



Alexander Hamilton Academy
(31-4010-043)
Grades Offered: KG-08
2018-2019

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

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 at 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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Ms. Viginia Galizia
Address	11 27 16TH AVENUE PATERSON, NJ 07501
Phone Number	973-321-0320
Email Address	vgalizia@paterson.k12.nj.us
Website	https://aha-pps-nj.schoolloop.com/
Twitter	https://twitter.com/AHAPPSPATERSON



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	69	56	68
1	62	63	60
2	74	70	64
3	60	76	72
4	51	65	70
5	61	52	67
6	62	45	47
7	60	57	46
8	62	56	56
Total	561	540	550

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	53.8%	55.7%	54.5%
Male	46.2%	44.3%	45.5%
Economically Disadvantaged Students	86.8%	84.8%	81.8%
Students with Disabilities	12.8%	13.1%	16.0%
English Learners	5.5%	6.9%	6.5%
Homeless Students	0.0%	0.6%	0.0%
Students in Foster Care	0.7%	0.7%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	0.5%	0.7%	1.1%
Hispanic	67.7%	67.2%	64.7%
Black or African American	31.4%	31.9%	34.0%
Asian	0.4%	0.2%	0.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	69	56	68

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	55.8%
Spanish	43.3%
Other Languages	0.9%



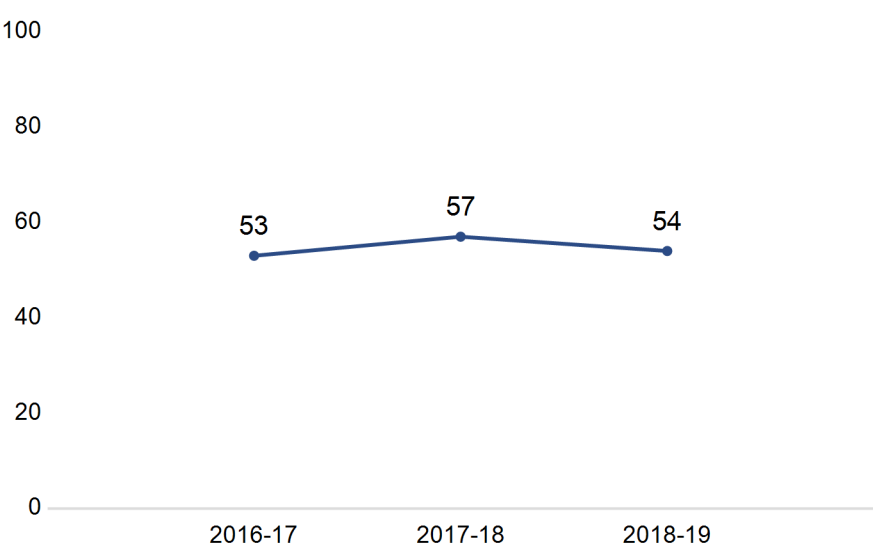
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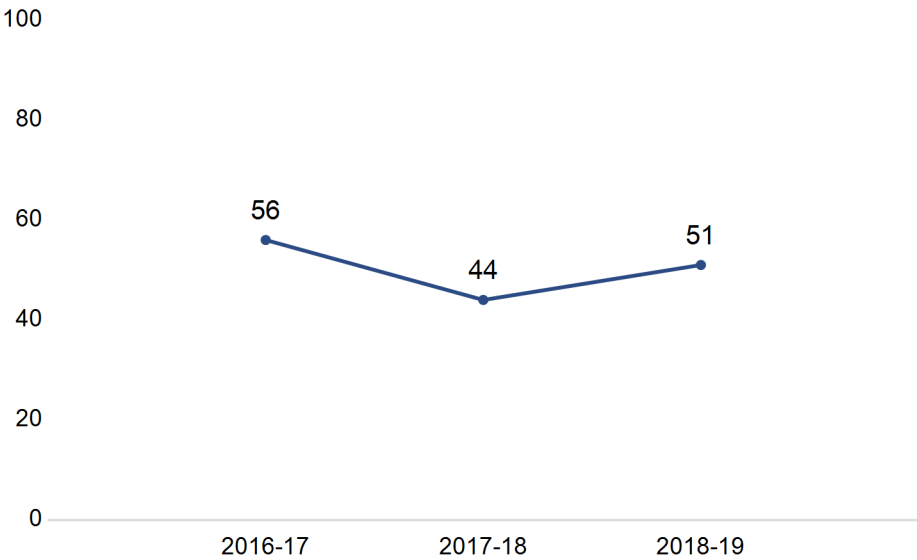
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53	57	54	56	44	51
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	54	49	50	Met Standard	51	46	50	Met Standard
White	*	58	50	**	*	52	52	**
Hispanic	58	49	49	Met Standard	51	46	47	Met Standard
Black or African American	51	43	45	Met Standard	51	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	55.5	59	**	N	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	54	52	53	N	47	46	50	N
Male	54	46	47	N	54.5	45	51	N
Economically Disadvantaged Students	53.5	49	48	Met Standard	51	45	46	Met Standard
Students with Disabilities	50	41	43	Met Standard	44	41	45	Met Standard
English Learners	49	51	52	Met Standard	38	49	50	Not Met
Homeless Students	N	40	43	N	N	44	44	N
Students in Foster Care	*	46	42	N	*	50	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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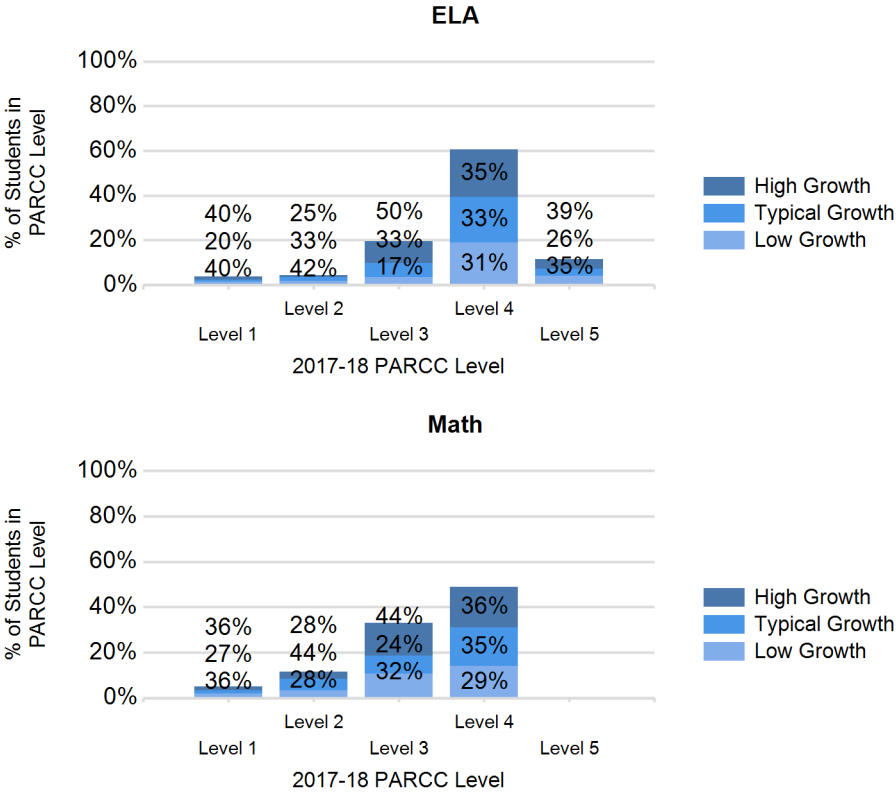
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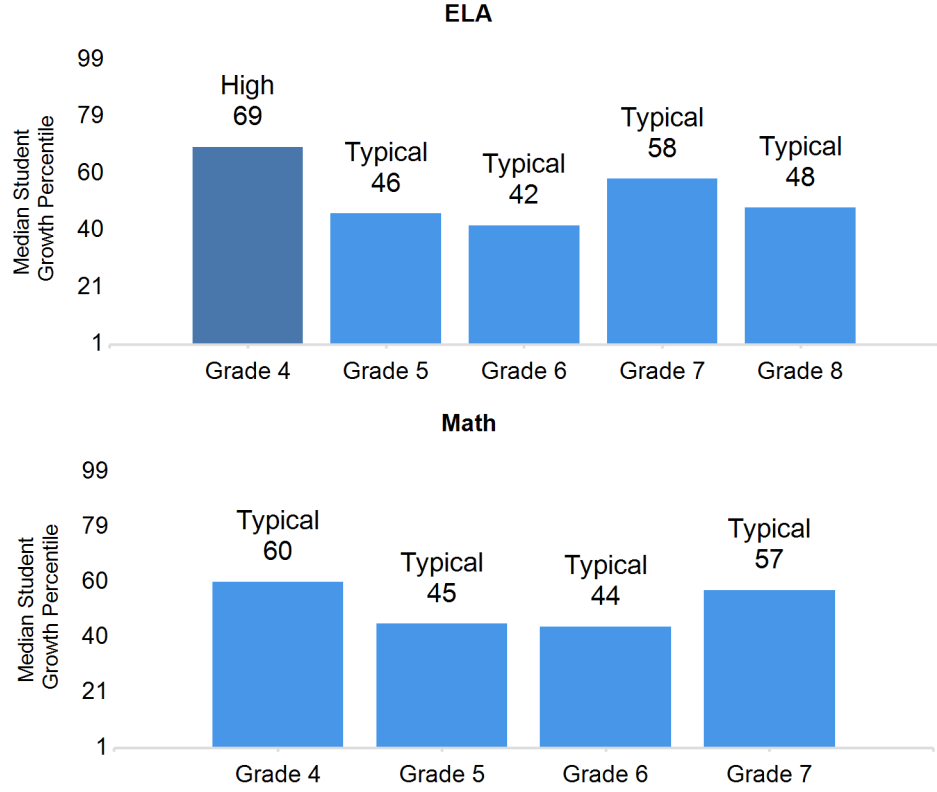
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



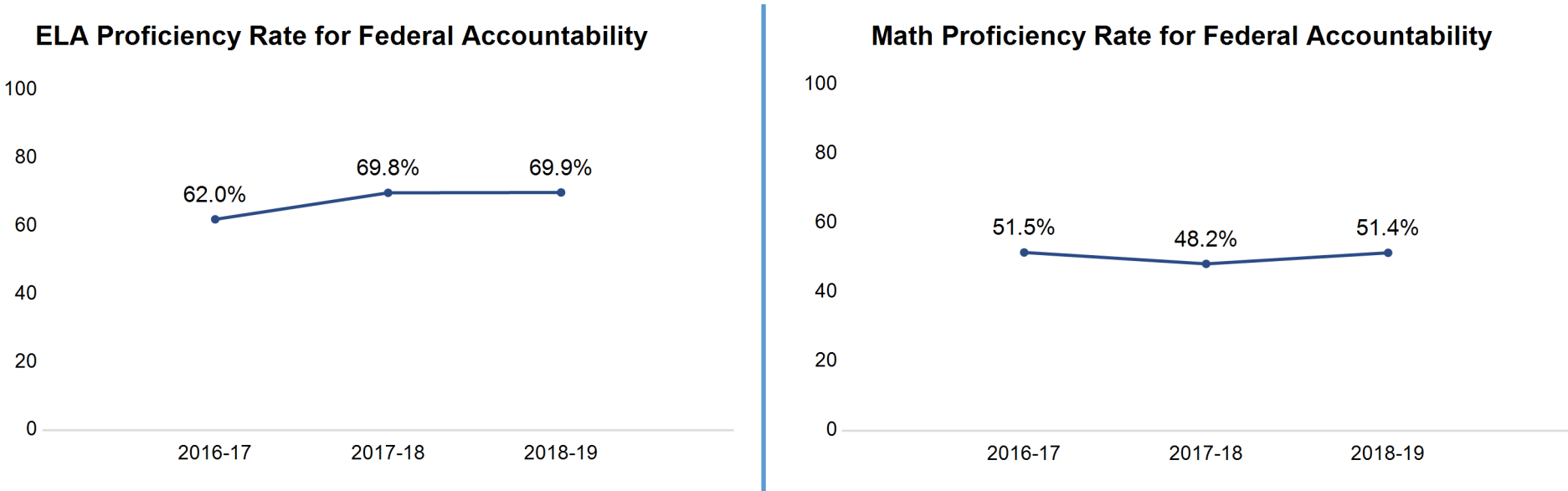


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.2%	97.5%	99.2%	97.2%	97.5%	99.2%
Proficiency Rate for Federal Accountability	62.0%	69.8%	69.9%	51.5%	48.2%	51.4%
Annual Target	61.7%	62.6%	63.6%	48.6%	50.3%	52.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	355	99.2	69.9	30.2	57.9	69.9	63.6	Met Target
White	*	*	*	*	66.9	*	**	**
Hispanic	249	99.6	70.3	29.1	43.9	70.3	65.1	Met Target
Black or African American	*	*	*	24.9	38.5	*	63	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	54.9	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	195	99.0	73.8	36.4	64.8	73.8		
Male	160	99.4	65.0	24.5	51.3	65.0		
Economically Disadvantaged Students	264	99.2	68.6	30.3	40.0	68.6	63.6	Met Target
Non-Economically Disadvantaged Students	91	98.9	73.6	29.9	67.9	73.6		
Students with Disabilities	64	98.5	26.6	10.9	22.7	26.6	17.4	Met Target
Students without Disabilities	291	99.3	79.4	34.0	65.1	79.4		
English Learners	47	100.0	59.6	17.1	29.3	59.6	69.6	Met Target†
Non-English Learners	308	99.0	71.4	34.9	60.6	71.4		
Homeless Students	N	N	N	23.3	29.1	N		
Students In Foster Care	*	*	*	28.1	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



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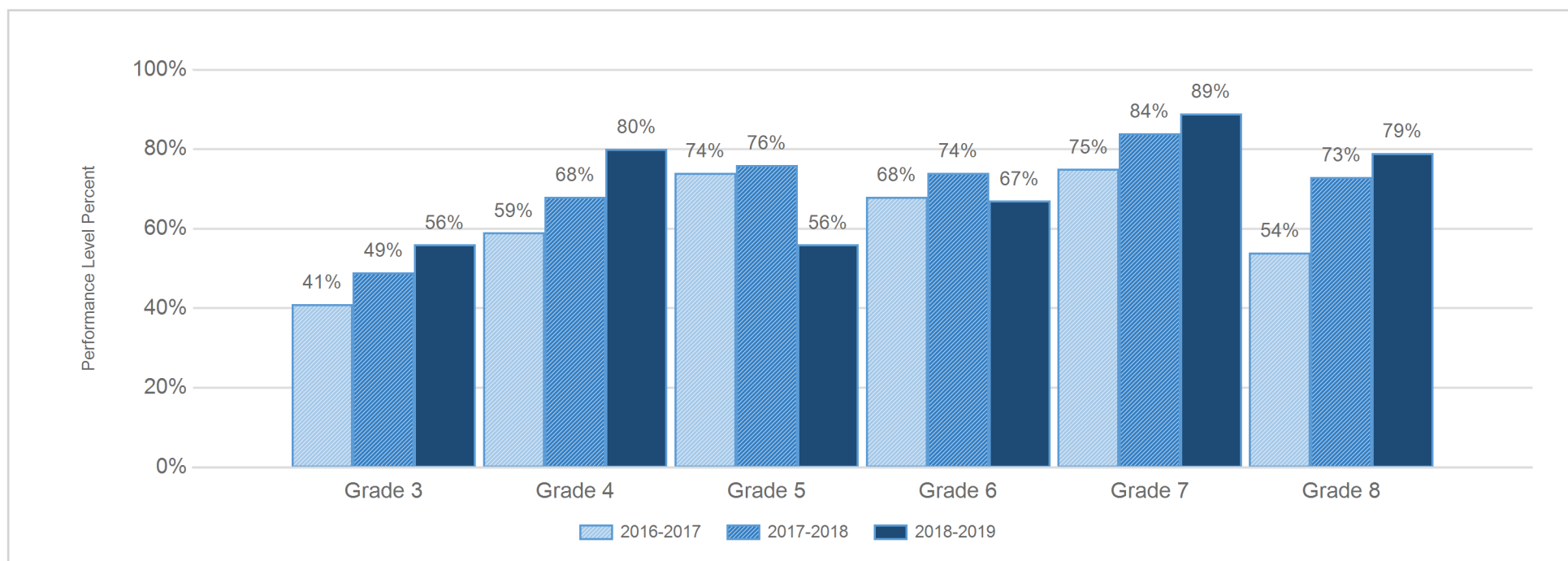
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	72	749	721	748	*	*	22%	*	*	56%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	51	750	720	734	*	*	27%	*	*	57%	36%
Black or African American	*	*	715	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	41	749	*	753	*	*	*	*	*	54%	55%
Male	31	748	717	743	*	*	*	*	*	58%	46%
Economically Disadvantaged Students	49	748	721	731	*	*	*	*	*	55%	33%
Non-Economically Disadvantaged Students	23	751	720	759	*	*	*	*	*	57%	61%
Students with Disabilities	12	702	690	719	*	*	*	*	*	17%	24%
Students without Disabilities	60	758	725	754	*	*	*	*	*	63%	56%
English Learners	*	*	695	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	728	751	*	*	*	*	*	*	54%
Homeless Students	N	N	712	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	70	766	732	755	*	*	*	59%	21%	80%	57%
White	*	*	741	763	*	*	*	*	*	*	67%
Hispanic	46	761	730	743	*	*	*	50%	24%	74%	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	37	773	738	760	*	*	*	*	*	86%	62%
Male	33	758	727	750	*	*	*	*	*	73%	53%
Economically Disadvantaged Students	45	758	731	740	*	*	*	*	*	71%	40%
Non-Economically Disadvantaged Students	25	780	734	765	*	*	*	*	*	96%	69%
Students with Disabilities	17	727	705	725	*	*	*	*	*	35%	25%
Students without Disabilities	53	778	736	761	*	*	*	*	*	94%	64%
English Learners	*	*	706	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	738	758	*	*	*	*	*	*	60%
Homeless Students	N	N	723	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	*	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	66	753	734	756	*	15%	27%	*	*	56%	58%
White	N	N	740	764	N	N	N	N	N	N	68%
Hispanic	49	755	732	743	*	*	*	*	*	61%	44%
Black or African American	17	749	732	739	*	*	*	*	*	41%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	770	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	35	757	740	761	*	*	*	*	*	66%	64%
Male	31	749	729	750	*	*	*	*	*	45%	52%
Economically Disadvantaged Students	56	754	734	740	*	*	*	*	*	59%	39%
Non-Economically Disadvantaged Students	10	747	737	766	*	*	*	*	*	40%	69%
Students with Disabilities	15	736	707	724	*	*	*	*	*	33%	23%
Students without Disabilities	51	758	739	762	*	*	*	*	*	63%	65%
English Learners	*	*	701	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	740	758	*	*	*	*	*	*	60%
Homeless Students	N	N	723	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	46	761	734	754	*	*	22%	*	*	67%	56%
White	*	*	736	762	*	*	*	*	*	*	65%
Hispanic	30	761	733	743	*	*	*	*	*	70%	43%
Black or African American	*	*	730	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	759	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	29	765	741	762	*	*	*	*	*	72%	64%
Male	17	755	*	748	*	*	*	*	*	59%	48%
Economically Disadvantaged Students	36	762	734	740	*	*	*	*	*	67%	39%
Non-Economically Disadvantaged Students	10	760	735	763	*	*	*	*	*	70%	67%
Students with Disabilities	10	727	703	722	*	*	*	*	*	20%	19%
Students without Disabilities	36	771	740	761	*	*	*	*	*	81%	64%
English Learners	*	*	702	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	N	N	727	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	*	721	N	N	N	N	N	N	25%



Alexander Hamilton Academy
 (31-4010-043)
 Grades Offered: KG-08
 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	45	775	734	761	0%	*	*	56%	33%	89%	63%
White	N	N	752	769	N	N	N	N	N	N	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	*	*	729	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	17	771	742	769	0%	*	*	*	*	82%	71%
Male	28	778	*	753	0%	*	*	*	*	93%	55%
Economically Disadvantaged Students	35	773	732	743	0%	*	*	*	*	86%	45%
Non-Economically Disadvantaged Students	10	784	739	771	0%	*	*	*	*	100%	73%
Students with Disabilities	*	*	700	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	740	769	*	*	*	*	*	*	71%
English Learners	N	N	689	706	N	N	N	N	N	N	12%
Non-English Learners	45	775	741	763	0%	*	*	56%	33%	89%	65%
Homeless Students	N	N	721	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Alexander Hamilton Academy
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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	56	774	735	762	0%	0%	21%	54%	25%	79%	63%
White	*	*	751	770	*	*	*	*	*	*	72%
Hispanic	34	777	734	747	0%	0%	*	*	*	79%	49%
Black or African American	*	*	729	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	758	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	36	777	*	771	0%	0%	*	*	*	89%	71%
Male	20	768	725	753	0%	0%	*	*	*	60%	55%
Economically Disadvantaged Students	43	775	734	743	0%	0%	*	*	*	81%	45%
Non-Economically Disadvantaged Students	13	771	739	772	0%	0%	*	*	*	69%	72%
Students with Disabilities	*	*	706	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	740	770	*	*	*	*	*	*	71%
English Learners	N	N	693	708	N	N	N	N	N	N	12%
Non-English Learners	56	774	743	764	0%	0%	21%	54%	25%	79%	65%
Homeless Students	N	N	719	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	356	99.2	51.4	18.6	44.5	51.4	52	Met Target†
White	*	*	*	*	54.1	*	**	**
Hispanic	249	99.6	51.0	17.4	28.8	51.0	56.4	Not Met
Black or African American	101	98.1	51.5	13.1	23.0	51.5	44	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	41.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	195	99.0	53.3	18.9	44.9	53.3		
Male	161	99.4	49.1	18.3	44.2	49.1		
Economically Disadvantaged Students	264	99.2	49.6	18.8	26.3	49.6	52	Met Target†
Non-Economically Disadvantaged Students	92	98.9	56.5	18.0	54.9	56.5		
Students with Disabilities	64	98.5	12.5	*	17.4	12.5	15.6	Met Target†
Students without Disabilities	292	99.3	59.9	*	50.0	59.9		
English Learners	48	100.0	39.6	13.0	25.0	39.6	42.5	Met Target†
Non-English Learners	308	99.0	53.2	20.8	46.5	53.2		
Homeless Students	N	N	N	10.2	17.1	N		
Students In Foster Care	*	*	*	12.9	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

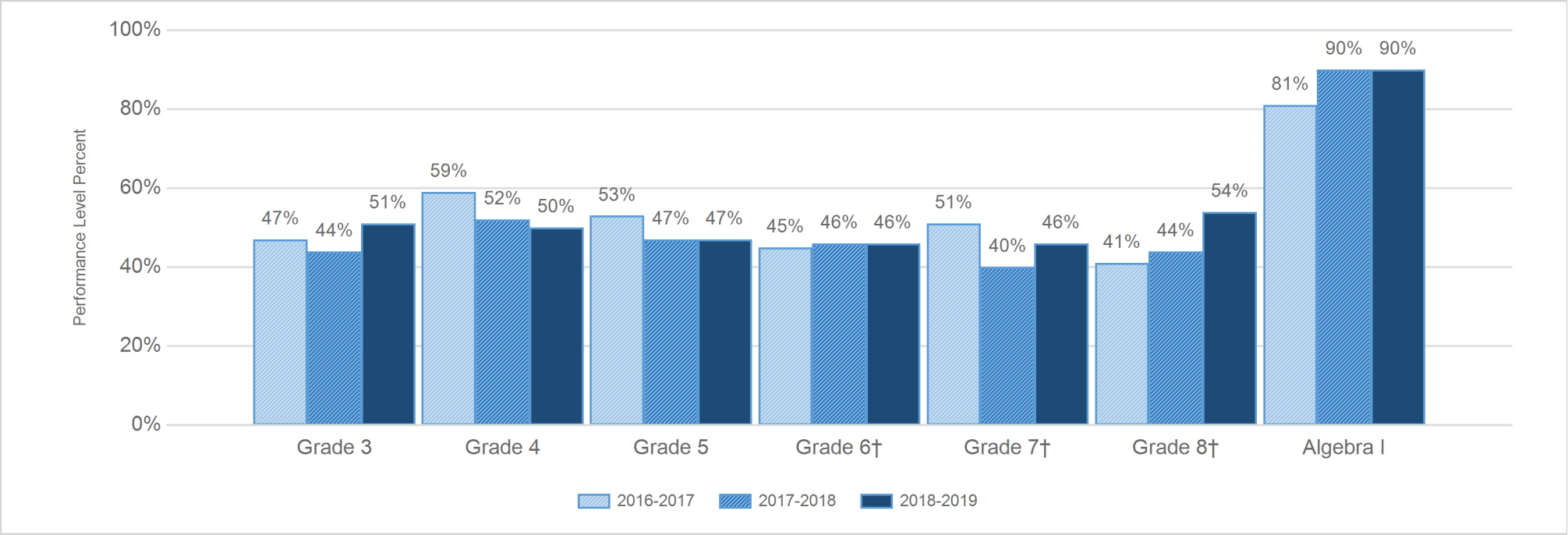


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	72	746	728	752	*	*	31%	*	*	51%	55%
White	*	*	743	760	*	*	*	*	*	*	66%
Hispanic	51	747	728	739	*	*	29%	*	*	55%	40%
Black or African American	*	*	720	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	41	746	*	751	*	*	*	*	*	51%	54%
Male	31	746	728	752	*	*	*	*	*	52%	56%
Economically Disadvantaged Students	49	744	729	737	*	*	*	*	*	49%	37%
Non-Economically Disadvantaged Students	23	750	724	761	*	*	*	*	*	57%	67%
Students with Disabilities	12	718	706	731	*	*	*	*	*	17%	31%
Students without Disabilities	60	752	731	756	*	*	*	*	*	58%	60%
English Learners	*	*	715	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	733	754	*	*	*	*	*	*	58%
Homeless Students	N	N	715	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	70	749	726	749	*	*	31%	*	*	50%	51%
White	*	*	735	757	*	*	*	*	*	*	62%
Hispanic	46	746	724	737	*	*	30%	*	*	46%	36%
Black or African American	*	*	720	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	37	752	727	749	*	*	*	*	*	57%	50%
Male	33	745	724	749	*	*	*	*	*	42%	52%
Economically Disadvantaged Students	45	743	726	734	*	*	*	*	*	42%	32%
Non-Economically Disadvantaged Students	25	760	725	759	*	*	*	*	*	64%	63%
Students with Disabilities	17	722	706	726	*	*	*	*	*	12%	25%
Students without Disabilities	53	757	729	754	*	*	*	*	*	62%	56%
English Learners	*	*	709	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	730	751	*	*	*	*	*	*	54%
Homeless Students	N	N	721	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	66	744	727	747	*	*	36%	*	*	47%	47%
White	N	N	733	755	N	N	N	N	N	N	58%
Hispanic	49	744	725	735	*	*	37%	*	*	45%	30%
Black or African American	17	744	723	729	*	*	*	*	*	53%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	35	742	*	747	*	*	*	*	*	34%	47%
Male	31	747	*	747	*	*	*	*	*	61%	47%
Economically Disadvantaged Students	56	744	727	732	*	*	*	*	*	48%	27%
Non-Economically Disadvantaged Students	10	743	727	757	*	*	*	*	*	40%	59%
Students with Disabilities	15	725	707	725	*	*	*	*	*	20%	19%
Students without Disabilities	51	749	730	752	*	*	*	*	*	55%	52%
English Learners	*	*	709	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	730	749	*	*	*	*	*	*	49%
Homeless Students	N	N	720	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	46	744	722	741	*	26%	26%	*	*	46%	41%
White	*	*	731	749	*	*	*	*	*	*	51%
Hispanic	30	746	721	729	*	*	*	*	*	47%	24%
Black or African American	*	*	717	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	744	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	29	749	724	742	*	*	*	*	*	55%	42%
Male	17	734	*	740	*	*	*	*	*	29%	40%
Economically Disadvantaged Students	36	744	722	726	*	*	*	*	*	44%	21%
Non-Economically Disadvantaged Students	10	742	722	750	*	*	*	*	*	50%	53%
Students with Disabilities	10	716	701	716	*	*	*	*	*	*	12%
Students without Disabilities	36	751	726	746	*	*	*	*	*	*	46%
English Learners	*	*	706	709	*	*	*	*	*	*	*
Non-English Learners	*	*	725	743	*	*	*	*	*	*	*
Homeless Students	N	N	707	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	46	749	725	744	*	*	33%	*	*	46%	42%
White	N	N	735	751	N	N	N	N	N	N	53%
Hispanic	39	752	724	733	*	*	36%	*	*	49%	26%
Black or African American	*	*	719	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	741	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	17	740	726	744	*	*	*	*	*	41%	42%
Male	29	754	*	743	*	*	*	*	*	48%	42%
Economically Disadvantaged Students	35	747	724	731	*	*	*	*	*	43%	24%
Non-Economically Disadvantaged Students	11	756	727	751	*	*	*	*	*	55%	53%
Students with Disabilities	*	*	705	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	728	749	*	*	*	*	*	*	48%
English Learners	*	*	710	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	728	745	*	*	*	*	*	*	44%
Homeless Students	N	N	712	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	35	743	708	728	*	*	*	54%	0%	54%	29%
White	N	N	715	737	N	N	N	N	N	N	38%
Hispanic	19	739	708	722	*	*	*	*	*	47%	22%
Black or African American	16	748	703	714	*	*	*	*	*	63%	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	720	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	23	749	711	731	*	*	*	*	*	65%	31%
Male	12	731	704	726	*	*	*	*	*	33%	27%
Economically Disadvantaged Students	*	*	708	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	705	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	693	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	711	734	*	*	*	*	*	*	35%
English Learners	N	N	700	706	N	N	N	N	N	N	10%
Non-English Learners	35	743	710	730	*	*	*	54%	0%	54%	30%
Homeless Students	N	N	702	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	21	771	718	744	0%	*	*	90%	0%	90%	42%
White	*	*	733	752	*	*	*	*	*	*	53%
Hispanic	15	774	718	728	0%	*	0%	*	*	93%	24%
Black or African American	*	*	710	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	*	*	720	745	*	*	*	*	*	*	44%
Male	*	*	717	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	719	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	715	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	701	717	N	N	N	N	N	N	12%
Students without Disabilities	21	771	720	748	0%	*	*	90%	0%	90%	47%
English Learners	N	N	703	710	N	N	N	N	N	N	*
Non-English Learners	21	771	722	745	0%	*	*	90%	0%	90%	*
Homeless Students	N	N	697	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Alexander Hamilton Academy

(31-4010-043)

Grades Offered: KG-08

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	25.8%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	26	88.5%	11.5%



Alexander Hamilton Academy

(31-4010-043)

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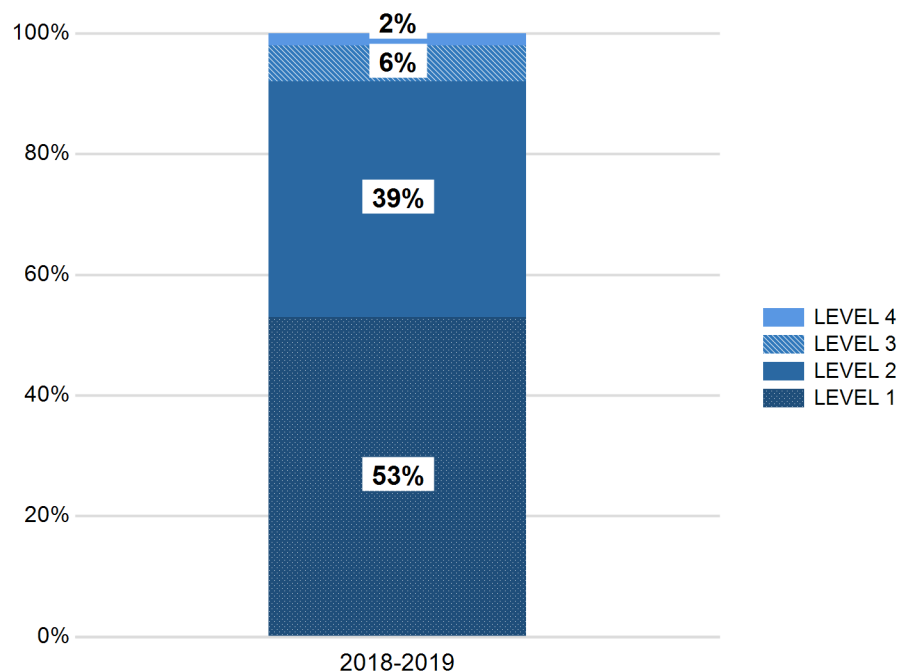
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† This indicates a table specific note, see note below table

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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	53	39	6	2
White	N	N	N	N
Hispanic	49	41	8	2
Black or African American	65	35	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	57	37	6	0
Male	48	42	6	3
Economically Disadvantaged Students	52	41	7	0
Non-Economically Disadvantaged Students	60	30	0	10
Students with Disabilities	73	20	7	0
Students without Disabilities	47	45	6	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Alexander Hamilton Academy

(31-4010-043)

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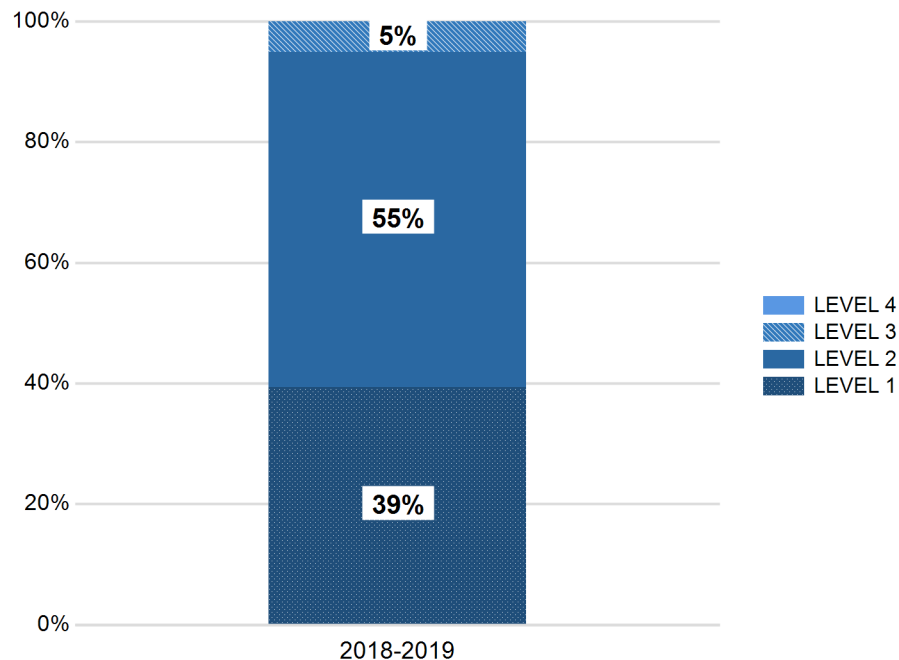
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	39	55	5	0
White	*	*	*	*
Hispanic	35	56	9	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	42	58	0	0
Male	35	50	15	0
Economically Disadvantaged Students	42	53	5	0
Non-Economically Disadvantaged Students	31	62	8	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	39	55	5	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

**Alexander Hamilton Academy**

(31-4010-043)

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2018-2019

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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	47
7	0	0	46
8	21	0	56
Total	21	0	149

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0



Alexander Hamilton Academy
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Visual and Performing Arts – Course Participation

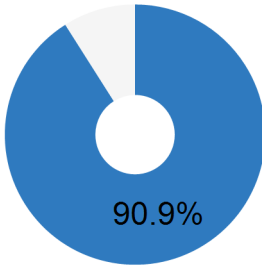
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

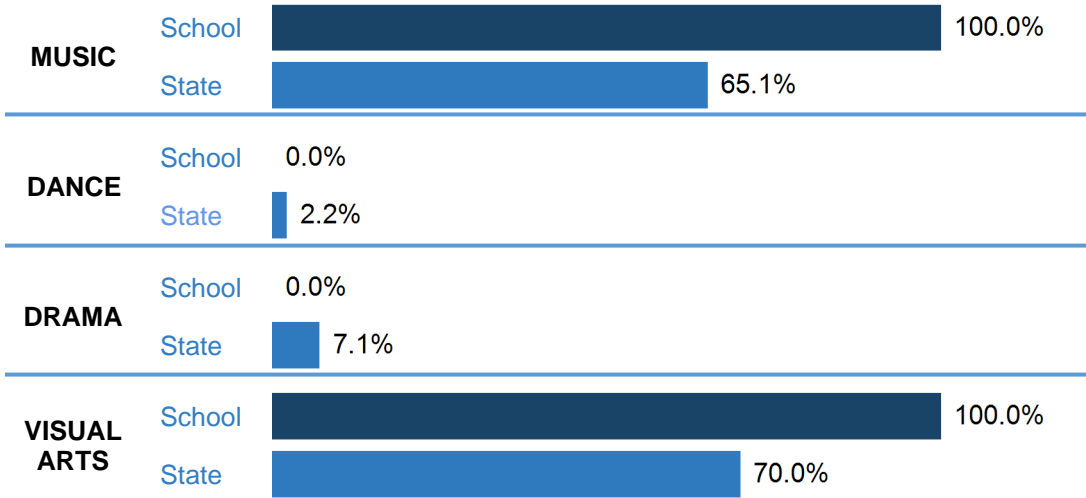


School



State

Students enrolled in one or more classes by discipline:





Alexander Hamilton Academy

(31-4010-043)

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

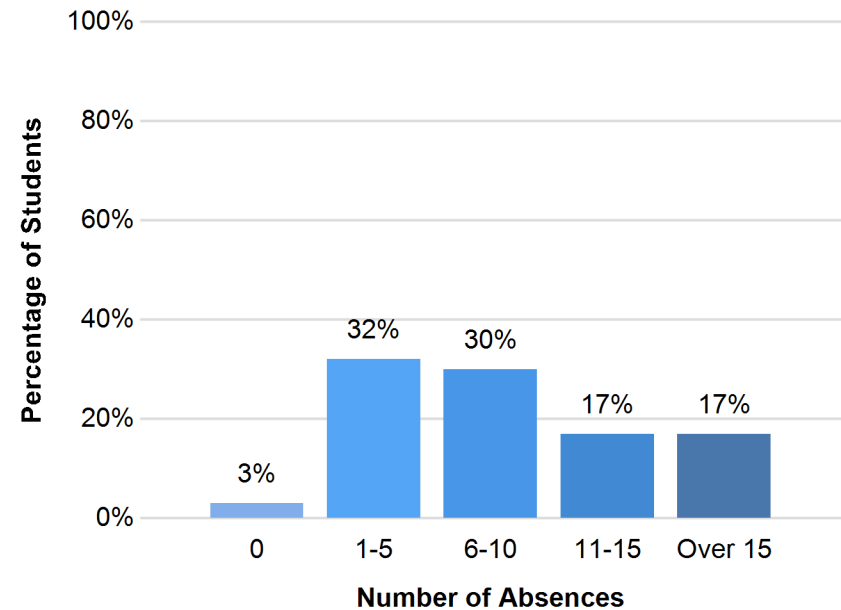
Chronic Absenteeism

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	67	12.2	9.0	Not Met
White	*	*	**	**
Hispanic	39	11.0	9.0	Not Met
Black or African American	26	13.9	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	36	12.0		
Male	31	12.4		
Economically Disadvantaged Students	62	13.8	9.0	Not Met
Students with Disabilities	14	15.9	9.0	Not Met
English Learners	4	11.1	9.0	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





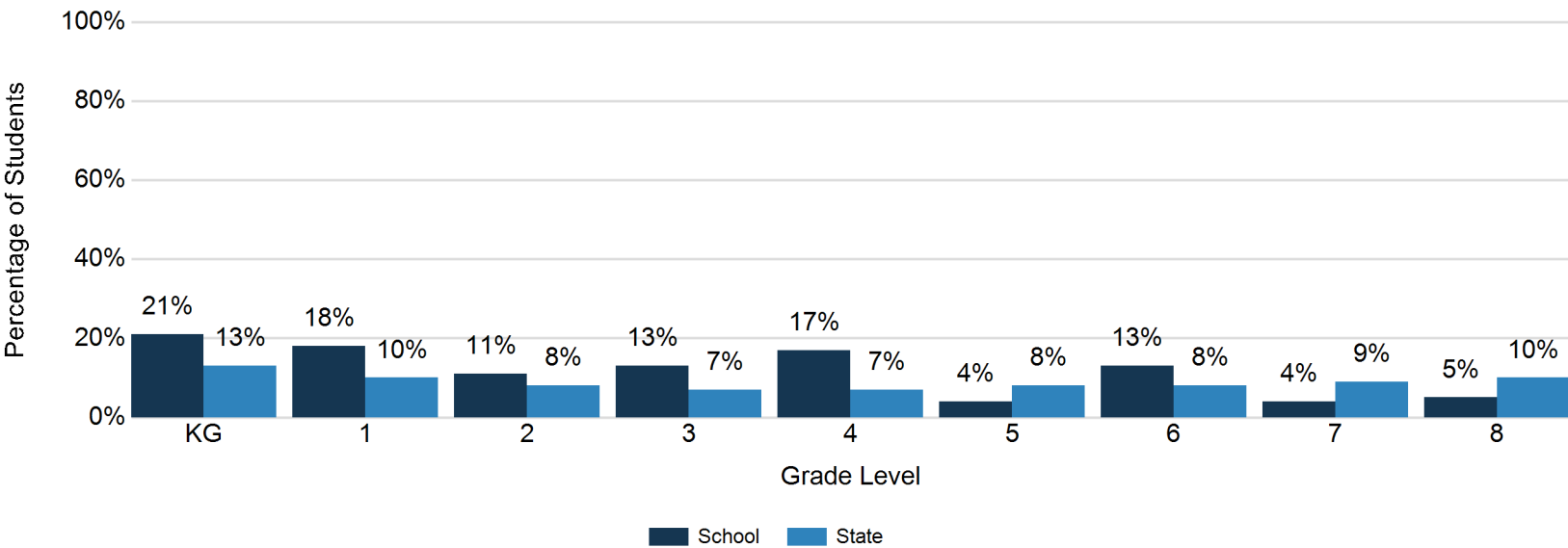
Alexander Hamilton Academy
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.55

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1	2
No Identified Nature	0		0

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	2.6:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	37	118,214
Average years experience in public schools	10.7	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	78.4%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

