
Website	http://www.corderoschool.weebly.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
PK	168	180	178
KG	79	81	79
1	68	67	75
2	82	62	60
3	70	83	73
4	64	72	84
5	69	57	76
6	67	67	57
7	76	64	67
8	70	66	65
Total	813	799	814

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	48.7%	49.6%	48.3%
Male	51.3%	50.4%	51.7%
Economically Disadvantaged Students	45.6%	42.4%	40.9%
Students with Disabilities	15.1%	15.4%	15.6%
English Learners	0.7%	0.4%	0.6%
Homeless Students		1.5%	1.4%
Students in Foster Care		0.3%	0.4%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	15.3%	16.3%	17.4%
Hispanic	40.3%	41.6%	40.2%
Black or African American	23.5%	21.7%	21.0%
Asian	17.3%	16.5%	17.4%
Native Hawaiian or Pacific Islander	1.7%	1.1%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.8%	2.9%	3.3%

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
PK - Half Day	0	0	0
PK - Full Day	168	180	178
KG - Half Day	0	0	0
KG - Full Day	79	81	79

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
English	74.3%
Spanish	13.9%
Hindi	3.8%
Other Languages	8.0%

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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	45	53	50	Met Standard	56	52	50	Met Standard
White	67.5	59	50	Exceeds Standard	52	59	51	Met Standard
Hispanic	44	52	49	Met Standard	58	50	48	Met Standard
Black or African American	36	46	44	Not Met	45	44	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	71.5	61	61	**	67	63	61	**
American Indian or Alaska Native	N	75	52	**	N	*	53	**
Two or More Races	*	52	49	**	*	59	51	**
Economically Disadvantaged	43.5	52	48	Met Standard	48	50	47	Met Standard
Students with Disabilities	23	42	41	Not Met	49	41	43	**
English Learners	*	63.5	54	**	*	58	51	**

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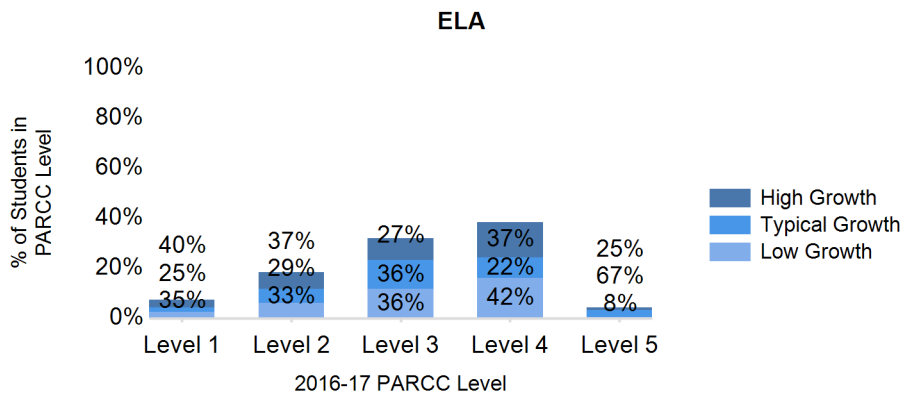
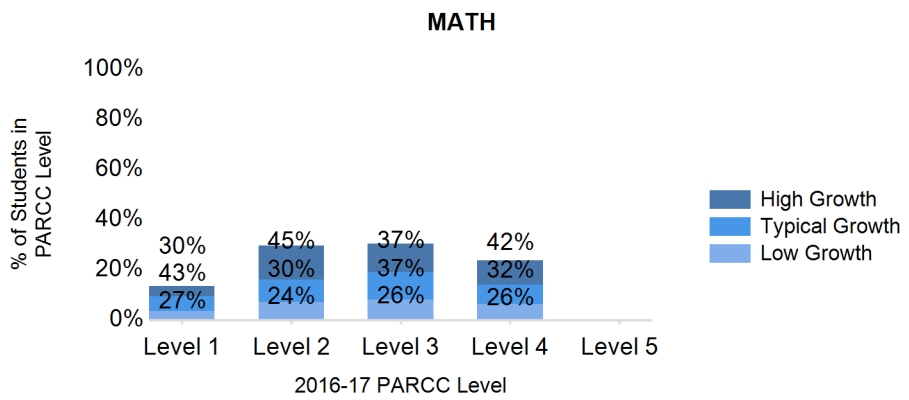
Student Growth by Performance Level

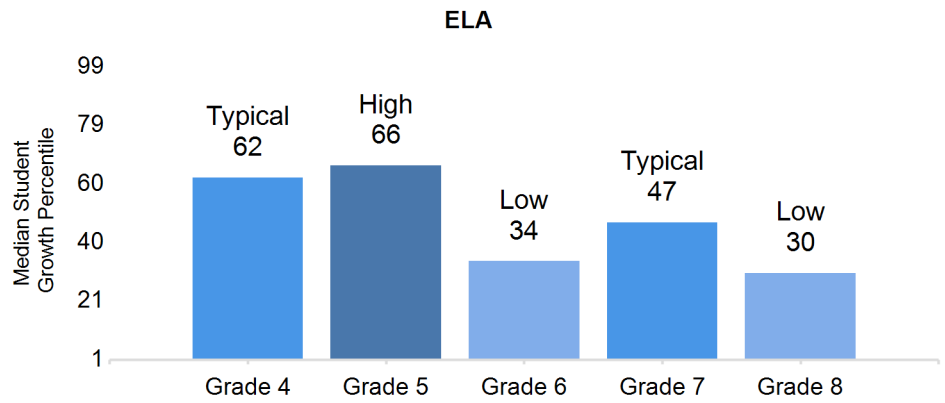
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

