NJ SCHOOL PERFORMANCE REPORT

JAMES J FERRIS HIGH SCHOOL
(17-2390-060)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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. MORALES
Address	35 COLGATE ST JERSEY CITY, NJ 07302-3307
Phone Number	(201)915-6660
Email Address	JMORALES@JCBOE.ORG
Website	http://www.jcboe.org/boe2015/index.php?option=com_content&view=article&id=425&Itemid=1043

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	331	391	347
10	327	304	342
11	241	273	267
12	308	268	319
Total	1,209	1,236	1,275

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	45.3%	46.5%	45.9%
Male	54.7%	53.5%	54.1%
Economically Disadvantaged Students	62.5%	62.1%	60.2%
Students with Disabilities	14.4%	14.3%	14.8%
English Learners	29.7%	28.7%	31.1%
Homeless Students		1.1%	1.6%
Students in Foster Care		0.3%	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	10.8%	13.2%	14.0%
Hispanic	50.3%	51.7%	52.4%
Black or African American	25.0%	22.9%	23.7%
Asian	13.2%	11.5%	9.2%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.3%	0.4%	0.4%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,209	1,236	1,275
Shared Time Students	0	0	0
Full Time Equivalent	1,209	1,236	1,275

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	42.2%
English	33.6%
Arabic	11.6%
Urdu	2.2%
Tagalog	2.0%
Other Languages	8.5%