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	15:1	13:1
Students to Administrators	183:1	122:1
Teachers to Administrators	12:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	54.5%	83.8%	66.7%	48.4%	77.1%	54.9%
Male	45.5%	16.2%	33.3%	51.6%	22.9%	45.1%
White	1.1%	89.2%	66.7%	42.4%	83.6%	77.4%
Hispanic	64.7%	8.1%	33.3%	29.9%	7.3%	7.2%
Black or African American	34.0%	2.7%	0.0%	15.0%	6.6%	13.9%
Asian	0.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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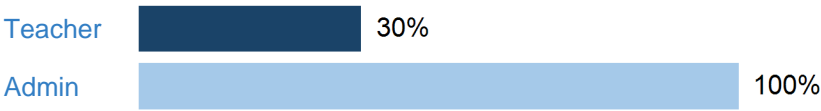
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

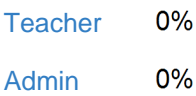
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	93.4%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Alexander Hamilton Academy
(31-4010-043)
Grades Offered: KG-08
2018-2019

Report Key:
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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). Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	62.0%	69.8%	69.9%
Math Proficiency	51.5%	48.2%	51.4%
ELA Growth	53	57	54
Math Growth	56	44	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		18.5%	25.8%
Chronic Absenteeism	4.6%	11.7%	12.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target†	Met Standard	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target†	Met Target†	Met Standard	Not Met	Not Met	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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> Our school provides our students with academic choice that is developmentally appropriate and allows students to reflect on their own learning. Our principle aim is for our children to learn to enjoy learning. Implemented a Social an Emotional Learning component providing a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life.
 <p>Mission, Vision, Theme:</p>	<p>Mission: To provide our students with rigorous academic instruction that infuses critical thinking and the social skills necessary to prepare students to be successful in life. We expect our students to work hard at achieving their own personal "best" and to use their learning to pursue higher education in their chosen career path. Our teachers act as facilitators of instruction committed to continuous improvement, who continually encourage the intellectual and social development of students through the encouragement of school-home partnerships. These partnerships are critical to the overall success of the student. Vision: To create and maintain an environment that will challenge students of all abilities to achieve excellence in a wide range of academic, social, emotional and physical areas. Students will be engaged in a rigorous curriculum in all subject alligned ot NJLS and Paterson Public School Curriculum equipping students to meet the challenges of education, work and life.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>AHA has exceed the state average in NJSLA Math in grades 6, 7, 8 and Algebra and has exceed ther district average in all grade levels. AHA has exceed the state average in NJSLA Literacy in grades 4, 6, 7, and 8 and has exceed the district averages in all grade levels.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>AHA offers a rigorous curriculu aligned to NJLS in Language Arts Literacy, Handwriting, Math, Science, Social Studies,Guidance, Art, Music, Physical Education, Health and Technology. We also offer students in grade 2 - 8 a semester of swim and integrate Social and Emotional Learning into our classes.</p>
 <p>Clubs and Activities:</p>	<p>At AHA we offer an Art Club, Good News Club, Boy Scouts and Girls Scouts for students. We provide students an opportunity to be a part of the Science Fair, Social Studies Quiz Bowl, St. Jude's Math-a-than, Breast Cancer Walk, Math Olymics, District Spelling Bee and we are part of the Book it program.</p>





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 <p>Before and After School Programs:</p>	<p>Several community agencies pick up at the school and provide afer school programs for students. Among them are the Paterson Boys and Girls, the Paterson YMCA, Memorial Day Child Care Center and Father English Center.</p>
 <p>Staff and Professional Learning:</p>	<p>At AHA learning takes place in formal and informal settings. Formal settings include conferences, courses and workshops. Informal settings include peer visitations, Professional Learning Communities, and Grade Level Meetings. AHA teachers have access to continuous learning opportunities and professional development resources, to better equipped to become great teachers. Student achievement is the goal of all professional development at the school.</p>






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 <p>Student Supports and Services:</p>	<p>AHA supports our English Language Learners through our ELL program. We work at making our ELL families feel comfortable and welcome while we set a vision of high expectations for all. We ensure that our English Language Learners receive Language Development through the services of our ELL teacher. Our general classroom teachers work continually with our ELL students to scaffold instruction and provide them with opportunities to be successful. We also house a CST two days a week to week on the needs of our Special Education population. We provide specially designed instructon to meet the unique needs of students with disabilities. Our I&RS team works to meet with parents and teachers to provide strategies and interventions for our struggling students.</p>
 <p>Student Health and Wellness:</p>	<p>AHA students are engaged in mindfulness activities throughout the day and each classroom is equipped with a Peace Corner. Both breakfast and lunch are provided for free at the school and through a collaboration with Rutgers University a nutrition program is offered through our Health classes.</p>
 <p>Parent and Community Involvement:</p>	<p>We have an active PTO at Alexander Hamilton Academy and many Community partnerships. We are affiliated with community religious organizations, community policing, communith girl scouting, community boy scouting and John B. Houston Funeral Palor works collaboratively with the school.</p>





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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Every year a climate survey is conducted at AHA that involves students in grades 3 to 8, parents, and staff.</p>
 <div>School Safety:</div>	<p>Maintains a School Safety Plan that address all of the safety needs of our students. 3 security guards on site that continually work to ensure that students and staff are safe. Our school Safety Teams meets to work on a variety of initiatives such as our Week of Respect in October and February, Kindness initiative, School Safety Patrols, and initiative in conflict resolution and decision making. Guiding behaviors for parents, educators, and students include the promoting of mutual respect. WE encourage all students to report harassment, intimidation and bullying to an adult to ensure everyone's safety. We are continually working with the entire school community on recognizing the difference between conflicts and bullying as well as reporting and tattling. We continually reiterate that AHA is No Place For Hate and have students sign contracts early in September to reinforce this</p>




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 <div>Technology and STEM:</div>	<p>Interactive whiteboards are used at AHA to integrate various learning styles into one experience. Students can learn by seeing, hearing and interacting with the board through touch. This equips teachers with new, innovative ways to teach the same subject material. Because of this, students learn better and remember more. Interactive whiteboards are connected to the internet which gives our teachers a resource of online tools and information . Teachers have access to various sources to enhance and support their lessons with video, articles, images, learning tools, and more. Students also have a rich resource for research and learning. Our technology lab provides every student in grades K to 8 with a computer during their technology period for focused computer literacy instruction. The lab is also used to support classroom learning through digital materials for each students' unique learning needs.</p>
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Alternative High School
(31-4010-006)
Grades Offered: 06-12
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:

**Alternative High School**

(31-4010-006)

Grades Offered: 06-12

2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Mr. Stanley Sumter
Address	350 MARKET STREET PATERSON, NJ 07501
Phone Number	973-321-0570
Email Address	ssumter@paterson.k12.nj.us
Website	https://gfa-pps-nj.schoolloop.com/



Alternative High School

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	0	0	0
7	0	0	0
8	0	0	0
9	27	27	22
10	58	49	51
11	64	65	54
12	95	62	40
Total	244	203	167

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	42.2%	36.0%	41.3%
Male	57.8%	64.0%	58.7%
Economically Disadvantaged Students	75.8%	73.4%	64.1%
Students with Disabilities	24.2%	24.1%	19.8%
English Learners	2.9%	1.5%	4.2%
Homeless Students	0.4%	0.5%	1.8%
Students in Foster Care	2.0%	0.0%	1.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	4.5%	2.5%	3.0%
Hispanic	37.7%	38.4%	42.5%
Black or African American	56.1%	57.1%	52.7%
Asian	1.6%	2.0%	1.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	244	203	167
Shared Time Students	0	0	0
Full Time Equivalent	244	203	167

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	77.2%
Spanish	19.8%
Arabic	1.2%
Bengali	1.2%
Other Languages	0.6%



Alternative High School
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2018-2019

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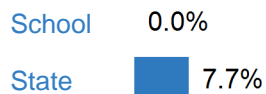
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

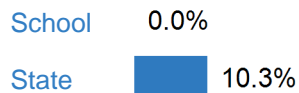
The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants

(completed only one course in an approved CTE program)

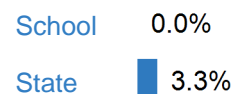
**CTE Concentrators**

(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 in grades 9 through 12 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
Total (All Clusters)	0	0	0



Alternative High School

(31-4010-006)

Grades Offered: 06-12

2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

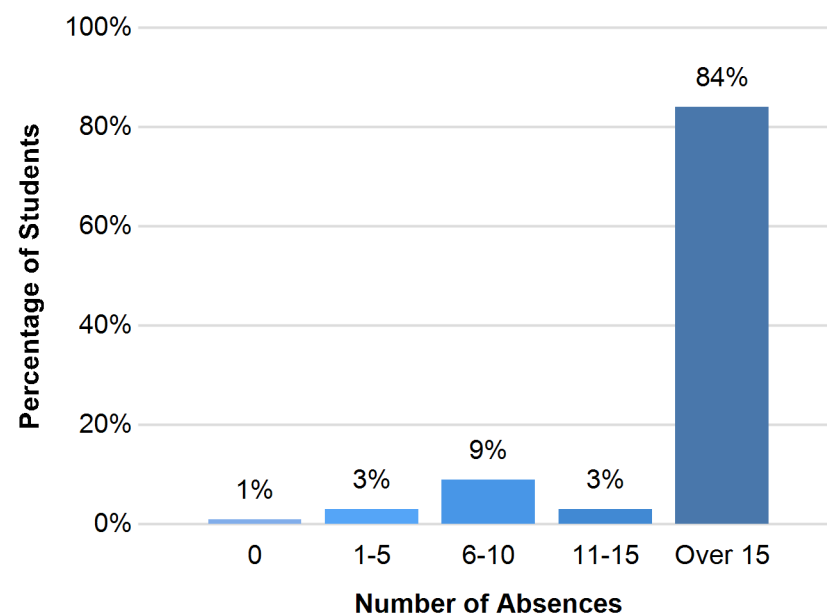
Chronic Absenteeism

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	*	*	12.0	Not Met
White	*	*	**	**
Hispanic	*	*	12.0	Not Met
Black or African American	*	*	12.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*		
Male	*	*		
Economically Disadvantaged Students	*	*	12.0	Not Met
Students with Disabilities	*	*	12.0	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



**Alternative High School**

(31-4010-006)

Grades Offered: 06-12

2018-2019

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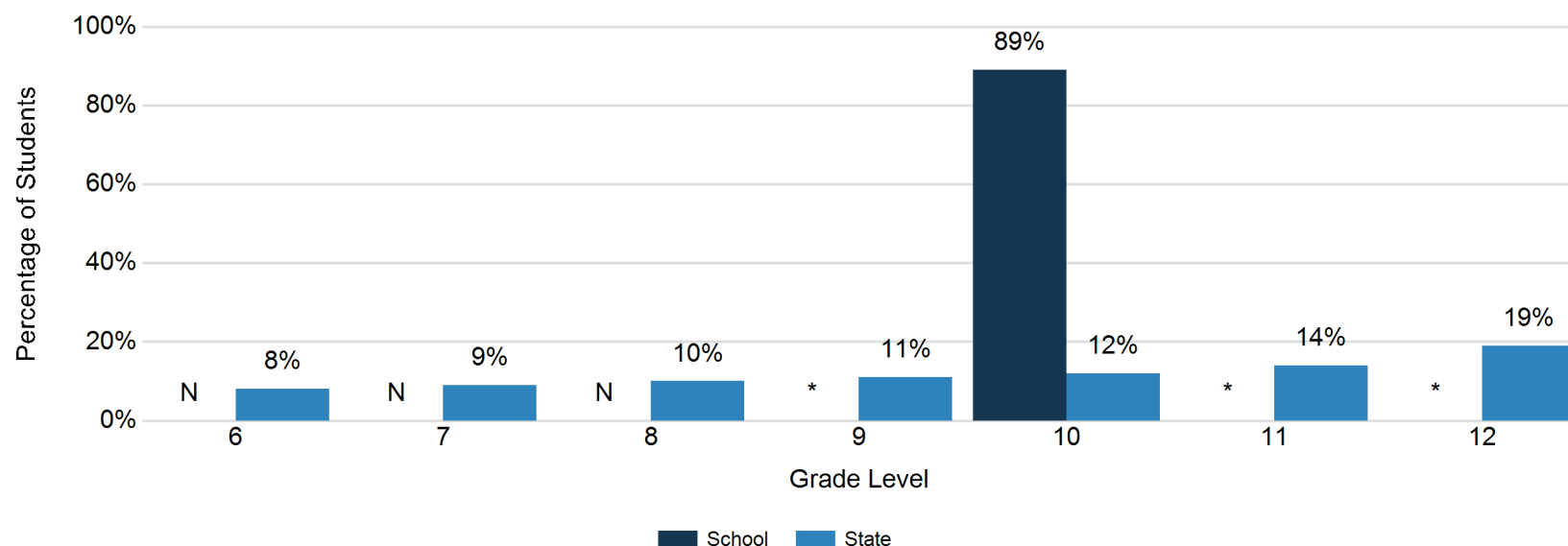
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Chronic Absenteeism by Grade

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





Alternative High School

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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	6
Weapons	0
Vandalism	0
Substances	31
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	37
Incidents Per 100 Students Enrolled	22.16

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	5
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	12	7.2%
Any Suspension	15	9.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions

127

**Alternative High School**

(31-4010-006)

Grades Offered: 06-12

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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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	7:30 AM
Typical End Time	2:30 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 7 Mins
Shared Time - Instructional Time	6 Hrs. 7 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.9:1



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2018-2019

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	38	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	12.7	10.8
Percentage of Teachers with 4 or more years experience in the district	86.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

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	4:1	13:1
Students to Administrators	33:1	122:1
Teachers to Administrators	8:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	41.3%	42.1%	60.0%	48.4%	77.1%	54.9%
Male	58.7%	57.9%	40.0%	51.6%	22.9%	45.1%
White	3.0%	36.8%	0.0%	42.4%	83.6%	77.4%
Hispanic	42.5%	15.8%	20.0%	29.9%	7.3%	7.2%
Black or African American	52.7%	39.5%	80.0%	15.0%	6.6%	13.9%
Asian	1.8%	5.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	2.6%	0.0%	2.1%	0.2%	0.2%



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2018-2019

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Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	92.2%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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 the school or district directly.



Highlights:

- A comprehensive high school that implements an intensive behavior modification program allowing us to incorporate social and emotional learning into our school curriculum and culture
- As a school we focus on one of the major principles of Positive Peer Culture which states the “The Power of giving is more powerful than the Power of receiving”.
- Provides enriching learning opportunities for students in a small safe setting conducive for students to achieve the opportunity to gain a sense of belonging and feel comfortable taking risks.



Mission, Vision, Theme:

Mission: To meet student's academic needs while providing them with special assistance in developing responsible patterns of behavior in a safe, disciplined environment. Vision: To remain committed to the youth we serve, charting a course to academic achievement, family stability, interpersonal maturity and self-reliance through the Positive Peer Culture behavior modification model



Awards, Recognition, Accomplishments:

GFA has received recognition for being able to manage the most difficult population of students in the district. In addition to the fact that no school has proven to handle the intensive and extreme behaviors of our students, these students have achieved little to no success in the traditional setting. Some of the successes that Great Falls Academy has achieved are; increases in their attendance patterns, and grade point averages. The staff at Great Falls Academy has also been recognized for their ability to provide the students with the social, emotional and academic skills they need to return to a traditional high school and remain successful. Our students have received awards and recognition for their community service such as the Dr. Martin Luther King Youth Recognition Award, the Enhancing the Learning Environment Award, and the Halls That Inspire Beautification Project Award.

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**Courses, Curriculum,
Instruction:**

The program at GFA focuses on academic learning combined with addressing the social and emotional needs of our students. The curriculum is tied to state and district standards and accountability while also targeting the instructional needs of the individual student. Students have personalized learning plans that are carefully prepared with input from staff, students and parents/guardians. The students set learning goals based on their plans. A variety of instructional strategies inclusive of differentiated learning, small group instruction and technological programs afford students the opportunity to reinforce basic skills while continually learning new skills. The use of technology gives students the opportunity to explore various areas of interest while working at their own pace. GFA has a low teacher/student ratio that allows for individualized instruction that targets individualized learning needs as well as the formation of a strong rapport between student and teacher.

**Clubs and Activities:**

Great Falls Academy has the Unity Club in which students meet biweekly to come up with school wide activities/programs for the school to participate in that upholds the family oriented culture of our building. The Positive Peer Culture club meets on a weekly basis to discuss the level system established where students earn their privileges via their weekly performance as students. Students also are participants of the overall Restorative Justice process where they engage in panel discussions. GFA has an active Student Government Association

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**Before and After
School Programs:**

Great Falls Academy has no formal Before & After school programs. However, GFA offers an array of community service opportunities for students who engage in beautification and clean-up projects throughout the city. Many students have worked in food distribution programs to help feed the hungry as well as an array of projects within the community.

**Staff and
Professional
Learning:**

Professional development opportunities at Great Falls Academy are designed to promote continuous, ongoing, and connected learning that is focused on increasing student learning. We build on and share internal knowledge and skills of staff as well as reach out to district and community partners to enhance our learning experiences. Time is built into the schedule to accommodate weekly Instructional Team Meetings and PLCs that provide the opportunity for teachers to collaborate, plan, and share information. Teacher leaders within the building support staff in formal and informal ways and provide consistent support and guidance to staff. Great Falls Academy works to train staff members in a non-traditional environment which provides staff members with an array of techniques and strategies both academically as well as socially & emotionally.

**Postsecondary
Information:**

Students at GFA are encouraged to pursue post secondary school education. Students are granted the opportunity to participate in college entrance exams including PSAT and SAT. In addition all students are scheduled to participate in ASVAB the entrance examination for the military. Preparation for taking these exams is part of the curriculum with special emphasis on vocabulary development, content knowledge and test taking skills. The guidance counsellor supports students in obtaining fee waivers for college entrance exams and explores financial aid opportunities for students attending college/university or career preparation programs.

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Student Supports and Services:

Great Falls offers a variety of student supports and services through our Child Study Team, School Social Worker, Guidance Counselor, Climate and Culture Specialist, and Behavior Intervention Program.



Student Health and Wellness:

We offer a free balanced nutritional breakfast and lunch program for all students that attend Great Falls Activity. Our students have daily use of the facilities at Boys and Girls Club and Bauerel Field of Paterson for physical education. Our in-house physical education program consist of weight training, and cardiovascular activities on the treadmill, elipitical, and stationary bikes.



Parent and Community Involvement:

Great Falls has two full time Parent Community Coordinators in addition to a part-time parent liasion that has established a fully operational PTO with a PTO Executive Board. The school has a partnership with Paterson's Youth Services Bureau, Paterson Housing Authority, the Paterson Board of Education, the Passaic County Superior Court-Family Division, the Passaic County Probation Department, the Paterson Police Department, the UNITY Organization, Eva's Vilage and the B.R. O. T. H. E. R. S INC of Paterson. We work in connection with these agencies to provide resources to our students.

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2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No At this point in the school year GFA has not conducted any surveys to any of the school community.</p>
 <p>Facilities:</p>	<p>Great Falls Academy is currently located in a building that was constructed in 1904. Great Falls has been at this location for 2 years. One room on the first floor was converted into Physical Education Classrooms, with free weights and cardio machines. A biology lab was installed in one of the classrooms on the second floor and a art room and computer room are on the third floor of the building. At GFA the building is wired for internet and wifi access throughout the building because we are a one to one device school where all students have access to Chrome Books.</p>
 <p>School Safety:</p>	<p>Maintains a safe environment by having programs in place that create a safe nurturing environment for all students. There is a mentorship program at GFA, in which every student is paired with a staff member. They meet bi-monthly to help the student set goals and work through problems they are having at school, home, and in the community. In the Positive Peer Culture and Restorative Justice Program students meet daily to engage in discussions that help identify their strengths and weaknesses, address their social and emotional needs and mediate conflicts. GFA has a school resource officer, a school board security officer, two contracted security officers and a police officer in the building every day to help maintain a safe environment throughout the building. The security officers along with some of our support staff make sure the students are thoroughly checked for any contraband before entering building by having students walk through a metal detector and checking all bags.</p>



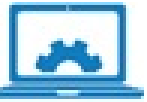
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Technology and STEM:

Technology serves a dual purpose: Each student has access to a chrome book throughout the day, therefore, a technology component can be a part of every class by reinforcing course content, individualizing assignments and improving student engagement. And the use of technology enhances the academic program by affording easy access to intervention programs in core subject areas. Using chrome books, the students can address their individual learning plans and skill development needs. As an alternative school it is important for us to provide multiple opportunities for students to complete their course work. By the use of Google Classroom, Credit Recovery and other programs we can break down the barriers of the classroom setting and make it possible for students to pursue their academic studies outside the confines of the classroom making it possible for students with other obligations including child care/job responsibilities to gain course credit by fulfilling course requirements



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Other Information

The Great Falls Academy institutes the intense tenets of the Positive Peer Culture (PPC) behavior modification system and Restorative Justice Practices which primarily focuses on implementing a high level of care and concern for each member of the entire school community. PPC and Restorative Justice believes in creating a true sense of belonging for everybody involved in the community as a whole. PPC establishes the "12 Problem areas" that any and all members of the any group can and will identify with. PPC helps the individuals of the group to recognize and take ownership of their presenting issues while teaching reasonable methods of correcting these issues through the intense support of psychoanalytical group therapy sessions. The guiding principles of Positive Peer Culture revolve around the "10 Assumptions" of Positive Peer Culture. One of the ten assumptions state that the "Power of Giving is greater than the Power of Receiving". This principle is critical in our development of building responsible young adults. We work to infuse these principles into the physical and mental psyche of all of our students in an effort to strengthen their coping skills while arming our students with a multitude of disarming tactics that enable them to make better decisions for their lives. Positive Peer Culture teaches that we can never guarantee that a person will make a good decision but we can be 100% sure that our students are making better decisions if they follow our formula: Feelings over Thoughts F/T = Bad decisions while Thoughts over Feelings T/F = Better decisions. We can only guarantee that if we think before we act we will make better decisions during critical moments throughout our lives.



Charles J. Riley, School 9
(31-4010-130)
Grades Offered: PK-08
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



Charles J. Riley, School 9
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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Mr. Domenico Carriero
Address	6 TIMOTHY STREET PATERSON, NJ 07503
Phone Number	973-321-0090
Email Address	dcarriero@paterson.k12.nj.us
Website	https://ps09-pps-nj.schoolloop.com/
Facebook	https://www.facebook.com/Charles-J-Riley-School-9-Paterson-NJ-830800853709644/



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	29	29	30
KG	100	91	82
1	109	101	94
2	91	98	91
3	99	80	85
4	100	101	76
5	85	92	95
6	86	77	84
7	79	82	77
8	78	77	82
Total	856	828	796

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.2%	52.8%	50.5%
Male	48.8%	47.2%	49.5%
Economically Disadvantaged Students	84.3%	83.6%	65.7%
Students with Disabilities	9.7%	9.2%	10.1%
English Learners	24.9%	23.7%	23.1%
Homeless Students	0.8%	0.4%	0.6%
Students in Foster Care	0.0%	0.4%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	52.3%	54.2%	54.6%
Hispanic	42.2%	40.3%	39.3%
Black or African American	2.3%	2.9%	2.4%
Asian	3.2%	2.5%	3.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	29	29	30
KG - Half Day	0	0	0
KG - Full Day	100	91	82

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
Arabic	37.8%
Spanish	28.9%
English	27.0%
Turkish	2.9%
Bengali	1.6%
Other Languages	1.8%



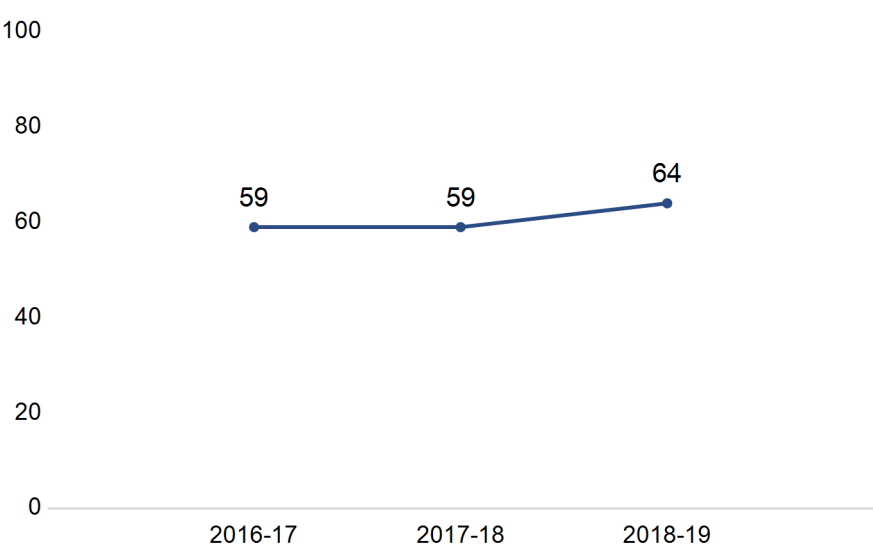
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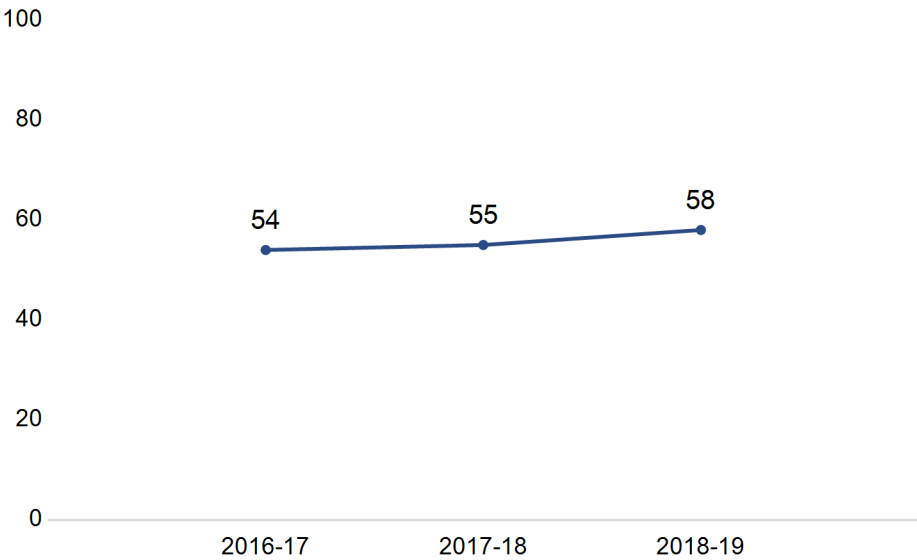
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59	59	64	54	55	58
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	64	49	50	Exceeds Standard	58	46	50	Met Standard
White	67	58	50	Exceeds Standard	58.5	52	52	Met Standard
Hispanic	63	49	49	Exceeds Standard	57.5	46	47	Met Standard
Black or African American	*	43	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	66	55.5	59	**	*	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	62	52	53	N	60	46	50	N
Male	66	46	47	N	57	45	51	N
Economically Disadvantaged Students	63	49	48	Exceeds Standard	58	45	46	Met Standard
Students with Disabilities	53	41	43	Met Standard	54	41	45	Met Standard
English Learners	67	51	52	Exceeds Standard	57	49	50	Met Standard
Homeless Students	*	40	43	N	*	44	44	N
Students in Foster Care	N	46	42	N	N	50	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



Charles J. Riley, School 9
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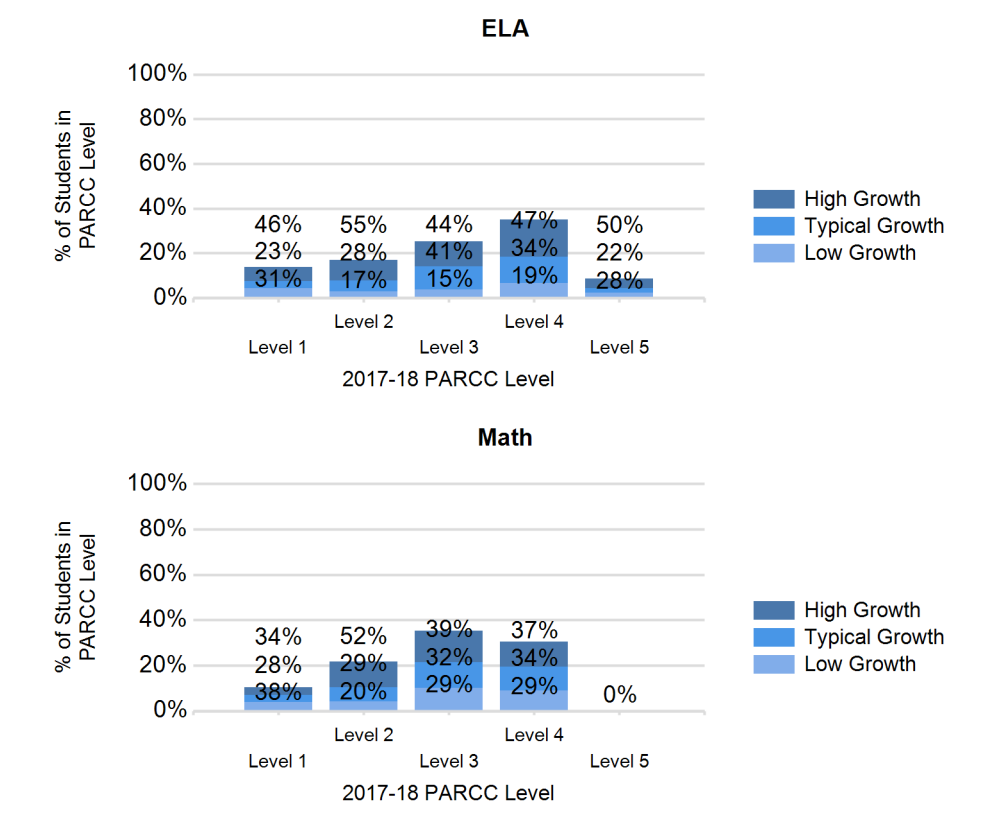
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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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.

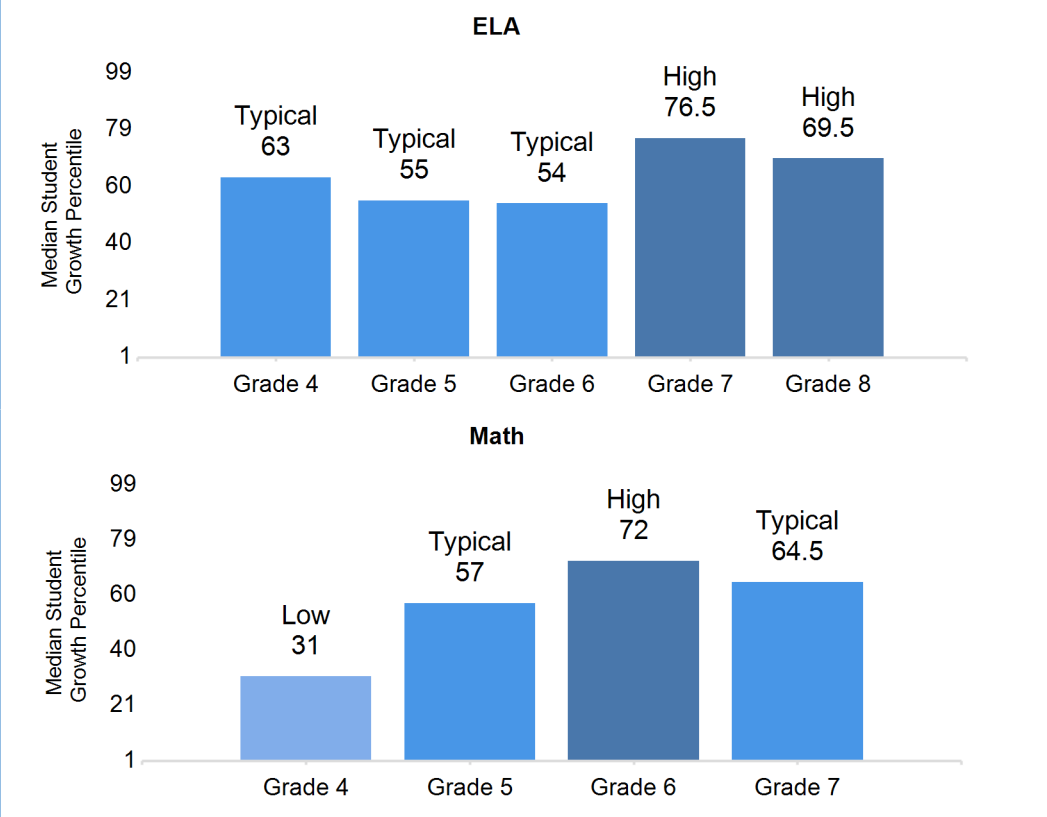
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





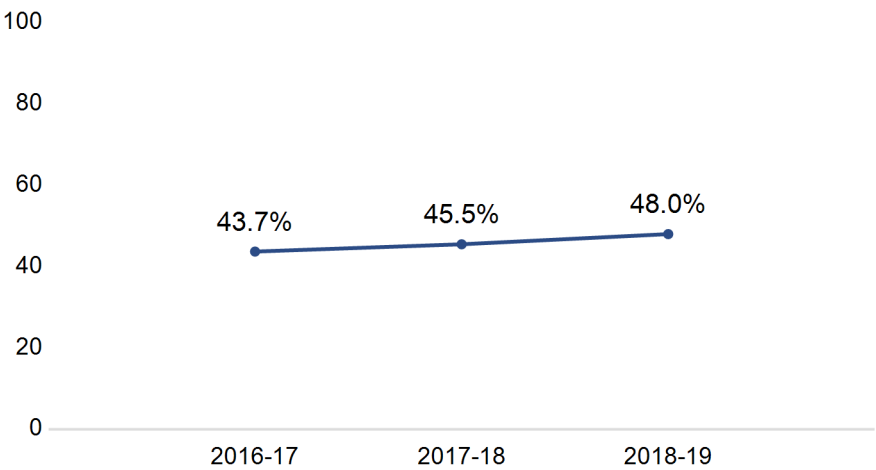
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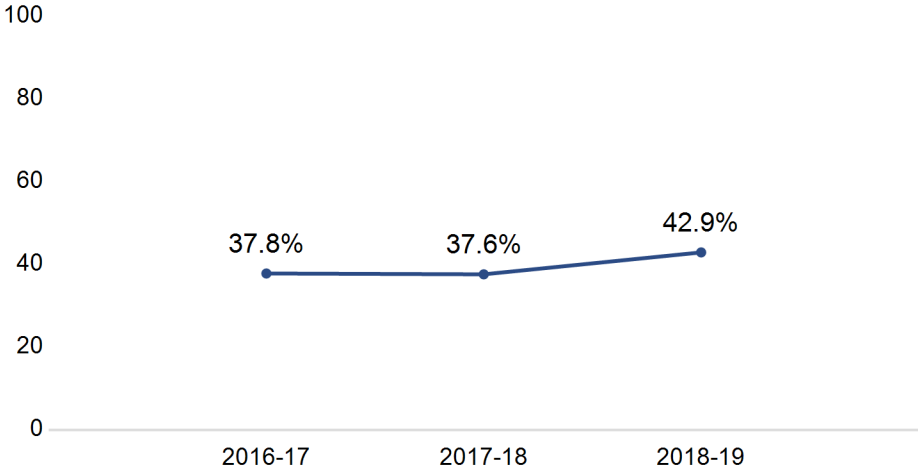
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.8%	100.0%	100.0%	99.8%	100.0%	100.0%
Proficiency Rate for Federal Accountability	43.7%	45.5%	48.0%	37.8%	37.6%	42.9%
Annual Target	43.7%	45.6%	47.5%	31.7%	34.3%	36.8%
Met Annual Target?	Met Target	Met Target†	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Charles J. Riley, School 9

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	467	100.0	48.0	30.2	57.9	48.0	47.5	Met Target
White	243	100.0	44.4	*	66.9	44.4	48.2	Met Target†
Hispanic	199	100.0	51.3	29.1	43.9	51.3	47.4	Met Target
Black or African American	10	100.0	40.0	24.9	38.5	40.0	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	66.7	54.9	82.9	66.7	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	247	100.0	49.0	36.4	64.8	49.0		
Male	220	100.0	46.8	24.5	51.3	46.8		
Economically Disadvantaged Students	397	100.0	46.3	30.3	40.0	46.3	47.6	Met Target†
Non-Economically Disadvantaged Students	70	100.0	57.1	29.9	67.9	57.1		
Students with Disabilities	52	100.0	11.5	10.9	22.7	11.5	14.9	Met Target†
Students without Disabilities	415	100.0	52.5	34.0	65.1	52.5		
English Learners	158	100.0	28.5	17.1	29.3	28.5	30.9	Met Target†
Non-English Learners	309	100.0	57.9	34.9	60.6	57.9		
Homeless Students	*	*	*	23.3	29.1	*		
Students In Foster Care	N	N	N	28.1	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

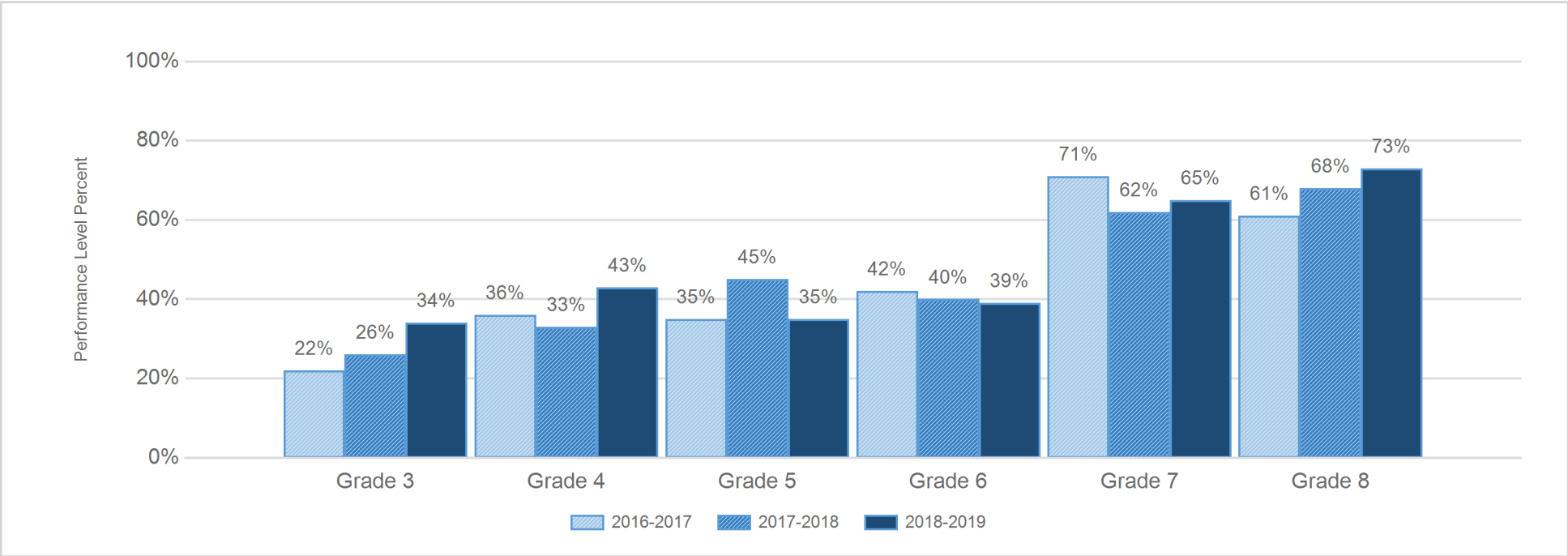


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	83	735	721	748	13%	23%	30%	*	*	34%	50%
White	48	733	*	757	*	*	29%	31%	0%	31%	60%
Hispanic	30	738	720	734	*	*	33%	*	*	37%	36%
Black or African American	*	*	715	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	743	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	46	737	*	753	*	*	28%	*	*	35%	55%
Male	37	733	717	743	*	*	32%	*	*	32%	46%
Economically Disadvantaged Students	*	*	721	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	720	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	690	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	16	705	695	713	*	*	*	*	*	*	17%
Non-English Learners	67	742	728	751	*	*	*	*	*	*	54%
Homeless Students	*	*	712	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	75	741	732	755	13%	15%	29%	*	*	43%	57%
White	44	741	741	763	*	*	*	*	*	39%	67%
Hispanic	31	742	730	743	*	*	*	*	*	48%	44%
Black or African American	N	N	729	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	42	746	738	760	*	*	29%	*	*	48%	62%
Male	33	735	727	750	*	*	30%	*	*	36%	53%
Economically Disadvantaged Students	63	743	731	740	*	*	*	*	*	44%	40%
Non-Economically Disadvantaged Students	12	731	734	765	*	*	*	*	*	33%	69%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	761	*	*	*	*	*	*	64%
English Learners	16	701	706	720	*	*	*	*	*	*	17%
Non-English Learners	59	752	738	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	*	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	92	740	734	756	11%	12%	42%	35%	0%	35%	58%
White	50	738	740	764	*	*	42%	32%	0%	32%	68%
Hispanic	36	738	732	743	*	*	47%	31%	0%	31%	44%
Black or African American	*	*	732	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	51	744	740	761	*	*	45%	37%	0%	37%	64%
Male	41	735	729	750	*	*	39%	32%	0%	32%	52%
Economically Disadvantaged Students	81	739	734	740	*	*	*	*	*	32%	39%
Non-Economically Disadvantaged Students	11	748	737	766	*	*	*	*	*	55%	69%
Students with Disabilities	*	*	707	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	14	712	701	713	*	*	*	*	*	*	11%
Non-English Learners	78	745	740	758	*	*	*	*	*	*	60%
Homeless Students	N	N	723	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	83	744	734	754	*	*	41%	*	*	39%	56%
White	41	740	736	762	*	*	51%	32%	0%	32%	65%
Hispanic	37	747	733	743	*	*	32%	*	*	43%	43%
Black or African American	*	*	730	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	43	748	741	762	*	*	47%	*	*	37%	64%
Male	40	741	*	748	*	*	35%	*	*	40%	48%
Economically Disadvantaged Students	68	741	734	740	*	*	*	*	*	35%	39%
Non-Economically Disadvantaged Students	15	759	735	763	*	*	*	*	*	53%	67%
Students with Disabilities	10	705	703	722	*	*	*	*	*	*	19%
Students without Disabilities	73	750	740	761	*	*	*	*	*	*	64%
English Learners	12	714	702	710	*	*	*	*	*	*	*
Non-English Learners	71	750	739	756	*	*	*	*	*	*	*
Homeless Students	N	N	727	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	*	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	75	760	734	761	*	*	16%	35%	31%	65%	63%
White	41	765	752	769	*	*	*	37%	34%	71%	72%
Hispanic	31	752	*	747	*	*	*	*	*	58%	50%
Black or African American	*	*	729	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	35	765	742	769	*	*	*	40%	31%	71%	71%
Male	40	756	*	753	*	*	*	30%	30%	60%	55%
Economically Disadvantaged Students	58	762	732	743	*	*	*	*	*	67%	45%
Non-Economically Disadvantaged Students	17	754	739	771	*	*	*	*	*	59%	73%
Students with Disabilities	*	*	700	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	740	769	*	*	*	*	*	*	71%
English Learners	*	*	689	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	741	763	*	*	*	*	*	*	65%
Homeless Students	*	*	721	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	80	771	735	762	*	*	15%	40%	33%	73%	63%
White	32	758	751	770	*	*	*	*	*	66%	72%
Hispanic	44	782	734	747	0%	*	*	39%	41%	80%	49%
Black or African American	*	*	729	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	38	771	*	771	*	*	*	39%	32%	71%	71%
Male	42	772	725	753	*	*	*	40%	33%	74%	55%
Economically Disadvantaged Students	68	768	734	743	*	*	*	*	*	69%	45%
Non-Economically Disadvantaged Students	12	793	739	772	*	*	*	*	*	92%	72%
Students with Disabilities	14	731	706	721	*	*	*	*	*	29%	22%
Students without Disabilities	66	780	740	770	*	*	*	*	*	82%	71%
English Learners	*	*	693	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	743	764	*	*	*	*	*	*	65%
Homeless Students	*	*	719	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%