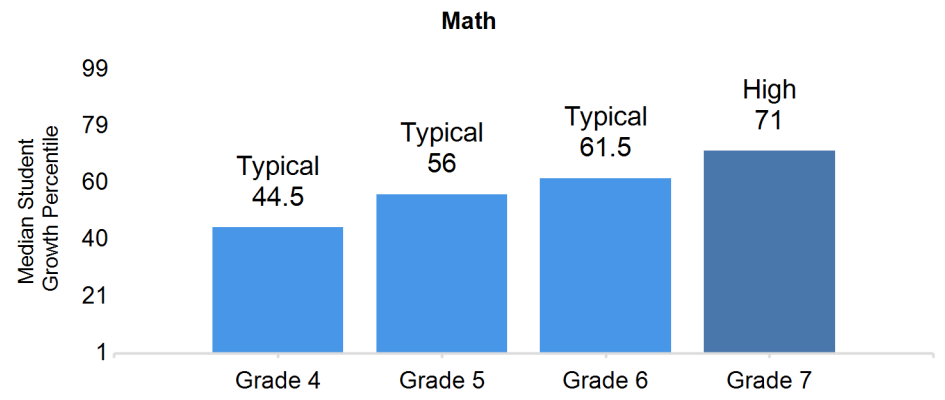




Student Growth by Grade

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	391	97.3	48.3	47.8	56.7	48.3	38.4	Met Target
White	58	100.0	67.2	55.3	65.6	67.2	55.9	Met Target
Hispanic	188	98.5	44.6	*	42.5	44.6	33.8	Met Target
Black or African American	106	94.7	31.2	32.8	37.3	31.2	27.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	28	93.3	85.7	74.3	82.3	84.2	75	Met Goal
American Indian or Alaska Native	N	N	N	65.2	52.7	N	**	**
Two or More Races	11	100.0	81.8	61.5	63.4	81.8	**	**
Female	181	97.3	55.3	54.1	64.5	55.3		
Male	210	97.3	42.4	41.9	49.4	42.4		
Economically Disadvantaged Students	229	97.5	38.9	43.6	38.5	38.9	29.7	Met Target
Non-Economically Disadvantaged Students	162	97.1	61.7	60.5	67.5	61.7		
Students with Disabilities	62	88.7	37.1	14.2	21.6	35.1	27	Met Target
Students without Disabilities	329	99.1	50.5	54.1	63.9	50.5		
English Learners	*	*	*	15.1	27.3	*	**	**
Non-English Learners	*	*	*	51.3	59.4	*		
Homeless Students	10	90.9	30.0	32.3	27.7	48.7		
Students In Foster Care	*	*	*	19.1	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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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	62	759	749	750	*	*	*	*	*	65%	52%
White	17	780	759	759	0%	*	0%	*	*	82%	61%
Hispanic	22	747	741	736	*	*	*	55%	0%	55%	38%
Black or African American	15	730	732	733	*	*	*	*	*	40%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	32	771	754	756	*	*	*	*	*	72%	57%
Male	30	747	743	744	*	*	*	*	*	57%	46%
Economically Disadvantaged Students	31	741	741	733	*	*	*	*	*	55%	34%
Non-Economically Disadvantaged Students	31	778	770	762	*	*	*	*	*	74%	64%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	755	756	*	*	*	*	*	*	57%
English Learners	N	N	718	712	N	N	N	N	N	N	15%
Non-English Learners	62	759	753	753	*	*	*	*	*	65%	55%
Homeless Students	*	*	720	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	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	78	751	749	756	*	*	27%	*	*	51%	58%
White	10	767	759	764	0%	*	*	*	*	70%	68%
Hispanic	36	746	745	744	0%	*	44%	*	*	36%	44%
Black or African American	20	732	732	739	*	*	*	*	*	45%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	44	755	*	762	*	*	*	*	*	52%	63%
Male	34	745	*	751	*	*	*	*	*	50%	53%
Economically Disadvantaged Students	50	739	744	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	28	772	764	767	*	*	*	*	*	71%	70%
Students with Disabilities	*	*	707	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	755	762	*	*	*	*	*	*	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	759	*	*	*	*	*	*	61%
Homeless Students	*	*	734	729	*	*	*	*	*	*	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	61	762	747	755	*	*	*	48%	18%	66%	58%
White	*	*	756	763	*	*	*	*	*	*	68%
Hispanic	30	765	745	743	*	*	*	*	*	77%	43%
Black or African American	15	729	728	738	*	*	*	*	*	27%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	31	766	*	762	*	*	*	*	*	68%	66%
Male	30	757	*	749	*	*	*	*	*	63%	51%
Economically Disadvantaged Students	35	749	743	739	*	*	*	*	*	51%	39%
Non-Economically Disadvantaged Students	26	779	759	766	*	*	*	*	*	85%	71%
Students with Disabilities	*	*	708	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	753	762	*	*	*	*	*	*	65%
English Learners	*	*	713	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	749	757	*	*	*	*	*	*	60%
Homeless Students	N	N	737	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	714	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	*	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	739	748	754	*	24%	39%	*	*	31%	56%
White	*	*	753	761	*	*	*	*	*	*	66%
Hispanic	22	742	746	742	*	*	*	45%	0%	45%	42%
Black or African American	19	726	735	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	25	749	*	761	*	*	*	*	*	44%	64%
Male	24	729	*	748	*	*	*	*	*	17%	48%
Economically Disadvantaged Students	29	734	744	739	*	*	*	*	*	24%	37%
Non-Economically Disadvantaged Students	20	746	760	764	*	*	*	*	*	40%	68%
Students with Disabilities	*	*	712	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	754	760	*	*	*	*	*	*	63%
English Learners	N	N	724	712	N	N	N	N	N	N	*
Non-English Learners	49	739	750	755	*	24%	39%	*	*	31%	*
Homeless Students	*	*	739	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	744	752	760	*	*	32%	*	*	42%	63%
White	*	*	759	768	*	*	*	*	*	*	72%
Hispanic	34	734	748	746	*	*	29%	*	*	29%	49%
Black or African American	18	747	738	740	*	0%	*	*	*	50%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	19	759	760	769	*	*	*	*	*	58%	72%
Male	41	738	745	752	*	*	*	*	*	34%	54%
Economically Disadvantaged Students	32	733	748	742	*	*	*	*	*	28%	44%
Non-Economically Disadvantaged Students	28	757	765	771	*	*	*	*	*	57%	73%
Students with Disabilities	*	*	712	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	760	768	*	*	*	*	*	*	71%
English Learners	*	*	709	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	756	762	*	*	*	*	*	*	64%
Homeless Students	*	*	732	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