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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	552	97.7	23.0	47.8	56.7	23.0	34.2	Not Met
White	74	97.5	21.7	55.3	65.6	21.7	27.1	Met Target†
Hispanic	306	97.9	20.2	*	42.5	20.2	31	Not Met
Black or African American	125	97.1	28.0	32.8	37.3	28.0	36.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.3	82.3	*	49.9	Not Met
American Indian or Alaska Native	N	N	N	65.2	52.7	N	**	**
Two or More Races	*	*	*	61.5	63.4	*	**	**
Female	258	98.9	27.1	54.1	64.5	27.1		
Male	294	96.6	19.4	41.9	49.4	19.4		
Economically Disadvantaged Students	416	97.7	21.4	43.6	38.5	21.4	31.6	Not Met
Non-Economically Disadvantaged Students	136	97.5	27.9	60.5	67.5	27.9		
Students with Disabilities	30	93.9	16.7	14.2	21.6	16.7	14.3	Met Target
Students without Disabilities	522	97.9	23.4	54.1	63.9	23.4		
English Learners	209	98.7	*	15.1	27.3	*	13.4	Not Met
Non-English Learners	343	97.0	*	51.3	59.4	*		
Homeless Students	*	*	*	32.3	27.7	*		
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		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	275	715	734	752	35%	23%	23%	*	*	19%	55%
White	36	715	742	760	33%	28%	*	*	*	19%	64%
Hispanic	158	710	729	735	44%	16%	22%	*	*	18%	38%
Black or African American	66	723	727	734	18%	36%	26%	20%	0%	20%	34%
Asian, Native Hawaiian, or Pacific Islander	15	730	*	782	*	*	*	*	*	27%	83%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	51%
Two or More Races	N	N	*	760	N	N	N	N	N	N	63%
Female	117	715	740	759	32%	26%	24%	*	*	19%	63%
Male	158	715	729	744	37%	20%	23%	*	*	20%	46%
Economically Disadvantaged Students	211	715	731	733	34%	24%	25%	*	*	18%	34%
Non-Economically Disadvantaged Students	64	713	741	761	39%	19%	19%	*	*	23%	65%
Students with Disabilities	10	706	705	716	*	*	*	*	*	*	15%
Students without Disabilities	265	715	739	758	*	*	*	*	*	*	62%
English Learners	106	683	693	691	*	*	*	*	*	*	*
Non-English Learners	169	735	741	755	*	*	*	*	*	*	*
Homeless Students	*	*	730	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	299	713	737	749	44%	15%	17%	20%	4%	24%	51%
White	40	710	750	756	45%	*	*	*	*	23%	58%
Hispanic	162	707	*	733	50%	15%	15%	*	*	20%	38%
Black or African American	64	728	725	728	28%	22%	20%	*	*	30%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	154	723	746	759	36%	10%	23%	*	*	31%	60%
Male	145	703	728	739	52%	21%	11%	*	*	16%	42%
Economically Disadvantaged Students	209	711	*	730	47%	12%	18%	*	*	22%	34%
Non-Economically Disadvantaged Students	90	718	*	758	36%	22%	16%	*	*	27%	59%
Students with Disabilities	12	699	*	707	*	*	*	*	*	*	15%
Students without Disabilities	287	714	*	756	*	*	*	*	*	*	57%
English Learners	123	683	686	684	*	*	*	*	*	*	*
Non-English Learners	176	734	747	752	*	*	*	*	*	*	*
Homeless Students	*	*	716	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	223	734	753	736	24%	15%	20%	34%	6%	40%	39%
White	41	739	767	737	*	*	27%	*	*	41%	41%
Hispanic	108	729	742	731	29%	13%	21%	*	*	37%	35%
Black or African American	47	735	743	729	23%	*	*	*	*	40%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	*	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	116	736	759	745	18%	19%	22%	*	*	41%	48%
Male	107	731	746	728	31%	11%	19%	*	*	39%	31%
Economically Disadvantaged Students	137	733	751	730	23%	14%	25%	*	*	38%	33%
Non-Economically Disadvantaged Students	86	735	756	739	26%	17%	13%	*	*	44%	42%
Students with Disabilities	*	*	712	708	*	*	*	*	*	*	13%
Students without Disabilities	*	*	759	742	*	*	*	*	*	*	44%
English Learners	83	706	702	702	48%	23%	17%	12%	0%	12%	*
Non-English Learners	140	750	760	738	10%	11%	22%	47%	10%	57%	*
Homeless Students	*	*	740	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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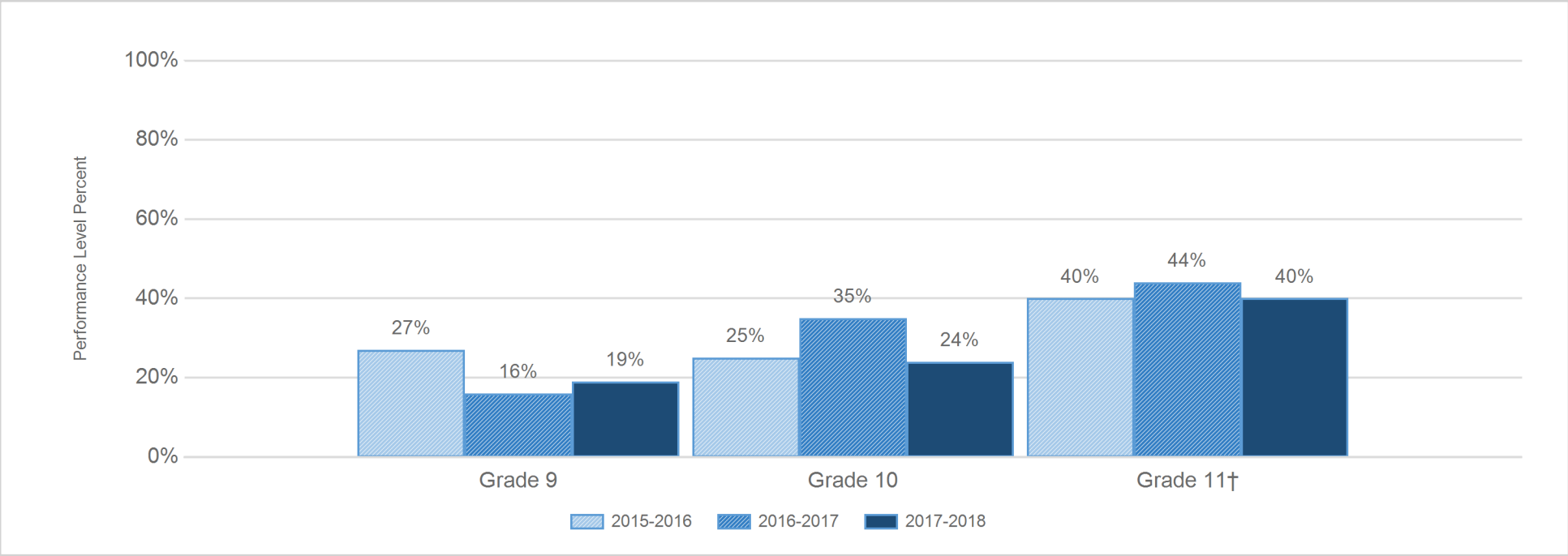
English Language Arts/Literacy Assessment - Performance Trends

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



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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	572	97.9	*	34.1	45.0	*	17.7	Not Met
White	75	97.5	10.7	45.2	54.1	10.7	30.5	Not Met
Hispanic	315	97.6	*	28.5	29.2	*	14.3	Not Met
Black or African American	134	98.6	*	17.8	23.4	*	16.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	10.6	64.9	77.0	10.6	23.6	Not Met
American Indian or Alaska Native	N	N	N	50.0	42.5	N	**	**
Two or More Races	*	*	*	52.3	53.0	*	**	**
Female	269	99.3	*	35.7	46.0	*		
Male	303	96.6	*	32.7	43.9	*		
Economically Disadvantaged Students	429	97.6	*	30.2	26.6	*	19.2	Not Met
Non-Economically Disadvantaged Students	143	98.8	*	45.9	55.9	*		
Students with Disabilities	31	97.0	*	*	17.1	*	10.1	Not Met
Students without Disabilities	541	97.9	*	*	50.5	*		
English Learners	209	99.6	*	16.6	24.6	*	12.8	Not Met
Non-English Learners	363	96.9	*	36.2	46.9	*		
Homeless Students	*	*	*	17.7	17.3	*		
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		