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2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	473	100.0	42.9	18.6	44.5	42.9	36.8	Met Target
White	246	100.0	44.3	*	54.1	44.3	37.9	Met Target
Hispanic	202	100.0	41.1	17.4	28.8	41.1	36.6	Met Target
Black or African American	10	100.0	30.0	13.1	23.0	30.0	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	53.3	41.9	76.5	53.3	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	249	100.0	41.4	18.9	44.9	41.4		
Male	224	100.0	44.6	18.3	44.2	44.6		
Economically Disadvantaged Students	399	100.0	41.9	18.8	26.3	41.9	36.9	Met Target
Non-Economically Disadvantaged Students	74	100.0	48.6	18.0	54.9	48.6		
Students with Disabilities	52	100.0	*	*	17.4	*	12.9	Met Target†
Students without Disabilities	421	100.0	*	*	50.0	*		
English Learners	165	100.0	30.3	13.0	25.0	30.3	24.3	Met Target
Non-English Learners	308	100.0	49.7	20.8	46.5	49.7		
Homeless Students	*	*	*	10.2	17.1	*		
Students In Foster Care	N	N	N	12.9	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

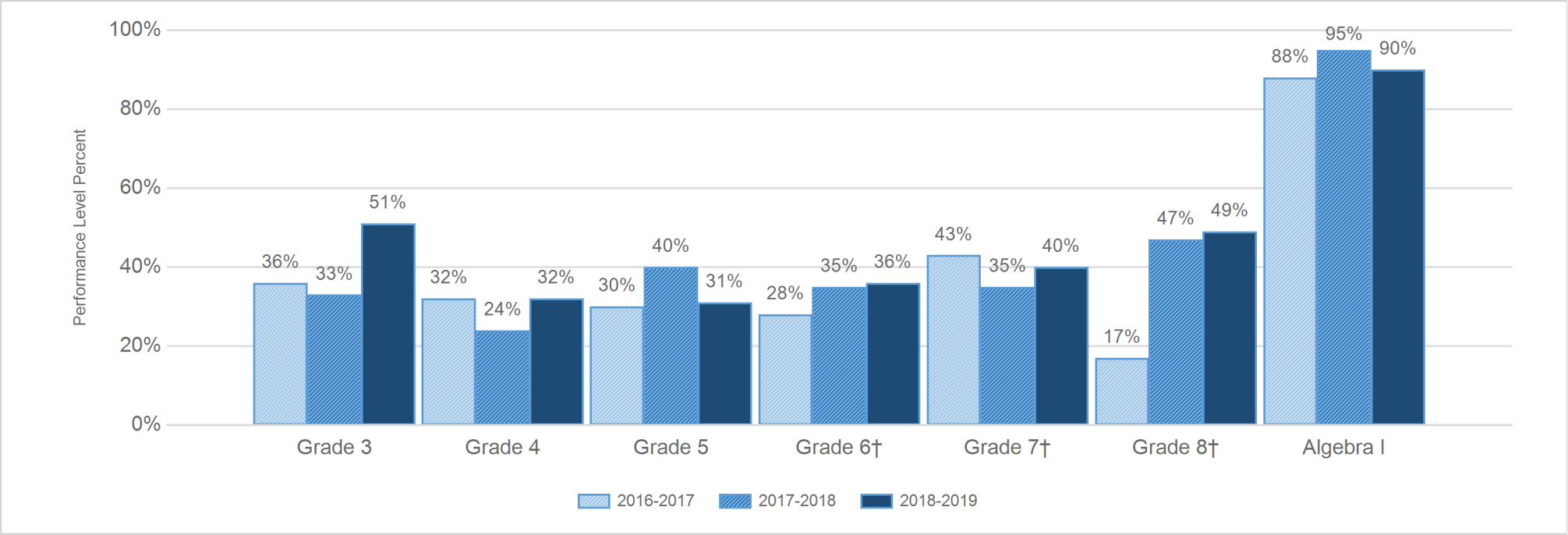


Charles J. Riley, School 9
(31-4010-130)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Charles J. Riley, School 9
(31-4010-130)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	86	743	728	752	*	20%	21%	*	*	51%	55%
White	50	746	743	760	*	20%	20%	*	*	56%	66%
Hispanic	31	740	728	739	*	*	*	*	*	42%	40%
Black or African American	*	*	720	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	47	742	*	751	*	*	*	*	*	49%	54%
Male	39	745	728	752	*	*	*	*	*	54%	56%
Economically Disadvantaged Students	76	743	729	737	*	*	*	*	*	51%	37%
Non-Economically Disadvantaged Students	10	747	724	761	*	*	*	*	*	50%	67%
Students with Disabilities	*	*	706	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	731	756	*	*	*	*	*	*	60%
English Learners	19	727	715	728	*	*	*	*	*	26%	26%
Non-English Learners	67	748	733	754	*	*	*	*	*	58%	58%
Homeless Students	*	*	715	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



Charles J. Riley, School 9
(31-4010-130)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	76	732	726	749	*	*	32%	32%	0%	32%	51%
White	44	733	735	757	*	*	34%	32%	0%	32%	62%
Hispanic	32	731	724	737	*	*	*	31%	0%	31%	36%
Black or African American	N	N	720	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	43	735	727	749	*	*	33%	*	*	35%	50%
Male	33	729	724	749	*	*	30%	*	*	27%	52%
Economically Disadvantaged Students	64	733	726	734	*	*	*	*	*	31%	32%
Non-Economically Disadvantaged Students	12	730	725	759	*	*	*	*	*	33%	63%
Students with Disabilities	*	*	706	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	729	754	*	*	*	*	*	*	56%
English Learners	17	708	709	722	*	*	*	*	*	*	18%
Non-English Learners	59	739	730	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



Charles J. Riley, School 9
(31-4010-130)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	94	736	727	747	*	*	35%	31%	0%	31%	47%
White	52	735	733	755	*	37%	*	35%	0%	35%	58%
Hispanic	36	735	725	735	*	*	44%	*	*	25%	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	52	738	*	747	*	*	38%	*	*	33%	47%
Male	42	732	*	747	*	*	31%	*	*	29%	47%
Economically Disadvantaged Students	82	735	727	732	*	*	*	*	*	30%	27%
Non-Economically Disadvantaged Students	12	738	727	757	*	*	*	*	*	33%	59%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	730	752	*	*	*	*	*	*	52%
English Learners	16	719	709	718	*	*	*	*	*	*	12%
Non-English Learners	78	739	730	749	*	*	*	*	*	*	49%
Homeless Students	N	N	720	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Charles J. Riley, School 9
(31-4010-130)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	85	736	722	741	13%	18%	33%	*	*	36%	41%
White	41	737	731	749	*	*	32%	*	*	37%	51%
Hispanic	39	734	721	729	*	*	33%	*	*	36%	24%
Black or African American	*	*	717	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	744	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	43	736	724	742	*	*	40%	*	*	33%	42%
Male	42	736	*	740	*	*	26%	*	*	40%	40%
Economically Disadvantaged Students	69	735	722	726	*	*	*	*	*	30%	21%
Non-Economically Disadvantaged Students	16	743	722	750	*	*	*	*	*	63%	53%
Students with Disabilities	10	711	701	716	*	*	*	*	*	10%	12%
Students without Disabilities	75	739	726	746	*	*	*	*	*	40%	46%
English Learners	14	715	706	709	*	*	*	*	*	14%	*
Non-English Learners	71	740	725	743	*	*	*	*	*	41%	*
Homeless Students	N	N	707	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%



Charles J. Riley, School 9
(31-4010-130)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	77	741	725	744	*	30%	27%	*	*	40%	42%
White	41	743	735	751	*	*	39%	*	*	39%	53%
Hispanic	33	738	724	733	*	45%	*	*	*	39%	26%
Black or African American	*	*	719	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	741	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	35	743	726	744	*	*	*	*	*	49%	42%
Male	42	740	*	743	*	*	*	*	*	33%	42%
Economically Disadvantaged Students	59	743	724	731	*	*	*	*	*	42%	24%
Non-Economically Disadvantaged Students	18	735	727	751	*	*	*	*	*	33%	53%
Students with Disabilities	*	*	705	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	728	749	*	*	*	*	*	*	48%
English Learners	10	722	710	716	*	*	*	*	*	*	10%
Non-English Learners	67	744	728	745	*	*	*	*	*	*	44%
Homeless Students	*	*	712	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Charles J. Riley, School 9
(31-4010-130)
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	61	738	708	728	*	20%	*	49%	0%	49%	29%
White	27	733	715	737	*	*	*	52%	0%	52%	38%
Hispanic	31	742	708	722	*	*	*	48%	0%	48%	22%
Black or African American	*	*	703	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	720	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	28	736	711	731	*	*	*	39%	0%	39%	31%
Male	33	739	704	726	*	*	*	58%	0%	58%	27%
Economically Disadvantaged Students	*	*	708	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	705	735	*	*	*	*	*	*	36%
Students with Disabilities	14	715	693	707	*	*	*	*	*	*	10%
Students without Disabilities	47	745	711	734	*	*	*	*	*	*	35%
English Learners	*	*	700	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	710	730	*	*	*	*	*	*	30%
Homeless Students	*	*	702	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%



Charles J. Riley, School 9
(31-4010-130)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	21	780	718	744	0%	0%	*	*	*	90%	42%
White	*	*	733	752	*	*	*	*	*	*	53%
Hispanic	13	783	718	728	0%	0%	*	*	*	92%	24%
Black or African American	N	N	710	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	741	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	10	776	720	745	0%	0%	*	*	*	80%	44%
Male	11	783	717	743	0%	0%	*	*	*	100%	41%
Economically Disadvantaged Students	*	*	719	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	715	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	701	717	N	N	N	N	N	N	12%
Students without Disabilities	21	780	720	748	0%	0%	*	*	*	90%	47%
English Learners	N	N	703	710	N	N	N	N	N	N	*
Non-English Learners	21	780	722	745	0%	0%	*	*	*	90%	*
Homeless Students	N	N	697	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Charles J. Riley, School 9
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
5	*	*
6	N	N
7	N	N
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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	59.3%	40.9%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	56	*	*
3-4	76	85.5%	14.5%
5 or more	32	87.5%	12.5%



Charles J. Riley, School 9
(31-4010-130)
Grades Offered: PK-08
2018-2019

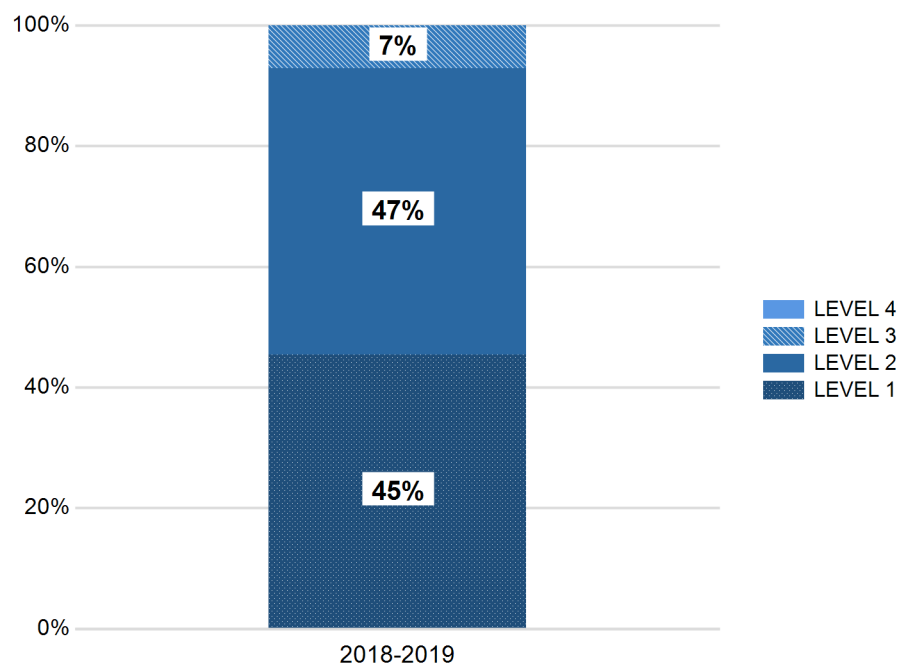
Report Key:

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	45	47	7	0
White	44	48	8	0
Hispanic	50	44	6	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	43	45	11	0
Male	48	50	2	0
Economically Disadvantaged Students	47	46	7	0
Non-Economically Disadvantaged Students	33	58	8	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	88	13	0	0
Non-English Learners	37	54	9	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Charles J. Riley, School 9
(31-4010-130)
Grades Offered: PK-08
2018-2019

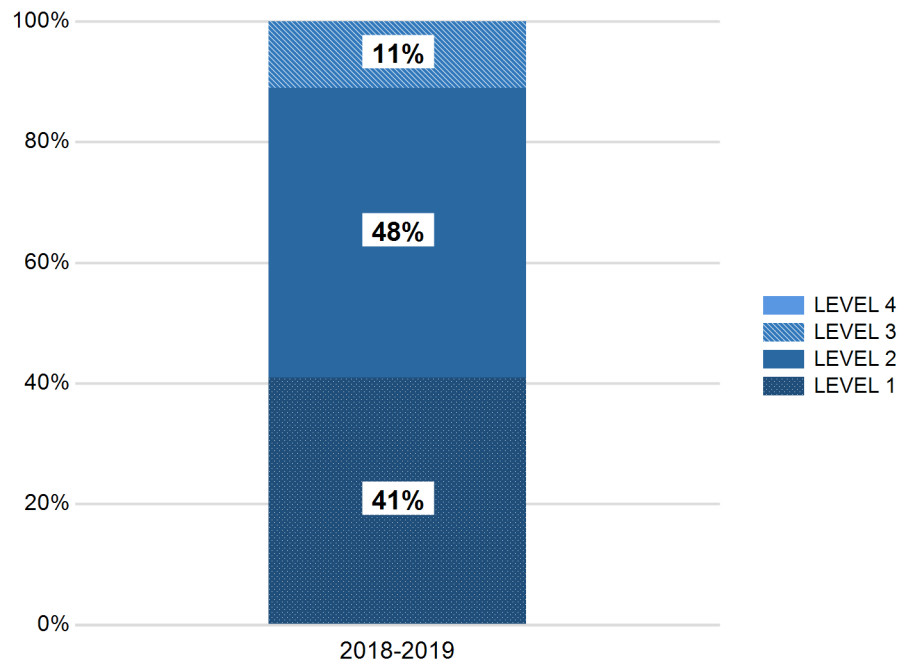
Report Key:

- * Data is not displayed in order to protect student privacy
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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	41	48	11	0
White	50	47	3	0
Hispanic	34	48	18	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	50	42	8	0
Male	34	52	14	0
Economically Disadvantaged Students	41	49	10	0
Non-Economically Disadvantaged Students	46	38	15	0
Students with Disabilities	86	14	0	0
Students without Disabilities	32	54	13	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Charles J. Riley, School 9
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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	85
7	0	0	77
8	21	0	61
Total	21	0	223

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	85	0	0	0	0	0	0
7	77	0	0	0	0	0	0
8	82	0	0	0	0	0	0
Total	244	0	0	0	0	0	0



Charles J. Riley, School 9
(31-4010-130)
Grades Offered: PK-08
2018-2019

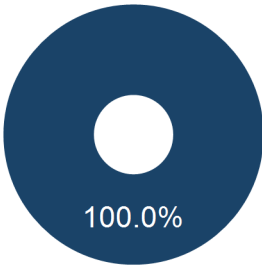
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Visual and Performing Arts – Course Participation

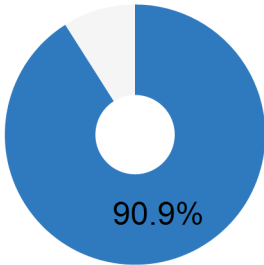
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

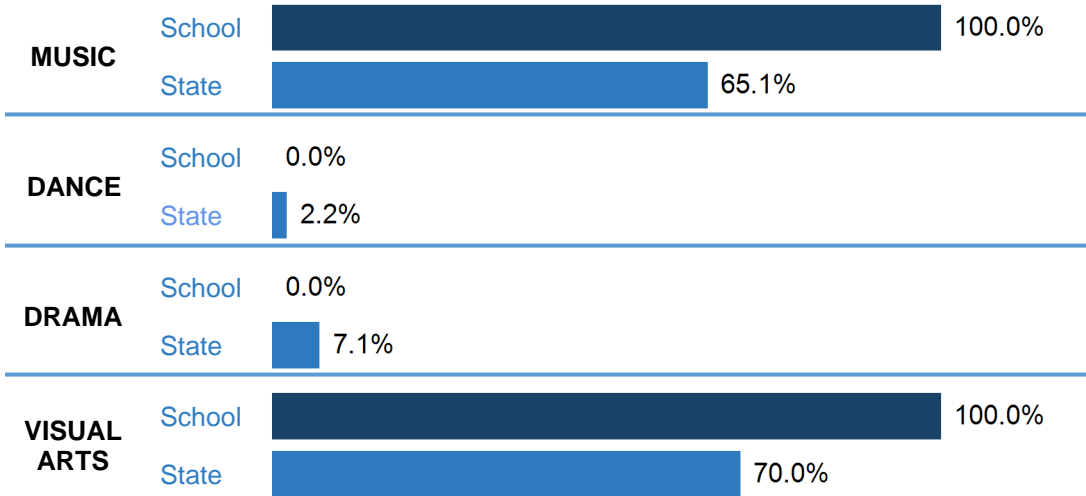


School



State

Students enrolled in one or more classes by discipline:





Charles J. Riley, School 9
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2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

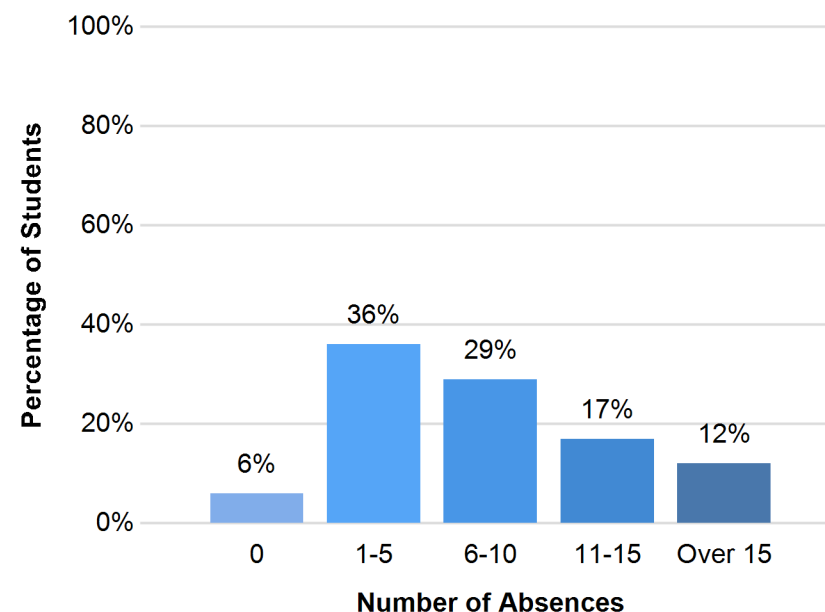
Chronic Absenteeism

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	81	10.5	9.0	Not Met
White	29	7.0	9.0	Met
Hispanic	44	14.4	9.0	Not Met
Black or African American	4	22.2	**	**
Asian, Native Hawaiian, or Pacific	4	14.3	9.0	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	41	10.5		
Male	40	10.6		
Economically Disadvantaged Students	52	10.4	9.0	Not Met
Students with Disabilities	17	20.7	9.0	Not Met
English Learners	19	11.2	9.0	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





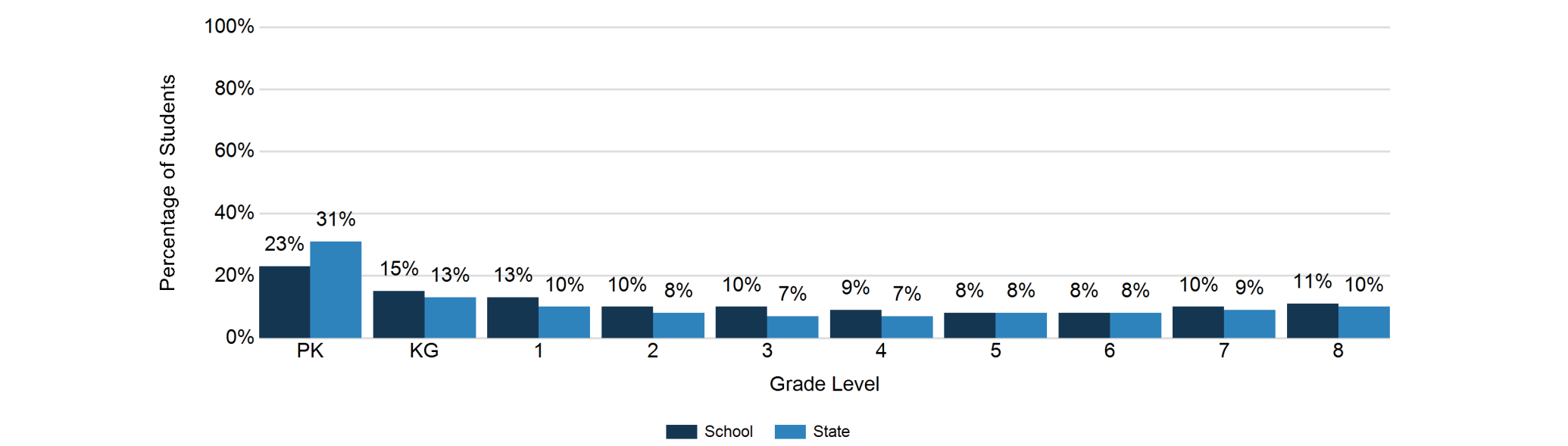
Charles J. Riley, School 9
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Chronic Absenteeism by Grade

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





Charles J. Riley, School 9
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 2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	1
Weapons	0
Vandalism	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.01

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	2	4
No Identified Nature	0		0

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

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

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

**Charles J. Riley, School 9**

(31-4010-130)

Grades Offered: PK-08

2018-2019

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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.7:1



Charles J. Riley, School 9
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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	68	118,214
Average years experience in public schools	14.7	12.1
Average years experience in district	14.7	10.8
Percentage of Teachers with 4 or more years experience in the district	92.6%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	199:1	122:1
Teachers to Administrators	17:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.5%	88.2%	75.0%	48.4%	77.1%	54.9%
Male	49.5%	11.8%	25.0%	51.6%	22.9%	45.1%
White	54.6%	70.6%	75.0%	42.4%	83.6%	77.4%
Hispanic	39.3%	22.1%	25.0%	29.9%	7.3%	7.2%
Black or African American	2.4%	4.4%	0.0%	15.0%	6.6%	13.9%
Asian	3.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	2.9%	0.0%	2.1%	0.2%	0.2%



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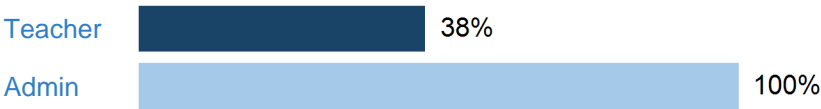
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	93.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	43.7%	45.5%	48.0%
Math Proficiency	37.8%	37.6%	42.9%
ELA Growth	59	59	64
Math Growth	54	55	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		69.5%	59.3%
Chronic Absenteeism	4.1%	9.7%	10.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	Exceeds Standard	Met Standard	Exceeds Target	Not Met	No
White	Met Target†	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target†	Met Target	Exceeds Standard	Met Standard	Met Standard	Not Met	No

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






Charles J. Riley, School 9
 (31-4010-130)
 Grades Offered: PK-08
 2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
 N No Data is available to display
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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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> Outperformed the 8th gr. Algebra State NJSLA average, 90 % of students scored a 4 or 5. Outperformed the 8th gr. Math State NJSLA average Outperformed the 8th gr. ELA State NJSLA average
 <p>Mission, Vision, Theme:</p>	<p>Mission: To recognize and foster the knowledge, talents, abilities and self-esteem of each student.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Four SEEDS students received over \$100,000 thousand dollars in scholarships to private schools across the country. 8th gr. student received the Dominican Meritorious Award in NY. 7th gr.won 1st pl. in the District Math Olympics and a 6th grader won 1st in the Paterson Annual Prevention Art Contest. 2 4th graders won 2nd pl. in the District Stem Expo. 5th grader won 2nd pl. in the PCCC Poetry Contest. Our 5th gr. team placed 3rd in the District Quiz Bowl.</p>






Charles J. Riley, School 9
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2018-2019

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 <div>Courses, Curriculum, Instruction:</div>	<p>We follow the District Model Curriculum, the following are "new" District mandated initiatives: ELA: K-5 WONDERS and MATH: 6-8 ALEKS Web Based Intervention Program.</p>
 <div>Sports and Athletics:</div>	<p>Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls)</p>
 <div>Clubs and Activities:</div>	<p>CJR #9 is a legitimate chapter of the National Junior Honor Society, our chapter name is Alpha Chi Rho. Students donated to Smile Train by selling raffle tickets to "Pie the Principal." In addition, the Student Government Association hosted our first annual "Table or Treat' after school for primary students.</p>





Charles J. Riley, School 9
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 2018-2019

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<div>  <div>Before and After School Programs:</div> </div>	<p>The District ran a NJSLA after-school program that was offered Tues-Thurs. Students received an additional hour of ELA and Math NJSLA supooort in grades 3-8. Starting from Nov.-June, Girl Scouts was offered for grades K-5 every Wednesday after school for 2 hours.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>During school based in-service workshops and Professional Learning Communites (PLCs), teachers collaborated on State Mandated HIBSTER PDs as well as Special Education Strategies to fulfill our first PDP Goal.</p>



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Student Supports and Services:

CJR #9 presently has under 200 English Language Learners (ELLs) and less than 100 students with Special Needs in grades Pre-K-8. We provide Bilingual services to native speakers of Arabic, Spanish, and Turkish, and ESL services to all our ELLs through a Bilingual Part Time Program. We provide a Resource Program for ICS, POS, and POR. Monthly I&RS meetings are held to help assist students who are experiencing learning, behavior, or health difficulties.



Student Health and Wellness:

Our school participates in the Fresh Fruits and Vegetables Program. This program was awarded by the NJ Department of Agriculture to only 155 schools throughout the state. The grant provides our children with healthy, nutritious snacks two times a week and classroom teachers educate students on the importance of healthy eating. In addition, our Food Service Dept. offers "Breakfast after the Bell" on a daily basis in the homeroom classroom.



Parent and Community Involvement:

Charles J. Riley school has an active PTO, parents come on a weekly basis to make craft projects for our Mother's Day & Father's Day fundraiser. The PTO has partnered with WAFA House, a non profit organization, that brought so many workshops to school. Parents are also able to communicate with teachers regarding students progress and grades via Infinite Campus Parent Portal






Charles J. Riley, School 9
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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Parents, staff, and students take the school climate survey annually. Overall, parents report confidence in the administration and teachers, but wish their were more free extracurricular activities offered. Teachers feel supported by administration and take pride in working at CJR #9. A need for a more cohesive collaborative approach will begin with monthly breakfast celebrations beginning in October.</p>
 <div>Facilities:</div>	<p>CJR #9 opened in 1988, our building is 29 years old. We are currently undergoing a brand new playground renovation and our Home Economics classroom will be transformed into a new classroom eliminating outdated kitchen appliances.</p>
 <div>School Safety:</div>	<p>Administration conducts a monthly fire drill and lockdown drill. Teachers are training on the School Safety Plan during monthly staff meetings.</p>





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 <div>Technology and STEM:</div>	<p>The 18-19' school year was the first year of our 3 year A2i Learning Innovations Grant. Students are working on computer coding and typing skills in their weekly Technology classes.</p>
 <div>Early Childhood Education:</div>	<p>Our Early Childhood Programs consist of 1 Pre-K 3 & 1 Pre-K 4 class.</p>




Charles J. Riley, School 9
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<div>Other Information</div>	Our secretary organized both a Thanksgiving Turkey Drive and Toy Drive for poverty stricken families in the South Paterson community!
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Dale Avenue
(31-4010-045)
Grades Offered: PK-02
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



Dale Avenue
(31-4010-045)
Grades Offered: PK-02
2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Ms. Richele Neal
Address	21 Dale Ave PATERSON, NJ 07501
Phone Number	973-321-0410
Email Address	rneal@paterson.k12.nj.us
Website	https://dale-pps-nj.schoolloop.com/



Dale Avenue
(31-4010-045)
Grades Offered: PK-02
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	82	85	86
KG	243	229	198
1	41	33	27
2	3	19	32
Total	369	366	343

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	40.4%	42.9%	39.9%
Male	59.6%	57.1%	60.1%
Economically Disadvantaged Students	84.8%	78.7%	79.9%
Students with Disabilities	26.0%	32.5%	36.7%
English Learners	23.0%	24.3%	20.1%
Homeless Students	1.6%	1.4%	1.5%
Students in Foster Care	0.5%	0.8%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	1.6%	2.5%	4.1%
Hispanic	64.5%	69.1%	67.9%
Black or African American	30.4%	24.0%	25.7%
Asian	3.5%	4.4%	2.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/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	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	82	85	86
KG - Half Day	0	0	0
KG - Full Day	243	229	198

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	49.3%
Spanish	46.6%
Arabic	2.3%
Other Languages	1.7%



Dale Avenue
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2018-2019

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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	100.0%	**	**

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	32	68.8%	31.3%
3-4	14	42.9%	57.1%
5 or more	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

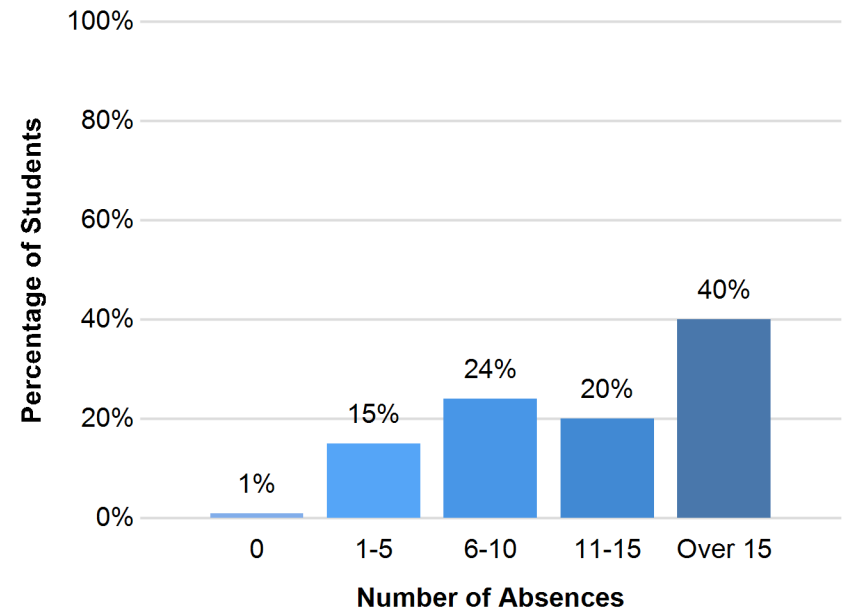
Chronic Absenteeism

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	86	33.9	10.3	Not Met
White	*	*	**	**
Hispanic	56	31.5	10.3	Not Met
Black or African American	26	42.6	10.3	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	39	39.8		
Male	47	30.1		
Economically Disadvantaged Students	72	34.0	10.3	Not Met
Students with Disabilities	25	28.1	10.3	Not Met
English Learners	13	28.3	10.3	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Dale Avenue
(31-4010-045)
Grades Offered: PK-02
2018-2019

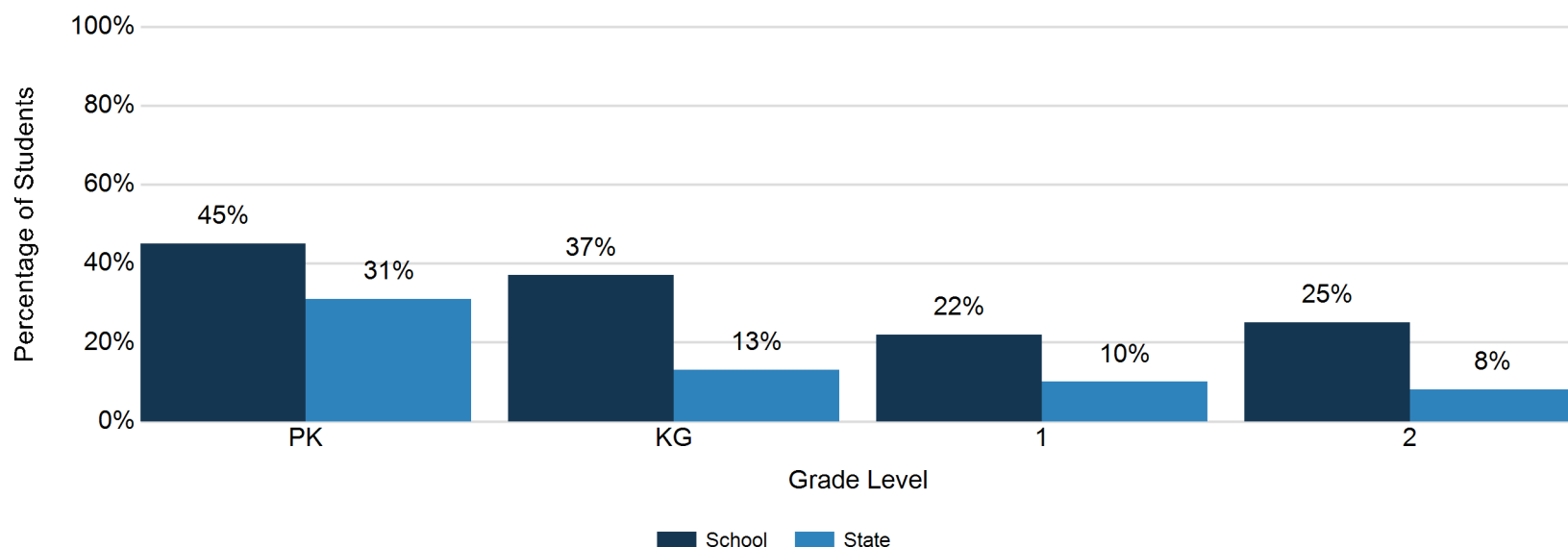
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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

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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions

N



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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	32	118,214
Average years experience in public schools	9.2	12.1
Average years experience in district	9.1	10.8
Percentage of Teachers with 4 or more years experience in the district	56.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

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	13:1
Students to Administrators	172:1	122:1
Teachers to Administrators	16:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	39.9%	87.5%	100.0%	48.4%	77.1%	54.9%
Male	60.1%	12.5%	0.0%	51.6%	22.9%	45.1%
White	4.1%	62.5%	0.0%	42.4%	83.6%	77.4%
Hispanic	67.9%	21.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	25.7%	12.5%	100.0%	15.0%	6.6%	13.9%
Asian	2.0%	3.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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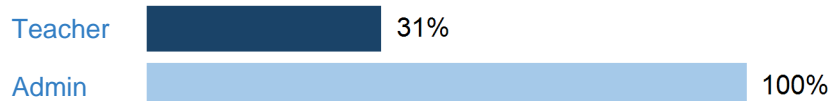
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	93.0%



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2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Dale Avenue
(31-4010-045)
Grades Offered: PK-02
2018-2019

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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 the school or district directly.



Highlights:

- Academic excellence is celebrated quarterly.
- Students are recognized monthly for his/her character, leadership and citizenship.
- Students are recognized for his or her perfect attendance.



Mission, Vision, Theme:

Mission: to motivate and support our students to become life-long learners. We strive to provide our students with an academic experience that we would expect for our own children. We believe our role as educators is to enable our students to problem-solve, think critically, be confident, independent and willing to try new things. We teach our students to value themselves and each other and to encourage each other to reach their full potential. At Dale Avenue, we value forming relationships with our students and their families. Vision: To be widely recognized as the model school for early childhood education. Our school will be distinctive and known for its support of the personal growth and academic success of a highly diverse student body.



Dale Avenue
(31-4010-045)
Grades Offered: PK-02
2018-2019

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School Narrative

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Clubs and Activities:

Monthly student performances, tied closely to the curriculum are held to showcase and inspire students. These performances promote the social –emotional and academic learning that takes place daily in our school.



Dale Avenue
(31-4010-045)
Grades Offered: PK-02
2018-2019

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School Narrative

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Staff and Professional Learning:

All teachers at Dale participate in a teacher led professional learning community (PLC). Teachers, instructional assistants and administrators participate in on-going professional development focused on key areas affiliated with his/her educational program.



Dale Avenue
(31-4010-045)
Grades Offered: PK-02
2018-2019

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School Narrative

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students Quarterly school dances are held to develop our students' communication and social skills. We teach our children how to establish and sustain positive relationships.