RAFAEL DE J. CORDERO SCHOOL
(17-2390-300)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	729	750	759	*	*	42%	23%	0%	23%	60%
White	*	*	758	767	*	*	*	*	*	*	70%
Hispanic	33	727	745	744	*	*	30%	*	*	24%	45%
Black or African American	17	732	738	739	*	*	59%	*	*	18%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	N	N	*	766	N	N	N	N	N	N	66%
Female	25	739	*	768	*	*	48%	*	*	32%	69%
Male	35	723	*	751	*	*	37%	*	*	17%	52%
Economically Disadvantaged Students	37	729	747	740	*	*	41%	*	*	22%	42%
Non-Economically Disadvantaged Students	23	731	760	769	*	*	43%	*	*	26%	71%
Students with Disabilities	12	708	712	719	*	*	*	*	*	*	19%
Students without Disabilities	48	735	756	766	*	*	*	*	*	*	68%
English Learners	*	*	706	703	*	*	*	*	*	*	*
Non-English Learners	*	*	753	761	*	*	*	*	*	*	*
Homeless Students	*	*	731	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

RAFAEL DE J. CORDERO SCHOOL
(17-2390-300)
Grades Offered: PK-08
2017-2018

Report Key:
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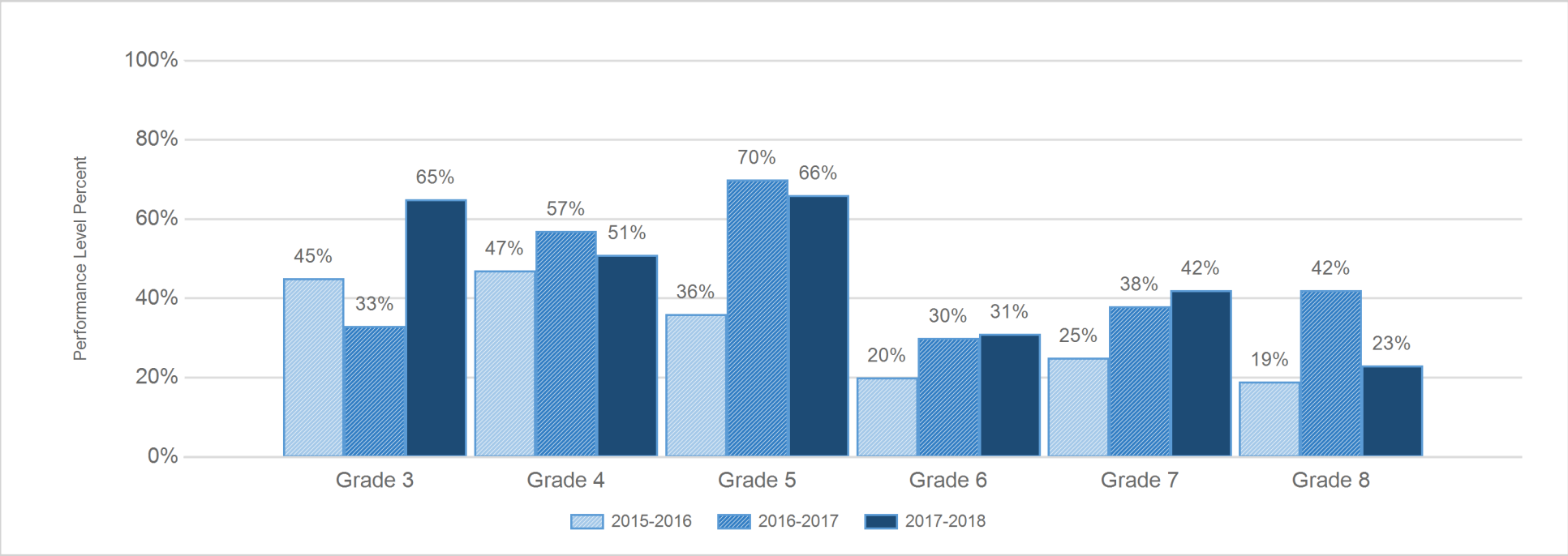
English Language Arts/Literacy Assessment - Performance Trends