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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	443	707	732	746	*	*	*	*	*	*	46%
White	52	712	743	755	33%	37%	21%	*	*	10%	57%
Hispanic	250	706	725	730	*	*	*	*	*	*	27%
Black or African American	112	707	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	*	*	*	755	*	*	*	*	*	*	54%
Female	202	707	734	748	*	*	*	*	*	*	48%
Male	241	708	730	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	333	707	729	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	110	708	739	756	*	*	*	*	*	*	57%
Students with Disabilities	20	704	701	716	*	*	*	*	*	*	13%
Students without Disabilities	423	708	737	752	*	*	*	*	*	*	52%
English Learners	190	700	705	710	*	*	*	*	*	*	*
Non-English Learners	253	713	736	749	*	*	*	*	*	*	*
Homeless Students	*	*	716	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	248	718	729	735	*	*	*	*	*	*	30%
White	48	717	734	740	*	*	*	*	*	*	37%
Hispanic	117	717	722	723	*	*	*	*	*	*	14%
Black or African American	54	717	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	*	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	130	717	728	736	*	*	*	*	*	*	30%
Male	118	719	729	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	157	720	727	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	91	714	732	741	*	*	*	*	*	*	38%
Students with Disabilities	10	715	706	713	*	*	*	*	*	*	*
Students without Disabilities	238	718	731	738	*	*	*	*	*	*	*
English Learners	70	710	711	711	*	*	*	*	*	*	*
Non-English Learners	178	722	731	736	*	*	*	*	*	*	*
Homeless Students	*	*	722	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

JAMES J FERRIS HIGH SCHOOL
(17-2390-060)
Grades Offered: 09-12
2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	709	730	727	42%	27%	18%	13%	0%	13%	30%
White	17	718	754	733	*	*	*	*	*	24%	35%
Hispanic	65	703	715	710	*	*	*	*	*	*	14%
Black or African American	19	720	717	705	*	*	*	*	*	16%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	*	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	62	711	731	728	37%	26%	*	*	*	15%	30%
Male	54	707	729	727	48%	28%	*	*	*	11%	30%
Economically Disadvantaged Students	72	705	729	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	44	714	732	736	*	*	*	*	*	*	37%
Students with Disabilities	N	N	696	693	N	N	N	N	N	N	*
Students without Disabilities	116	709	732	732	42%	27%	18%	13%	0%	13%	*
English Learners	47	694	*	691	*	*	*	*	*	*	*
Non-English Learners	69	719	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	712	703	*	*	*	*	*	*	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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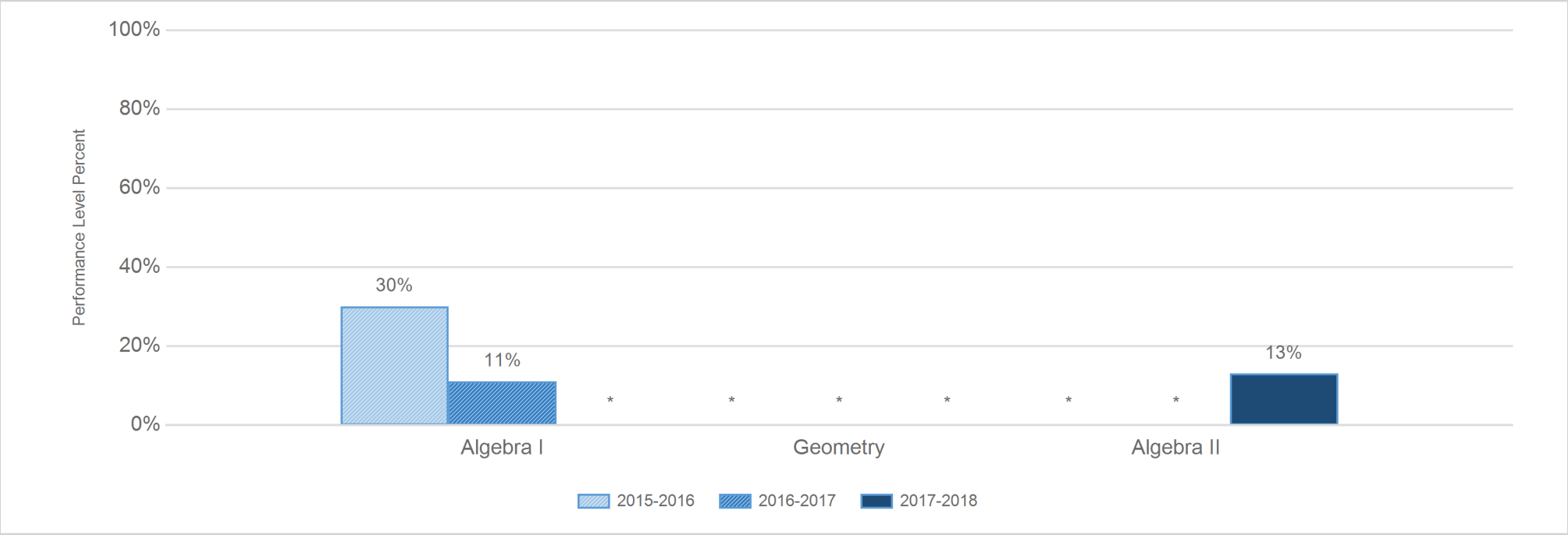
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