Don Bosco Academy
(31-4010-301)
Grades Offered: 06-08
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



Don Bosco Academy
(31-4010-301)
Grades Offered: 06-08
2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Ms. Cecilia O'Toole
Address	764 11TH AVENUE PATERSON, NJ 07514
Phone Number	973-321-0580
Email Address	cotoole@paterson.k12.nj.us
Website	https://dbta-pps-nj.schoolloop.com/
Facebook	https://www.facebook.com/Don-Bosco-Technology-Academy-195964643760309/



Don Bosco Academy
(31-4010-301)
Grades Offered: 06-08
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	159	153	154
7	276	272	273
8	305	280	275
Total	740	705	702

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.8%	46.5%	47.2%
Male	49.2%	53.5%	52.8%
Economically Disadvantaged Students	81.2%	82.3%	81.5%
Students with Disabilities	8.5%	9.8%	10.1%
English Learners	17.6%	18.7%	15.5%
Homeless Students	0.3%	0.3%	0.4%
Students in Foster Care	0.4%	0.6%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	1.4%	1.1%	1.9%
Hispanic	52.4%	53.0%	51.7%
Black or African American	14.6%	14.6%	14.2%
Asian	31.6%	31.2%	32.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment by Home Language

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

Home Language	% of Students
English	42.2%
Spanish	31.9%
Bengali	25.2%
Other Languages	0.7%



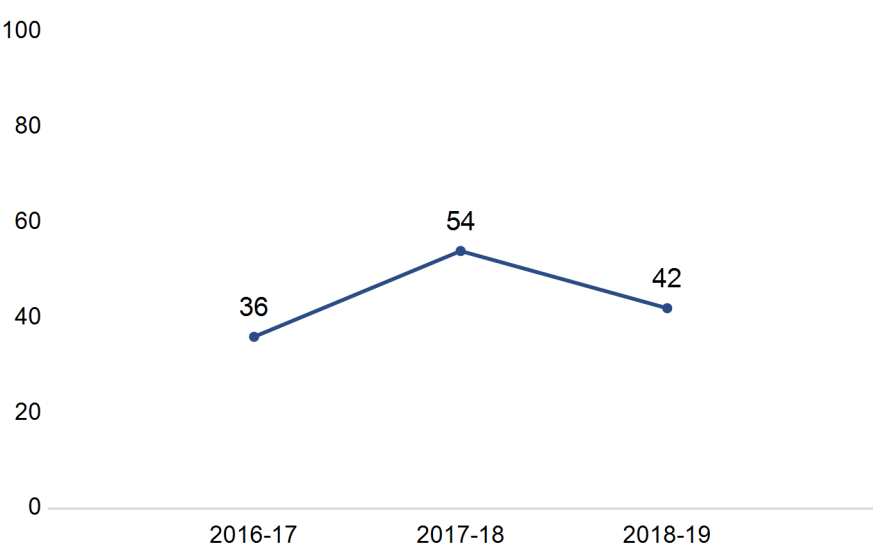
Don Bosco Academy
(31-4010-301)
Grades Offered: 06-08
2018-2019

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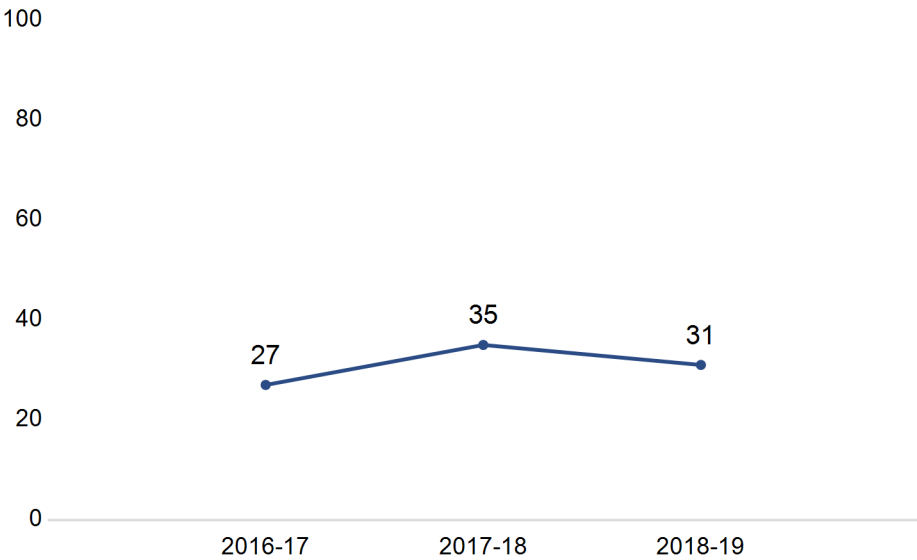
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	36	54	42	27	35	31
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Don Bosco Academy
(31-4010-301)
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2018-2019

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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 (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 (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	42	49	50	Met Standard	31	46	50	Not Met
White	56.5	58	50	**	*	52	52	**
Hispanic	39.5	49	49	Not Met	29	46	47	Not Met
Black or African American	37	43	45	Not Met	38	43	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	46	55.5	59	Met Standard	35	49	60	Not Met
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	46	52	53	N	28	46	50	N
Male	40	46	47	N	32.5	45	51	N
Economically Disadvantaged Students	42	49	48	Met Standard	32	45	46	Not Met
Students with Disabilities	56	41	43	Met Standard	41.5	41	45	Met Standard
English Learners	52	51	52	Met Standard	40	49	50	Met Standard
Homeless Students	*	40	43	N	*	44	44	N
Students in Foster Care	N	46	42	N	N	50	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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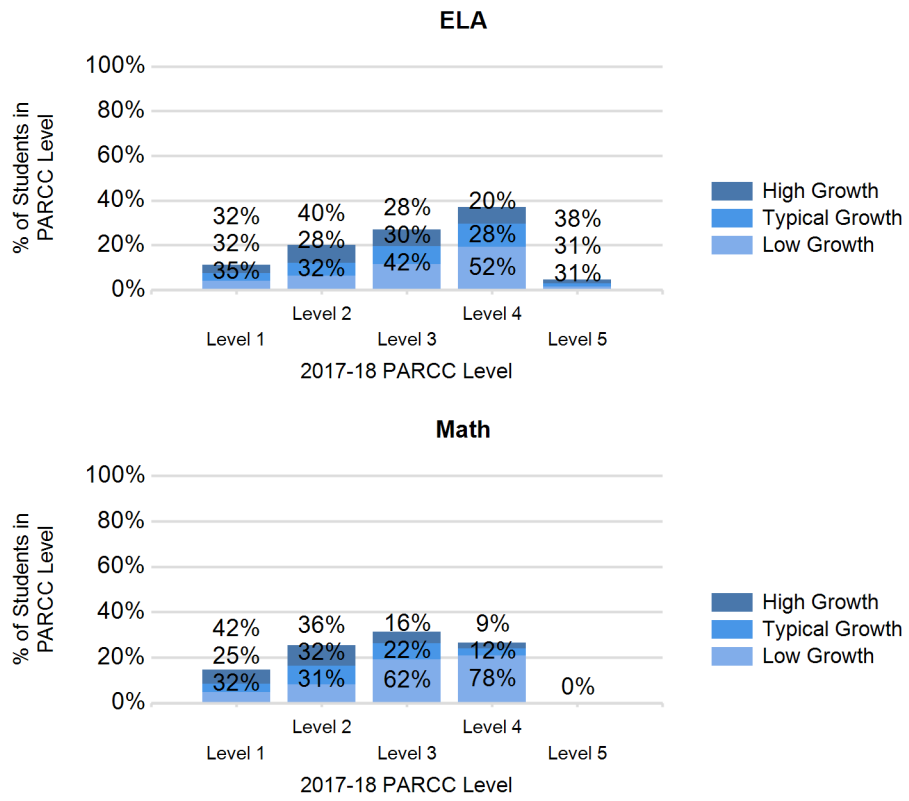
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

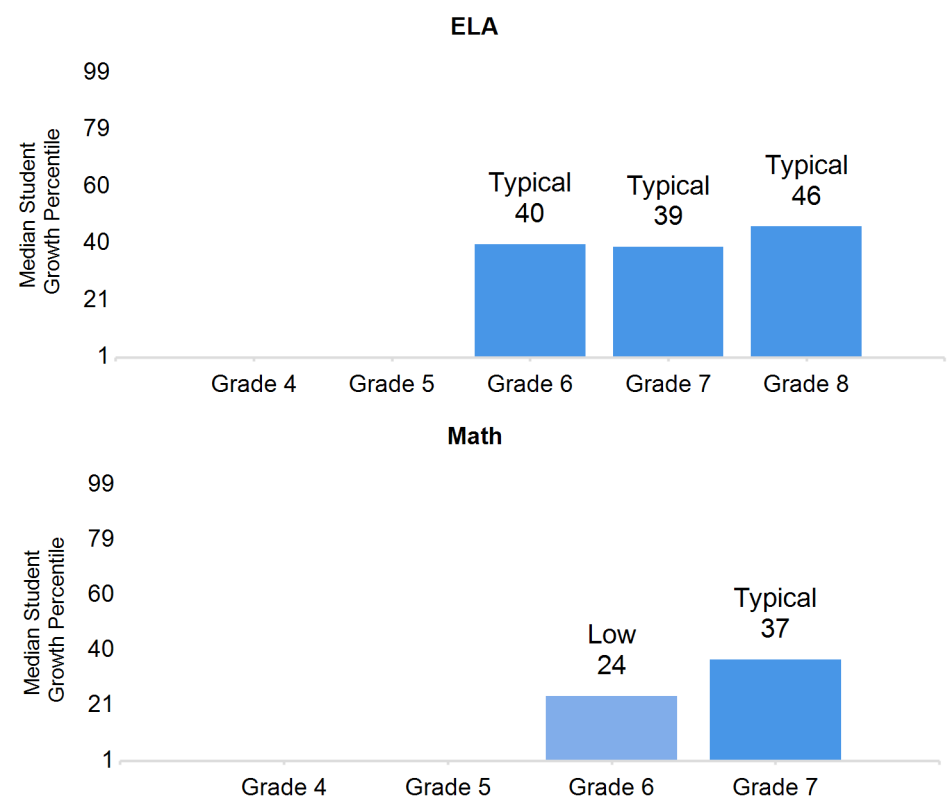
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



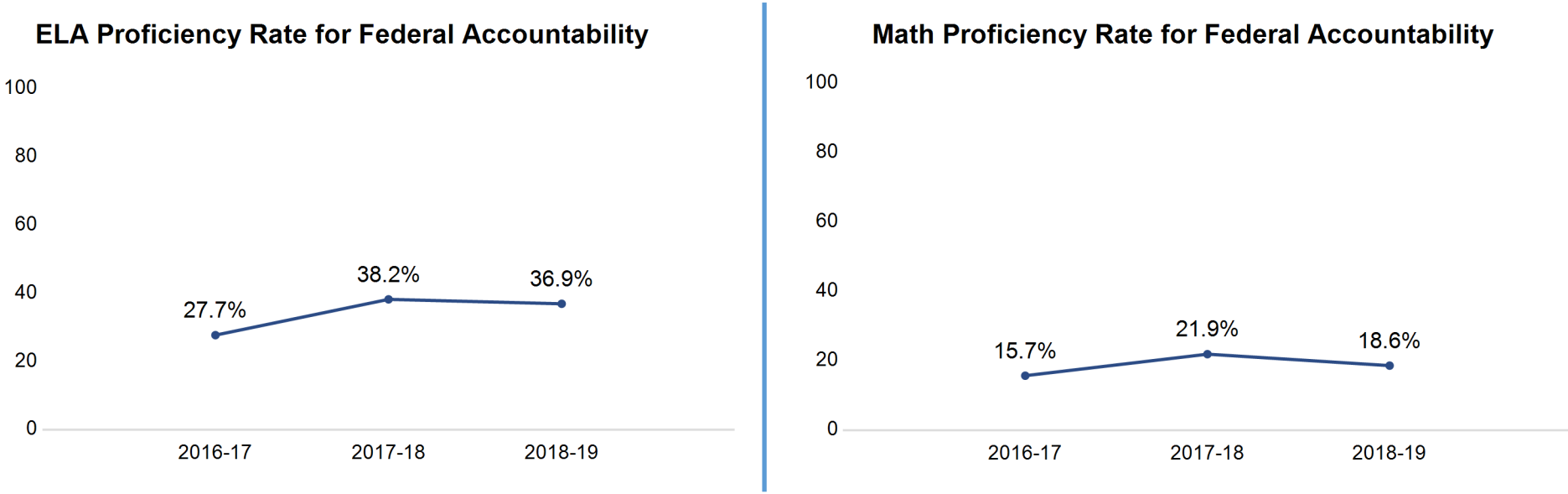


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.0%	99.0%	99.6%	99.0%	98.7%
Proficiency Rate for Federal Accountability	27.7%	38.2%	36.9%	15.7%	21.9%	18.6%
Annual Target	31.2%	33.7%	36.3%	18.5%	21.8%	25.0%
Met Annual Target?	Not Met	Met Target	Met Target	Not Met	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Don Bosco Academy
(31-4010-301)
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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	658	99.0	36.9	30.2	57.9	36.9	36.3	Met Target
White	13	100.0	61.5	*	66.9	61.5	**	**
Hispanic	333	98.3	30.0	29.1	43.9	30.0	33.7	Met Target†
Black or African American	98	99.0	25.5	24.9	38.5	25.5	27.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	214	100.0	51.4	54.9	82.9	51.4	46.3	Met Target
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	309	99.4	44.3	36.4	64.8	44.3		
Male	349	98.6	30.4	24.5	51.3	30.4		
Economically Disadvantaged Students	525	99.4	38.5	30.3	40.0	38.5	36.3	Met Target
Non-Economically Disadvantaged Students	133	97.2	30.8	29.9	67.9	30.8		
Students with Disabilities	65	94.2	20.0	10.9	22.7	19.8	14.5	Met Target
Students without Disabilities	593	99.5	38.8	34.0	65.1	38.8		
English Learners	163	100.0	27.0	17.1	29.3	27.0	18	Met Target
Non-English Learners	495	98.6	40.2	34.9	60.6	40.2		
Homeless Students	*	*	*	23.3	29.1	*		
Students In Foster Care	N	N	N	28.1	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

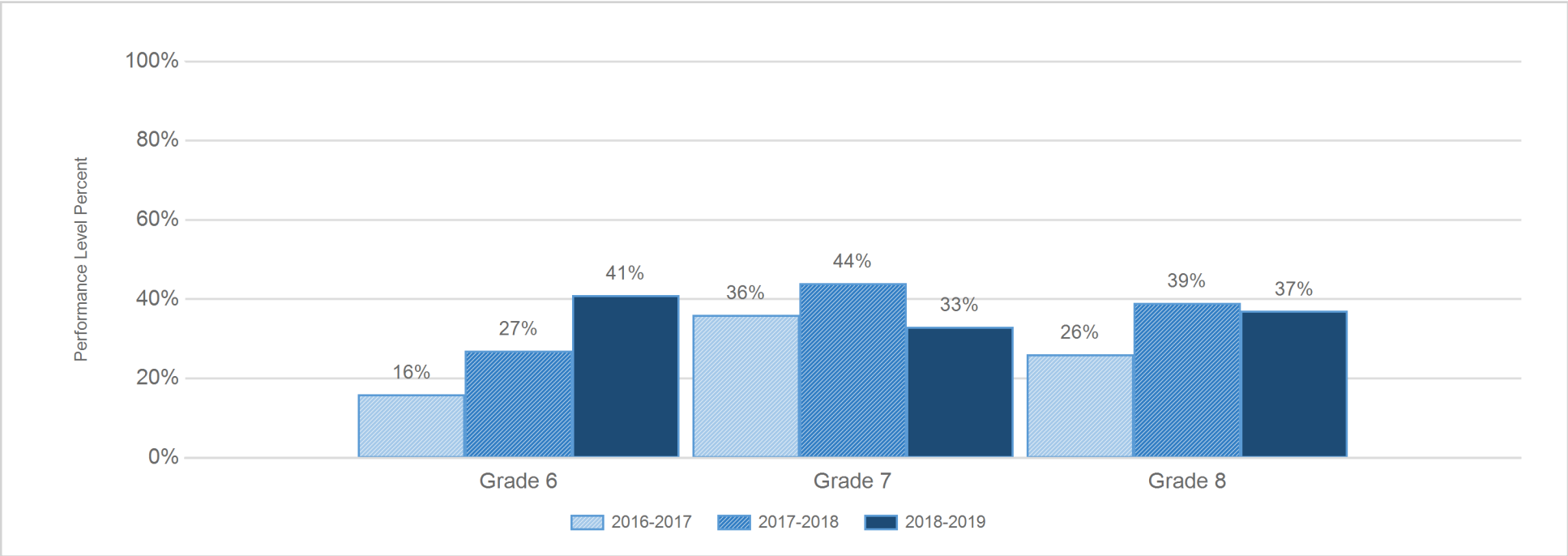


Don Bosco Academy
(31-4010-301)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Don Bosco Academy
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	146	745	734	754	*	16%	37%	*	*	41%	56%
White	*	*	736	762	*	*	*	*	*	*	65%
Hispanic	71	738	733	743	*	23%	41%	*	*	30%	43%
Black or African American	*	*	730	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	58	756	759	780	0%	*	31%	*	*	60%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	77	749	741	762	*	*	38%	*	*	47%	64%
Male	69	739	*	748	*	*	36%	*	*	35%	48%
Economically Disadvantaged Students	120	746	734	740	*	*	36%	*	*	45%	39%
Non-Economically Disadvantaged Students	26	739	735	763	*	*	42%	*	*	23%	67%
Students with Disabilities	*	*	703	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	740	761	*	*	*	*	*	*	64%
English Learners	16	718	702	710	*	*	*	*	*	13%	*
Non-English Learners	130	748	739	756	*	*	*	*	*	45%	*
Homeless Students	N	N	727	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	*	721	N	N	N	N	N	N	25%



Don Bosco Academy
(31-4010-301)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	267	733	734	761	15%	18%	33%	29%	4%	33%	63%
White	*	*	752	769	*	*	*	*	*	*	72%
Hispanic	135	730	*	747	14%	23%	37%	*	*	26%	50%
Black or African American	*	*	729	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	87	740	753	790	16%	11%	26%	*	*	46%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	110	739	742	769	10%	18%	33%	*	*	39%	71%
Male	157	730	*	753	19%	18%	34%	*	*	29%	55%
Economically Disadvantaged Students	208	733	732	743	*	*	33%	*	*	32%	45%
Non-Economically Disadvantaged Students	59	736	739	771	*	*	36%	*	*	36%	73%
Students with Disabilities	34	712	700	720	35%	*	*	*	*	18%	22%
Students without Disabilities	233	736	740	769	12%	*	*	*	*	35%	71%
English Learners	35	702	689	706	*	*	*	*	*	*	12%
Non-English Learners	232	738	741	763	*	*	*	*	*	*	65%
Homeless Students	*	*	721	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Don Bosco Academy
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Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	260	736	735	762	16%	18%	29%	*	*	37%	63%
White	*	*	751	770	*	*	*	*	*	*	72%
Hispanic	138	735	734	747	14%	19%	35%	*	*	33%	49%
Black or African American	*	*	729	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	71	743	758	794	17%	15%	17%	*	*	51%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	127	747	*	771	9%	10%	33%	*	*	47%	71%
Male	133	726	725	753	22%	25%	26%	*	*	28%	55%
Economically Disadvantaged Students	208	737	734	743	*	17%	28%	*	*	39%	45%
Non-Economically Disadvantaged Students	52	733	739	772	*	19%	35%	*	*	29%	72%
Students with Disabilities	25	737	706	721	*	*	48%	*	*	28%	22%
Students without Disabilities	235	736	740	770	*	*	27%	*	*	38%	71%
English Learners	37	703	693	708	49%	30%	*	*	*	16%	12%
Non-English Learners	223	742	743	764	10%	16%	*	*	*	41%	65%
Homeless Students	*	*	719	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%



Don Bosco Academy
(31-4010-301)
Grades Offered: 06-08
2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	665	98.7	18.6	18.6	44.5	18.6	25	Not Met
White	13	100.0	*	*	54.1	*	**	**
Hispanic	335	98.1	11.6	17.4	28.8	11.6	20.4	Not Met
Black or African American	98	99.0	*	13.1	23.0	*	15.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	219	99.6	34.2	41.9	76.5	34.2	39.3	Met Target†
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	315	99.1	16.8	18.9	44.9	16.8		
Male	350	98.4	20.3	18.3	44.2	20.3		
Economically Disadvantaged Students	532	99.3	19.2	18.8	26.3	19.2	25	Not Met
Non-Economically Disadvantaged Students	133	96.5	16.5	18.0	54.9	16.5		
Students with Disabilities	65	94.2	*	*	17.4	*	14.5	Not Met
Students without Disabilities	600	99.2	*	*	50.0	*		
English Learners	170	98.9	18.8	13.0	25.0	18.8	24.6	Not Met
Non-English Learners	495	98.6	18.6	20.8	46.5	18.6		
Homeless Students	*	*	*	10.2	17.1	*		
Students In Foster Care	N	N	N	12.9	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

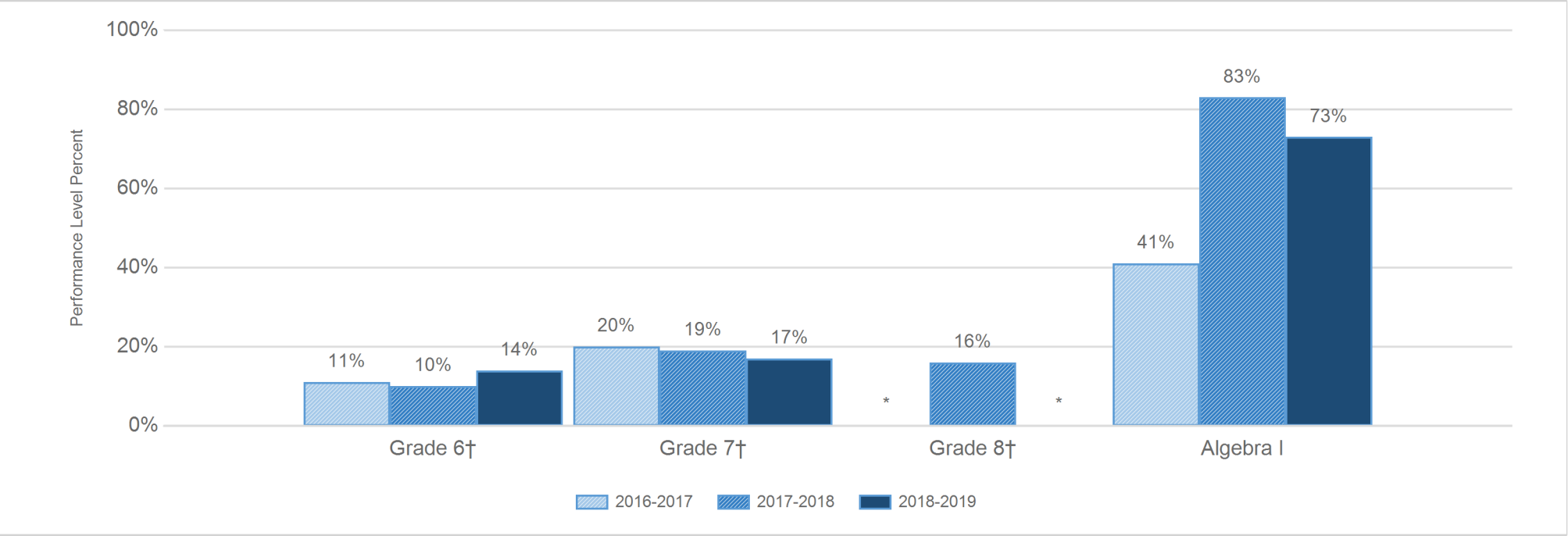


Don Bosco Academy
(31-4010-301)
Grades Offered: 06-08
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	152	725	722	741	13%	37%	37%	*	*	14%	41%
White	*	*	731	749	*	*	*	*	*	*	51%
Hispanic	74	719	721	729	*	*	*	*	*	*	24%
Black or African American	*	*	717	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	61	735	744	769	*	26%	44%	*	*	28%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	80	726	724	742	*	*	*	*	*	*	42%
Male	72	724	*	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	126	726	722	726	*	37%	*	*	*	14%	21%
Non-Economically Disadvantaged Students	26	721	722	750	*	38%	*	*	*	12%	53%
Students with Disabilities	*	*	701	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	726	746	*	*	*	*	*	*	46%
English Learners	22	715	706	709	*	*	*	*	*	*	*
Non-English Learners	130	726	725	743	*	*	*	*	*	*	*
Homeless Students	N	N	707	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	270	726	725	744	14%	33%	36%	*	*	17%	42%
White	*	*	735	751	*	*	*	*	*	*	53%
Hispanic	137	721	724	733	20%	37%	33%	*	*	10%	26%
Black or African American	*	*	719	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	88	737	741	768	*	24%	40%	*	*	31%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	113	726	726	744	16%	31%	34%	*	*	19%	42%
Male	157	726	*	743	13%	35%	38%	*	*	15%	42%
Economically Disadvantaged Students	211	726	724	731	13%	35%	36%	*	*	17%	24%
Non-Economically Disadvantaged Students	59	726	727	751	19%	29%	36%	*	*	17%	53%
Students with Disabilities	34	706	705	718	*	*	*	*	*	*	13%
Students without Disabilities	236	729	728	749	*	*	*	*	*	*	48%
English Learners	38	715	710	716	*	45%	*	*	*	11%	10%
Non-English Learners	232	728	728	745	*	31%	*	*	*	18%	44%
Homeless Students	*	*	712	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Don Bosco Academy
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	208	706	708	728	*	*	*	*	*	*	29%
White	*	*	715	737	*	*	*	*	*	*	38%
Hispanic	114	701	708	722	*	*	*	*	*	*	22%
Black or African American	*	*	703	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	49	724	720	747	*	31%	31%	*	*	20%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	103	705	711	731	*	*	*	*	*	*	31%
Male	105	706	704	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	166	707	708	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	42	700	705	735	*	*	*	*	*	*	36%
Students with Disabilities	24	701	693	707	*	*	*	*	*	*	10%
Students without Disabilities	184	706	711	734	*	*	*	*	*	*	35%
English Learners	48	723	700	706	*	*	*	*	*	*	10%
Non-English Learners	160	700	710	730	*	*	*	*	*	*	30%
Homeless Students	*	*	702	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	63	760	718	744	*	*	19%	*	*	73%	42%
White	*	*	733	752	*	*	*	*	*	*	53%
Hispanic	30	759	718	728	0%	*	*	*	*	67%	24%
Black or African American	*	*	710	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	27	763	741	775	0%	*	*	81%	0%	81%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	30	757	720	745	*	*	*	*	*	70%	44%
Male	33	762	717	743	*	*	*	*	*	76%	41%
Economically Disadvantaged Students	53	760	719	727	*	*	*	*	*	74%	23%
Non-Economically Disadvantaged Students	10	762	715	752	*	*	*	*	*	70%	52%
Students with Disabilities	*	*	701	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	720	748	*	*	*	*	*	*	47%
English Learners	N	N	703	710	N	N	N	N	N	N	*
Non-English Learners	63	760	722	745	*	*	19%	*	*	73%	*
Homeless Students	N	N	697	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	18.6%	40.9%	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	44	*	*
3-4	49	*	*
5 or more	14	*	*



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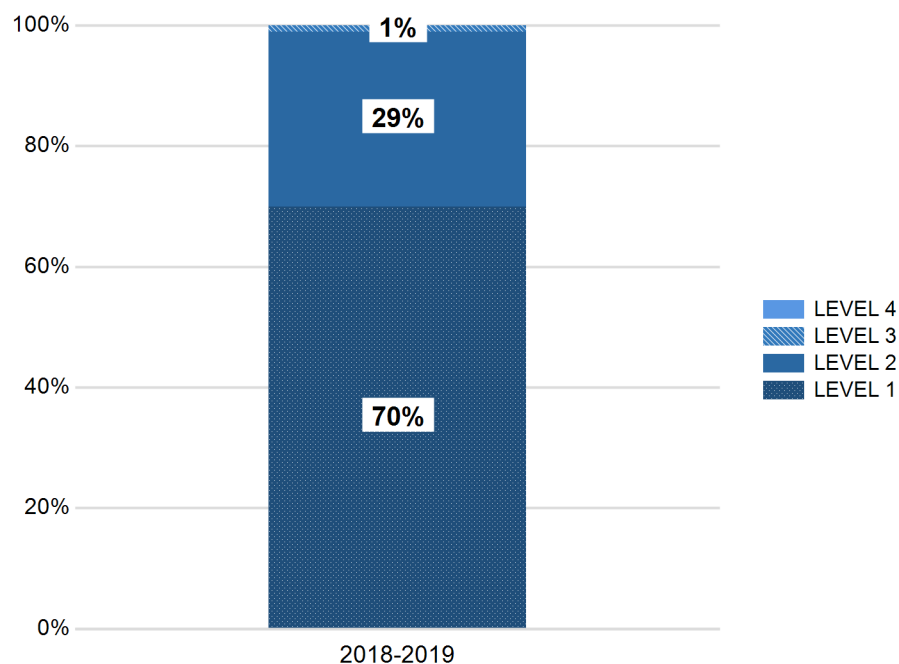
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	70	29	1	0
White	*	*	*	*
Hispanic	74	25	1	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	63	37	0	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	69	29	2	0
Male	71	28	1	0
Economically Disadvantaged Students	71	29	0	0
Non-Economically Disadvantaged Students	66	30	4	0
Students with Disabilities	80	20	0	0
Students without Disabilities	69	30	1	0
English Learners	83	17	0	0
Non-English Learners	67	32	1	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	154
7	0	0	273
8	64	0	211
Total	64	0	638

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0



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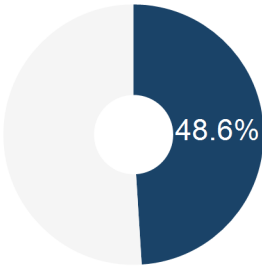
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Visual and Performing Arts – Course Participation

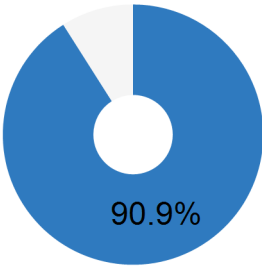
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

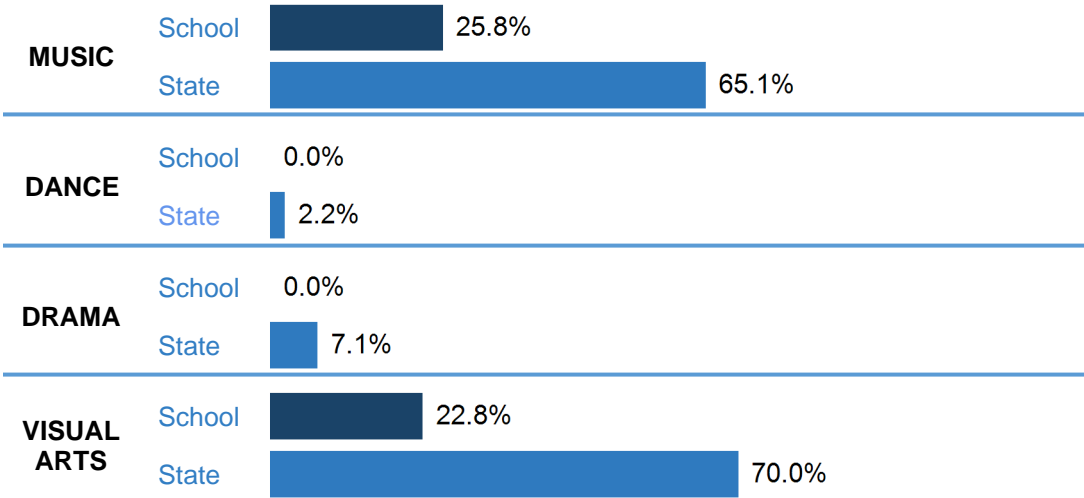


School



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. Students with fewer than 45 days in membership are excluded from attendance calculations.

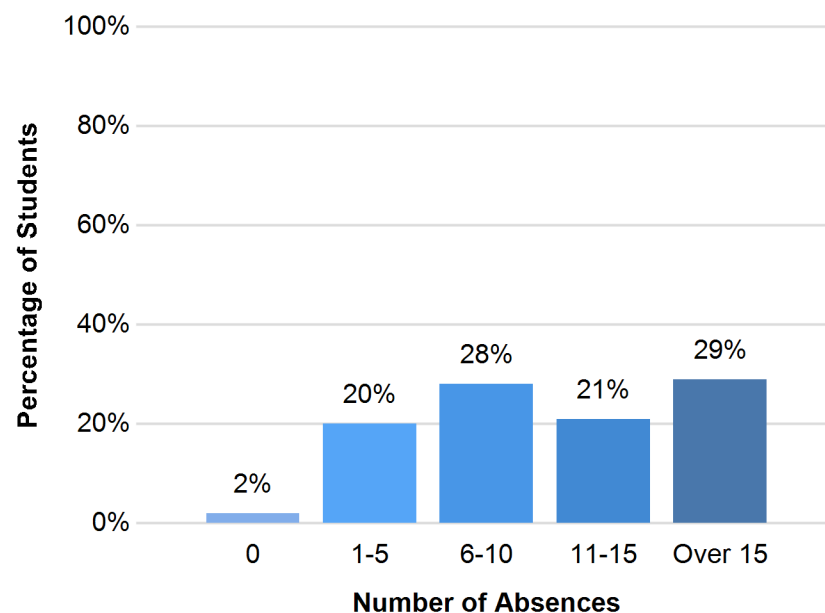
Chronic Absenteeism

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	153	21.9	9.1	Not Met
White	2	15.4	**	**
Hispanic	83	23.1	9.1	Not Met
Black or African American	28	27.7	9.1	Not Met
Asian, Native Hawaiian, or Pacific	40	17.7	9.1	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	68	20.7		
Male	85	23.0		
Economically Disadvantaged Students	129	22.5	9.1	Not Met
Students with Disabilities	23	32.4	9.1	Not Met
English Learners	17	15.9	9.1	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





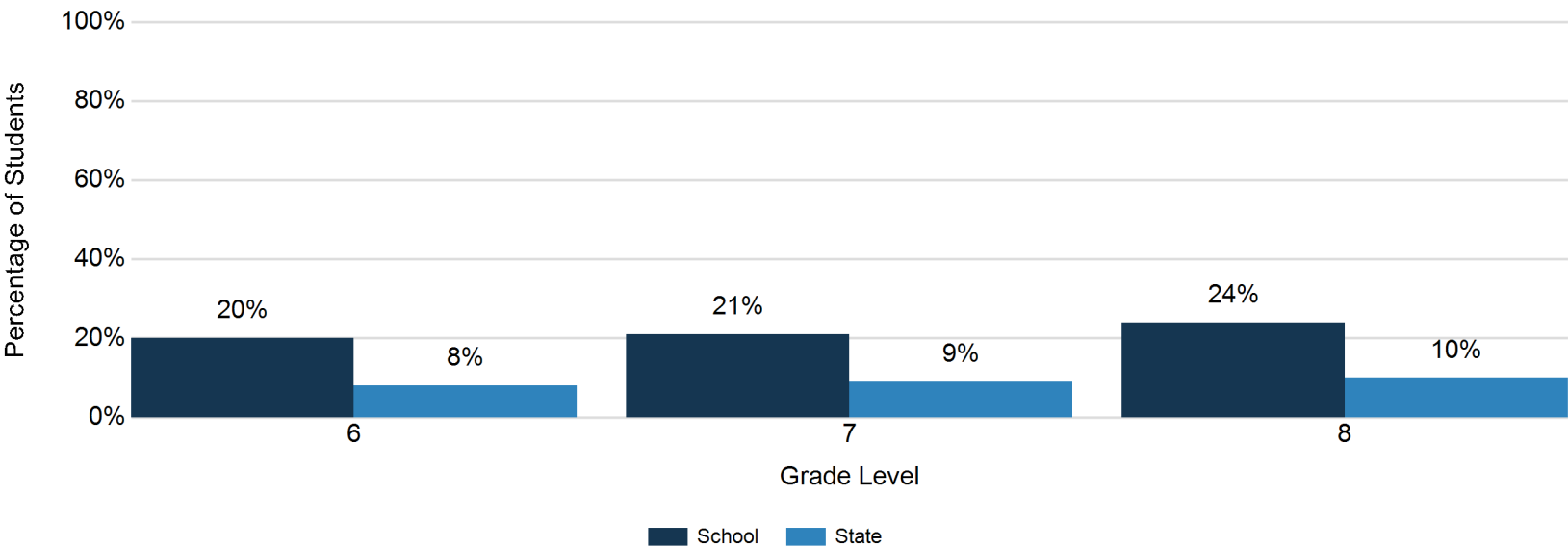
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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





Don Bosco Academy
(31-4010-301)
Grades Offered: 06-08
2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	19
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	2.71

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	0	1
Religion	1	0	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	6	0	6
No Identified Nature	0		0

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	10	1.4%
Any Suspension	11	1.6%
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
45

**Don Bosco Academy**

(31-4010-301)

Grades Offered: 06-08

2018-2019

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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	2.6:1



Don Bosco Academy
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2018-2019

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	45	118,214
Average years experience in public schools	9.6	12.1
Average years experience in district	9.5	10.8
Percentage of Teachers with 4 or more years experience in the district	71.1%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

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	16:1	13:1
Students to Administrators	234:1	122:1
Teachers to Administrators	15:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



Don Bosco Academy
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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.2%	66.7%	100.0%	48.4%	77.1%	54.9%
Male	52.8%	33.3%	0.0%	51.6%	22.9%	45.1%
White	1.9%	55.6%	66.7%	42.4%	83.6%	77.4%
Hispanic	51.7%	24.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.2%	6.7%	33.3%	15.0%	6.6%	13.9%
Asian	32.1%	6.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	6.7%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

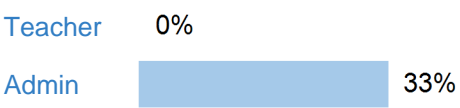
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	91.3%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	27.7%	38.2%	36.9%
Math Proficiency	15.7%	21.9%	18.6%
ELA Growth	36	54	42
Math Growth	27	35	31
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		27.8%	18.6%
Chronic Absenteeism	0.1%	19.2%	21.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Don Bosco Academy

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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Not Met	Met Standard	Not Met	Not Met	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Not Met	Met Standard	Met Standard	Met Standard	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 the school or district directly.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> DBTA won the Taub Doby 2019 NCAA Championship Basketball Game held at the Barclay Center in Brooklyn, NY. The SGA attended a Field Trip to Washington D.C. In May 2019 DBTA participated in a school wide "Kindness Tree" Project.
<div>  <div>Mission, Vision, Theme:</div> </div>	Mission: To provide a high quality, rigorous, and meaningful education for all students. Through the collaboration of all stakeholders, each student will be expected to succeed and encouraged to achieve a standard of excellence while working toward chosen career goals. Each student will be treated as an individual, given the tools to be a lifelong learner and taught to be a productive member of society. Vision: To create a highly successful middle school community that inspires a passion for learning
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	NCAA Basketball Trophy awaded to DBTA- 1st place.





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<div>  <div> Courses, Curriculum, Instruction: </div> </div>	<div> Pre- Algebra, Algebra I is offered at DBTA.(Grade 7- Grade8) </div>
<div>  <div> Sports and Athletics: </div> </div>	<div> Sports Offered: Basketball (Boys), Cheerleading (Boys & Girls), Soccer (Boys & Girls) </div>



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<p>Before and After School Programs:</p>	<p>Gear Up- Grade 8, NJSLS Testing - Grade 6-7-8</p>
<p>Staff and Professional Learning:</p>	<p>PLC's provided by PIR- WPU. Behavior Management, STEAM, Arts integration.</p>




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 <div>Parent and Community Involvement:</div>	HSL, IAAM Initiative,WPU partnerships.
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 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: No</div>
 <div>Facilities:</div>	<div>DBTA was built in 1966. Two renovations were completed over the summer to create additional classrooms for the increased student enrollment in grade 6-8.</div>



Dr. Hani Awadallah School
(31-4010-313)
Grades Offered: KG-08
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



Dr. Hani Awadallah School
(31-4010-313)
Grades Offered: KG-08
2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Ms. Nahed Badawy
Address	515 MARSHALL STREET PATERSON, NJ 07503
Phone Number	973-321-1000
Email Address	nbadawy@paterson.k12.nj.us
Website	https://dhas-pps-nj.schoolloop.com/



Dr. Hani Awadallah School
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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	76	87	82
1	71	78	82
2	64	65	79
3	81	63	62
4	70	82	66
5	71	80	70
6	74	81	78
7	79	74	76
8	73	80	70
Total	659	690	665

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.6%	47.8%	47.4%
Male	52.4%	52.2%	52.6%
Economically Disadvantaged Students	83.9%	66.8%	80.3%
Students with Disabilities	16.4%	15.9%	17.1%
English Learners	22.2%	24.6%	23.3%
Homeless Students	0.6%	0.0%	0.9%
Students in Foster Care	0.0%	0.3%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	29.6%	27.7%	27.2%
Hispanic	61.5%	63.3%	62.7%
Black or African American	5.6%	5.8%	6.9%
Asian	3.3%	3.2%	3.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	76	87	82

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	42.3%
English	30.2%
Arabic	25.1%
Turkish	1.2%
Other Languages	1.2%



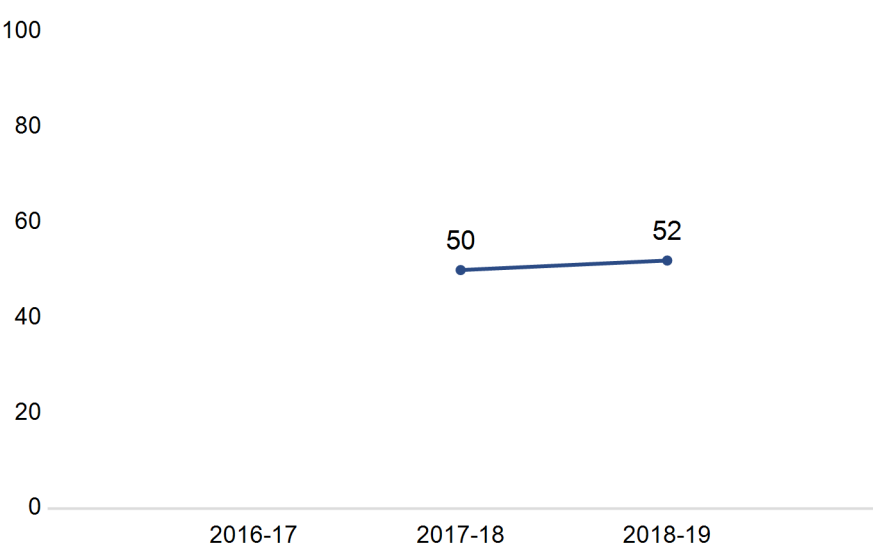
Dr. Hani Awadallah School
(31-4010-313)
Grades Offered: KG-08
2018-2019

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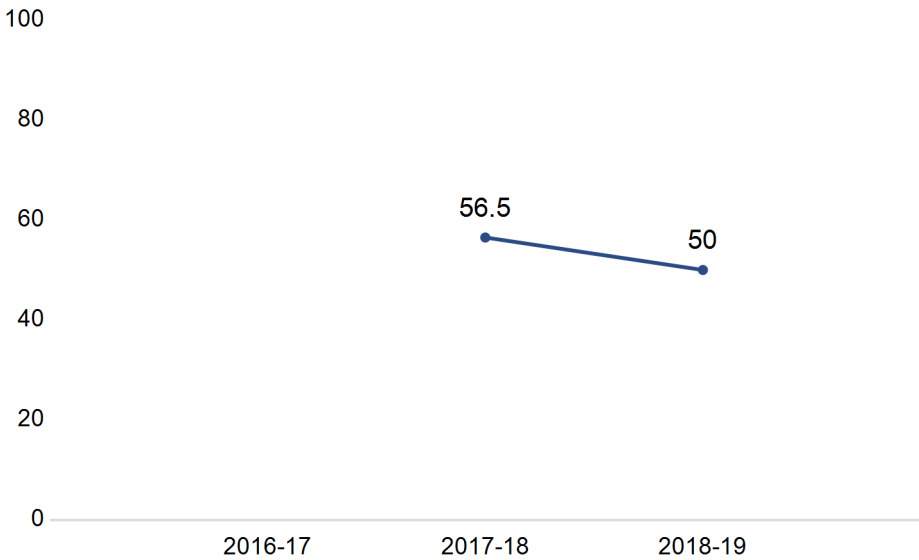
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	*	50	52	*	56.5	50
Met Standard (40-59.5)?	*	Met Standard	Met Standard	*	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Dr. Hani Awadallah School
(31-4010-313)
Grades Offered: KG-08
2018-2019

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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 (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 (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	52	49	50	Met Standard	50	46	50	Met Standard
White	47	58	50	Met Standard	51	52	52	Met Standard
Hispanic	54	49	49	Met Standard	48	46	47	Met Standard
Black or African American	47	43	45	**	62.5	43	43	**
Asian, Native Hawaiian, or Pacific Islander	64.5	55.5	59	**	71	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	59	52	53	N	50	46	50	N
Male	47	46	47	N	50	45	51	N
Economically Disadvantaged Students	50	49	48	Met Standard	48	45	46	Met Standard
Students with Disabilities	43	41	43	Met Standard	33	41	45	Not Met
English Learners	59	51	52	Met Standard	49	49	50	Met Standard
Homeless Students	N	40	43	N	N	44	44	N
Students in Foster Care	N	46	42	N	N	50	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