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.



NJ SCHOOL PERFORMANCE REPORT

RAFAEL DE J. CORDERO SCHOOL
(17-2390-300)
Grades Offered: PK-08
2017-2018

Report Key:
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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	393	97.3	32.4	34.1	45.0	32.4	27.1	Met Target
White	58	100.0	46.6	45.2	54.1	46.6	38.6	Met Target
Hispanic	189	98.5	28.1	28.5	29.2	28.1	20.4	Met Target
Black or African American	106	94.7	17.9	17.8	23.4	17.9	17.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	29	93.5	72.4	64.9	77.0	71.2	75	Met Target†
American Indian or Alaska Native	N	N	N	50.0	42.5	N	**	**
Two or More Races	11	100.0	63.6	52.3	53.0	63.6	**	**
Female	183	97.4	36.1	35.7	46.0	36.1		
Male	210	97.3	29.0	32.7	43.9	29.0		
Economically Disadvantaged Students	229	97.5	21.9	30.2	26.6	21.9	18.2	Met Target
Non-Economically Disadvantaged Students	164	97.1	47.0	45.9	55.9	47.0		
Students with Disabilities	62	88.7	24.2	*	17.1	22.8	24.1	Met Target†
Students without Disabilities	331	99.1	33.9	*	50.5	33.9		
English Learners	*	*	*	16.6	24.6	*	**	**
Non-English Learners	*	*	*	36.2	46.9	*		
Homeless Students	10	90.9	30.0	17.7	17.3	32.8		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

RAFAEL DE J. CORDERO SCHOOL
(17-2390-300)
Grades Offered: PK-08
2017-2018

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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	62	758	746	752	*	*	*	35%	26%	61%	53%
White	17	780	758	760	0%	0%	*	*	*	94%	64%
Hispanic	22	744	740	739	*	*	*	*	*	36%	38%
Black or African American	15	732	728	734	*	*	*	*	*	40%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	32	762	746	752	*	*	*	*	*	66%	53%
Male	30	754	746	751	*	*	*	*	*	57%	53%
Economically Disadvantaged Students	31	739	740	736	*	*	*	*	*	42%	35%
Non-Economically Disadvantaged Students	31	777	762	762	*	*	*	*	*	81%	66%
Students with Disabilities	*	*	715	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	750	756	*	*	*	*	*	*	57%
English Learners	N	N	732	726	N	N	N	N	N	N	23%
Non-English Learners	62	758	748	754	*	*	*	35%	26%	61%	56%
Homeless Students	*	*	724	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	*	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

RAFAEL DE J. CORDERO SCHOOL
(17-2390-300)
Grades Offered: PK-08
2017-2018

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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	79	732	738	748	*	34%	29%	*	*	25%	49%
White	*	*	748	755	*	*	*	*	*	*	60%
Hispanic	36	725	735	737	*	50%	*	*	*	14%	34%
Black or African American	20	721	721	730	*	*	*	*	*	15%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	45	734	*	748	*	36%	*	*	*	36%	50%
Male	34	728	*	748	*	32%	*	*	*	12%	49%
Economically Disadvantaged Students	50	722	733	733	*	*	*	*	*	14%	30%
Non-Economically Disadvantaged Students	29	748	751	758	*	*	*	*	*	45%	62%
Students with Disabilities	*	*	710	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	742	753	*	*	*	*	*	*	55%
English Learners	*	*	727	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	740	750	*	*	*	*	*	*	52%
Homeless Students	*	*	720	722	*	*	*	*	*	*	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	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