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	28.7%	46.8%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	197	*	*
3-4	130	*	*
5 or more	53	*	*

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	97.4%	85.0%
12th graders taking SAT in 2017-18 or prior years	92.2%	72.2%
12th graders taking ACT in 2017-18 or prior years	*	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	379	478	Grade 10: 430 Grade 11: 460	15%	62%
PSAT 10/NMSQT - Math	390	478	Grade 10: 480 Grade 11: 510	*	42%
SAT - Reading and Writing	426	542	480	18%	72%
SAT - Math	434	543	530	17%	54%
ACT - Reading	*	24	22	*	62%
ACT - English	*	24	18	*	78%
ACT - Math	*	24	22	*	62%
ACT - Science	*	23	23	*	53%

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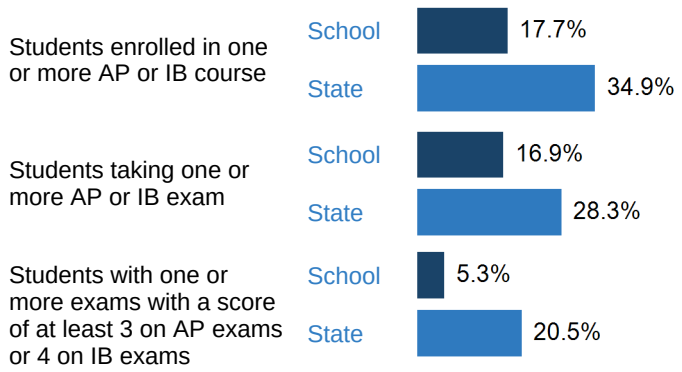
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

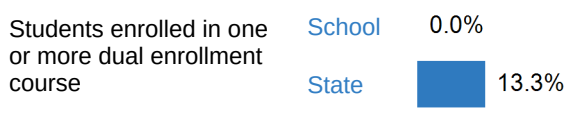
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	10	9
AP Calculus AB	21	20
AP English Literature and Composition	31	28
AP European History	17	17
AP Government	10	0
AP Microeconomics	14	13
AP Music Theory	5	5
AP Physics 1	0	9
AP Physics B	9	0
AP Spanish Language	8	8
AP Spanish Literature	13	12
AP Studio Art—Drawing Portfolio	0	2
AP U.S. Government and Politics	0	9
AP U.S. History	44	1
IB Physical Science	12	0
Exams with scores of at least 3 on AP exams or 4 on IB exams		33

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		133

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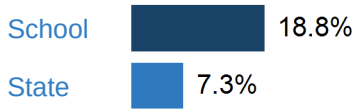
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

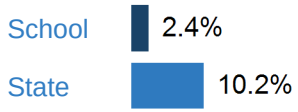
Career and Technical Education Participation

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

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



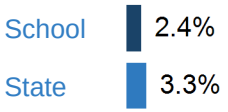
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*		
Business Management & Administration	34		
Finance	137		
Hospitality & Tourism	33		
Human Services	*		
Information Technology	10		
Manufacturing	*		
Marketing	47		
Total (All Clusters)	270	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	317	24	0	0	0	0	0
10	192	132	6	0	0	0	11
11	11	120	59	15	0	1	68
12	2	9	10	72	22	18	70
Total	522	285	75	87	22	19	149
Enrolled in AP/IB Course					21	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	301	5	0	8	23	0
10	24	198	0	10	28	0
11	8	17	0	84	94	0
12	9	23	0	57	27	1
Total	342	243	0	159	172	1
Enrolled in AP/IB Course	10	0		0	21	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	6	292	0	0	0	6
10	17	91	1	0	0	180
11	151	32	20	0	0	47
12	74	39	7	0	0	26
Total	248	454	28	0	0	259
Enrolled in AP/IB Course	0	44	14	0		27
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	29	0	0	0	0	0	0
10	91	0	0	0	0	0	0
11	194	0	0	0	0	0	0
12	203	0	0	0	0	0	0
Total	517	0	0	0	0	0	0
Enrolled in AP/IB Course	21	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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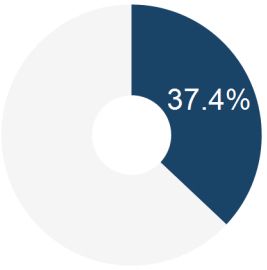
Visual and Performing Arts – Course Participation