Dr. Hani Awadallah School
(31-4010-313)
Grades Offered: KG-08
2018-2019

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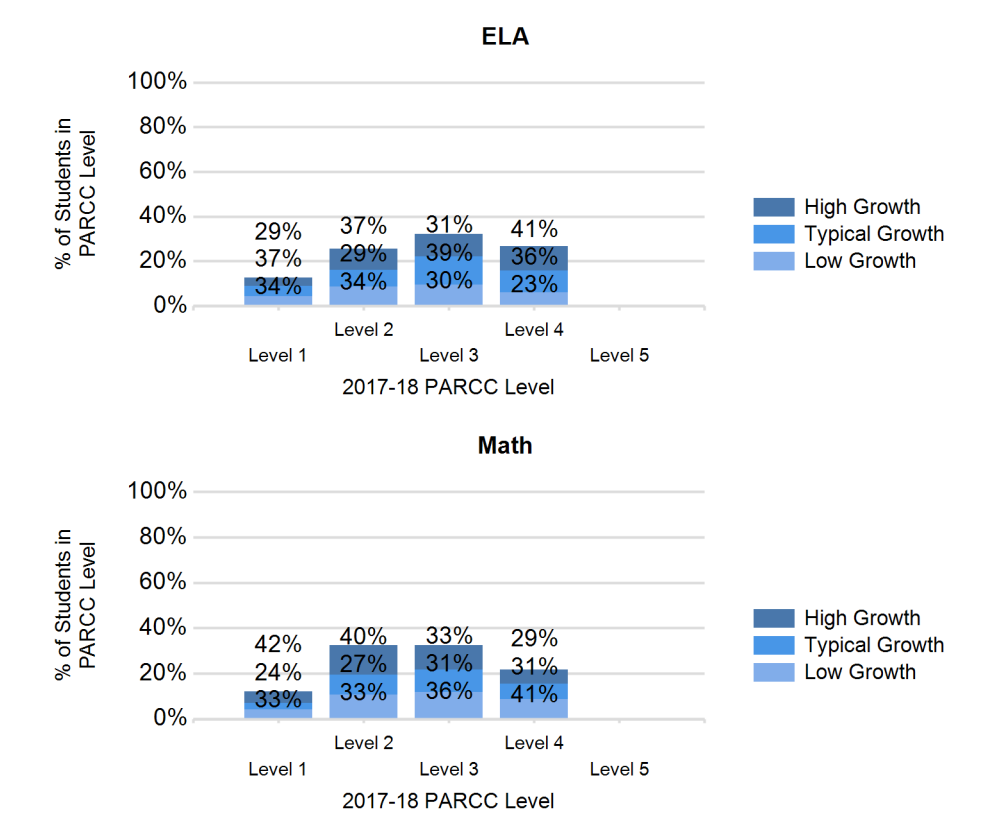
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

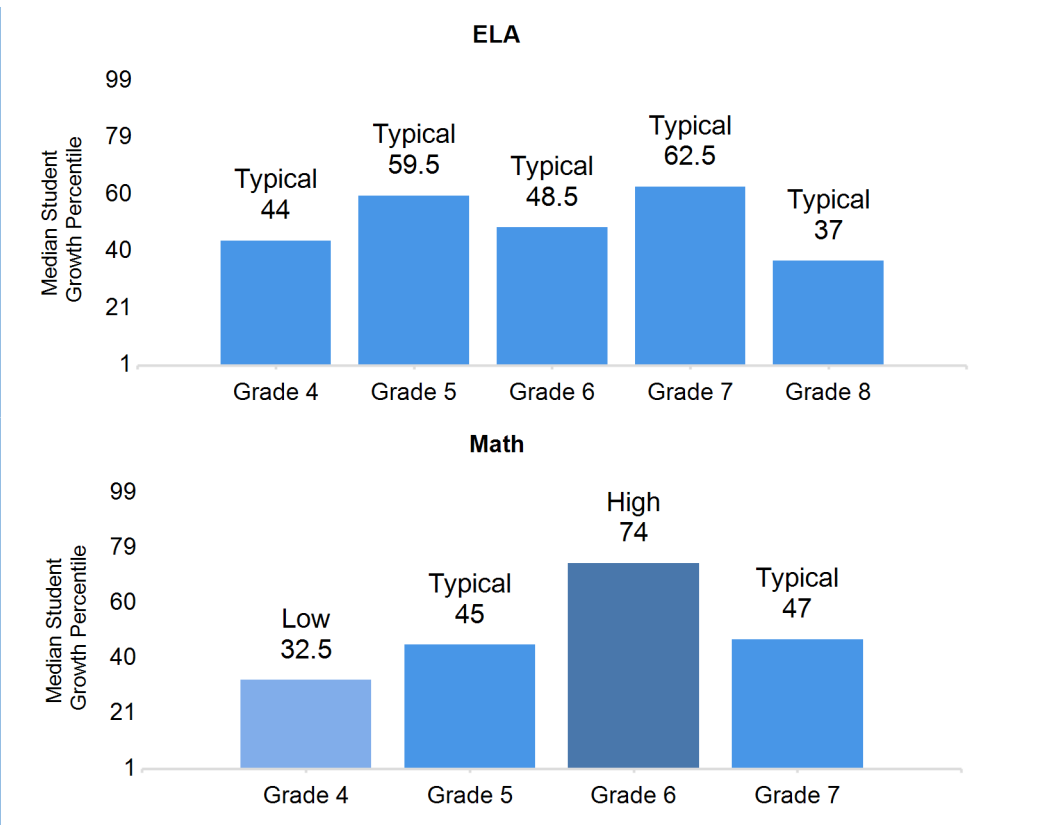
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



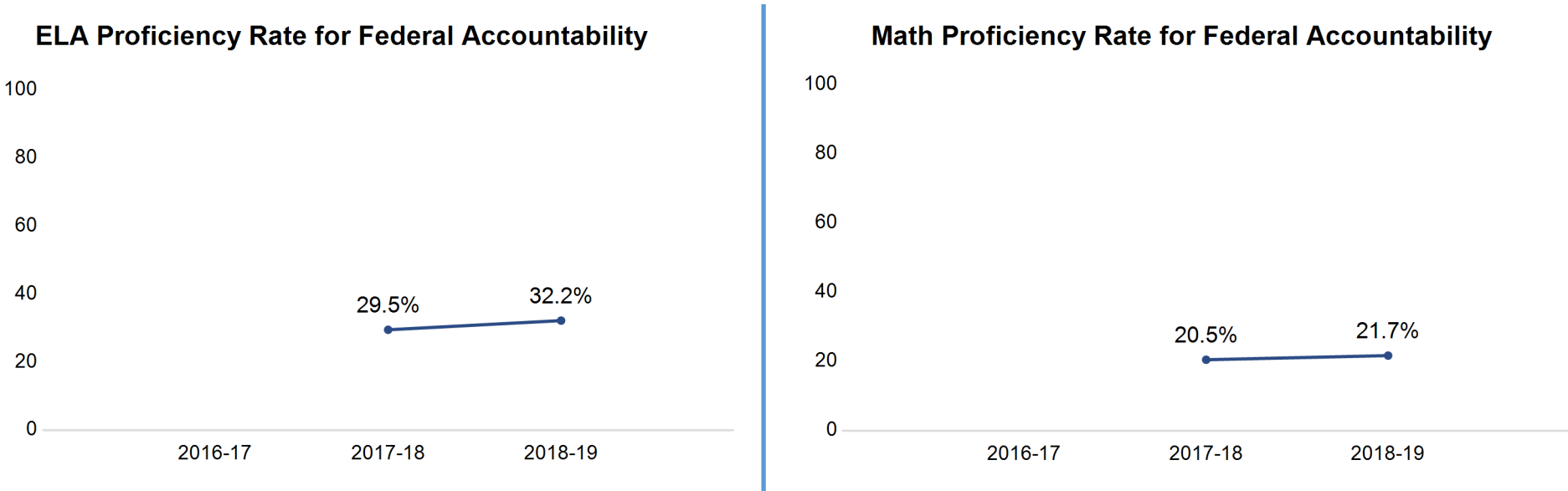


Dr. Hani Awadallah School
(31-4010-313)
Grades Offered: KG-08
2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.8%	100.0%	100.0%	99.8%	100.0%	100.0%
Proficiency Rate for Federal Accountability	*	29.5%	32.2%	*	20.5%	21.7%
Annual Target	N	9.6%	32.0%	N	8.0%	11.8%
Met Annual Target?	N	Met Target	Met Target	N	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Dr. Hani Awadallah School
(31-4010-313)
Grades Offered: KG-08
2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	398	100.0	32.2	30.2	57.9	32.2	32	Met Target
White	95	100.0	29.5	*	66.9	29.5	26.8	Met Target
Hispanic	268	100.0	32.8	29.1	43.9	32.8	34.8	Met Target†
Black or African American	21	100.0	14.3	24.9	38.5	14.3	12	Met Target
Asian, Native Hawaiian, or Pacific Islander	14	100.0	64.3	54.9	82.9	64.3	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	187	100.0	42.8	36.4	64.8	42.8		
Male	211	100.0	22.7	24.5	51.3	22.7		
Economically Disadvantaged Students	330	100.0	33.6	30.3	40.0	33.6	31.3	Met Target
Non-Economically Disadvantaged Students	68	100.0	25.0	29.9	67.9	25.0		
Students with Disabilities	65	100.0	*	10.9	22.7	*	6.4	Met Target†
Students without Disabilities	333	100.0	*	34.0	65.1	*		
English Learners	127	100.0	18.1	17.1	29.3	18.1	28.2	Not Met
Non-English Learners	271	100.0	38.7	34.9	60.6	38.7		
Homeless Students	*	*	*	23.3	29.1	*		
Students In Foster Care	N	N	N	28.1	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

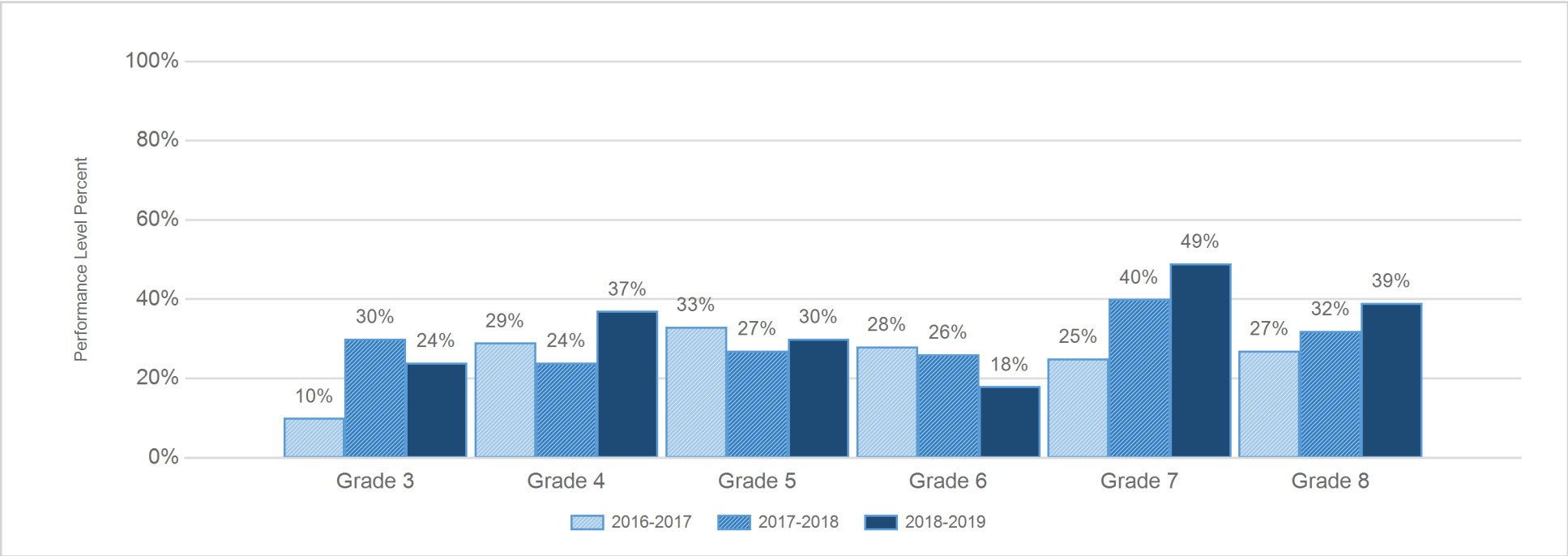


Dr. Hani Awadallah School
(31-4010-313)
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2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Dr. Hani Awadallah School
(31-4010-313)
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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	59	727	721	748	24%	*	37%	*	*	24%	50%
White	20	724	*	757	*	*	*	*	*	30%	60%
Hispanic	33	728	720	734	*	*	42%	*	*	21%	36%
Black or African American	*	*	715	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	743	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	29	727	*	753	*	*	41%	*	*	24%	55%
Male	30	727	717	743	*	*	33%	*	*	23%	46%
Economically Disadvantaged Students	*	*	721	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	720	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	690	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	10	700	695	713	*	*	*	*	*	10%	17%
Non-English Learners	49	733	728	751	*	*	*	*	*	27%	54%
Homeless Students	*	*	712	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



Dr. Hani Awadallah School
 (31-4010-313)
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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	63	736	732	755	*	25%	27%	*	*	37%	57%
White	15	742	741	763	*	*	*	*	*	40%	67%
Hispanic	41	733	730	743	*	*	32%	32%	0%	32%	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	33	746	738	760	*	*	*	*	*	52%	62%
Male	30	726	727	750	*	*	*	*	*	20%	53%
Economically Disadvantaged Students	49	734	731	740	*	*	*	*	*	37%	40%
Non-Economically Disadvantaged Students	14	743	734	765	*	*	*	*	*	36%	69%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	761	*	*	*	*	*	*	64%
English Learners	18	724	706	720	*	*	*	*	*	17%	17%
Non-English Learners	45	741	738	758	*	*	*	*	*	44%	60%
Homeless Students	N	N	723	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	*	718	N	N	N	N	N	N	25%



Dr. Hani Awadallah School
(31-4010-313)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	69	732	734	756	19%	17%	33%	*	*	30%	58%
White	*	*	740	764	*	*	*	*	*	*	68%
Hispanic	52	730	732	743	*	*	37%	27%	0%	27%	44%
Black or African American	*	*	732	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	39	737	740	761	*	*	33%	*	*	36%	64%
Male	30	725	729	750	*	*	33%	*	*	23%	52%
Economically Disadvantaged Students	57	730	734	740	*	21%	*	*	*	30%	39%
Non-Economically Disadvantaged Students	12	739	737	766	*	0%	*	*	*	33%	69%
Students with Disabilities	21	708	707	724	*	*	*	*	*	10%	23%
Students without Disabilities	48	742	739	762	*	*	*	*	*	40%	65%
English Learners	*	*	701	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	740	758	*	*	*	*	*	*	60%
Homeless Students	N	N	723	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Dr. Hani Awadallah School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	77	728	734	754	17%	27%	38%	*	*	18%	56%
White	18	715	736	762	*	*	*	*	*	11%	65%
Hispanic	52	733	733	743	*	29%	38%	*	*	21%	43%
Black or African American	*	*	730	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	32	741	741	762	*	*	*	*	*	*	64%
Male	45	719	*	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	59	726	734	740	*	*	29%	*	*	19%	39%
Non-Economically Disadvantaged Students	18	737	735	763	*	*	67%	*	*	17%	67%
Students with Disabilities	14	701	703	722	*	*	*	*	*	*	19%
Students without Disabilities	63	734	740	761	*	*	*	*	*	*	64%
English Learners	12	697	702	710	*	*	*	*	*	*	*
Non-English Learners	65	734	739	756	*	*	*	*	*	*	*
Homeless Students	N	N	727	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	*	721	N	N	N	N	N	N	25%



Dr. Hani Awadallah School
(31-4010-313)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	72	747	734	761	*	17%	28%	*	*	49%	63%
White	*	*	752	769	*	*	*	*	*	*	72%
Hispanic	51	749	*	747	*	20%	29%	*	*	49%	50%
Black or African American	N	N	729	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	33	757	742	769	*	*	*	*	*	64%	71%
Male	39	738	*	753	*	*	*	*	*	36%	55%
Economically Disadvantaged Students	*	*	732	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	739	771	*	*	*	*	*	*	73%
Students with Disabilities	11	710	700	720	*	*	*	*	*	*	22%
Students without Disabilities	61	753	740	769	*	*	*	*	*	*	71%
English Learners	*	*	689	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	741	763	*	*	*	*	*	*	65%
Homeless Students	N	N	721	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Dr. Hani Awadallah School
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Grades Offered: KG-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	66	734	735	762	17%	26%	18%	*	*	39%	63%
White	16	719	751	770	*	*	*	*	*	25%	72%
Hispanic	45	740	734	747	*	24%	*	*	*	47%	49%
Black or African American	*	*	729	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	28	744	*	771	*	*	*	*	*	50%	71%
Male	38	728	725	753	*	*	*	*	*	32%	55%
Economically Disadvantaged Students	52	735	734	743	21%	*	*	*	*	44%	45%
Non-Economically Disadvantaged Students	14	734	739	772	0%	*	*	*	*	21%	72%
Students with Disabilities	11	707	706	721	*	*	*	*	*	*	22%
Students without Disabilities	55	740	740	770	*	*	*	*	*	*	71%
English Learners	11	688	693	708	*	*	*	*	*	*	12%
Non-English Learners	55	744	743	764	*	*	*	*	*	*	65%
Homeless Students	N	N	719	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%



Dr. Hani Awadallah School
(31-4010-313)
Grades Offered: KG-08
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	411	100.0	21.7	18.6	44.5	21.7	11.8	Met Target
White	104	100.0	24.0	*	54.1	24.0	22.6	Met Target
Hispanic	272	100.0	19.1	17.4	28.8	19.1	24.1	Not Met
Black or African American	21	100.0	14.3	13.1	23.0	14.3	8	Met Target
Asian, Native Hawaiian, or Pacific Islander	14	100.0	64.3	41.9	76.5	64.3	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	194	100.0	26.3	18.9	44.9	26.3		
Male	217	100.0	17.5	18.3	44.2	17.5		
Economically Disadvantaged Students	335	100.0	22.7	18.8	26.3	22.7	11.9	Met Target
Non-Economically Disadvantaged Students	76	100.0	17.1	18.0	54.9	17.1		
Students with Disabilities	65	100.0	*	*	17.4	*	5.2	Not Met
Students without Disabilities	346	100.0	*	*	50.0	*		
English Learners	140	100.0	16.4	13.0	25.0	16.4	21.1	Met Target†
Non-English Learners	271	100.0	24.4	20.8	46.5	24.4		
Homeless Students	*	*	*	10.2	17.1	*		
Students In Foster Care	N	N	N	12.9	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

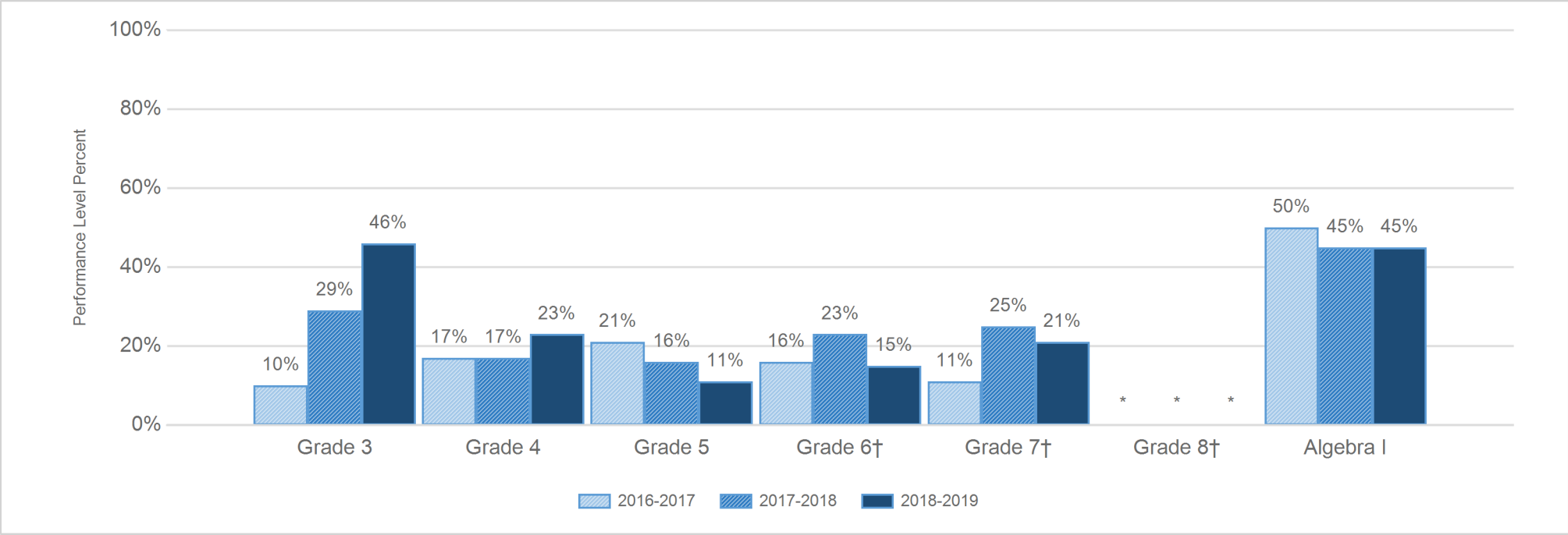


Dr. Hani Awadallah School
(31-4010-313)
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2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	744	728	752	*	*	25%	*	*	46%	55%
White	22	743	743	760	*	*	*	*	*	45%	66%
Hispanic	33	745	728	739	*	*	*	*	*	45%	40%
Black or African American	*	*	720	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	30	744	*	751	*	*	*	*	*	47%	54%
Male	31	745	728	752	*	*	*	*	*	45%	56%
Economically Disadvantaged Students	*	*	729	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	724	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	706	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	731	756	*	*	*	*	*	*	60%
English Learners	12	712	715	728	*	*	*	*	*	*	26%
Non-English Learners	49	752	733	754	*	*	*	*	*	*	58%
Homeless Students	*	*	715	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



Dr. Hani Awadallah School
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	66	731	726	749	17%	20%	41%	*	*	23%	51%
White	17	735	735	757	*	*	*	*	*	24%	62%
Hispanic	42	727	724	737	*	24%	43%	*	*	17%	36%
Black or African American	*	*	720	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	34	731	727	749	*	*	41%	*	*	24%	50%
Male	32	731	724	749	*	*	41%	*	*	22%	52%
Economically Disadvantaged Students	51	729	726	734	*	*	*	*	*	22%	32%
Non-Economically Disadvantaged Students	15	738	725	759	*	*	*	*	*	27%	63%
Students with Disabilities	*	*	706	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	729	754	*	*	*	*	*	*	56%
English Learners	21	715	709	722	*	*	*	*	*	10%	18%
Non-English Learners	45	738	730	751	*	*	*	*	*	29%	54%
Homeless Students	N	N	721	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



Dr. Hani Awadallah School
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	70	722	727	747	17%	39%	33%	*	*	11%	47%
White	10	739	733	755	0%	*	*	*	*	40%	58%
Hispanic	52	718	725	735	*	*	*	*	*	*	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	40	722	*	747	*	33%	*	*	*	10%	47%
Male	30	721	*	747	*	47%	*	*	*	13%	47%
Economically Disadvantaged Students	57	722	727	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	13	720	727	757	*	*	*	*	*	*	59%
Students with Disabilities	21	699	707	725	*	*	*	*	*	*	19%
Students without Disabilities	49	732	730	752	*	*	*	*	*	*	52%
English Learners	*	*	709	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	730	749	*	*	*	*	*	*	49%
Homeless Students	N	N	720	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	78	727	722	741	14%	36%	35%	15%	0%	15%	41%
White	18	717	731	749	*	*	*	*	*	11%	51%
Hispanic	53	729	721	729	*	40%	38%	*	*	15%	24%
Black or African American	*	*	717	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	744	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	33	736	724	742	*	*	*	*	*	*	42%
Male	45	720	*	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	59	725	722	726	*	*	*	*	*	14%	21%
Non-Economically Disadvantaged Students	19	732	722	750	*	*	*	*	*	21%	53%
Students with Disabilities	14	704	701	716	*	*	*	*	*	*	12%
Students without Disabilities	64	732	726	746	*	*	*	*	*	*	46%
English Learners	13	711	706	709	*	*	0%	*	*	15%	*
Non-English Learners	65	730	725	743	*	*	42%	*	*	15%	*
Homeless Students	N	N	707	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%



Dr. Hani Awadallah School
(31-4010-313)
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	76	731	725	744	*	32%	39%	*	*	21%	42%
White	*	*	735	751	*	*	*	*	*	*	53%
Hispanic	53	733	724	733	*	34%	43%	*	*	19%	26%
Black or African American	N	N	719	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	741	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	34	735	726	744	*	*	38%	*	*	29%	42%
Male	42	728	*	743	*	*	40%	*	*	14%	42%
Economically Disadvantaged Students	*	*	724	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	727	751	*	*	*	*	*	*	53%
Students with Disabilities	11	715	705	718	*	*	*	*	*	*	13%
Students without Disabilities	65	734	728	749	*	*	*	*	*	*	48%
English Learners	*	*	710	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	728	745	*	*	*	*	*	*	44%
Homeless Students	N	N	712	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	50	707	708	728	*	*	*	*	*	*	29%
White	15	690	715	737	*	*	*	*	*	*	38%
Hispanic	31	714	708	722	*	*	*	*	*	*	22%
Black or African American	*	*	703	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	720	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	22	708	711	731	*	*	*	*	*	*	31%
Male	28	707	704	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	35	711	708	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	15	699	705	735	*	*	*	*	*	*	36%
Students with Disabilities	11	702	693	707	*	*	*	*	*	*	10%
Students without Disabilities	39	709	711	734	*	*	*	*	*	*	35%
English Learners	15	696	700	706	*	*	*	*	*	*	10%
Non-English Learners	35	712	710	730	*	*	*	*	*	*	30%
Homeless Students	N	N	702	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	20	749	718	744	0%	*	*	*	*	45%	42%
White	*	*	733	752	*	*	*	*	*	*	53%
Hispanic	15	750	718	728	0%	*	*	*	*	47%	24%
Black or African American	*	*	710	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	*	*	720	745	*	*	*	*	*	*	44%
Male	*	*	717	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	719	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	715	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	701	717	N	N	N	N	N	N	12%
Students without Disabilities	20	749	720	748	0%	*	*	*	*	45%	47%
English Learners	N	N	703	710	N	N	N	N	N	N	*
Non-English Learners	20	749	722	745	0%	*	*	*	*	45%	*
Homeless Students	N	N	697	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	40.2%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	52	*	*
3-4	68	*	*
5 or more	34	85.3%	14.7%



Dr. Hani Awadallah School
(31-4010-313)
Grades Offered: KG-08
2018-2019

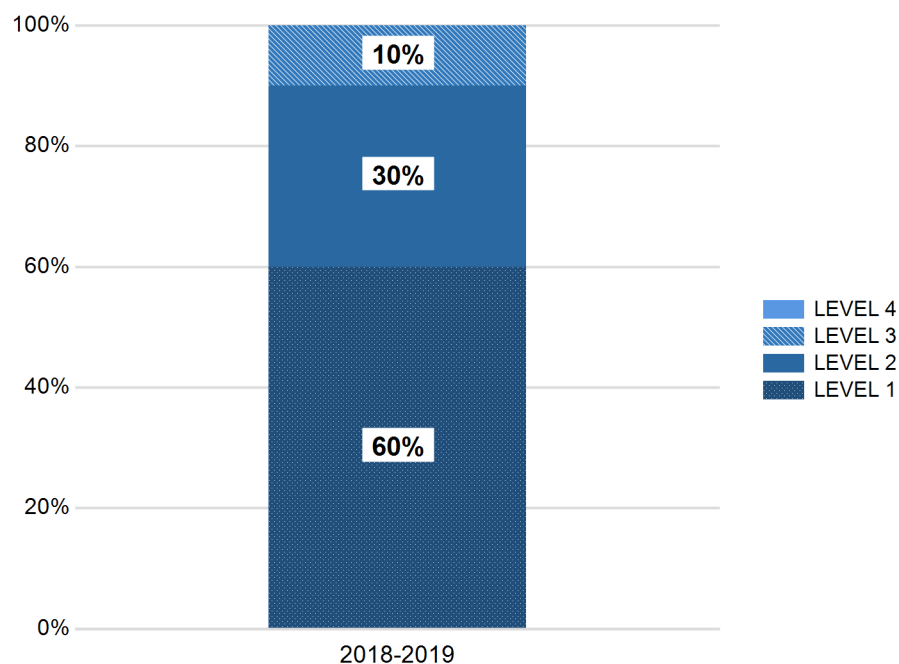
Report Key:

- * Data is not displayed in order to protect student privacy
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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	60	30	10	0
White	50	20	30	0
Hispanic	63	31	6	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	60	35	5	0
Male	60	23	17	0
Economically Disadvantaged Students	60	30	11	0
Non-Economically Disadvantaged Students	62	31	8	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Dr. Hani Awadallah School
(31-4010-313)
Grades Offered: KG-08
2018-2019

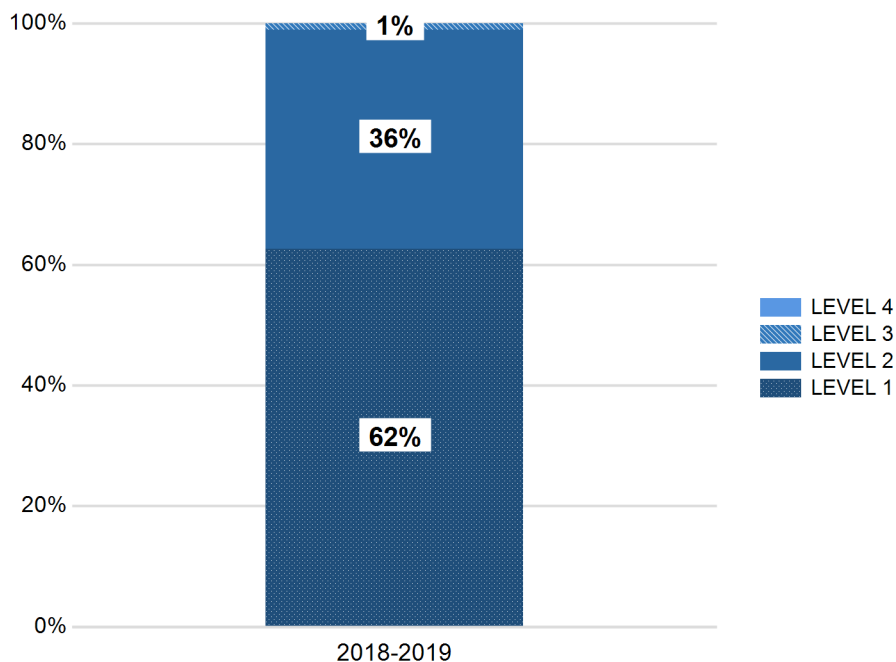
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	62	36	1	0
White	72	28	0	0
Hispanic	59	39	2	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	63	37	0	0
Male	62	36	3	0
Economically Disadvantaged Students	62	37	2	0
Non-Economically Disadvantaged Students	65	35	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Dr. Hani Awadallah School
(31-4010-313)
Grades Offered: KG-08
2018-2019

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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	78
7	0	0	76
8	20	0	50
Total	20	0	204

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0



Dr. Hani Awadallah School
(31-4010-313)
Grades Offered: KG-08
2018-2019

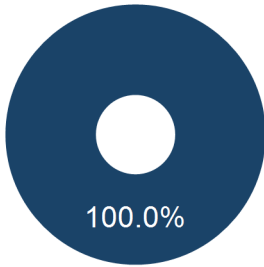
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Visual and Performing Arts – Course Participation

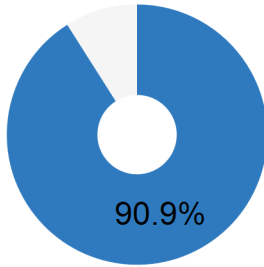
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

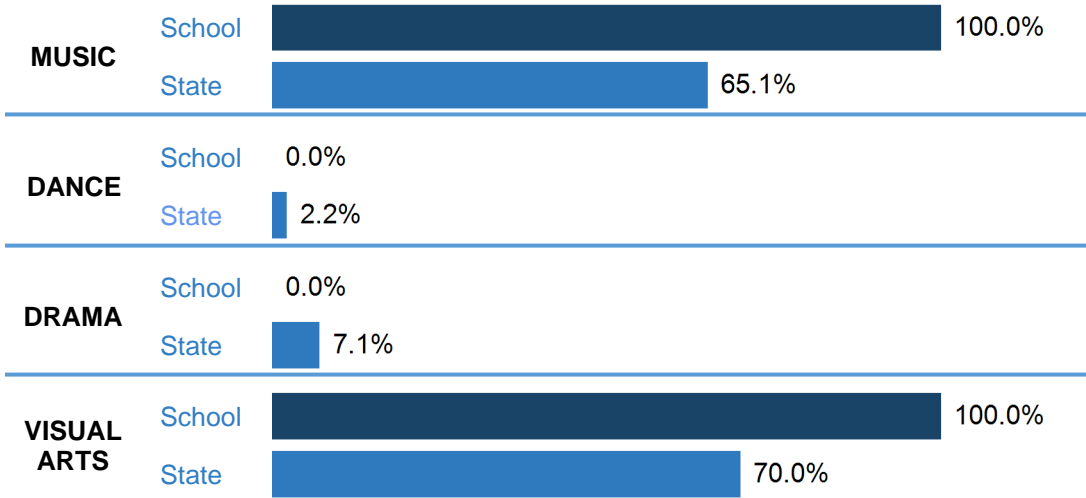


School



State

Students enrolled in one or more classes by discipline:





Dr. Hani Awadallah School
(31-4010-313)
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2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

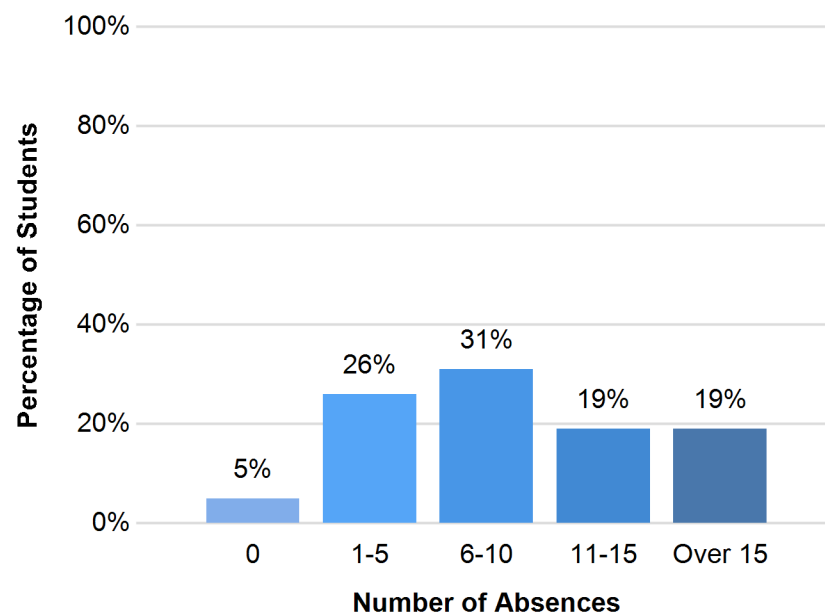
Chronic Absenteeism

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	99	14.9	9.0	Not Met
White	17	9.4	9.0	Not Met
Hispanic	71	17.0	9.0	Not Met
Black or African American	11	24.4	9.0	Not Met
Asian, Native Hawaiian, or Pacific	0	0	9.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	37	11.7		
Male	62	17.8		
Economically Disadvantaged Students	78	14.6	9.0	Not Met
Students with Disabilities	28	24.6	9.0	Not Met
English Learners	15	9.7	9.0	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





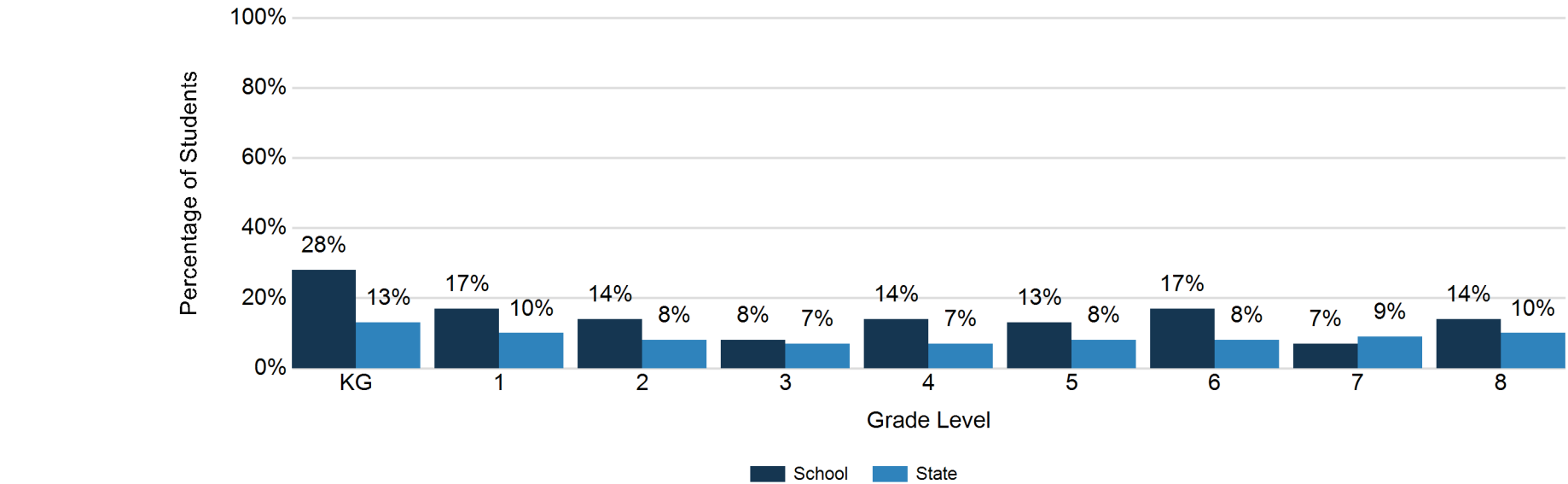
Dr. Hani Awadallah School
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Chronic Absenteeism by Grade

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





Dr. Hani Awadallah School
(31-4010-313)
Grades Offered: KG-08
2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	1
Weapons	2
Vandalism	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	2.86

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	2	1	3
Religion	0	1	1
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	8	9	17
No Identified Nature	0		0

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	1
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	11	1.7%
Out-of-School Suspensions	*	*
Any Suspension	12	1.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

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

**Dr. Hani Awadallah School**

(31-4010-313)

Grades Offered: KG-08

2018-2019

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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	N



Dr. Hani Awadallah School
(31-4010-313)
Grades Offered: KG-08
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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	47	118,214
Average years experience in public schools	9.4	12.1
Average years experience in district	9.4	10.8
Percentage of Teachers with 4 or more years experience in the district	66.0%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	133:1	122:1
Teachers to Administrators	9:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



Dr. Hani Awadallah School
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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.4%	87.2%	80.0%	48.4%	77.1%	54.9%
Male	52.6%	12.8%	20.0%	51.6%	22.9%	45.1%
White	27.2%	72.3%	40.0%	42.4%	83.6%	77.4%
Hispanic	62.7%	14.9%	40.0%	29.9%	7.3%	7.2%
Black or African American	6.9%	8.5%	0.0%	15.0%	6.6%	13.9%
Asian	3.0%	4.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	20.0%	2.1%	0.2%	0.2%



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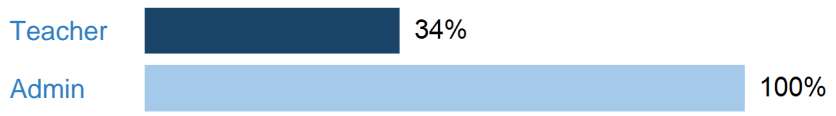
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	92.8%



Dr. Hani Awadallah School
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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	*	29.5%	32.2%
Math Proficiency	*	20.5%	21.7%
ELA Growth	*	50	52
Math Growth	*	56	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		46.8%	40.2%
Chronic Absenteeism	6.1%	19.0%	14.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Dr. Hani Awadallah School

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Dr. Hani Awadallah School
(31-4010-313)
Grades Offered: KG-08
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	Met Standard	Met Standard	Met Target†	Not Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Not Met	Met Target†	Met Standard	Met Standard	Met Standard	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 the school or district directly.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> 21st Century state of the art building utilizing 1.1 technology,housing upwards of 650 students and 86 staff members. Two students from Dr. Hani Awadallah were accepted into the NJ SEED Proc. Program. A new Intervention/Remediation/ Enrichment program has been included in all student schedules daily, dedicated to meeting students at their own level and filling in the gaps of achievement
<div>  <div>Mission, Vision, Theme:</div> </div>	Mission: To provide all students with a safe and rigorous learning environment that instills knowledge and the desire to learn while developing productive contributors for the 21st century. Vision: Where technology drives academic excellence and inspires innovative learning”
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	First place in cheerleading competition for the second year in a row addressing the importance of DHA’s belief in educating the “whole child”. Fourth place in the distrct spelling bee.



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<div>Courses, Curriculum, Instruction:</div>	<p>There were 20 students in the Algebra program for the 2018-2019 school year. Of these 20 students 9 students scored level 4, (met expectations) . The total score was 749. This exceeded the district score (718) by 31 points and exceeded the state average (744) by 5 points.</p>
<div>Sports and Athletics:</div>	<p>Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls), Soccer (Boys & Girls)</p>
<div>Clubs and Activities:</div>	<p>Dr. Hani Awadallah offers the following clubs: Robotics, Soccer, Cheerleading and Basketball. Girls Scouts was also offered and included students in grades kindergarten through eighth grades</p>





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<div>  <div>Before and After School Programs:</div> </div>	<p>Dr. Hani Awadallah School offered a NJSLA After School Program for grades six through eight.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>The committment of providing staff with the tools necessary to become a life long learning community at Dr. Hani Awadallah is focused on the learning of each student. Assessing student proficiency and identifying specific areas of ability, deficiency and/or strength while prescribing an appropriate intervention/remediation/enrichment plan by grouping students with specific needs for instruction based on in depth analysis of data has been a focus for Professional learning this year at Dr. Hani Awadallah School.</p>



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Student Supports and Services:

DHA houses approximately 159 ELL students with various English proficiency levels in grades Kdg. - 8. About 66% (105) of our ELLs have a CPL above 3.5. Our current staff consists of 4 Arabic Bilingual/ESL, 2 Spanish Bilingual and 5 ESL teachers. There are 72 Arabic Speaking students, 81 Spanish speaking, 5 Turkish and 1 Bengali speaking students.