RAFAEL DE J. CORDERO SCHOOL
(17-2390-300)
Grades Offered: PK-08
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	61	738	736	748	16%	16%	30%	*	*	38%	49%
White	*	*	746	756	*	*	*	*	*	*	60%
Hispanic	30	736	733	736	*	*	37%	33%	0%	33%	32%
Black or African American	15	721	718	730	*	*	*	*	*	20%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	31	737	*	749	*	*	*	*	*	35%	50%
Male	30	740	*	747	*	*	*	*	*	40%	48%
Economically Disadvantaged Students	35	726	732	733	*	*	*	*	*	20%	29%
Non-Economically Disadvantaged Students	26	755	747	758	*	*	*	*	*	62%	62%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	740	752	*	*	*	*	*	*	55%
English Learners	*	*	723	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	737	750	*	*	*	*	*	*	51%
Homeless Students	N	N	716	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	705	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	*	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

RAFAEL DE J. CORDERO SCHOOL
(17-2390-300)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	734	735	744	*	27%	43%	*	*	24%	44%
White	*	*	744	751	*	*	*	*	*	*	54%
Hispanic	22	740	732	731	*	*	50%	*	*	32%	27%
Black or African American	19	721	720	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	25	739	*	745	*	*	*	*	*	36%	45%
Male	24	729	*	742	*	*	*	*	*	13%	42%
Economically Disadvantaged Students	29	729	732	729	*	*	*	*	*	14%	24%
Non-Economically Disadvantaged Students	20	742	743	753	*	*	*	*	*	40%	56%
Students with Disabilities	*	*	707	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	740	748	*	*	*	*	*	*	49%
English Learners	N	N	720	713	N	N	N	N	N	N	11%
Non-English Learners	49	734	737	745	*	27%	43%	*	*	24%	45%
Homeless Students	*	*	726	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

RAFAEL DE J. CORDERO SCHOOL
(17-2390-300)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	734	735	743	*	35%	33%	*	*	27%	43%
White	*	*	743	750	*	*	*	*	*	*	54%
Hispanic	34	731	732	732	*	44%	*	*	*	26%	27%
Black or African American	18	730	722	727	*	*	56%	*	*	17%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	19	736	737	745	*	*	*	*	*	26%	45%
Male	41	733	734	741	*	*	*	*	*	27%	42%
Economically Disadvantaged Students	32	728	733	730	*	*	31%	*	*	16%	24%
Non-Economically Disadvantaged Students	28	742	743	751	*	*	36%	*	*	39%	55%
Students with Disabilities	*	*	706	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	741	748	*	*	*	*	*	*	50%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	738	744	*	*	*	*	*	*	45%
Homeless Students	*	*	720	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

RAFAEL DE J. CORDERO SCHOOL
(17-2390-300)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	708	712	728	*	*	*	*	*	*	28%
White	*	*	723	736	*	*	*	*	*	*	36%
Hispanic	23	710	714	722	48%	*	*	*	*	13%	22%
Black or African American	13	701	702	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	*	729	N	N	N	N	N	N	28%
Female	20	712	714	731	*	*	*	*	*	*	31%
Male	24	705	710	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	24	706	712	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	20	710	712	735	*	*	*	*	*	*	35%
Students with Disabilities	12	699	696	705	*	*	*	*	*	*	*
Students without Disabilities	32	712	717	735	*	*	*	*	*	*	*
English Learners	*	*	701	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	714	729	*	*	*	*	*	*	29%
Homeless Students	N	N	704	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

RAFAEL DE J. CORDERO SCHOOL
(17-2390-300)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	17	729	732	746	*	*	*	*	*	24%	46%
White	*	*	743	755	*	*	*	*	*	*	57%
Hispanic	11	726	725	730	*	*	*	*	*	18%	27%
Black or African American	*	*	720	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	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	*	*	734	748	*	*	*	*	*	*	48%
Male	*	*	730	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	729	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	739	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	701	716	N	N	N	N	N	N	13%
Students without Disabilities	17	729	737	752	*	*	*	*	*	24%	52%
English Learners	*	*	705	710	*	*	*	*	*	*	*
Non-English Learners	*	*	736	749	*	*	*	*	*	*	*
Homeless Students	*	*	716	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%