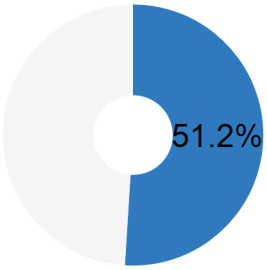
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

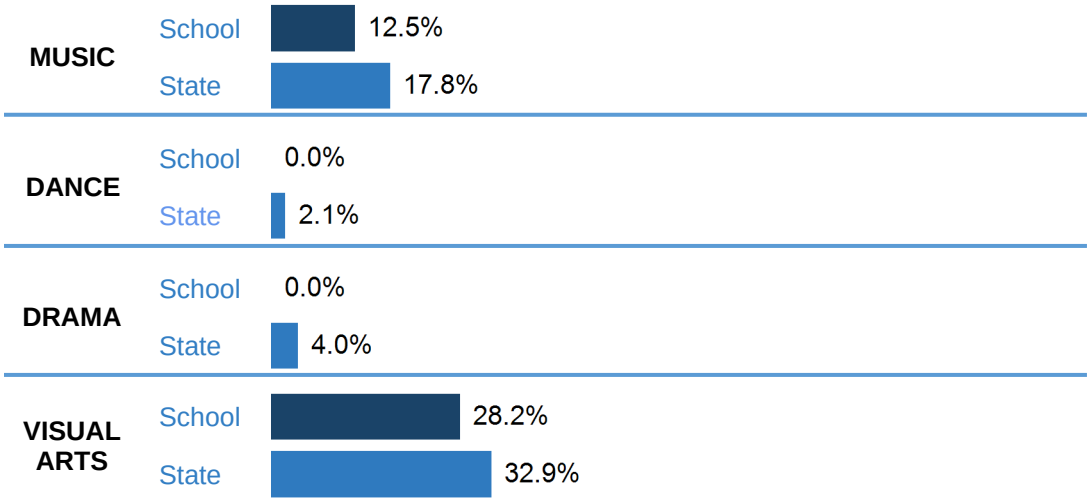


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	85.6%	90.9%	85.6%	92.4%	81.2%	73.6%	Met Target	81.3%	75.1%	Met Target
White	95.1%	95.0%	*	95.7%	*	73.4%	Met Target	96.6%	N	Met Goal
Hispanic	82.1%	84.8%	85.3%	87.3%	80.7%	72.0%	Met Target	79.9%	70.4%	Met Target
Black or African American	83.5%	84.2%	77.9%	86.8%	72.2%	74.1%	Not Met	77.4%	70.5%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	97.0%	93.0%	97.7%	93.0%	79.7%	Met Target	84.6%	92.7%	Not Met
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	87.8%	84.6%	86.0%	87.0%	80.7%	74.5%	Met Target	79.2%	74.5%	Met Target
Students with Disabilities	80.0%	80.1%	81.4%	83.5%	72.3%	59.0%	Met Target	56.1%	63.6%	Not Met
English Learners	86.8%	75.8%	89.9%	81.8%	87.5%	75.7%	Met Target	85.6%	71.4%	Met Target
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

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

Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	51.4%	28.1%
Substitute Competency Test	16.4%	35.3%
Portfolio Appeals Process	21.9%	26.0%
Alternate Requirements specified in IEP	5.1%	5.5%
Unknown	5.1%	5.1%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	85.6%	-
2017	81.2%	85.6%
2016	75.0%	81.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	4.3%	1.2%
2016-2017	3.6%	1.1%
2015-2016	1.9%	1.2%

NJ SCHOOL PERFORMANCE REPORT

JAMES J FERRIS HIGH SCHOOL
(17-2390-060)
Grades Offered: 09-12
2017-2018

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	66.1%	43.9%	56.1%
White	84.6%	33.3%	66.7%
Hispanic	61.2%	51.8%	48.2%
Black or African American	59.7%	32.5%	67.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	67.7%	43.4%	56.6%
Students with Disabilities	50%	75%	25%
English Learners	60.9%	61.5%	38.5%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	70.9%	52%	48%	89.1%	10.9%	92.6%	7.4%
White	*	*	*	*	*	*	*
Hispanic	67.5%	62.4%	37.6%	91.8%	8.2%	94.1%	5.9%
Black or African American	67.3%	54.3%	45.7%	82.9%	17.1%	82.9%	17.1%
Asian, Native Hawaiian, or Pacific Islander	83.7%	33.3%	66.7%	88.9%	11.1%	97.2%	2.8%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	73.3%	54.5%	45.5%	86.9%	13.1%	91.9%	8.1%
Students with Disabilities	57.6%	57.9%	42.1%	84.2%	15.8%	89.5%	10.5%
English Learners	64.2%	79.4%	20.6%	100%	0%	100%	0%

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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.