Student Health and Wellness:

Every child at DHA is entitled to free breakfast and free lunch. In September 2018, a new breakfast program entitled "Grab and Go" was put in place. This program affords students the opportunity to choose what they want to eat for breakfast and ensures all children have a healthy start to the school day.



Parent and Community Involvement:

The DHA parent teacher organization (PTO) gives parents and teachers the opportunity to work together to supplement and enrich the educational experience. They are, a strong, well-functioning PTO and have contributed immensely to achieving curricular goals.






Dr. Hani Awadallah School
(31-4010-313)
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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Dr Hani Awadallah School conducted a Climate and Culture survey for students, staff and parents in September.</p>
 <div>Facilities:</div>	<p>DHA was constructed in 2016 (3 yrs old, 106,000sqft) The . Building is fully air conditioned and has a science lab, computer lab, media center, community room, cafetorium, and multiple rooms designed for small group instruction ie: ELL and Special Ed.</p>
 <div>School Safety:</div>	<p>Dr. hani Awadallah was officially awarded the designation as a "No Place for Hate School" in March, 2018. Social and emotional learning for students has been integrated in classroom lesson design.</p>




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 <div>Technology and STEM:</div>	Partnership with Picatinny Arsenal STEM program to help students develop creative educational activities for the 21st century.
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Dr. Martin Luther King, Jr. Educational Complex
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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 at 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

Notes from the New Jersey Department of Education:



Dr. Martin Luther King, Jr. Educational Complex
(31-4010-312)
Grades Offered: PK-08
2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Ms. Monica Florez
Address	851 E 28TH STREET PATERSON, NJ 07513
Phone Number	973-321-0300
Email Address	mflorez@paterson.k12.nj.us
Website	https://mlk-pps-nj.schoolloop.com/



Dr. Martin Luther King, Jr. Educational Complex
(31-4010-312)
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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	89	87	86
1	88	80	71
2	88	95	75
3	62	75	56
4	67	80	69
5	75	64	68
6	79	83	54
7	62	91	92
8	72	73	90
Total	682	728	687

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	43.1%	44.6%	43.7%
Male	56.9%	55.4%	56.3%
Economically Disadvantaged Students	75.1%	79.3%	75.7%
Students with Disabilities	21.4%	20.3%	23.9%
English Learners	11.7%	15.0%	8.9%
Homeless Students	0.4%	1.5%	2.0%
Students in Foster Care	0.4%	0.4%	0.9%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.6%	1.6%	2.3%
Hispanic	68.2%	68.5%	65.2%
Black or African American	30.8%	29.1%	31.0%
Asian	0.4%	0.7%	1.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	89	87	86

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	55.5%
Spanish	42.1%
Arabic	1.2%
Other Languages	1.3%



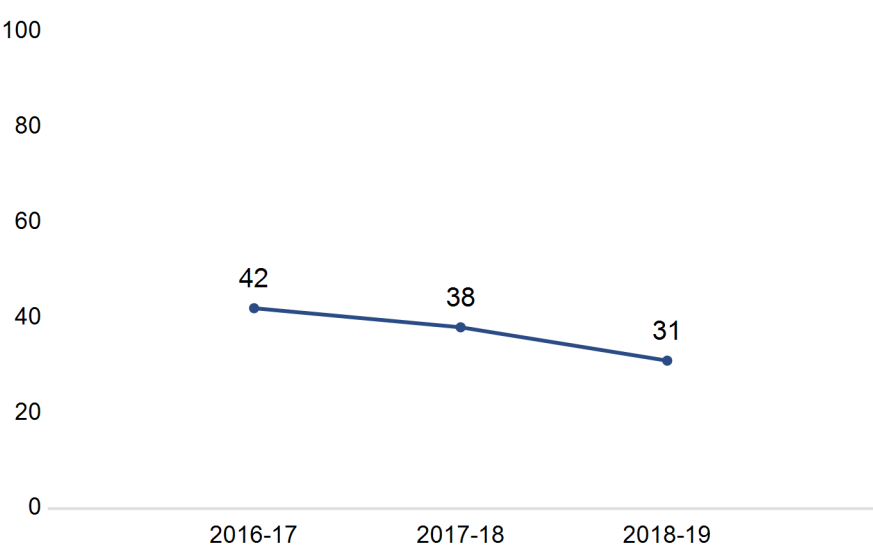
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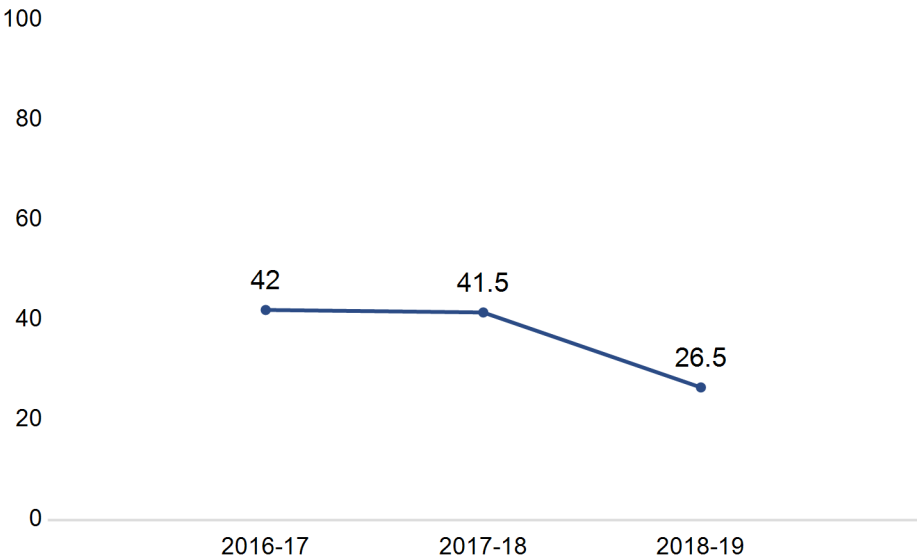
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42	38	31	42	41.5	26.5
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Grades Offered: PK-08
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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 (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 (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	31	49	50	Not Met	26.5	46	50	Not Met
White	*	58	50	**	*	52	52	**
Hispanic	30	49	49	Not Met	27	46	47	Not Met
Black or African American	32	43	45	Not Met	24	43	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	55.5	59	**	*	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	36	52	53	N	21	46	50	N
Male	26	46	47	N	33	45	51	N
Economically Disadvantaged Students	33	49	48	Not Met	27.5	45	46	Not Met
Students with Disabilities	24.5	41	43	Not Met	31	41	45	Not Met
English Learners	27	51	52	Not Met	20.5	49	50	Not Met
Homeless Students	28.5	40	43	N	*	44	44	N
Students in Foster Care	N	46	42	N	N	50	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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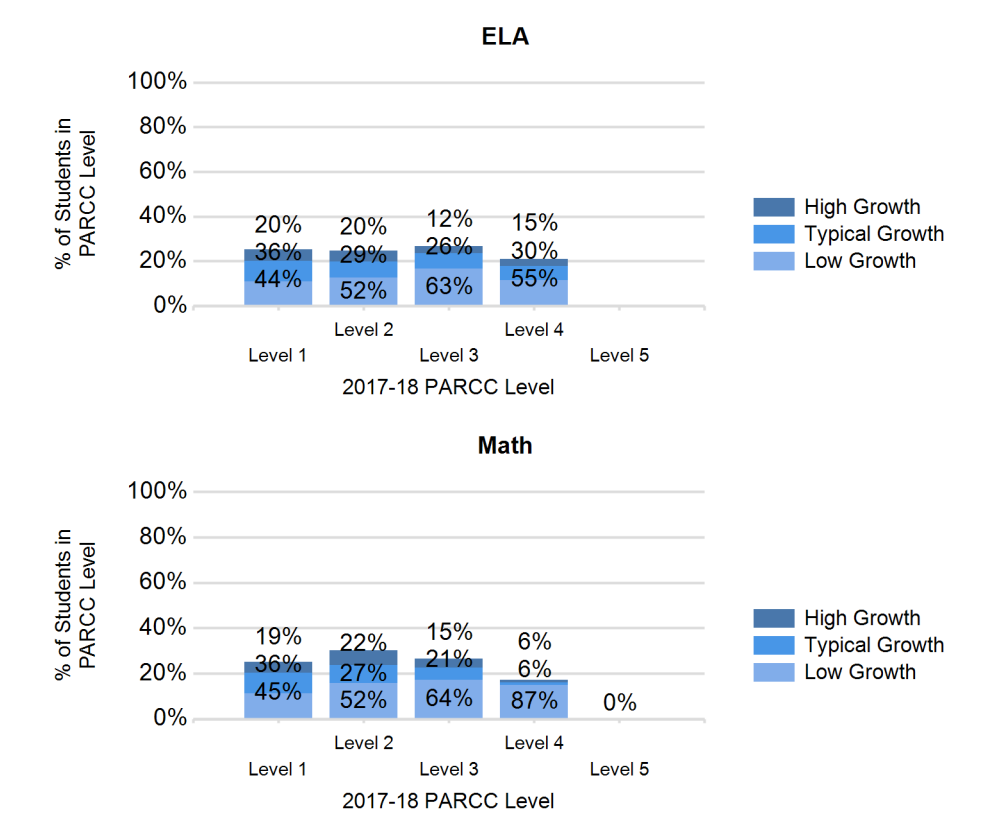
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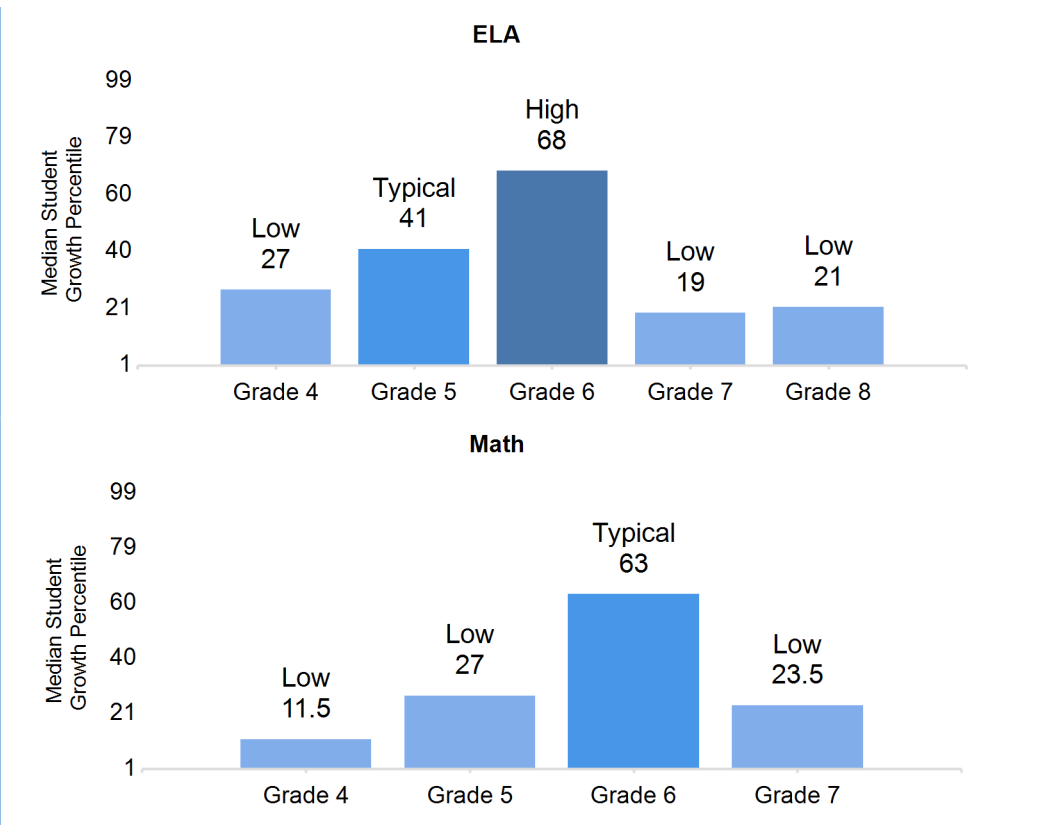
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



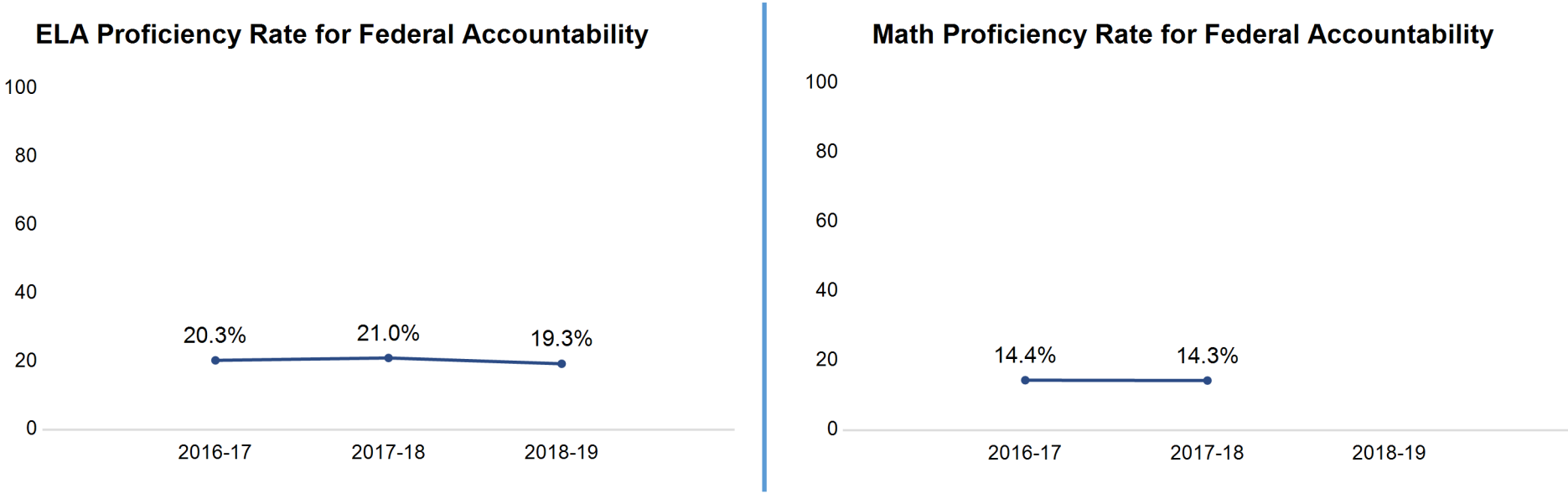


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	98.9%	99.1%	99.3%	98.7%	99.1%
Proficiency Rate for Federal Accountability	20.3%	21.0%	19.3%	14.4%	14.3%	*
Annual Target	20.0%	23.1%	26.3%	18.9%	22.1%	25.3%
Met Annual Target?	Met Target	Met Target†	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	414	99.1	19.3	30.2	57.9	19.3	26.3	Not Met
White	*	*	*	*	66.9	*	**	**
Hispanic	275	100.0	22.2	29.1	43.9	22.2	27.2	Not Met
Black or African American	128	98.5	14.1	24.9	38.5	14.1	23.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	54.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	187	98.5	30.5	36.4	64.8	30.5		
Male	227	99.6	10.1	24.5	51.3	10.1		
Economically Disadvantaged Students	332	99.1	19.0	30.3	40.0	19.0	26.3	Not Met
Non-Economically Disadvantaged Students	82	98.9	20.7	29.9	67.9	20.7		
Students with Disabilities	69	96.1	*	10.9	22.7	*	13.3	Not Met
Students without Disabilities	345	99.7	*	34.0	65.1	*		
English Learners	70	100.0	*	17.1	29.3	*	17.4	Not Met
Non-English Learners	344	98.9	*	34.9	60.6	*		
Homeless Students	10	100.0	30.0	23.3	29.1	30.0		
Students In Foster Care	*	*	*	28.1	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

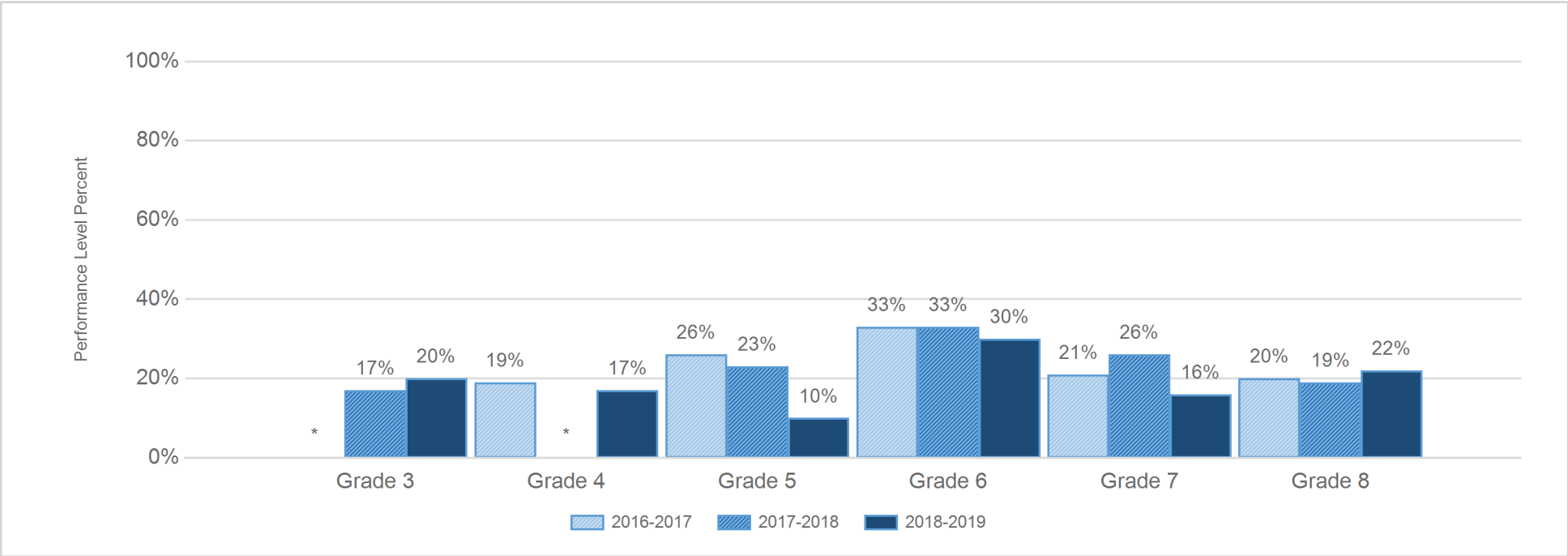


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	55	721	721	748	24%	35%	22%	20%	0%	20%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	37	723	720	734	*	38%	*	*	*	19%	36%
Black or African American	*	*	715	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	743	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	23	728	*	753	*	*	*	*	*	26%	55%
Male	32	716	717	743	*	*	*	*	*	16%	46%
Economically Disadvantaged Students	*	*	721	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	720	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	690	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	*	*	695	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	728	751	*	*	*	*	*	*	54%
Homeless Students	N	N	712	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



Dr. Martin Luther King, Jr. Educational Complex
(31-4010-312)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	69	717	732	755	28%	32%	23%	17%	0%	17%	57%
White	*	*	741	763	*	*	*	*	*	*	67%
Hispanic	42	719	730	743	26%	33%	*	*	*	21%	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	39	723	738	760	*	*	*	*	*	*	62%
Male	30	710	727	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	53	718	731	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	16	714	734	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	761	*	*	*	*	*	*	64%
English Learners	*	*	706	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	738	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	*	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	68	713	734	756	29%	35%	25%	*	*	10%	58%
White	*	*	740	764	*	*	*	*	*	*	68%
Hispanic	44	715	732	743	30%	30%	25%	*	*	16%	44%
Black or African American	*	*	732	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	770	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	32	717	740	761	*	*	*	*	*	*	64%
Male	36	710	729	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	57	714	734	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	11	706	737	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	*	*	701	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	740	758	*	*	*	*	*	*	60%
Homeless Students	N	N	723	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	54	735	734	754	*	*	39%	30%	0%	30%	56%
White	*	*	736	762	*	*	*	*	*	*	65%
Hispanic	39	738	733	743	*	*	46%	31%	0%	31%	43%
Black or African American	13	732	730	738	*	*	*	*	*	31%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	25	745	741	762	*	*	*	*	*	44%	64%
Male	29	725	*	748	*	*	*	*	*	17%	48%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	735	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	703	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	740	761	*	*	*	*	*	*	64%
English Learners	*	*	702	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	*	*	727	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	*	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	93	713	734	761	34%	27%	23%	*	*	16%	63%
White	*	*	752	769	*	*	*	*	*	*	72%
Hispanic	65	717	*	747	31%	26%	26%	*	*	17%	50%
Black or African American	*	*	729	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	36	738	742	769	*	*	*	*	*	*	71%
Male	57	698	*	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	74	712	732	743	*	*	*	*	*	16%	45%
Non-Economically Disadvantaged Students	19	720	739	771	*	*	*	*	*	16%	73%
Students with Disabilities	28	689	700	720	*	*	*	*	*	*	22%
Students without Disabilities	65	724	740	769	*	*	*	*	*	*	71%
English Learners	*	*	689	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	741	763	*	*	*	*	*	*	65%
Homeless Students	*	*	721	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	90	712	735	762	43%	21%	13%	*	*	22%	63%
White	*	*	751	770	*	*	*	*	*	*	72%
Hispanic	59	714	734	747	46%	*	*	*	*	25%	49%
Black or African American	*	*	729	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	758	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	38	725	*	771	26%	*	*	*	*	34%	71%
Male	52	703	725	753	56%	*	*	*	*	13%	55%
Economically Disadvantaged Students	65	706	734	743	*	*	*	*	*	14%	45%
Non-Economically Disadvantaged Students	25	730	739	772	*	*	*	*	*	44%	72%
Students with Disabilities	27	682	706	721	*	*	*	*	*	*	22%
Students without Disabilities	63	725	740	770	*	*	*	*	*	*	71%
English Learners	*	*	693	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	743	764	*	*	*	*	*	*	65%
Homeless Students	*	*	719	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	414	99.1	*	18.6	44.5	*	25.3	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	275	100.0	11.3	17.4	28.8	11.3	27.6	Not Met
Black or African American	128	98.5	*	13.1	23.0	*	20.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	41.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	187	98.5	*	18.9	44.9	*		
Male	227	99.6	*	18.3	44.2	*		
Economically Disadvantaged Students	332	99.1	*	18.8	26.3	*	25.3	Not Met
Non-Economically Disadvantaged Students	82	98.9	*	18.0	54.9	*		
Students with Disabilities	69	96.1	*	*	17.4	*	14.6	Not Met
Students without Disabilities	345	99.7	*	*	50.0	*		
English Learners	70	100.0	*	13.0	25.0	*	28	Not Met
Non-English Learners	344	98.9	*	20.8	46.5	*		
Homeless Students	10	100.0	*	10.2	17.1	*		
Students In Foster Care	*	*	*	12.9	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

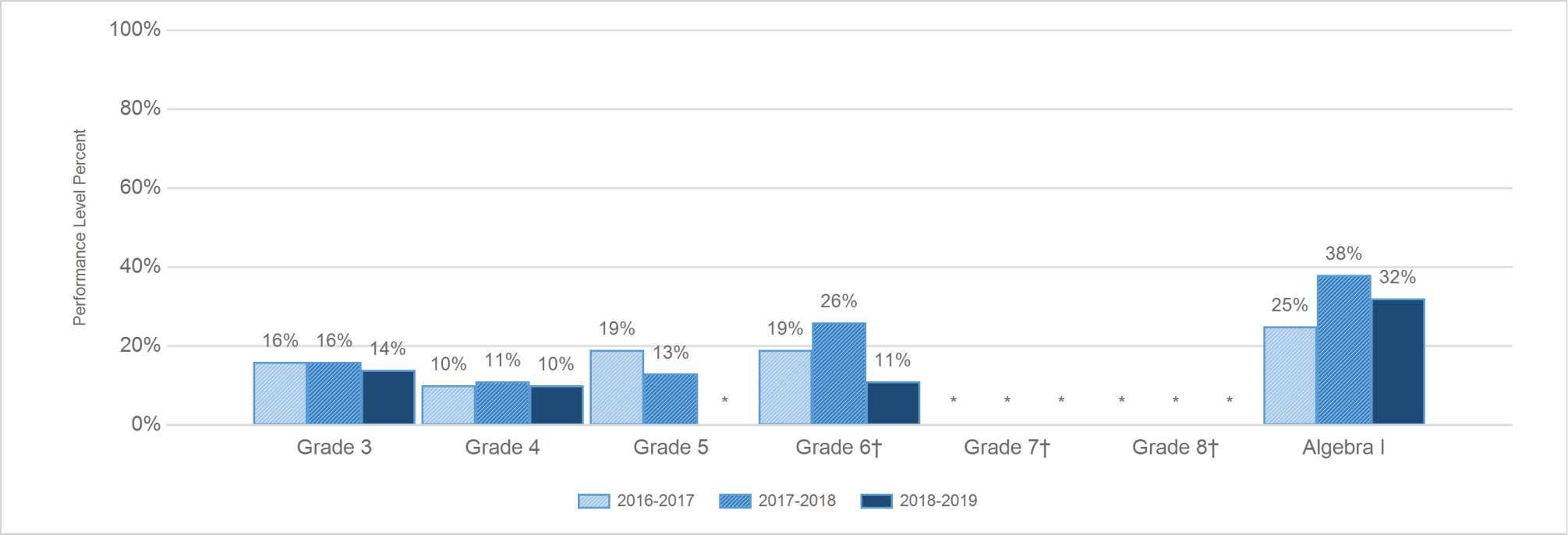


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	56	722	728	752	21%	29%	36%	*	*	14%	55%
White	N	N	743	760	N	N	N	N	N	N	66%
Hispanic	38	724	728	739	*	*	37%	*	*	18%	40%
Black or African American	*	*	720	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	24	722	*	751	*	*	*	*	*	17%	54%
Male	32	723	728	752	*	*	*	*	*	13%	56%
Economically Disadvantaged Students	*	*	729	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	724	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	706	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	731	756	*	*	*	*	*	*	60%
English Learners	*	*	715	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	733	754	*	*	*	*	*	*	58%
Homeless Students	N	N	715	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	69	707	726	749	38%	36%	16%	*	*	10%	51%
White	*	*	735	757	*	*	*	*	*	*	62%
Hispanic	42	710	724	737	36%	33%	*	*	*	14%	36%
Black or African American	*	*	720	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	39	705	727	749	33%	*	*	*	*	10%	50%
Male	30	709	724	749	43%	*	*	*	*	10%	52%
Economically Disadvantaged Students	53	710	726	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	16	697	725	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	706	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	729	754	*	*	*	*	*	*	56%
English Learners	*	*	709	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	730	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	68	714	727	747	*	*	*	*	*	*	47%
White	*	*	733	755	*	*	*	*	*	*	58%
Hispanic	44	716	725	735	*	*	*	*	*	*	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	32	715	*	747	*	*	*	*	*	*	47%
Male	36	713	*	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	57	716	727	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	11	704	727	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	730	752	*	*	*	*	*	*	52%
English Learners	*	*	709	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	730	749	*	*	*	*	*	*	49%
Homeless Students	N	N	720	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Dr. Martin Luther King, Jr. Educational Complex
(31-4010-312)
Grades Offered: PK-08
2018-2019

Report Key:

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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	54	721	722	741	*	41%	33%	*	*	11%	41%
White	*	*	731	749	*	*	*	*	*	*	51%
Hispanic	39	722	721	729	*	36%	38%	*	*	10%	24%
Black or African American	13	719	717	722	*	*	*	*	*	15%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	744	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	25	721	724	742	*	*	*	*	*	*	42%
Male	29	720	*	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	722	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	722	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	701	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	726	746	*	*	*	*	*	*	46%
English Learners	*	*	706	709	*	*	*	*	*	*	*
Non-English Learners	*	*	725	743	*	*	*	*	*	*	*
Homeless Students	*	*	707	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%



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 2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	93	716	725	744	*	*	*	*	*	*	42%
White	*	*	735	751	*	*	*	*	*	*	53%
Hispanic	65	719	724	733	*	*	*	*	*	*	26%
Black or African American	*	*	719	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	36	724	726	744	*	*	*	*	*	*	42%
Male	57	710	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	74	715	724	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	19	719	727	751	*	*	*	*	*	*	53%
Students with Disabilities	28	694	705	718	*	*	*	*	*	*	13%
Students without Disabilities	65	725	728	749	*	*	*	*	*	*	48%
English Learners	*	*	710	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	728	745	*	*	*	*	*	*	44%
Homeless Students	*	*	712	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	65	689	708	728	*	*	*	*	*	*	29%
White	*	*	715	737	*	*	*	*	*	*	38%
Hispanic	38	683	708	722	*	*	*	*	*	*	22%
Black or African American	*	*	703	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	720	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	24	693	711	731	*	*	*	*	*	*	31%
Male	41	687	704	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	51	691	708	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	14	684	705	735	*	*	*	*	*	*	36%
Students with Disabilities	27	679	693	707	*	*	*	*	*	*	10%
Students without Disabilities	38	696	711	734	*	*	*	*	*	*	35%
English Learners	*	*	700	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	710	730	*	*	*	*	*	*	30%
Homeless Students	*	*	702	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	25	733	718	744	*	*	*	*	*	32%	42%
White	N	N	733	752	N	N	N	N	N	N	53%
Hispanic	*	*	718	728	*	*	*	*	*	*	24%
Black or African American	*	*	710	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	14	728	720	745	*	*	*	*	*	21%	44%
Male	11	738	717	743	*	*	*	*	*	45%	41%
Economically Disadvantaged Students	14	725	719	727	*	*	*	*	*	21%	23%
Non-Economically Disadvantaged Students	11	742	715	752	*	*	*	*	*	45%	52%
Students with Disabilities	N	N	701	717	N	N	N	N	N	N	12%
Students without Disabilities	25	733	720	748	*	*	*	*	*	32%	47%
English Learners	N	N	703	710	N	N	N	N	N	N	*
Non-English Learners	25	733	722	745	*	*	*	*	*	32%	*
Homeless Students	*	*	697	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	38.6%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	21	*	*
3-4	27	*	*
5 or more	12	*	*



Dr. Martin Luther King, Jr. Educational Complex
(31-4010-312)
Grades Offered: PK-08
2018-2019

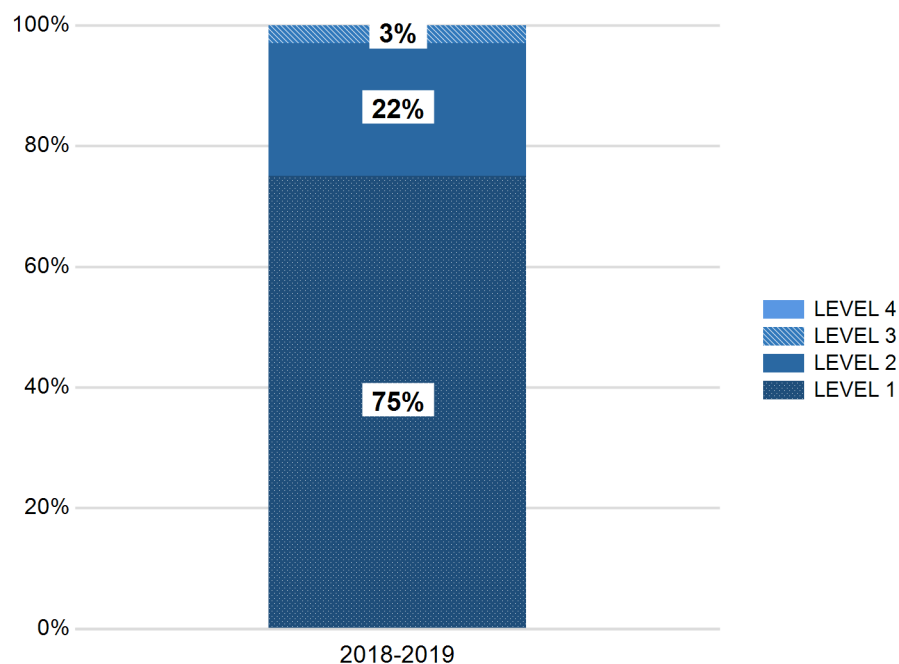
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	75	22	3	0
White	*	*	*	*
Hispanic	70	25	5	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	72	25	3	0
Male	78	19	3	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



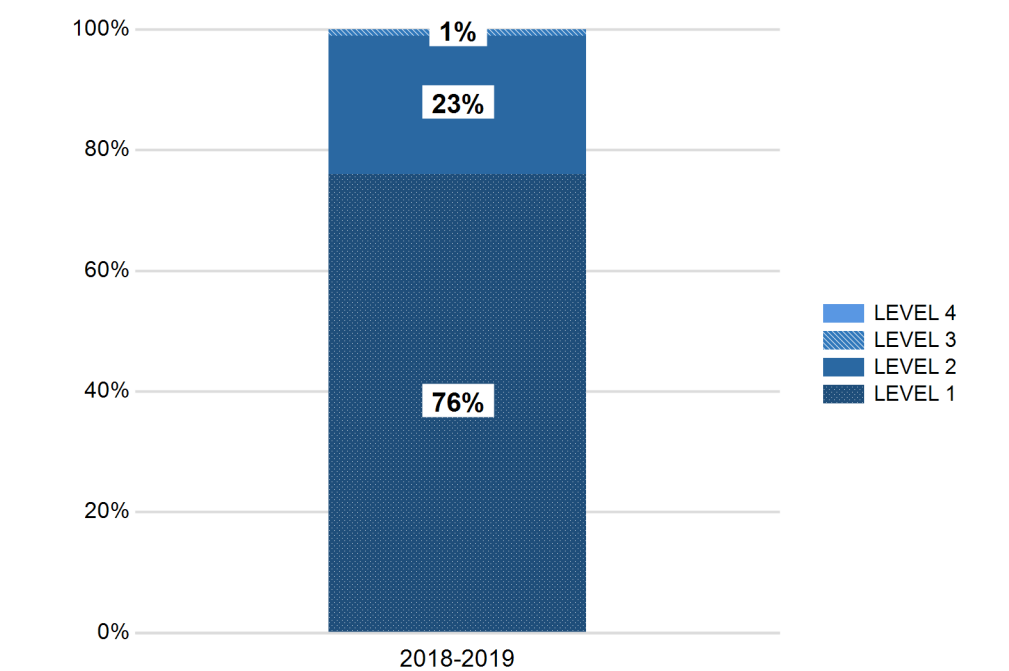
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	76	23	1	0
White	*	*	*	*
Hispanic	75	25	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	74	26	0	0
Male	78	20	2	0
Economically Disadvantaged Students	86	14	0	0
Non-Economically Disadvantaged Students	52	44	4	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Dr. Martin Luther King, Jr. Educational Complex
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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	54
7	0	0	92
8	25	0	65
Total	25	0	211

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	52	0	0	0	0	0	0
7	72	0	0	0	0	0	0
8	67	0	0	0	0	0	0
Total	191	0	0	0	0	0	0



Dr. Martin Luther King, Jr. Educational Complex
(31-4010-312)
Grades Offered: PK-08
2018-2019

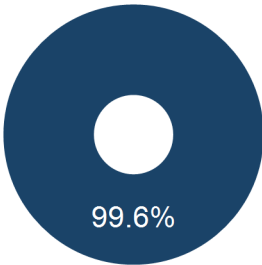
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Visual and Performing Arts – Course Participation

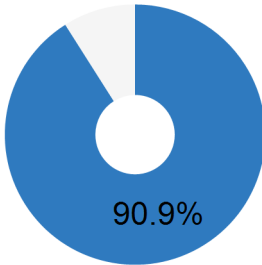
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

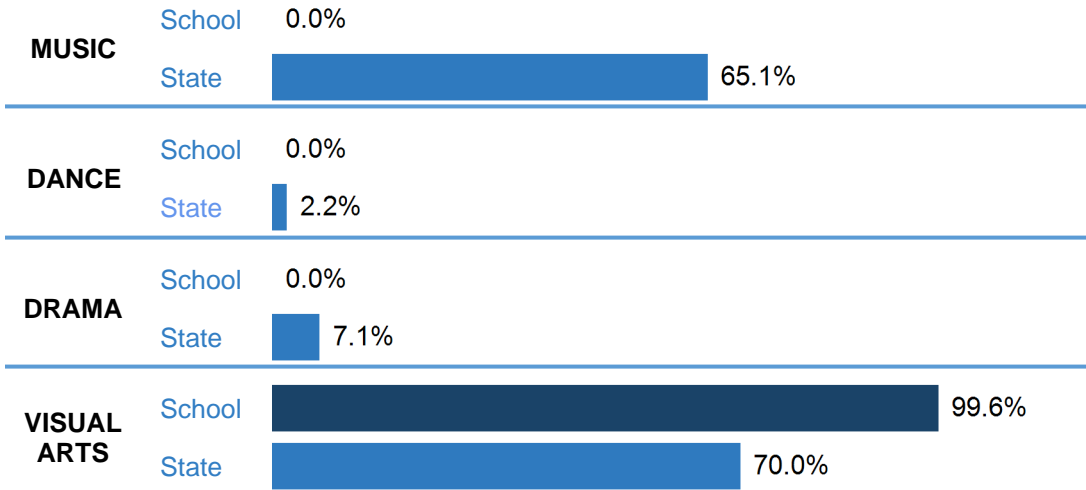


School



State

Students enrolled in one or more classes by discipline:





Dr. Martin Luther King, Jr. Educational Complex
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2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

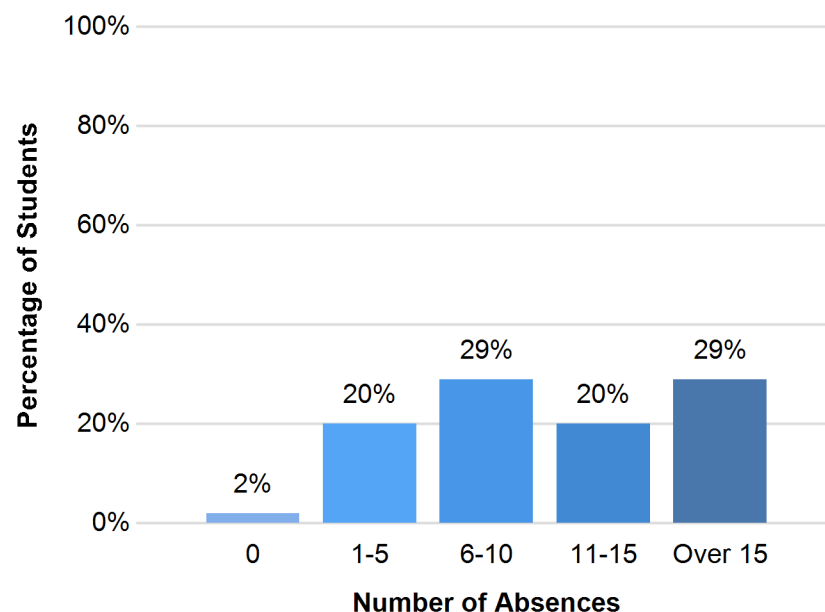
Chronic Absenteeism

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	158	24.0	9.0	Not Met
White	*	*	**	**
Hispanic	103	24.0	9.0	Not Met
Black or African American	49	23.7	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	57	19.5		
Male	101	27.6		
Economically Disadvantaged Students	122	23.6	9.0	Not Met
Students with Disabilities	57	41.3	9.0	Not Met
English Learners	14	23.3	9.0	Not Met
Homeless Students	9	69.2		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





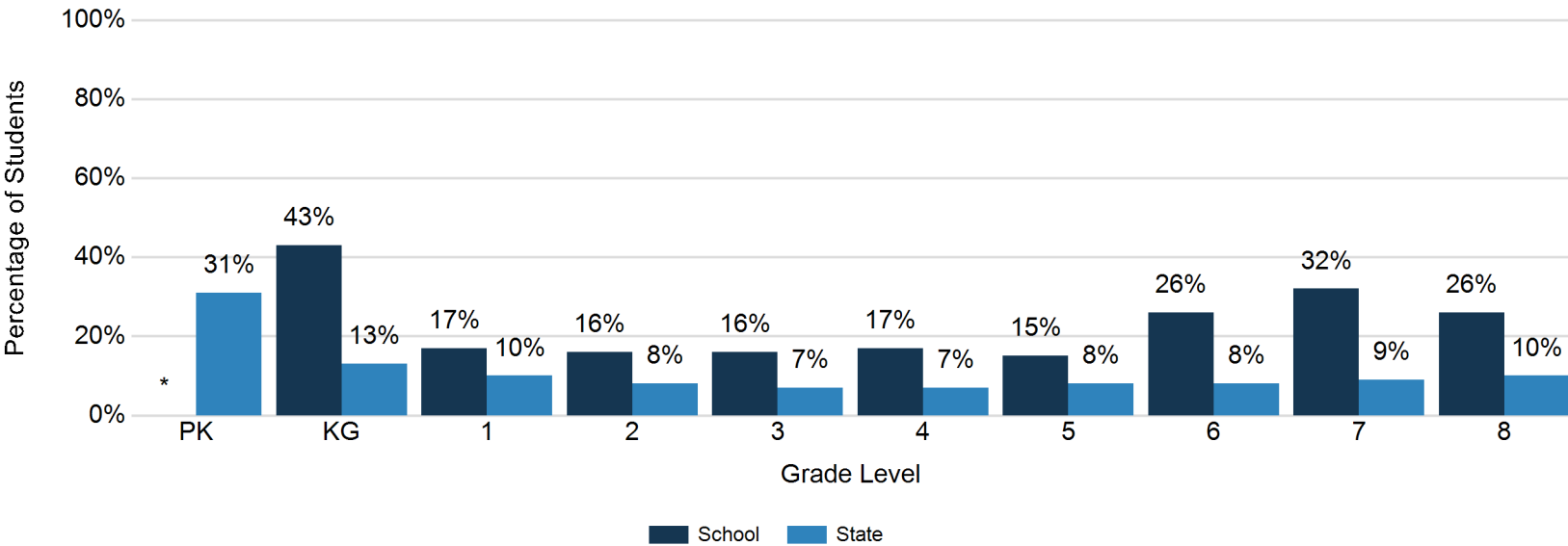
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Chronic Absenteeism by Grade

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





Dr. Martin Luther King, Jr. Educational Complex

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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	7
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	1.75

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	11	4	15
No Identified Nature	0		0

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

Student Disciplinary Removals

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

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

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



Dr. Martin Luther King, Jr. Educational Complex
(31-4010-312)
Grades Offered: PK-08
2018-2019

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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	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 5 Mins
Shared Time - Instructional Time	6 Hrs. 5 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.9:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	55	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	69.1%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	172:1	122:1
Teachers to Administrators	14:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	43.7%	72.7%	100.0%	48.4%	77.1%	54.9%
Male	56.3%	27.3%	0.0%	51.6%	22.9%	45.1%
White	2.3%	65.5%	0.0%	42.4%	83.6%	77.4%
Hispanic	65.2%	14.5%	50.0%	29.9%	7.3%	7.2%
Black or African American	31.0%	16.4%	25.0%	15.0%	6.6%	13.9%
Asian	1.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	1.8%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	25.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	1.8%	0.0%	2.1%	0.2%	0.2%



Dr. Martin Luther King, Jr. Educational Complex
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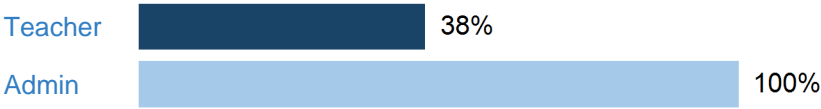
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	93.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	20.3%	21.0%	19.3%
Math Proficiency	14.4%	14.3%	*
ELA Growth	42	38	31
Math Growth	42	42	26
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		56.4%	38.6%
Chronic Absenteeism	8.5%	23.2%	24.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Not Met	Not Met	Met Target†	Not Met	Yes
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
English Learners	Not Met	Not Met	Not Met	Not Met	Not Met	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 the school or district directly.