NJ SCHOOL PERFORMANCE REPORT

RAFAEL DE J. CORDERO SCHOOL
(17-2390-300)
Grades Offered: PK-08
2017-2018

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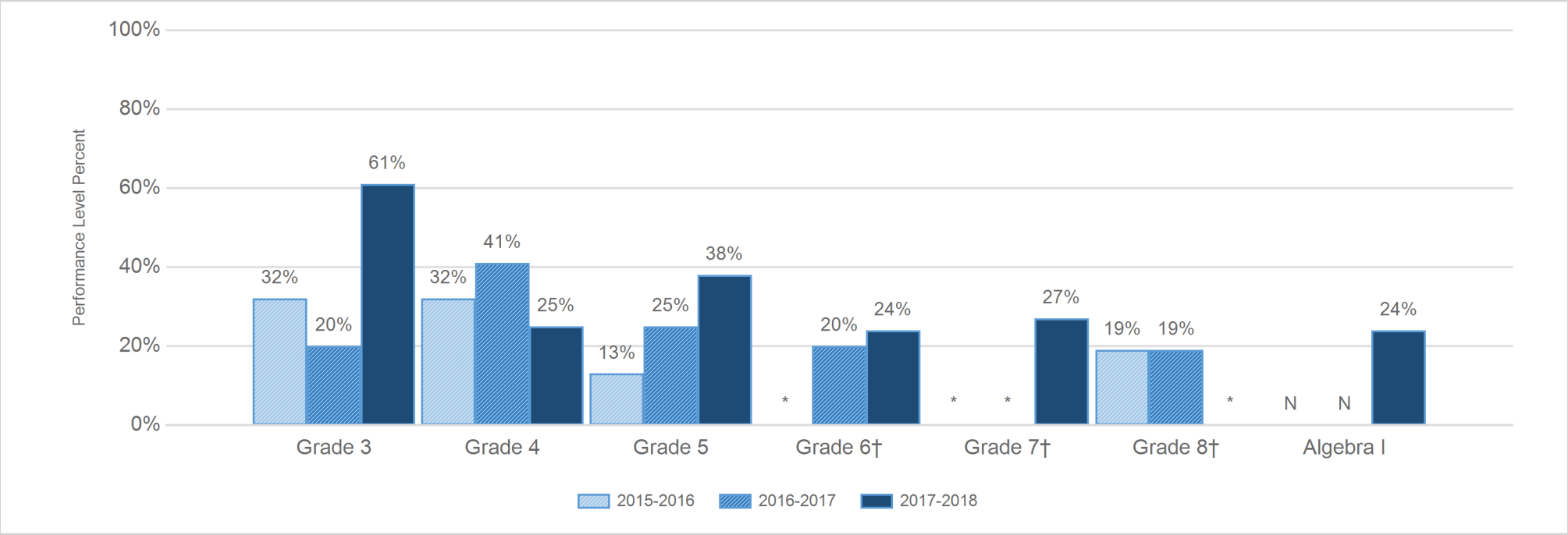
Mathematics Assessment – Performance Trends

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



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

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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	*	*
6	*	*
7	*	*
8	*	*

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	*	*	*

† 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	N	N	N
3-4	*	*	*
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	56
7	0	0	67
8	16	0	49
Total	16	0	172

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	57
7	0	0	0	0	0	0	67
8	0	0	0	0	0	0	65
Total	0	0	0	0	0	0	189

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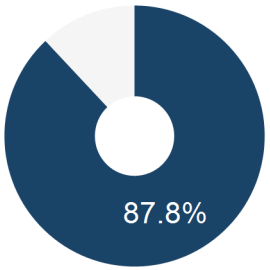
Visual and Performing Arts – Course Participation

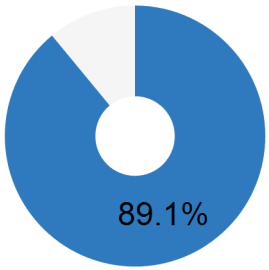
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

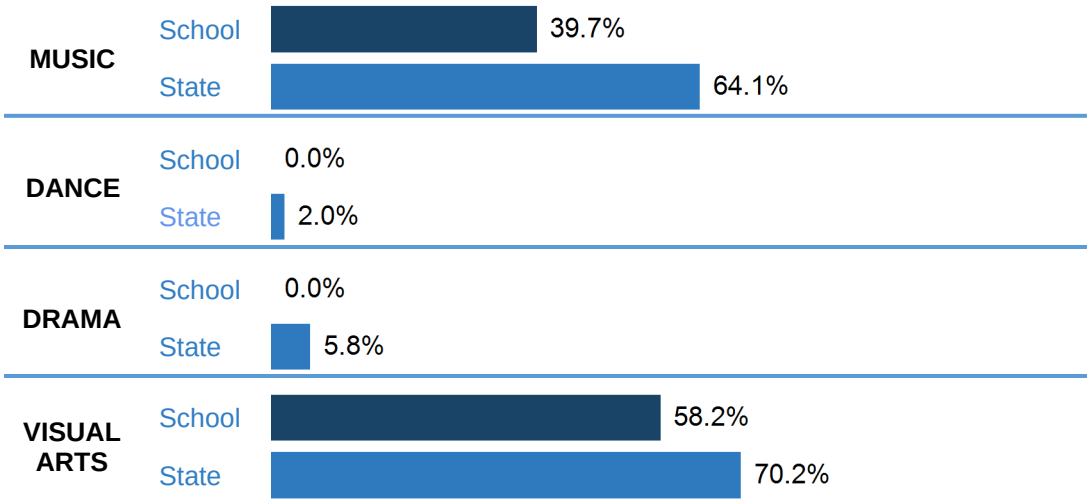


School



State

Students enrolled in one or more classes by discipline:



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

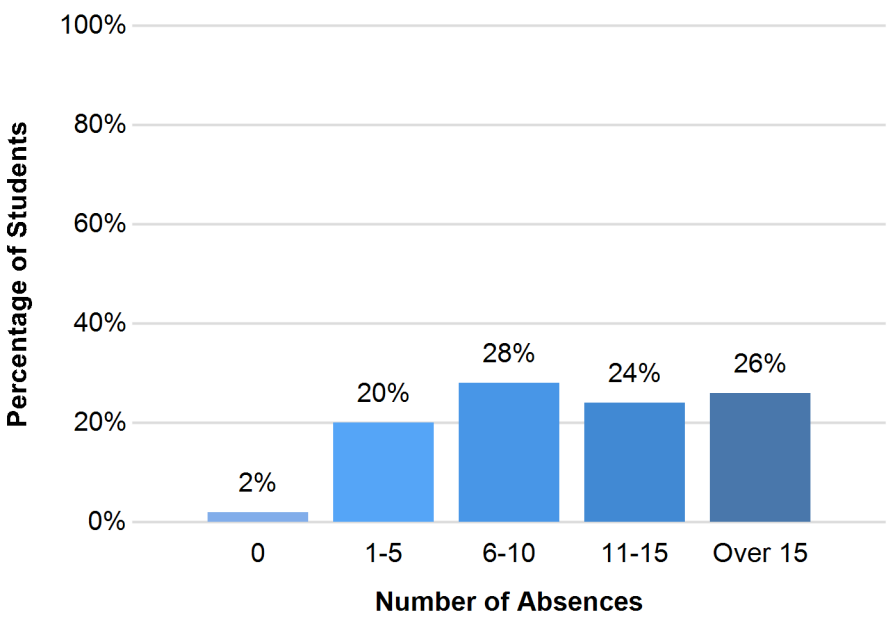
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	104	16.3	9.1	Not Met
White	20	20.4	9.1	Not Met
Hispanic	51	17.5	9.1	Not Met
Black or African American	24	15.0	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	6	8.1	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	18.8	**	**
Economically Disadvantaged Students	62	20.3	9.1	Not Met
Students with Disabilities	25	22.7	9.1	Not Met
English Learners	*	*	**	**

Days Absent

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



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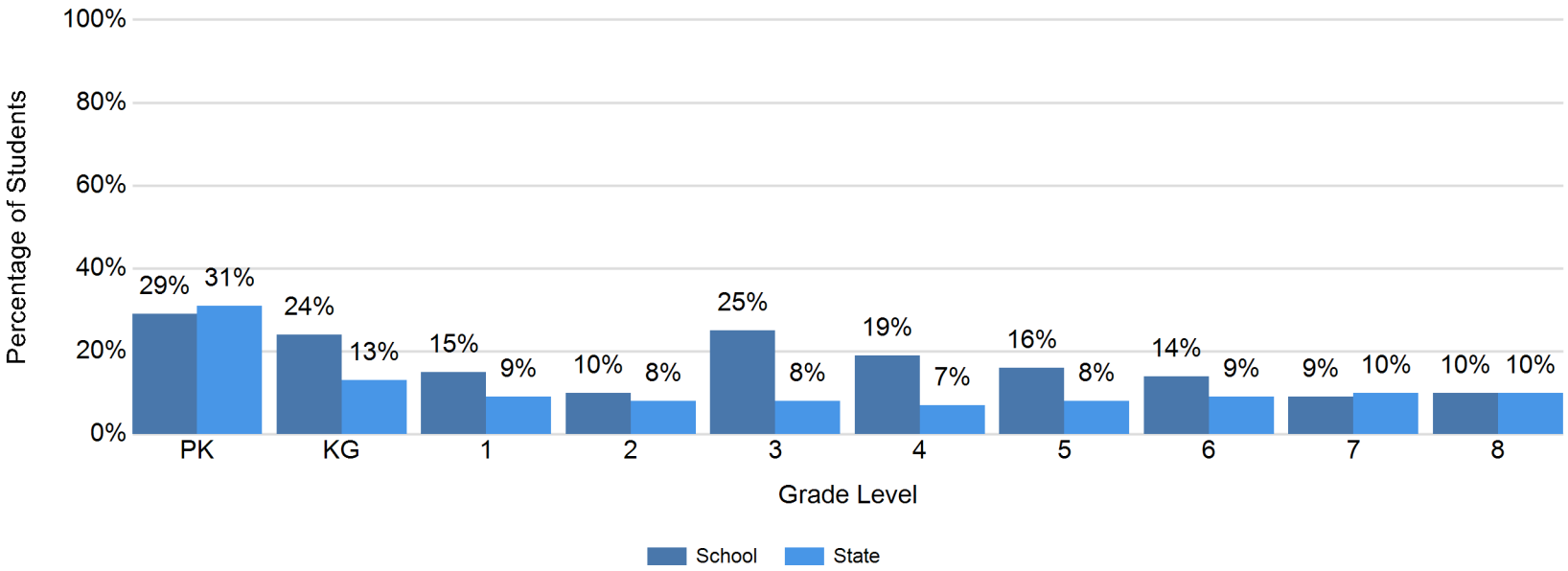
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0	0	0
No Identified Nature	7		7

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	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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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	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

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	3.8:1

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)	$1,067	$17,499	$18,566

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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	65	117,464
Average years experience in public schools	15.9	12.0
Average years experience in district	15.9	10.7
Teachers in district for 4 or more years	98.5%	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	133	9,374
Average years experience in public schools	21.0	16.0
Average years experience in district	20.8	12.0
Administrators in district for 4 or more years	97.0%	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	13:1	12:1
Students to Administrators	814:1	218:1
Teachers to Administrators	65:1	18:1
Students to Librarians/Media Specialists		1527:1
Students to Nurses		558:1
Students to Counselors		427:1
Students to Child Study Team		209:1