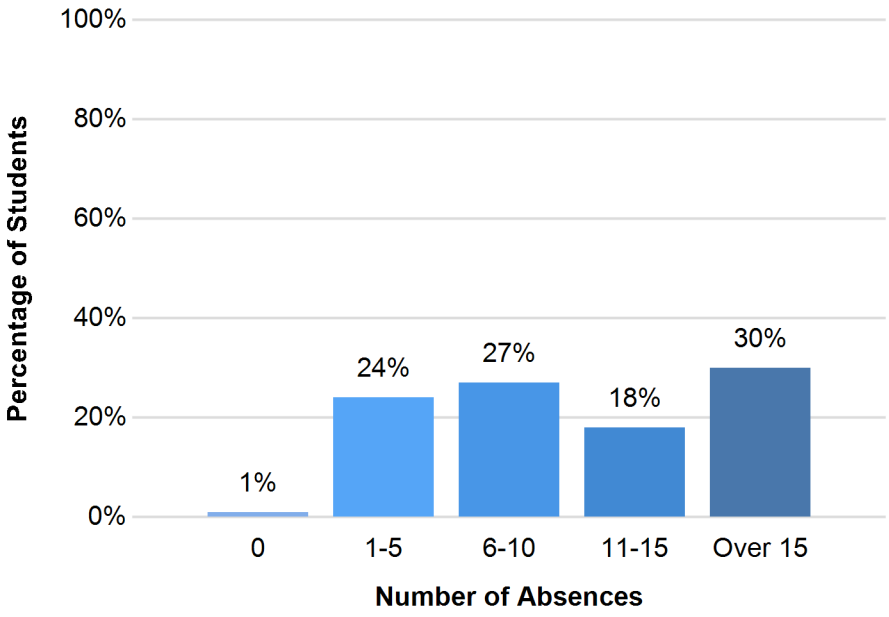
Chronic Absenteeism

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	279	21.8	14.9	Not Met
White	39	21.7	14.9	Not Met
Hispanic	158	23.5	14.9	Not Met
Black or African American	63	20.8	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	14.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	193	25.0	14.9	Not Met
Students with Disabilities	47	23.4	14.9	Not Met
English Learners	84	21.4	14.9	Not Met

Days Absent

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



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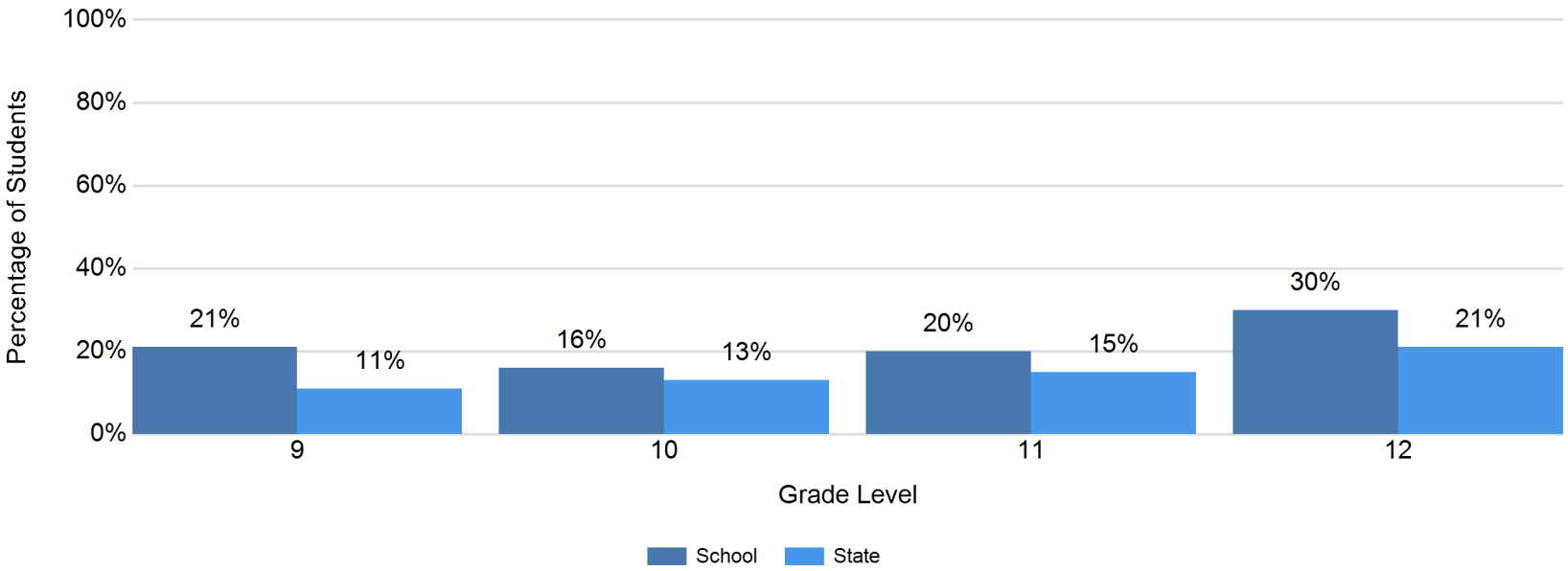
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	3
Vandalism	4
Substances	4
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	1.33