Highlights:

- IAAMS Initiative: Rev. Marcus Works with 5 – 8 grade students on Pillars of Character.
- 21st Century Community Learning Center Program (Focus 21) After School Program. This is the third year of the program for students.
- Fresh Fruit and Vegetables Snack Program is being provided for the second year to students.



Mission, Vision, Theme:

Mission: To graduate 100% of our students equipped to become self-motivated, critical thinkers with the ability and skills to graduate from high school and compete in a global society. Vision: "Our students will become lifelong learners and productive members of our society"



Awards, Recognition, Accomplishments:

Awarded the After-School "21st Century Community Learning Center Program" (2017-2018). "Grab and Go" – Breakfast Program implemented in the 2018 – 2019 School Year. This is the second year of implementation. Students in Grades 6– 8 and Section 4 Students in Grades 6 – 8.





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 <div>Courses, Curriculum, Instruction:</div>	MLK follows the PPS District Curriculum in all content areas. FOSS is the Science Curriculum used throughout all grade levels.
 <div>Clubs and Activities:</div>	Basketball Team, Cheerleaders, Art Club, Garden Club, Computer Club, Safety Patrol, Band



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<div>  <div>Before and After School Programs:</div> </div>	<div>Third Year of the “21st Century Community Learning Center Program” (Focus 21) After School Program for grade 3 – 8 students. STEAM Program Activities: Science, Technology and Art, Homework Help, Math/ELA Instruction, Recreation (Sports, cooking and fun activities). This program is a grant awarded to MLK. The program grant is for 5 years.</div>
<div>  <div>Staff and Professional Learning:</div> </div>	<div>All Trainings, McGraw Hill Reading Mastery, Wonders, Guided Reading, United2Read (Learning Ovations) Year 2, ELA (Achieve3000, Raz-Kids), Math (Mathematical Practical Practices), SuccessMaker, Imagine Math Facts, ALEKS Grade 6-8), Autism (Reading Mastery Program and Discreet Trails, Working With Behaviorist on Recording Data), Intervention Strategies, PLC's, HIBSTER, Anti-Bullying, FOSS, Data Team Meetings, Grading– Infinite Campus.</div>






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 <div>Student Supports and Services:</div>	<p>We have a Push-In/Pull-Out ELL Program for students in grades K-8. Resource teachers service alll students with IEP's in Grades K-8. We also have an Autism Program for students in grades K - 2. Guidance Counselor is in charge of the Intervention and Referral Services.</p>
 <div>Student Health and Wellness:</div>	<p>“Grab and Go” – Breakfast Program implemented in the 2018 – 2019 School Year. This is the second year of implementation. Students in Grades 6 – 8 and Section 4 Students in Grades 6 – 8. Breakfast is also offered to all students in Grades Pre-K thru 5 in the classrooms.</p>
 <div>Parent and Community Involvement:</div>	<p>MLK has a Parent Coordinatorthat has created a PTO Plan for the school in collaboration with Administration. Parent Workshops are held on Parent-Portal - Infinite Campus Usage, Chronic Absenteeism and Cyber Bullying. We also have parent/student trips to the Liberty Science Center. PTO monthly meetings are also held.</p>



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<div>  <div>Climate Surveys:</div> </div>	<div>Is a Climate Survey Used: No</div>
<div>  <div>Facilities:</div> </div>	<div>MLK has 2 computer labs, art room, gymnasium, music room, cafeteria and outdoor playground. The Rutland building houses our Autism students. The Extension houses our students in grades PreK 3/4 - 1st grade students. Building is air conditioned</div>
<div>  <div>School Safety:</div> </div>	<div>We have 5 full time security guards and 1 part-time security guard. We also have students that serve a s Safety Patrol in the morning and during dismissal.</div>



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 <div>Technology and STEM:</div>	<div>We have 2 computer labs. We have computer carts (30 Think Pads in each) that are used in the classrooms for ELA/Math during intervention periods. We have a technology club for students during their lunch periods. Student participation in yearly Science Fair.</div>
 <div>Early Childhood Education:</div>	<div>MLK has Pre-K 3 and Pre-K 4 regular and disabilities classrooms.</div>



Edward W. Kilpatrick
(31-4010-047)
Grades Offered: PK-03
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



Edward W. Kilpatrick
(31-4010-047)
Grades Offered: PK-03
2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Mr. Derrick Hoff
Address	295-315 ELLISON STREET PATERSON, NJ 07501
Phone Number	973-321-0330
Email Address	dhoff@paterson.k12.nj.us
Website	https://ewk-pps-nj.schoolloop.com/



Edward W. Kilpatrick
(31-4010-047)
Grades Offered: PK-03
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	92	85	87
KG	85	83	88
1	83	68	83
2	85	70	68
3	55	54	64
4	0	0	0
Total	400	360	390

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.3%	40.0%	43.8%
Male	54.8%	60.0%	56.2%
Economically Disadvantaged Students	87.8%	85.0%	75.1%
Students with Disabilities	19.5%	22.8%	21.3%
English Learners	20.0%	20.8%	23.6%
Homeless Students	2.3%	1.4%	2.8%
Students in Foster Care	1.0%	0.6%	1.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	2.3%	1.9%	1.5%
Hispanic	56.5%	57.8%	58.2%
Black or African American	40.5%	38.6%	39.2%
Asian	0.8%	1.7%	1.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	92	85	87
KG - Half Day	0	0	0
KG - Full Day	85	83	88

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	55.1%
Spanish	44.4%
Other Languages	0.5%

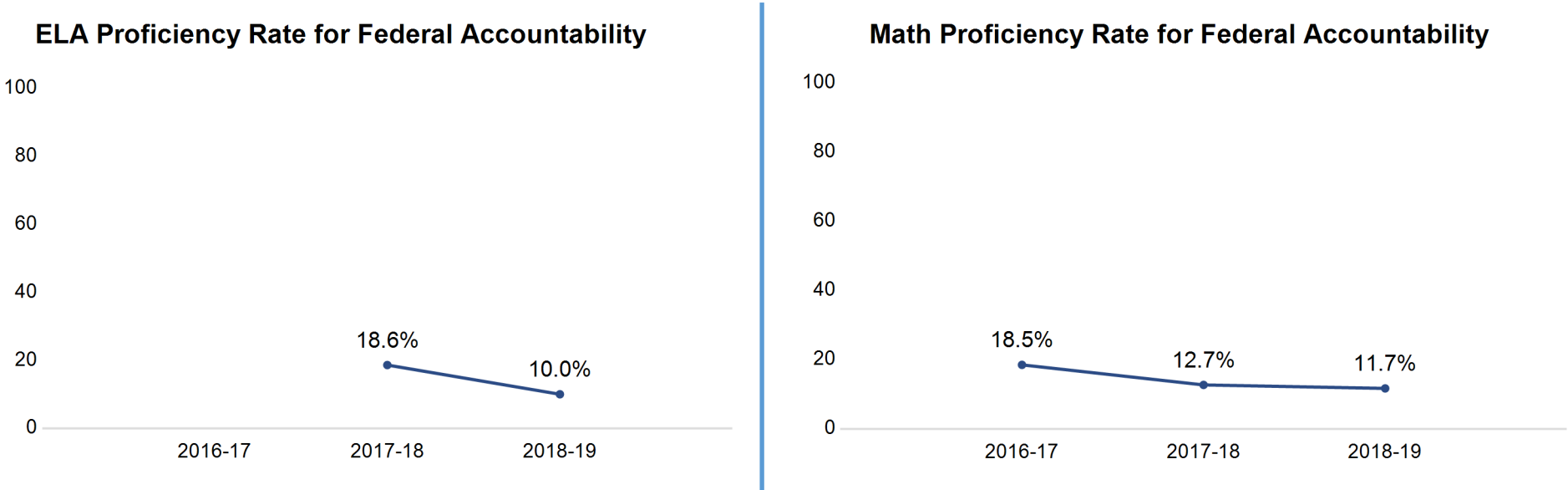


Edward W. Kilpatrick
(31-4010-047)
Grades Offered: PK-03
2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	*	18.6%	10.0%	18.5%	12.7%	11.7%
Annual Target	10.3%	13.9%	17.6%	10.2%	13.9%	17.5%
Met Annual Target?	Met Target†	Met Target	Not Met	Met Target	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	60	100.0	10.0	30.2	57.9	10.0	17.6	Not Met
White	*	*	*	*	66.9	*	**	**
Hispanic	29	100.0	*	29.1	43.9	*	17.8	Not Met
Black or African American	29	100.0	17.2	24.9	38.5	17.2	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	54.9	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	30	100.0	*	36.4	64.8	*		
Male	30	100.0	*	24.5	51.3	*		
Economically Disadvantaged Students	42	100.0	*	30.3	40.0	*	17.7	Not Met
Non-Economically Disadvantaged Students	18	100.0	*	29.9	67.9	*		
Students with Disabilities	*	*	*	10.9	22.7	*	**	**
Students without Disabilities	*	*	*	34.0	65.1	*		
English Learners	16	100.0	*	17.1	29.3	*	**	**
Non-English Learners	44	100.0	*	34.9	60.6	*		
Homeless Students	N	N	N	23.3	29.1	N		
Students In Foster Care	N	N	N	28.1	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

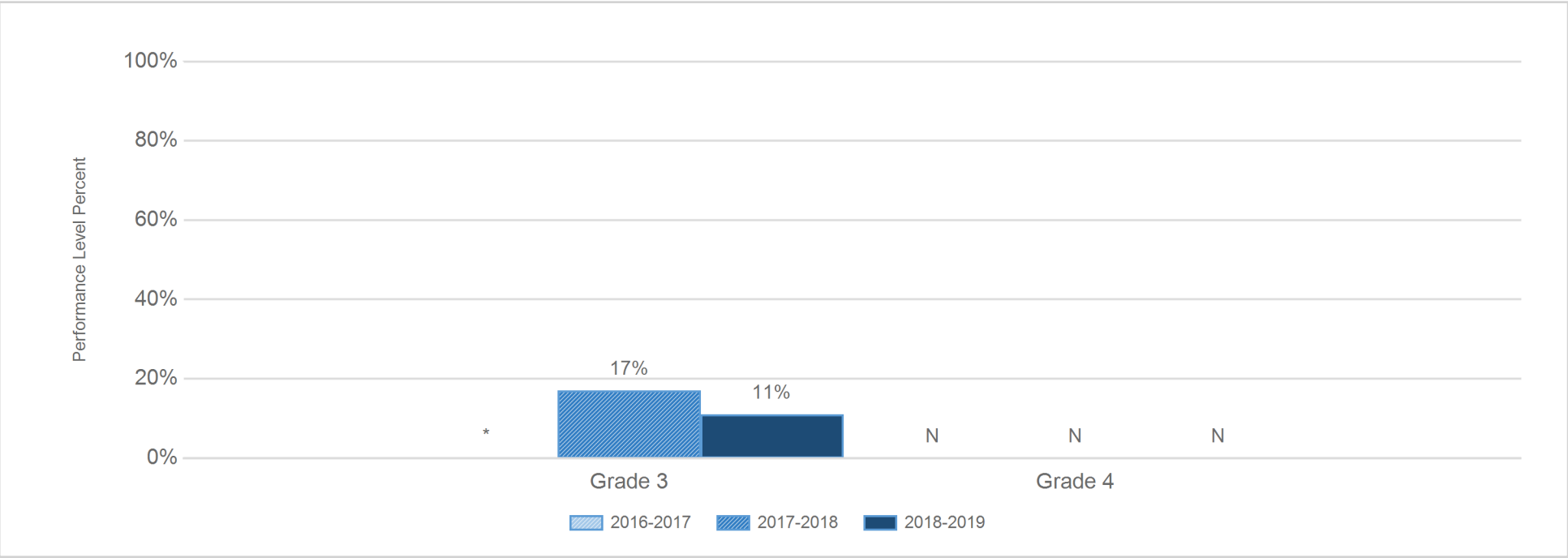


Edward W. Kilpatrick
(31-4010-047)
Grades Offered: PK-03
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	63	705	721	748	51%	19%	19%	*	*	11%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	32	698	720	734	*	*	*	*	*	*	36%
Black or African American	*	*	715	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	33	704	*	753	*	*	*	*	*	*	55%
Male	30	706	717	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	44	699	721	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	19	720	720	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	690	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	12	694	695	713	*	*	*	*	*	*	17%
Non-English Learners	51	707	728	751	*	*	*	*	*	*	54%
Homeless Students	N	N	712	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	60	100.0	11.7	18.6	44.5	11.7	17.5	Met Target†
White	*	*	*	*	54.1	*	**	**
Hispanic	29	100.0	*	17.4	28.8	*	19.6	Not Met
Black or African American	29	100.0	17.2	13.1	23.0	17.2	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	41.9	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	30	100.0	*	18.9	44.9	*		
Male	30	100.0	*	18.3	44.2	*		
Economically Disadvantaged Students	42	100.0	*	18.8	26.3	*	17.6	Not Met
Non-Economically Disadvantaged Students	18	100.0	*	18.0	54.9	*		
Students with Disabilities	*	*	*	*	17.4	*	**	**
Students without Disabilities	*	*	*	*	50.0	*		
English Learners	16	100.0	12.5	13.0	25.0	12.5	**	**
Non-English Learners	44	100.0	11.4	20.8	46.5	11.4		
Homeless Students	N	N	N	10.2	17.1	N		
Students In Foster Care	N	N	N	12.9	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

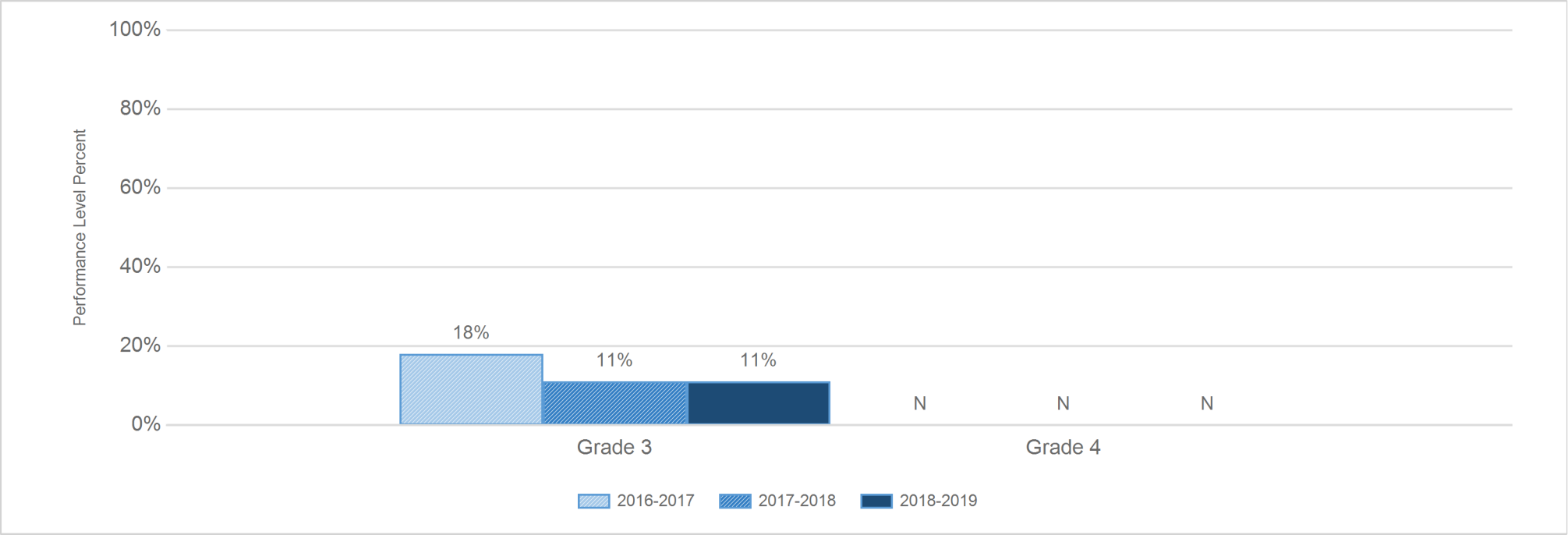


Edward W. Kilpatrick
(31-4010-047)
Grades Offered: PK-03
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	65	709	728	752	42%	29%	18%	*	*	11%	55%
White	N	N	743	760	N	N	N	N	N	N	66%
Hispanic	34	705	728	739	*	*	*	*	*	*	40%
Black or African American	*	*	720	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	33	704	*	751	*	*	*	*	*	*	54%
Male	32	715	728	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	44	703	729	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	21	722	724	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	706	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	731	756	*	*	*	*	*	*	60%
English Learners	14	694	715	728	*	*	*	*	*	*	26%
Non-English Learners	51	713	733	754	*	*	*	*	*	*	58%
Homeless Students	N	N	715	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	39.5%	56.6%	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	26	*	*
3-4	33	*	*
5 or more	*	*	*



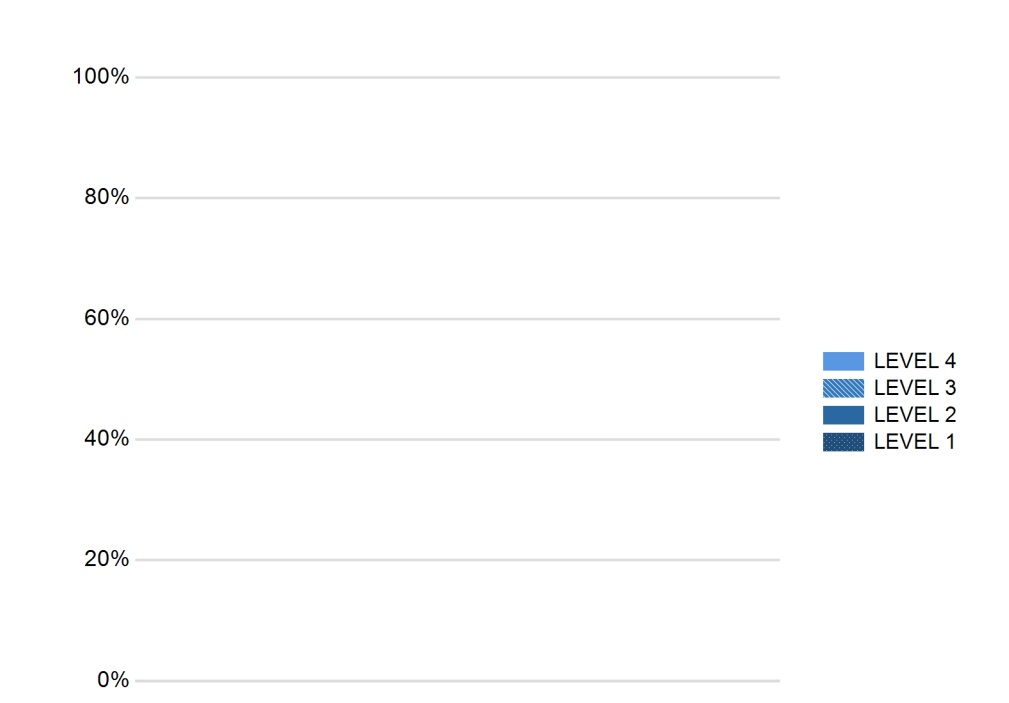
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
---------------	-----------	-----------	-----------	-----------



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

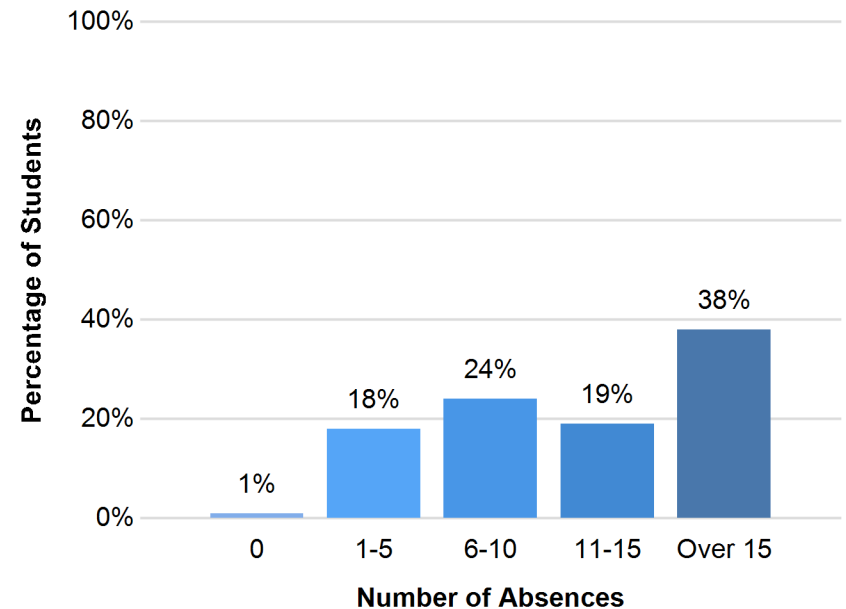
Chronic Absenteeism

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	109	36.2	9.6	Not Met
White	*	*	**	**
Hispanic	58	34.5	9.6	Not Met
Black or African American	48	38.1	9.6	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	53	37.9		
Male	56	34.8		
Economically Disadvantaged Students	87	36.7	9.6	Not Met
Students with Disabilities	18	34.6	9.6	Not Met
English Learners	20	29.9	9.6	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





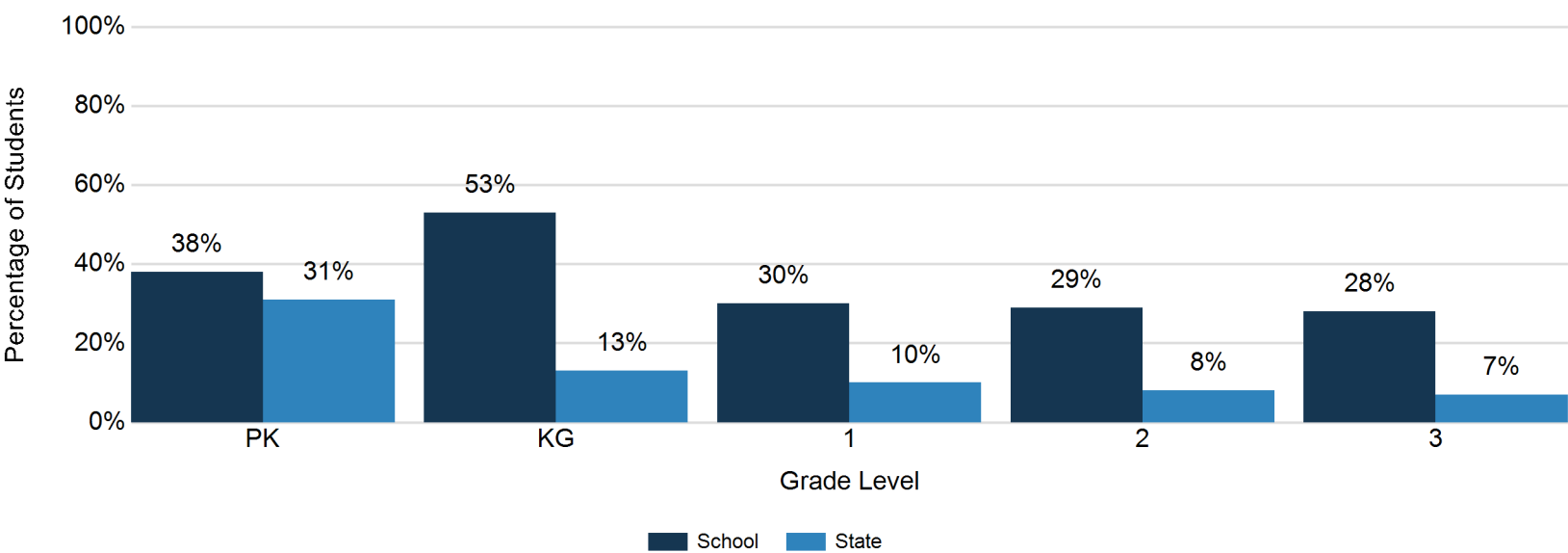
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.03

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
Gender	1	0	1
Sexual Orientation	1	0	1
Disability	0	0	0
Other	5	3	8
No Identified Nature	0		0

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.2:1



Edward W. Kilpatrick
(31-4010-047)
Grades Offered: PK-03
2018-2019

Report Key:

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	70.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

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	13:1
Students to Administrators	195:1	122:1
Teachers to Administrators	15:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	43.8%	93.3%	50.0%	48.4%	77.1%	54.9%
Male	56.2%	6.7%	50.0%	51.6%	22.9%	45.1%
White	1.5%	60.0%	50.0%	42.4%	83.6%	77.4%
Hispanic	58.2%	20.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	39.2%	13.3%	50.0%	15.0%	6.6%	13.9%
Asian	1.0%	3.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	3.3%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

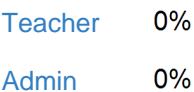
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	93.1%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	*	18.6%	10.0%
Math Proficiency	18.5%	12.7%	11.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		46.7%	39.5%
Chronic Absenteeism	18.1%	29.0%	36.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Met Target†	**	**	Not Met	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	**	**	n/a	Not Met	No
Black or African American	N	N	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	**	**	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	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 the school or district directly.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> • EWK Summer Carnival: PK-3 event for all students celebrating summer. • PTO parent workshops monthly with focus on ELA & math curriculum • Involving parents of our students in school activities is an important component of the school culture. Parents are encouraged to participate in assemblies as class helpers, Home-School-Council and as
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Mission: CREATE the opportunity for all students to meet high quality academic standards. IMPROVE the quality of instruction through professional development. PROVE appropriate services to enhance the students learning experience. INCREASE accountability of school, staff,parents and the community of students success through greater participation, collaboration and shared decision making. ENCOURAGE greater parent involvement.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>The American Automobile Association has provided equipment for our Safety Patrol and traffic safety and map reading programs for the children. We have developed relationships with the Passaic County Sheriff's Department, the New Jersey Devils, and New Jersey Transit, all of whom have generously offered to speak to our students. The Kilpatrick School family also continues to participate in activities with the Paterson Education Fund, the 50 Book Read-A-Thon.</p>





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 <div>Courses, Curriculum, Instruction:</div>	Edward W. Kilpatrick in addition to being a PK-3 school, we are proud to announce our COMPLETE expansion of our Dual Language to PK-3.
 <div>Clubs and Activities:</div>	Edward W Kilpatrick has a school wide Safety Patrol and Girl Scout Troop.





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 <div>Before and After School Programs:</div>	<p>Edward W Kilpatrick offer a NJSLA after school program and Summer enrichment programs. Also, EWK has partnered with Education Plus LLC for a after school and summer program for grades K-33333.</p>
 <div>Staff and Professional Learning:</div>	<p>Edward W Kilpatrick offers monthly professional learning opportunities. Pre-Kindergarten, Kindergarten and special education teachers have created job embedded PLC's that analyze data and researched based instructional practices. In addition, all staff participats in district driven professional development on in-service days.</p>






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 <div>Student Supports and Services:</div>	<p>The faculty at E.W.K. maintains high expectations for the success of their students. Acquisition of knowledge outlined in the New Jersey Core Curriculum Content Standards guides planning and implementation in the classroom. Differentiated instructional techniques are employed to assure the success of all students.</p>
 <div>Student Health and Wellness:</div>	<p>Edward W. Kilpatrick participates in "Breakfast Before the Bell" program in which all children are served breakfast in the classroom.</p>
 <div>Parent and Community Involvement:</div>	<p>Involving the parents of our students in school activities is an important component of the E.W.K. school culture. Parents are encouraged to participate in assemblies as class helpers, Home-School-Council and as School leadership Council members. Several partnerships have been developed that have brought people into the school and taken our students into the community.</p>





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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Edward W Kilpatrick conducted a student, parent and staff surveys. The survey results confirmed staff dedication in preparing our students to meet the challenges that they will face in the information driven society of the future. The student and parents/community stakeholders surveys confirms the make up of the Edward W. Kilpatrick family are committed to a future filled with achievement and success.</p>
 <div>Facilities:</div>	<p>In 1870 the facility was built as Public School #6. 70% of EWK's classrooms are air conditioned. The building has a computer room/library.</p>




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 <div>Other Information</div>	<p>Edward W. Kilpatrick Elementary School is the oldest building in Paterson built for education and still in use as an educational facility. From the beginning it has served as a primary elementary, high school, and a vocational school that prepared candidates for the teaching profession. When the present P.S. #6 on Carroll St. was built in 1921, this building became the Thomas Edison Vocational and Technical High School. In the early 1930's, the name of the school changed to the Passaic County Vocational and Technical High School. At this time, an addition was constructed to the rear of the building to provide space for students instructed in the automotive and textile trades. In the early 1970's, the new Vo-Tech was built and this building renovated and renamed the Edward W. Kilpatrick School in dedication to a former Assistant State Commissioner of Education. In 2015, The Dual Language Program is being offered at the school in grades PK to grade 3.</p>
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Garrett Morgan Academy
 (31-4010-308)
 Grades Offered: 09-12
 2018-2019

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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

Notes from the New Jersey Department of Education:



Garrett Morgan Academy
(31-4010-308)
Grades Offered: 09-12
2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Mr. Michael McGinley
Address	200 Grand Street Paterson, NJ 07501
Phone Number	973-321-2540
Email Address	mmcginley@paterson.k12.nj.us
Website	https://gma-pps-nj.schoolloop.com/



Garrett Morgan Academy
(31-4010-308)
Grades Offered: 09-12
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	50	47	52
10	35	47	45
11	40	27	45
12	39	36	27
Total	164	157	169

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	19.5%	23.6%	30.8%
Male	80.5%	76.4%	69.2%
Economically Disadvantaged Students	70.1%	77.1%	81.1%
Students with Disabilities	14.6%	19.1%	14.2%
English Learners	1.8%	5.1%	2.4%
Homeless Students	0.0%	0.0%	0.6%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	4.9%	1.9%	3.6%
Hispanic	64.6%	74.5%	71.6%
Black or African American	27.4%	20.4%	21.9%
Asian	2.4%	3.2%	3.0%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	164	157	169
Shared Time Students	0	0	0
Full Time Equivalent	164	157	169

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	58.6%
Spanish	37.9%
Arabic	1.8%
Bengali	1.8%



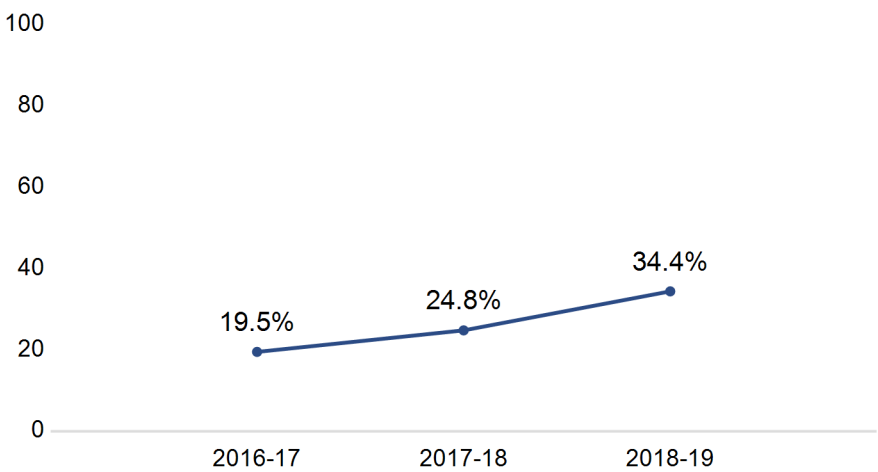
Garrett Morgan Academy
(31-4010-308)
Grades Offered: 09-12
2018-2019

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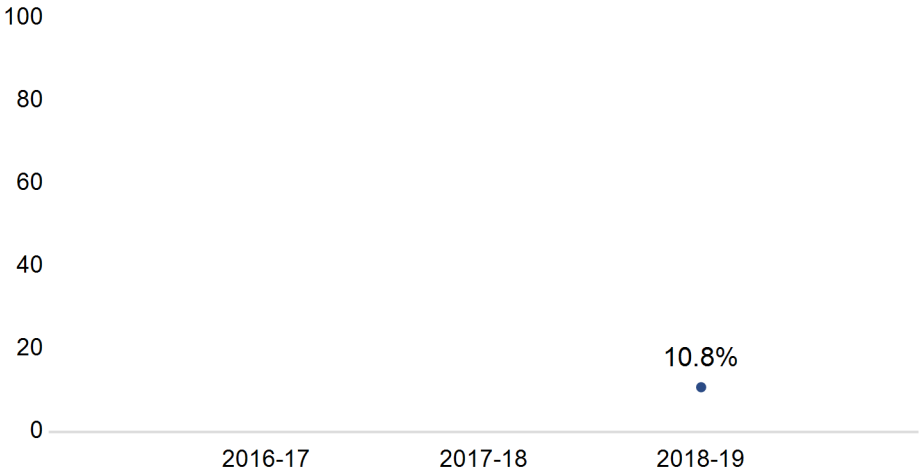
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.9%	100.0%	97.9%	98.9%	100.0%	97.9%
Proficiency Rate for Federal Accountability	19.5%	24.8%	34.4%	*	*	10.8%
Annual Target	19.7%	22.9%	26.0%	11.1%	14.8%	18.4%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Garrett Morgan Academy
(31-4010-308)
Grades Offered: 09-12
2018-2019

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 Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	93	97.9	34.4	30.2	57.9	34.4	26	Met Target
White	*	*	*	*	66.9	*	**	**
Hispanic	67	98.6	35.8	29.1	43.9	35.8	24.6	Met Target
Black or African American	19	100.0	31.6	24.9	38.5	31.6	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	54.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	32	100.0	34.4	36.4	64.8	34.4		
Male	61	96.9	34.4	24.5	51.3	34.4		
Economically Disadvantaged Students	81	98.8	33.3	30.3	40.0	*	26	Met Target
Non-Economically Disadvantaged Students	12	92.3	41.7	29.9	67.9	*		
Students with Disabilities	13	100.0	*	10.9	22.7	*	**	**
Students without Disabilities	80	97.6	*	34.0	65.1	*		
English Learners	10	100.0	30.0	17.1	29.3	30.0	**	**
Non-English Learners	83	97.7	34.9	34.9	60.6	34.9		
Homeless Students	*	*	*	23.3	29.1	*		
Students In Foster Care	N	N	N	28.1	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

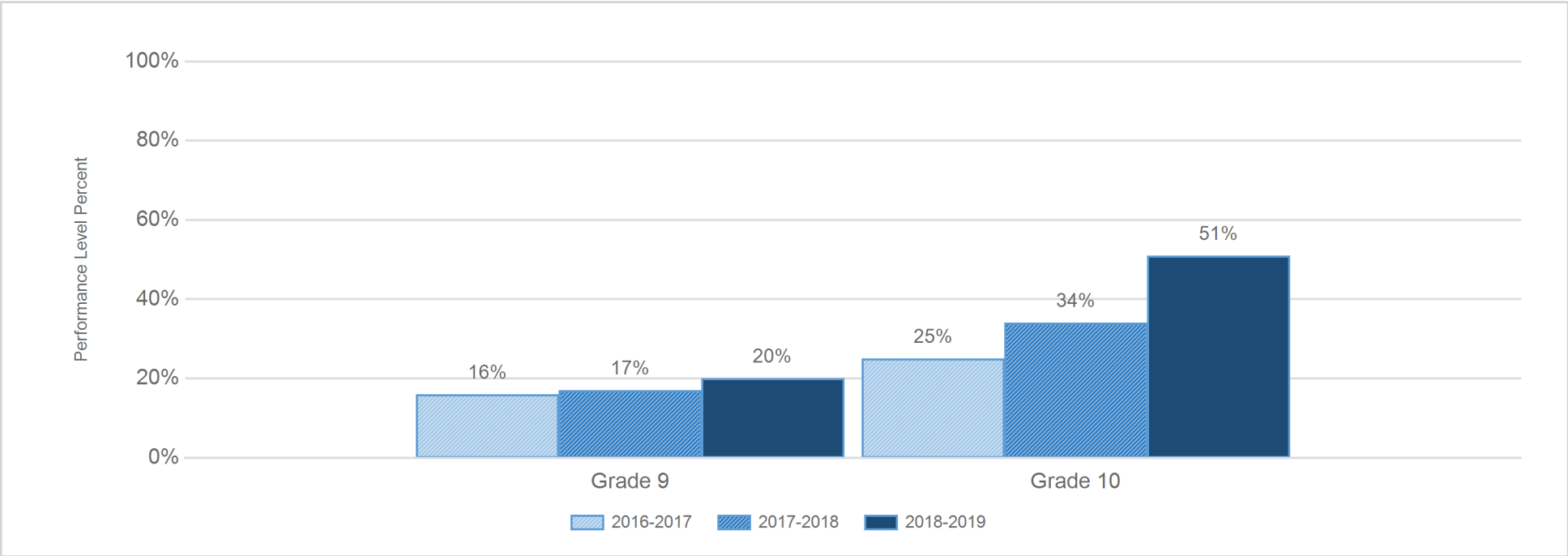


Garrett Morgan Academy
(31-4010-308)
Grades Offered: 09-12
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Garrett Morgan Academy
(31-4010-308)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	51	731	711	753	*	25%	43%	*	*	20%	56%
White	*	*	707	762	*	*	*	*	*	*	65%
Hispanic	37	733	*	737	*	*	43%	*	*	24%	40%
Black or African American	10	719	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	726	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	20	735	*	760	*	*	60%	*	*	20%	63%
Male	31	729	*	746	*	*	32%	*	*	19%	49%
Economically Disadvantaged Students	*	*	712	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	708	762	*	*	*	*	*	*	65%
Students with Disabilities	*	*	689	717	*	*	*	*	*	*	17%
Students without Disabilities	*	*	714	760	*	*	*	*	*	*	63%
English Learners	*	*	684	693	*	*	*	*	*	*	*
Non-English Learners	*	*	717	755	*	*	*	*	*	*	*
Homeless Students	*	*	712	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



Garrett Morgan Academy
(31-4010-308)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	43	741	708	757	*	*	*	*	*	51%	58%
White	*	*	712	767	*	*	*	*	*	*	67%
Hispanic	31	736	706	738	*	*	*	*	*	48%	43%
Black or African American	*	*	708	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	733	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	12	752	716	766	*	*	*	*	*	58%	66%
Male	31	737	701	749	*	*	*	*	*	48%	51%
Economically Disadvantaged Students	*	*	705	735	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	713	767	*	*	*	*	*	*	67%
Students with Disabilities	*	*	682	711	*	*	*	*	*	*	19%
Students without Disabilities	*	*	713	765	*	*	*	*	*	*	65%
English Learners	*	*	671	687	*	*	*	*	*	*	*
Non-English Learners	*	*	716	760	*	*	*	*	*	*	*
Homeless Students	N	N	709	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



Garrett Morgan Academy
(31-4010-308)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	93	97.9	10.8	18.6	44.5	10.8	18.4	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	67	98.6	*	17.4	28.8	*	16.7	Not Met
Black or African American	19	100.0	10.5	13.1	23.0	10.5	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	41.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	32	100.0	*	18.9	44.9	*		
Male	61	96.9	*	18.3	44.2	*		
Economically Disadvantaged Students	81	98.8	*	18.8	26.3	*	18.4	Not Met
Non-Economically Disadvantaged Students	12	92.3	*	18.0	54.9	*		
Students with Disabilities	13	100.0	*	*	17.4	*	**	**
Students without Disabilities	80	97.6	*	*	50.0	*		
English Learners	10	100.0	10.0	13.0	25.0	10.0	**	**
Non-English Learners	83	97.7	10.8	20.8	46.5	10.8		
Homeless Students	*	*	*	10.2	17.1	*		
Students In Foster Care	N	N	N	12.9	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