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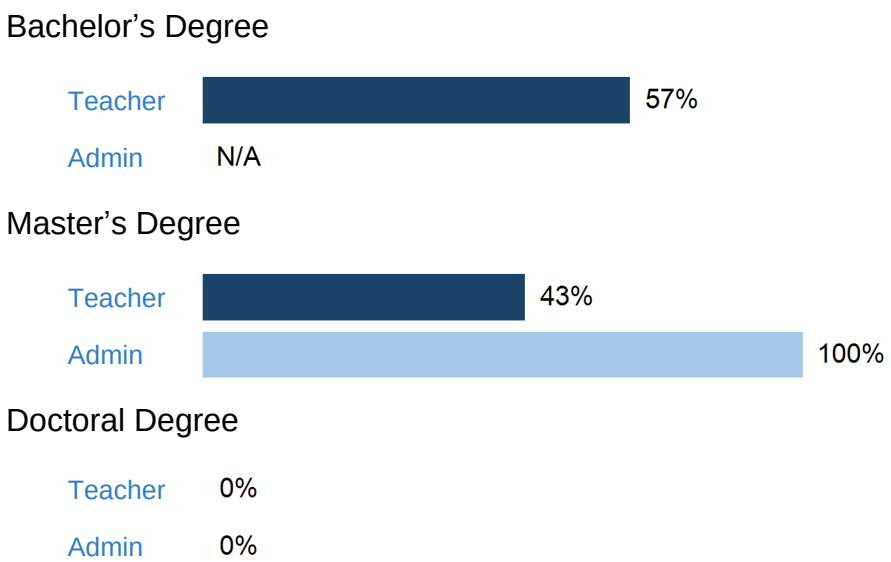
Teachers and Administrators - Level of Education

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	92.6%	90.2%
2016-17 Administrators: Same district 2017-18	84.9%	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	96.2%

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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	83.1%	0.0%
Male	16.9%	100.0%
White	75.4%	0.0%
Hispanic	13.8%	100.0%
Black or African American	7.7%	0.0%
Asian	3.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	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		

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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	38.03	17.5%
Mathematics Proficiency	22.69	17.5%
English Language Arts Growth	31.10	25.0%
Mathematics Growth	64.63	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	9.29	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	35.95	n/a
Summative Rating: Percentile Rank of Summative Score	27.25	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	Met Standard	Met Standard	**	Not Met	No
White	50.11	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Hispanic	44.94	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	36.97	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Target†	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	37.21	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	39.53	14.08	No	Met Target	Met Target†	Not Met	**	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

NJ SCHOOL PERFORMANCE REPORT

RAFAEL DE J. CORDERO SCHOOL
(17-2390-300)
Grades Offered: PK-08
2017-2018

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

Highlights:	• PreK-Gr. 8 Community School • Individualized Scheduling • Recipient of Silver Award from the Alliance for a Healthier Generation Healthy Schools
Mission, Vision, Theme:	At Cordero, We Believe Every Student Will Achieve.
Awards, Recognition, Accomplishments:	Participation in District Middle Sports Program

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Courses, Curriculum, Instruction:	After-School Enrichment Classes, PARCC Prep, HOPE Classes in Grades 3-8
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls)
Clubs and Activities:	National Junior Honor Society Grades 4-8, ATC (Artistically Talented Children), Breakfast Club, Patrol Guards, Robotics Club

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Before and After School Programs:	CASPER (PreK- Grade 5), Morning STARS (PreK-Grade 5), 21st Century YMCA Learning Program (Grades 5-8), Enrichment (PreK- Grade 2)
Staff and Professional Learning:	Cordero teachers meet in Professional Learning Communities (PLCs) by grade level and content area from Pre-K to 8. We are working to continue to provide rigorous, standards-based instruction to help all students achieve. Our lower grades focus on ensuring that all foundational skills are mastered in order to access content as students grow up to grade 8. Teachers in grades 3-8 focus on standards mastery and addressing individual student needs. Through PLCs, teachers share plans, strategies and research new ones to meet all students at their level. This year, our intensive focus has been to implement discussion-based strategies which furthers our goal of having students be masters of the content. Additionally, these PLCs seek to reach the whole child and implement a variety of social-emotional learning to ensure they are successful as students and citizens.

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Student Supports and Services:	Inclusion, Self-Contained, Resource Pull-Out
Student Health and Wellness:	Annual Strynar Fun Run
Parent and Community Involvement:	PTA Enrichment, Family Literacy & Math Nights, BINGO for Books

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School Safety:	Mosaic Program Grades 6-8

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Technology and STEM:	Google Classrom is utilized in all subject areas (Grades 3-8), All grade levels have access to Chromebooks, All classrooms have Smartboards/Promethean Boards
Early Childhood Education:	Full Day PreK3 and PreK4

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Other Information:	All students must follow the district uniform policy