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	3
Weapons	3
Vandalism	3
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	2	2
No Identified Nature	3		3

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	17	1.3%
Any Suspension	17	1.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
63

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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	2:55 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs 25 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	3.3:1

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	113	117,464
Average years experience in public schools	14.3	12.0
Average years experience in district	14.2	10.7
Teachers in district for 4 or more years	97.3%	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	11:1	12:1
Students to Administrators	255:1	218:1
Teachers to Administrators	23:1	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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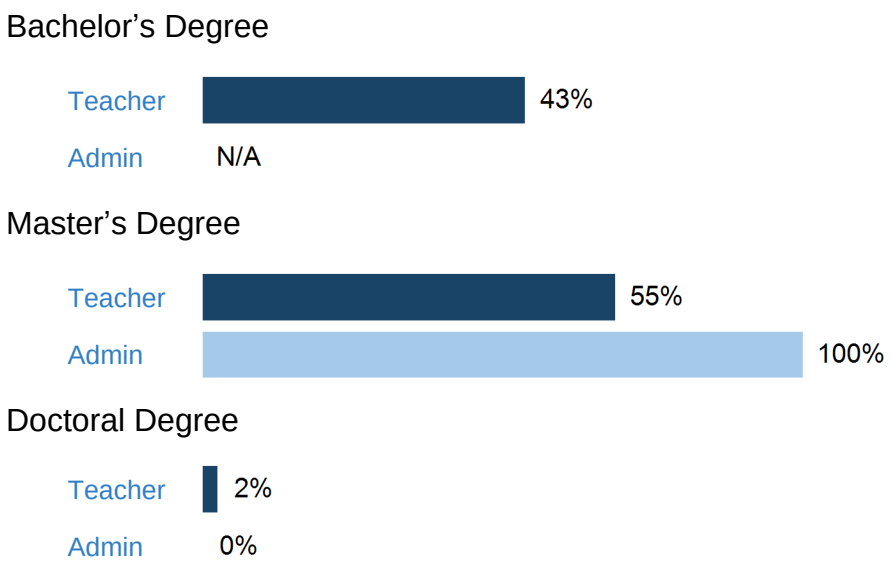
Teachers and Administrators - Level of Education

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	95.7%

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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	59.3%	20.0%
Male	40.7%	80.0%
White	45.1%	60.0%
Hispanic	30.1%	0.0%
Black or African American	17.7%	40.0%
Asian	7.1%	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	Yes	Yes	No
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	Yes		
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	8.02	15.0%
Mathematics Proficiency	4.58	15.0%
Graduation Rate - 4-Year	12.61	20.0%
Graduation Rate - 5-Year	8.05	20.0%
Progress Towards English Language Proficiency	21.82	20.0%
Chronic Absenteeism	19.25	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	12.31	n/a
Summative Rating: Percentile Rank of Summative Score	6.02	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	Yes	Not Met	Not Met	Met Target	Met Target	Not Met	Not Met	No
White	18.37	8.94	No	Met Target†	Not Met	Met Target	Met Goal	n/a	Not Met	No
Hispanic	14.72	8.94	No	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Black or African American	24.93	8.94	No	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	3.56	8.94	Yes	Not Met	Not Met	Met Target	Not Met	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	N	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	18.83	8.94	No	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	24.18	8.94	No	Met Target	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	46.21	8.94	No	Not Met	Not Met	Met Target	Met Target	**	Not Met	No

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

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School Narrative

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

Highlights:	• James J. Ferris High School is accredited by the Middle States Association • Students are provided with opportunities to visit various companies, shadow employees and have a paid internship. • James J. Ferris High School is a very diverse community and is the district's designated Newcomer school, hosting ESL students from all over the world who make up 33% of our student body.
Mission, Vision, Theme:	Mission: The professional faculty at James J. Ferris High School, serving a diverse mosaic of students, is dedicated to building responsible, active learners who will serve the global community through workplace readiness skills, international education and diverse learning experiences. Our goal is to create well-rounded citizens with a social conscience that enables them to serve the community and to meet the challenges of an ever-changing world.
Awards, Recognition, Accomplishments:	Ferris received a grant from Capital One and The I Heart America Foundation after submitting an application for enhancing the technology in our school. Ferris started an initiative to do video morning announcements to the school but lacked the resources to create high quality video production. Capital One and The I Heart America Foundation selected Ferris and built a brand new television studio in one of our classrooms. Ferris received new furniture, broadcasting and editing equipment, and a new renovated room for the students to work in.

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Courses, Curriculum, Instruction:	We have partnered with Hudson County Community College to offer Ferris students the opportunity to receive college credits while still in high school through Project Leap Plus, a dual enrollment program. We offer a personalized learning program for 9th graders through the Summit Learning platform. We also use College Board's SpringBoard Program. We also host a Business Plan Competition for student entrepreneurs.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls) The Boys Soccer team had their finest season under Coach Escobar setting a new record for wins in a season with an overall record of 15-3 and won the HCIAL White Division for the first time in the history of the program. Last season the girls track team won over 100 medals won throughout the indoor and outdoor season.
Clubs and Activities:	Ferris High School is constantly encouraging its staff and students to promote new ideas for clubs or activities. Currently we have the following clubs: National Honor Society, Student Council, Yearbook, Young Men and Women of Excellence, Drama Club, Pep Club, ESL Café, Varsity Club, Anime Club, and the Audio & Visual Club. Some of the activities held at Ferris include our multicultural celebration held at night which is open to the public in the spring. We also celebrate heritage months like: Hispanic Heritage Month, African American History Month, Asian & Pacific Islander and Middle Eastern Month, and European History Month. We have our drama club put on two mini plays a year and our band and chorus classes put on a winter and spring concert. At the end of the year we hold a moving up ceremony for all freshmen.

NJ SCHOOL PERFORMANCE REPORT

JAMES J FERRIS HIGH SCHOOL
(17-2390-060)
Grades Offered: 09-12
2017-2018

Report Key:
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N No Data is available to display
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School Narrative

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Before and After School Programs:	James J. Ferris High School offers its students after school opportunities for academic improvement. The students have the choice of attending the Homework Lounge after school, Saturday Intervention, or AP Academy which are held throughout the year.
Staff and Professional Learning:	Staff receives professional development throughout the year. Content supervisors conduct sessions which provide training in technological programs available as well as the latest instructional strategies. The instructional coaches at Ferris provide workshops on student engagement, utilizing data and incorporating technology in the classroom.
Postsecondary Information:	Ferris High School provides its students with postsecondary support through the means of events and programs. All Ferris students have a Naviance account that allows students to apply to multiple colleges at the same time and organize their personal academic data. In addition, Ferris provides students with onsite and offsite college visits, meet and greet sessions for upper classmen, and bring in guest speakers to talk to our high achieving students as a reward for their hard work.

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Student Supports and Services:	Ferris High School has school psychologist, five CITs (Crisis Intervention Teacher), a Child Study Team, a CCT (Collaborative Teacher) , SAC (Substance Abuse Counselor), a Community Aide, an Athletic Trainer, and two nurses on staff.
Student Health and Wellness:	Ferris High School realizes the importance of a student's physical health. As the students enter the building each morning there is a "Grab & Go" breakfast available for all students. We also realize the importance of keeping our local community healthy. Ferris High School conducts a Blood drive twice a year, where students and staff donate pints of blood.
Parent and Community Involvement:	All parents are informed of school events and activities through Robo calls. Ferris has an open door policy that allows parents to come in and voice their concerns and comments to the administration. In addition, parents receive phone calls if their child is absent or tardy to school.

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Facilities:	Ferris received a grant from Capital One after submitting an application for enhancing the technology in our school. Ferris started an initiative to do video morning announcements to the school but lacked the resources to create high quality video production. Capital One selected Ferris and built a brand new television studio in one of our classrooms. Ferris received new furniture, broadcasting and editing equipment, and a new renovated room for the students to work in. Also, Ferris has built a new multimedia lab for teachers to bring their classes to work in a college type atmosphere. This room is also used for meetings, tutoring, and professional development. Ferris has a swimming pool on site. We recently renovated our weight room and gym. Lastly, Ferris has completed changing all the original lockers.
School Safety:	James J. Ferris High School has two Jersey City School Resource Officers on site in addition to a security team. Every year the school a Fall and a Spring evacuation drill. Lastly, the school holds random fire and security drills on a monthly basis.

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Technology and STEM:	Ferris High School strives to stay technologically current in today's global society. The school has purchased Chromebooks and is close to achieving a one-to-one ratio of Chromebooks to students. There are SmartBoards in every classroom utilized by teachers and students. Teachers have received and continue to receive training on Google classroom. This will enable the school to minimize paper usage and to allow communication between teacher and student as well as peer to peer. A two floor library media center allows the students and staff to have access to computers and printers throughout the day. Our ESL students use the Achieve 3000 program which helps develop their reading and language skills. This is our second year of offering a drone class to students who actually build and fly a drone. In an effort to keep students and parents informed, the school utilizes Infinite Campus as a parent/student portal.

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Other Information:	Our students wear black or white polo shirts with our school logo on them. In addition, we allow our seniors to wear green polo shirts to acknowledge that they are the upperclassmen.