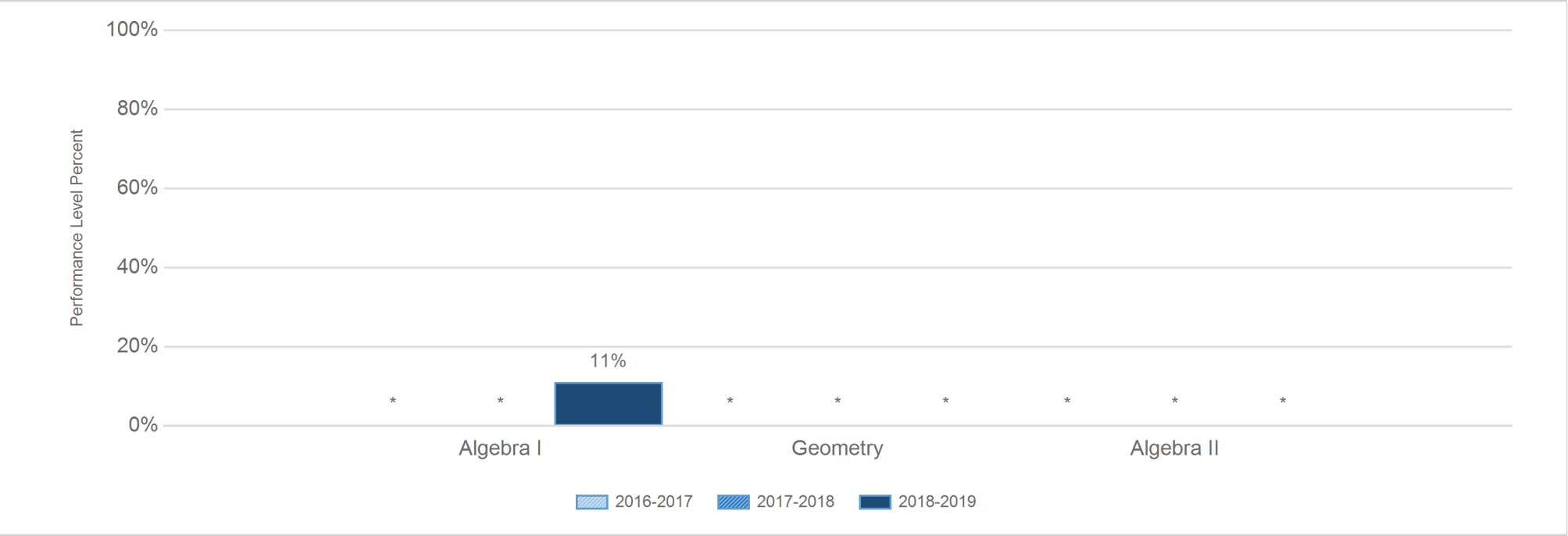


Garrett Morgan Academy
(31-4010-308)
Grades Offered: 09-12
2018-2019

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N No Data is available to display
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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Garrett Morgan Academy
(31-4010-308)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	46	719	718	744	*	61%	*	*	*	11%	42%
White	*	*	733	752	*	*	*	*	*	*	53%
Hispanic	34	719	718	728	*	50%	*	*	*	12%	24%
Black or African American	*	*	710	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	19	716	720	745	*	68%	*	*	*	11%	44%
Male	27	721	717	743	*	56%	*	*	*	11%	41%
Economically Disadvantaged Students	*	*	719	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	715	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	701	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	720	748	*	*	*	*	*	*	47%
English Learners	*	*	703	710	*	*	*	*	*	*	*
Non-English Learners	*	*	722	745	*	*	*	*	*	*	*
Homeless Students	N	N	697	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Garrett Morgan Academy
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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	39	716	706	737	*	*	*	*	*	*	35%
White	N	N	711	743	N	N	N	N	N	N	43%
Hispanic	29	716	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	704	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	719	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	10	714	*	738	*	*	*	*	*	*	36%
Male	29	717	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	705	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	708	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	696	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	709	741	*	*	*	*	*	*	*
English Learners	*	*	700	708	*	*	*	*	*	*	*
Non-English Learners	*	*	708	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Garrett Morgan Academy
(31-4010-308)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	*	*	708	755	*	*	*	*	*	*	58%
White	N	N	*	758	N	N	N	N	N	N	62%
Hispanic	*	*	704	731	*	*	*	*	*	*	34%
Black or African American	*	*	711	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	708	752	*	*	*	*	*	*	55%
Male	*	*	708	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	707	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	709	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Garrett Morgan Academy
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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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	*	*	*



Garrett Morgan Academy
(31-4010-308)
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2018-2019

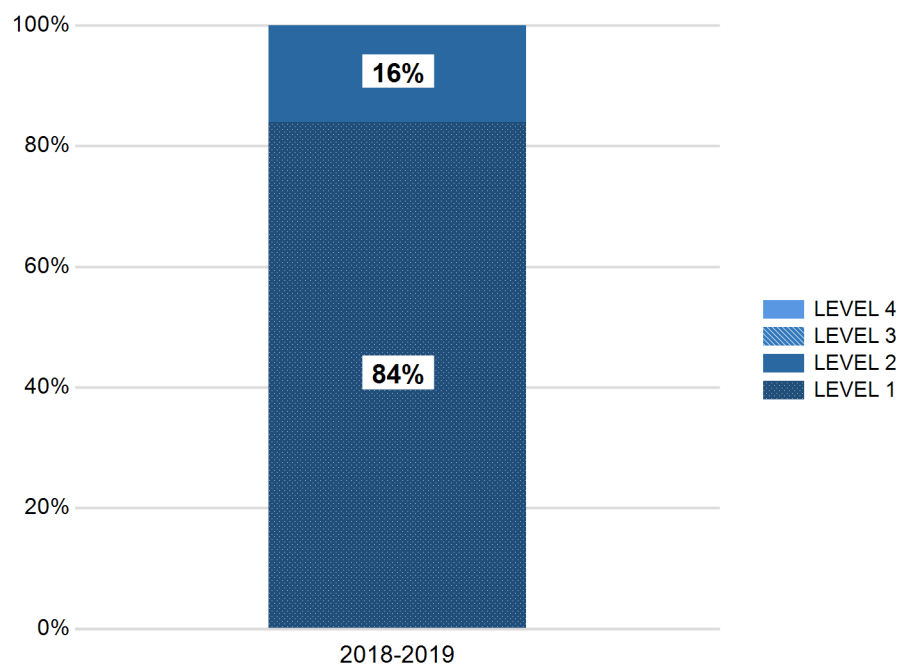
Report Key:

- * Data is not displayed in order to protect student privacy
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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	84	16	0	0
White	*	*	*	*
Hispanic	85	15	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	81	19	0	0
Male	86	14	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Garrett Morgan Academy
(31-4010-308)
Grades Offered: 09-12
2018-2019

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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 2018-19. 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 2018-19	94.4%	84.5%
12th graders taking SAT in 2018-19 or prior years	63.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

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	387	476	Grade 10: 430 Grade 11: 460	20%	61%
PSAT 10/NMSQT - Math	396	477	Grade 10: 480 Grade 11: 510	10%	43%
SAT - Reading and Writing	461	539	480	35%	70%
SAT - Math	458	541	530	29%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%



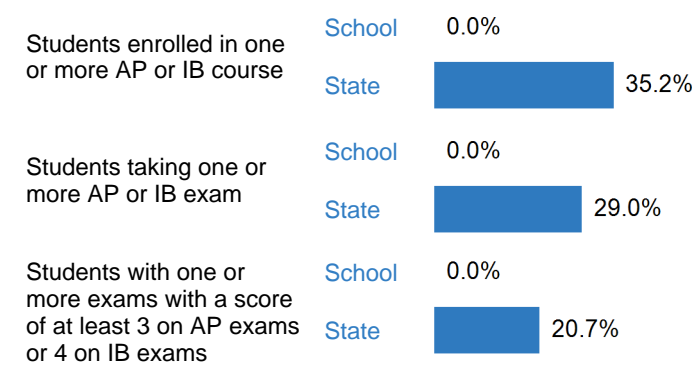
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2018-2019

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

AP/IB Coursework – Participation and Performance

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



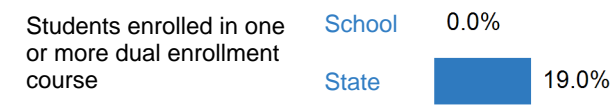
AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		0

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were 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.





Garrett Morgan Academy
(31-4010-308)
Grades Offered: 09-12
2018-2019

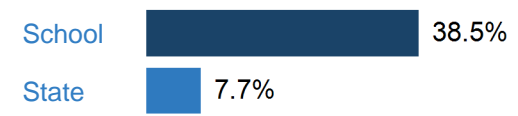
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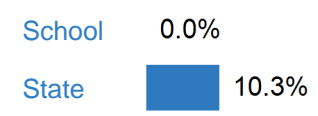
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 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)



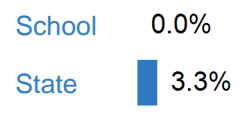
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 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





Garrett Morgan Academy
 (31-4010-308)
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 2018-2019

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	38.5%	0.0%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	39.7%	0.0%	10.3%	11.3%
Black or African American	37.8%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	53.8%	0.0%	7.3%	10.6%
Male	31.6%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	42.3%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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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



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
Science, Technology, Engineering & Mathematics	65		
Total (All Clusters)	65	0	0



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2018-2019

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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	45	7	1	0	0	0	0
10	2	34	9	0	0	0	0
11	0	0	40	5	0	0	0
12	0	0	1	4	0	0	2
Total	47	41	51	9	0	0	2
Enrolled in AP/IB Course					0	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	0	7	0	45	0	0
10	6	38	0	2	0	0
11	38	5	0	1	4	0
12	1	2	0	0	7	0
Total	45	52	0	48	11	0
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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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	52	0	24	0	0	0
10	2	43	8	0	6	0
11	2	45	11	0	14	0
12	0	2	1	0	2	0
Total	56	90	44	0	22	0
Enrolled in AP/IB Course	0	0	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	30	0	0	0	0	0	0
10	44	0	0	0	0	0	0
11	17	0	0	0	0	0	0
12	2	0	0	0	0	0	0
Total	93	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	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.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	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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(31-4010-308)
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2018-2019

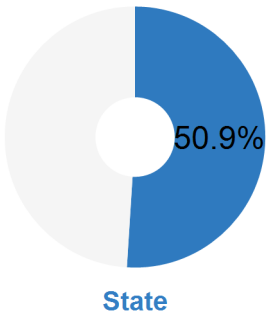
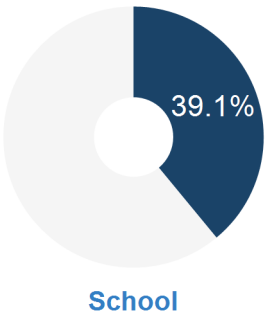
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Visual and Performing Arts – Course Participation

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



Students enrolled in one or more classes by discipline:

MUSIC	School	0.0%
	State	17.6%
DANCE	School	0.0%
	State	2.3%
DRAMA	School	0.0%
	State	3.9%
VISUAL ARTS	School	39.1%
	State	32.9%



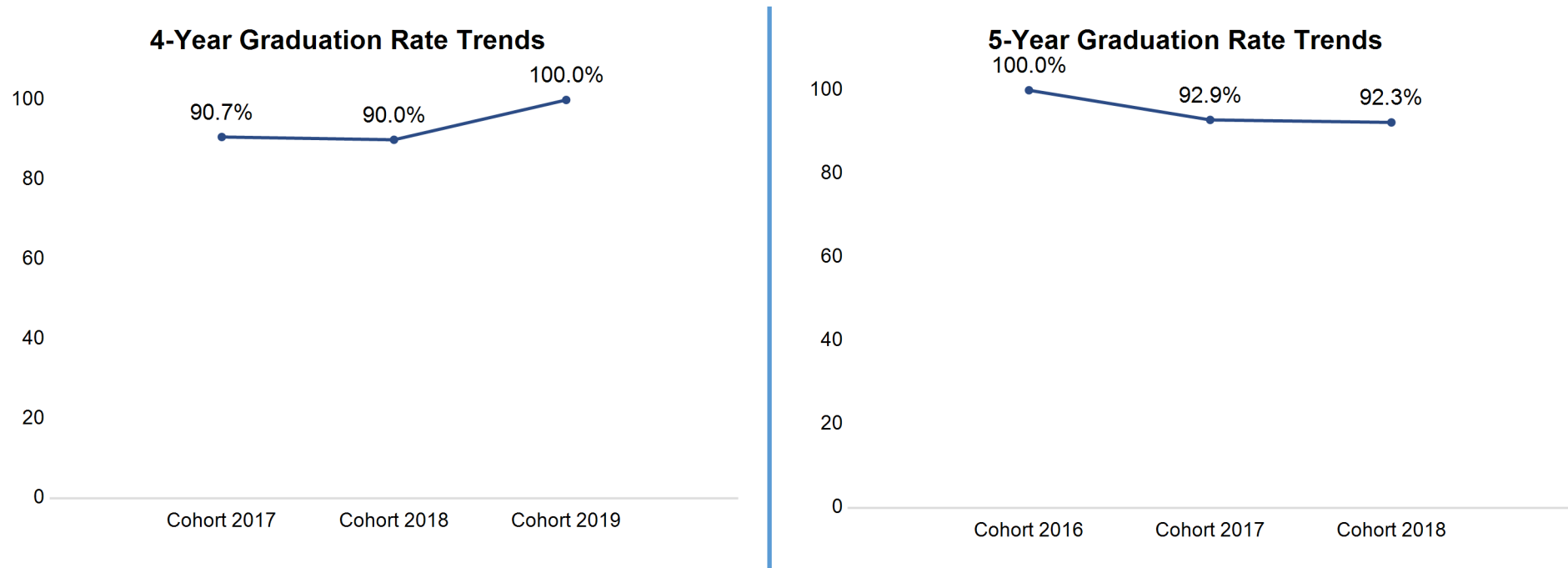
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	90.7%	90.0%	100.0%	100.0%	92.9%	92.3%
Annual Target	95.0%	95.0%		N	96.0%	
Met Annual Target?	Not Met	Not Met		Met Goal	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	100.0%	90.6%	92.3%	92.5%	90.0%	95.0%	Not Met	92.9%	96.0%	Not Met
White	*	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	100.0%	84.5%	93.3%	87.3%	93.3%	90.2%	Met Target	90.0%	N	N
Black or African American	*	83.3%	*	87.1%	*	**	**	94.4%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	*	92.8%	*	94.4%	*			*		
Male	*	88.5%	*	90.8%	*			*		
Economically Disadvantaged Students	100.0%	84.0%	*	87.3%	*	**	**	91.9%	96.0%	Not Met
Students with Disabilities	*	79.2%	*	83.8%	*	**	**	*	**	**
English Learners	N	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	*	78.3%	*			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	51.9%	33.3%
Substitute Competency Test	22.2%	40.7%
Portfolio Appeals Process	11.1%	11.1%
Alternate Requirements specified in IEP	14.8%	14.8%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	1.2%	1.2%
2017-2018	1.9%	1.2%
2016-2017	1.2%	1.1%



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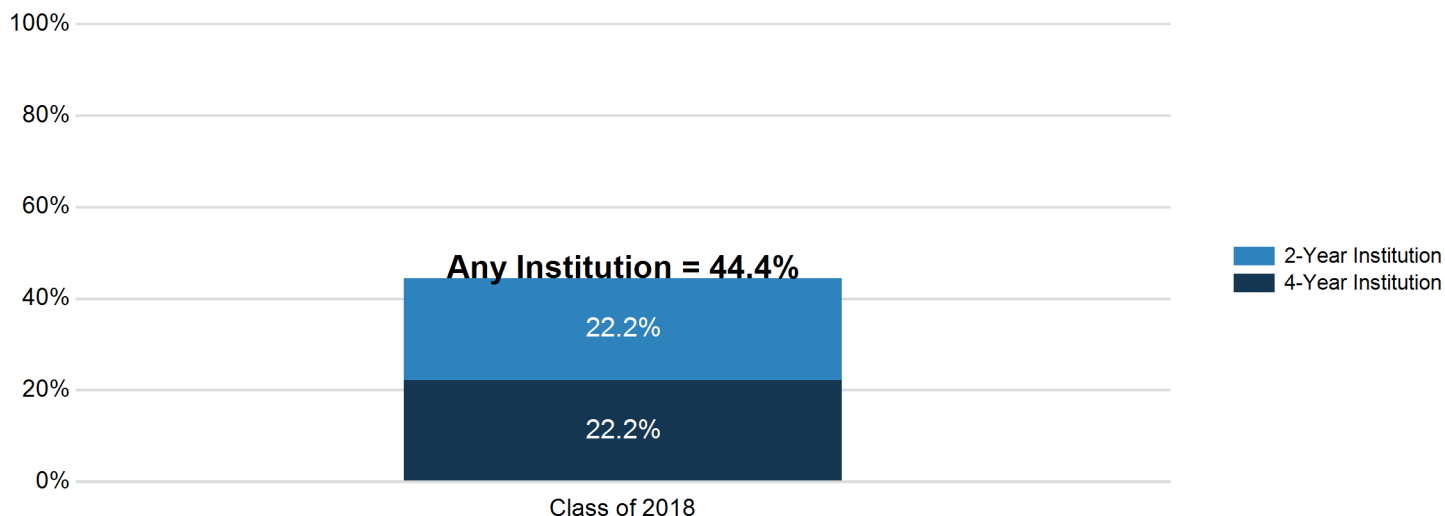
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	22.2%
% Enrolled in 4-Year Institution	22.2%
% Enrolled in Any Postsecondary Institution	44.4%



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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 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	59.3%	37.5%	62.5%
White	*	*	*
Hispanic	66.7%	41.7%	58.3%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	65%	38.5%	61.5%
Students with Disabilities	*	*	*
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	44.4%	50%	50%	87.5%	12.5%	93.8%	6.3%
White	*	*	*	*	*	*	*
Hispanic	39.3%	54.5%	45.5%	81.8%	18.2%	90.9%	9.1%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	48%	50%	50%	83.3%	16.7%	91.7%	8.3%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	*	*	*	*	*	*	*



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

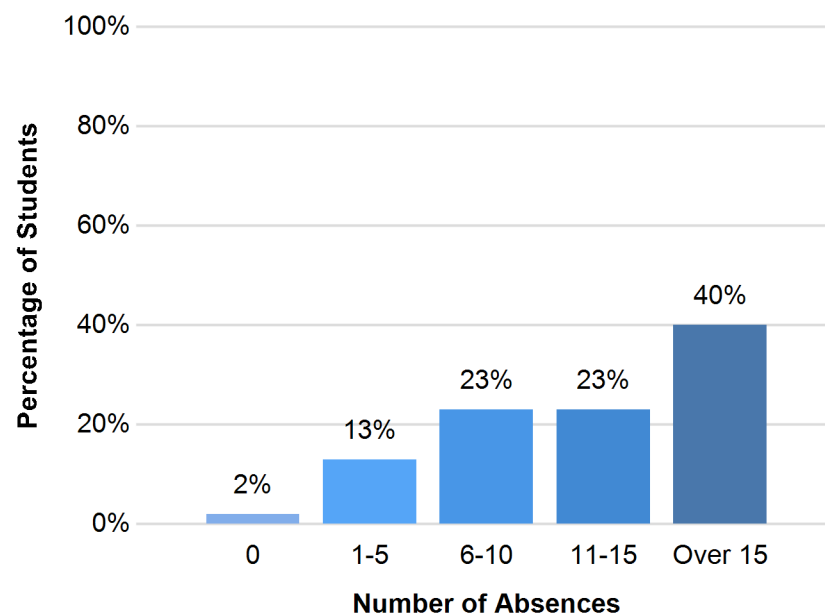
Chronic Absenteeism

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	55	32.7	14.2	Not Met
White	*	*	**	**
Hispanic	35	29.2	14.2	Not Met
Black or African American	14	37.8	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	18	34.6		
Male	37	31.9		
Economically Disadvantaged Students	39	28.7	14.2	Not Met
Students with Disabilities	12	50.0	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





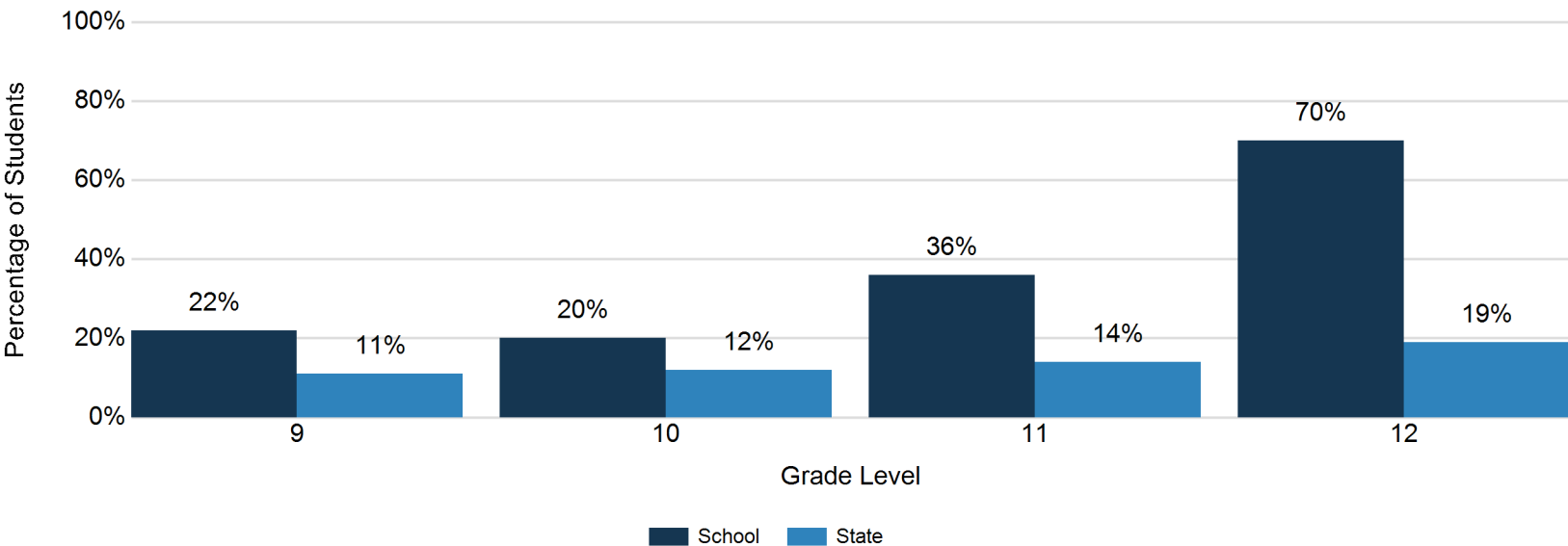
Garrett Morgan Academy
 (31-4010-308)
 Grades Offered: 09-12
 2018-2019

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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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	1
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	2.96

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

10



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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	7:35 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 9 Mins
Shared Time - Instructional Time	6 Hrs. 9 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	N



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	N	118,214
Average years experience in public schools	N	12.1
Average years experience in district	N	10.8
Percentage of Teachers with 4 or more years experience in the district	N	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

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	N	13:1
Students to Administrators	N	122:1
Teachers to Administrators	N	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	N	N	N	48.4%	77.1%	54.9%
Male	N	N	N	51.6%	22.9%	45.1%
White	N	N	N	42.4%	83.6%	77.4%
Hispanic	N	N	N	29.9%	7.3%	7.2%
Asian	N	N	N	10.2%	2.0%	1.1%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree

Teacher N
Admin N/A

Master's Degree

Teacher N
Admin N

Doctoral Degree

Teacher N
Admin N

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	94.4%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	19.5%	24.8%	34.4%
Math Proficiency	*	*	10.8%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	90.7%	90.0%	100.0%
5-Year Graduation Rate†	100.0%	92.9%	92.3%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	25.6%	33.8%	32.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Not Met	Not Met	Not Met	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Not Met	Met Target	N	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	**	Not Met	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> GMA offers Project Lead the Way (PLTW) Engineering program of 3 courses: Introduction To Engineering Design, Principles of Engineering, and Civil Engineering & Architecture. GMA is a small public school Academy dedicated to having students of all abilities reach their full potential. The school has an active partnership with the New Jersey Community Development Corporation. The partnership includes "Teen Center", and as a member of our Advisory Committee.
 <p>Mission, Vision, Theme:</p>	<p>Mission: To provide a safe, caring, and challenging educational environment for students who are passionate about exploring college and career options in engineering. Vision: Bridging the past, engineering the future.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Garrett Morgan Academy students serve on the Passaic County Teen Council, and serve as active voices to inform Paterson and Passaic County organizations of students opinions and input into the direction of their education.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>GMA has courses that meet the needs of our student population. That includes: special education courses, regular education courses, honors courses, dual enrollment courses, and AP courses in Computer programming. In addition, through our PLTW Program our students can experience Introduction to Engineering Design (Inventor certificate available), Principles of Engineering, and Civil Engineering & Architecture (Revit Certificate available).</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>Garrett Morgan Academy students as a choice school have the option of participating in all available athletic teams. Student activities include competition in interscholastic sports such as soccer, football, baseball, softball, wrestling, swimming, volleyball, bowling, cross country, and track. Students can also participate in marching band or cheerleading squads. As Garrett Morgan Academy is a choice school, athletes have a choice to compete with the larger John F. Kennedy Complex, or the Eastside HS Complex</p>
 <p>Clubs and Activities:</p>	<p>Garrett Morgan Academy students through the NJCDC have the opportunity to visit and explore colleges and universities, and other places to broaden their experience and possible career choices. A Robotics Club will be starting in December 2019, and all students will be enrolled in the Technology Student Association through a school/group membership.</p>






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 <p>Before and After School Programs:</p>	<p>A "Teen Center" is available afterschool daily that is run by the New Jersey Community Development Corporation that provides students social and academic assistance with the help of Americorp members. In addition, recreational activities are provided.</p>
 <p>Staff and Professional Learning:</p>	<p>Teachers are provided with all available professional development that supports both the school and district missions. The focus for GMA continues to be on the professional development connected to Social and Emotional Learning, as well as Professional Learning Communities. Special emphasis is being placed on the infusion of "engineering" across all disciplines.</p>
 <p>Postsecondary Information:</p>	<p>Most GMA students pursue postsecondary options that are within their reach both academically and financially. Many make the decision to begin that process through community college attendance to reduce overall expenses, and to have the opportunity to build financial capital, and to assist their families. Many top performing students take advantage of the NJ STARS Program to significantly reduce college expenses. Several GMA graduates are involved with NASA through a STEM Program provided through Passaic County Community College.</p>






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 <p>Student Supports and Services:</p>	<p>Support and services are available for GMA students post graduation through the continued efforts of the NJCDC and other Paterson public and private organizations. In addition, students and their families are encouraged to utilize Perform Cares when a need arises.</p>
 <p>Student Health and Wellness:</p>	<p>GMA participates in the Passaic County Wellness program, and consistently sends students to the annual Teen Summit in order to turnkey valuable information on health and wellness to their classmates.</p>
 <p>Parent and Community Involvement:</p>	<p>The Paterson Public Schools transitioned into a new student information management system Mid-August of 2017. The new system (Infinite Campus) does have a Parent and Student Portal System so parents and students can track academics and attendance on a daily basis. In addition, Infinite Campus allows for two way communication when needed.</p>






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: No The NJ State Climate Surveys will be distributed to GMA students, parents, faculty & staff, and community partners from December 1, 2019 through December 20, 2019</p>
 <div>Facilities:</div>	<p>Garrett Morgan is located in a building that houses two schools. While each school has it's own Thematic focus, the schools share facilities and some teachers. The building is a little over ten years old. Central air and heating provides a controlled environment not impacted by outside weather factors.</p>
 <div>School Safety:</div>	<p>Garett Morgan Academy administration, faculty and support staff proactively engage with our students on a daily basis. These interactions provide a thorough exchange of communication that has established a safe, stable, and orderly environment. The building has security officers on each floor, and visitors are screened at the Main Entrance before going to the Main Offices of either school. Everyone in the building is aware and adheres to all security procedures in place.</p>




Garrett Morgan Academy
(31-4010-308)
Grades Offered: 09-12
2018-2019

Report Key:
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School Narrative

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 <div>Technology and STEM:</div>	<p>Chromebooks are available and used by students to incorporate the use of technology and 21st century skills. In addition, laptops with programs engineering programs loaded are available for use in all the Engineering courses.</p>
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Garrett Morgan Academy
(31-4010-308)
Grades Offered: 09-12
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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 the school or district directly.

 <p>Other Information</p>	<p>Garrett Morgan Academy (GMA) is a comprehensive high school accredited by the New Jersey Department of Education, the Quality Single Accountability Continuum (QSAC), and the Middle States Association. GMA is located in the City of Paterson. Our geographical neighbors include Clifton, Elmwood Park, Fair Lawn, Haledon, Hawthorne, Little Falls, Passaic, Wayne, and Woodland Park. The academy serves a population of approximately 190 students. Faculty, staff, and school administration, strive to offer the highest quality education to our student population. Our academy program is designed to meet our students' academic and social needs and our ultimate goal is to develop life-long learners who can make positive contributions to the school, community, and society as a whole. To that end, the administration is continuing to review all curricular and extracurricular programs. The school's core curriculum features courses in all academic disciplines. That also includes Honors Courses in all areas of study; SAT Prep classes and English as a Second Language. All programs and Curriculum are aligned with the State of New Jersey Graduation Requirements and the New Jersey Student Learning Standards. Our staff participates in professional development programs to prepare students for their future college or career choices. Recognizing that not every student learns the same way, we have implemented initiatives to accommodate accelerated learner, learners with special needs, English Language Learners, Gifted and Talented students, and students in need of alternative education arrangements. A partnership with the New Jersey Community Development Corporation (NJCDC) provides additional assistance in supporting students. Lastly, we welcome any assistance that allows us to meet or exceed the vision, mission, and goals we have established for our students to be successful citizens. We continue to be proud of our young men and women and their accomplishments.</p>
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International High School
(31-4010-035)
Grades Offered: 09-12
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



International High School
 (31-4010-035)
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 2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Dr. Robina Puryear-Castro
Address	200 Grand Street PATERSON, NJ 07501
Phone Number	973-321-2280
Email Address	rpuryear@paterson.k12.nj.us
Website	https://ihs-pps-nj.schoolloop.com/



International High School
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	128	132	115
10	129	123	122
11	117	126	116
12	92	111	115
Total	466	492	468

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	53.2%	51.8%	56.0%
Male	46.8%	48.2%	44.0%
Economically Disadvantaged Students	78.1%	77.6%	63.9%
Students with Disabilities	15.2%	13.4%	12.8%
English Learners	4.7%	4.1%	3.8%
Homeless Students	1.1%	0.2%	0.9%
Students in Foster Care	0.0%	0.2%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	3.4%	2.8%	2.6%
Hispanic	63.7%	63.0%	63.5%
Black or African American	28.8%	29.9%	28.4%
Asian	3.9%	4.3%	5.6%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	466	492	468
Shared Time Students	0	0	0
Full Time Equivalent	466	492	468

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	58.1%
Spanish	36.5%
Bengali	3.6%
Arabic	1.1%
Other Languages	0.6%

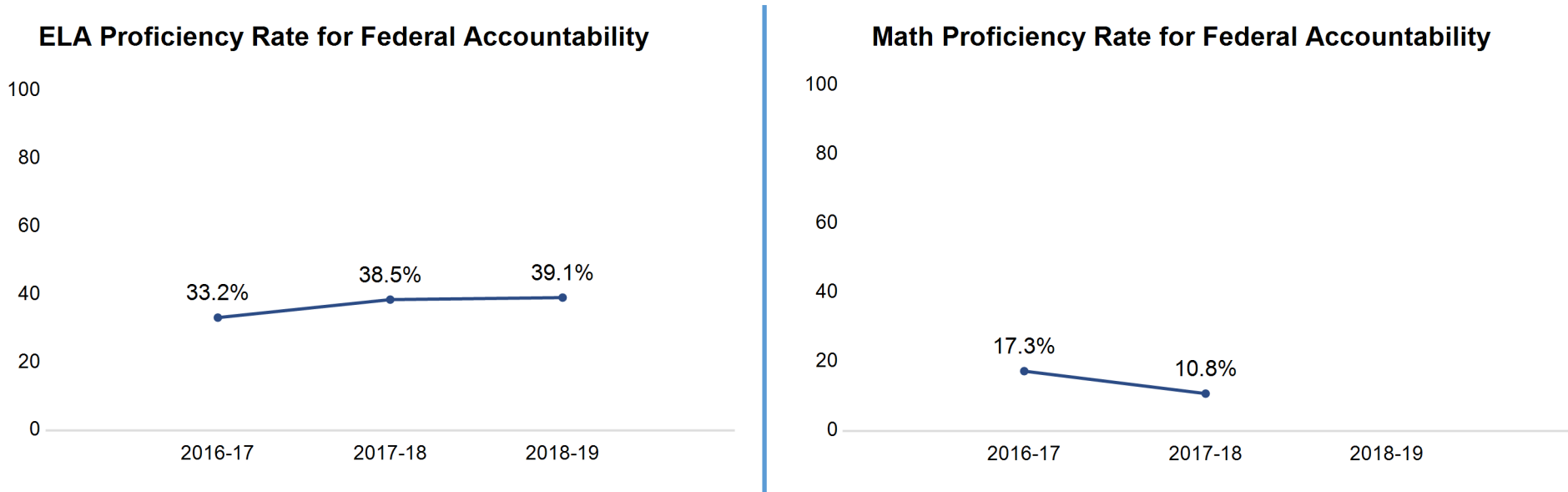


International High School
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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.6%	96.9%	99.2%	97.4%	96.4%	98.7%
Proficiency Rate for Federal Accountability	33.2%	38.5%	39.1%	17.3%	10.8%	*
Annual Target	26.4%	29.2%	32.1%	14.5%	17.9%	21.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	233	99.2	39.1	30.2	57.9	39.1	32.1	Met Target
White	*	*	*	*	66.9	*	**	**
Hispanic	158	98.8	39.9	29.1	43.9	39.9	30.7	Met Target
Black or African American	58	100.0	32.8	24.9	38.5	32.8	28.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	54.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	143	100.0	46.9	36.4	64.8	46.9		
Male	90	97.9	26.7	24.5	51.3	26.7		
Economically Disadvantaged Students	160	99.4	40.0	30.3	40.0	40.0	32.1	Met Target
Non-Economically Disadvantaged Students	73	98.7	37.0	29.9	67.9	37.0		
Students with Disabilities	27	93.3	*	10.9	22.7	*	10.5	Met Target†
Students without Disabilities	206	100.0	*	34.0	65.1	*		
English Learners	21	100.0	19.0	17.1	29.3	19.0	19.7	Met Target†
Non-English Learners	212	99.1	41.0	34.9	60.6	41.0		
Homeless Students	*	*	*	23.3	29.1	*		
Students In Foster Care	N	N	N	28.1	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

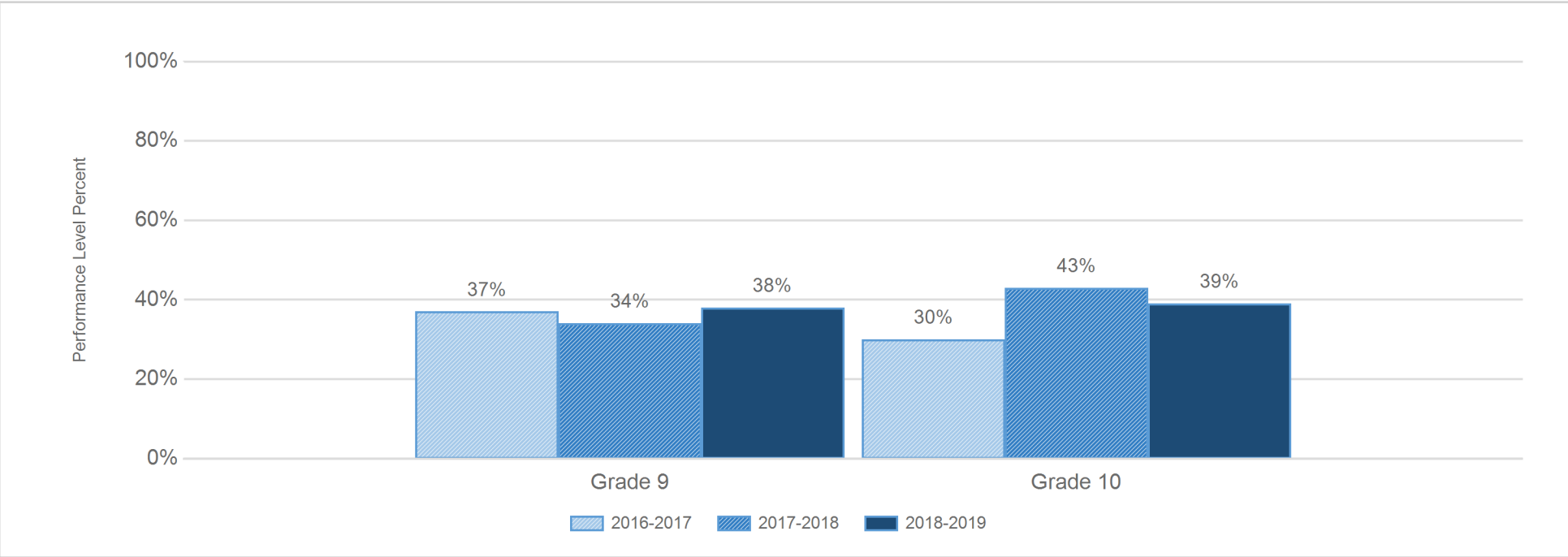


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	113	739	711	753	14%	16%	32%	*	*	38%	56%
White	*	*	707	762	*	*	*	*	*	*	65%
Hispanic	82	738	*	737	13%	18%	29%	*	*	39%	40%
Black or African American	22	738	*	732	*	*	*	*	*	32%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	726	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	84	743	*	760	*	*	*	*	*	43%	63%
Male	29	727	*	746	*	*	*	*	*	24%	49%
Economically Disadvantaged Students	80	739	712	734	*	*	28%	*	*	43%	36%
Non-Economically Disadvantaged Students	33	738	708	762	*	*	42%	*	*	27%	65%
Students with Disabilities	12	693	689	717	*	*	*	*	*	*	17%
Students without Disabilities	101	744	714	760	*	*	*	*	*	*	63%
English Learners	*	*	684	693	*	*	*	*	*	*	*
Non-English Learners	*	*	717	755	*	*	*	*	*	*	*
Homeless Students	*	*	712	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	124	731	708	757	31%	15%	16%	27%	12%	39%	58%
White	*	*	712	767	*	*	*	*	*	*	67%
Hispanic	77	731	706	738	32%	13%	14%	*	*	40%	43%
Black or African American	39	724	708	733	31%	*	*	*	*	31%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	733	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	60	748	716	766	17%	*	*	*	*	52%	66%
Male	64	714	701	749	44%	*	*	*	*	27%	51%
Economically Disadvantaged Students	81	729	705	735	32%	*	*	*	*	37%	40%
Non-Economically Disadvantaged Students	43	733	713	767	28%	*	*	*	*	42%	67%
Students with Disabilities	16	692	682	711	63%	*	*	*	*	13%	19%
Students without Disabilities	108	736	713	765	26%	*	*	*	*	43%	65%
English Learners	*	*	671	687	*	*	*	*	*	*	*
Non-English Learners	*	*	716	760	*	*	*	*	*	*	*
Homeless Students	*	*	709	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	230	98.7	*	18.6	44.5	*	21.3	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	155	98.1	*	17.4	28.8	*	20	Not Met
Black or African American	58	100.0	*	13.1	23.0	*	21	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	27.3	41.9	76.5	27.3	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	142	100.0	*	18.9	44.9	*		
Male	88	96.8	*	18.3	44.2	*		
Economically Disadvantaged Students	160	99.4	*	18.8	26.3	*	21.3	Not Met
Non-Economically Disadvantaged Students	70	97.3	*	18.0	54.9	*		
Students with Disabilities	27	93.3	*	*	17.4	*	10.3	Not Met
Students without Disabilities	203	99.5	*	*	50.0	*		
English Learners	21	100.0	*	13.0	25.0	*	15.8	Met Target†
Non-English Learners	209	98.6	*	20.8	46.5	*		
Homeless Students	*	*	*	10.2	17.1	*		
Students In Foster Care	N	N	N	12.9	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

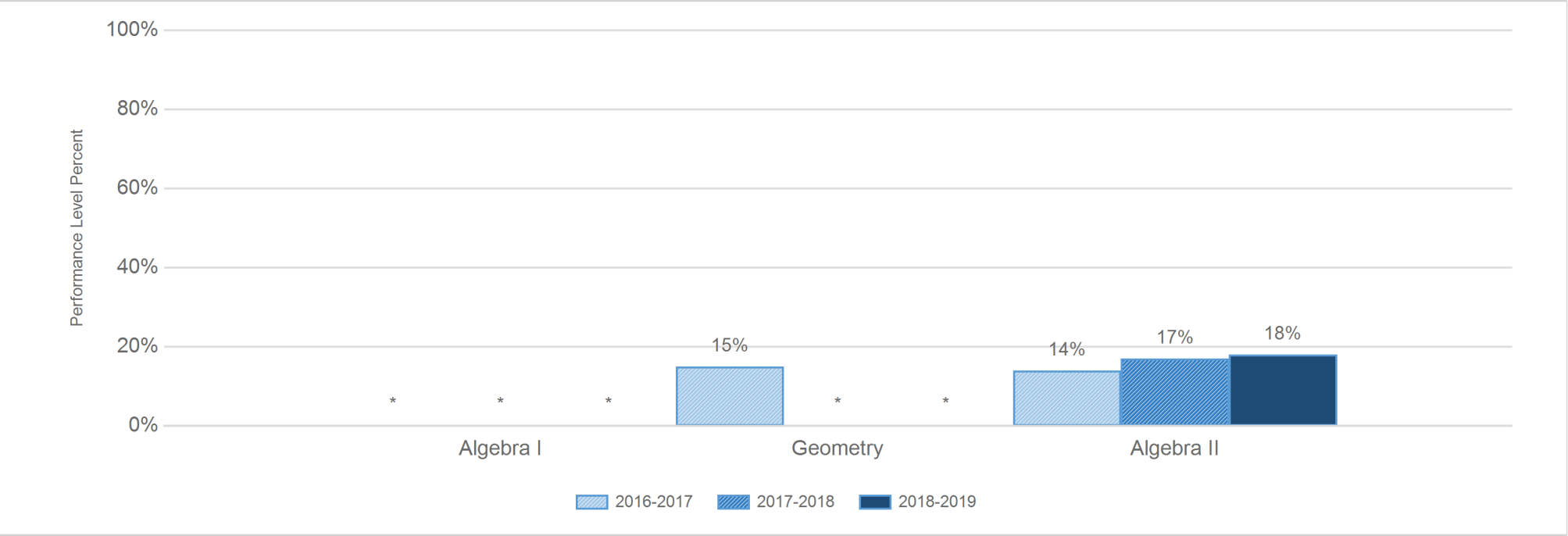


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	715	718	744	*	*	*	*	*	*	42%
White	*	*	733	752	*	*	*	*	*	*	53%
Hispanic	56	716	718	728	*	*	*	*	*	*	24%
Black or African American	18	714	710	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	741	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	48	715	720	745	*	*	*	*	*	*	44%
Male	31	715	717	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	57	717	719	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	22	711	715	752	*	*	*	*	*	*	52%
Students with Disabilities	15	700	701	717	*	*	*	*	*	*	12%
Students without Disabilities	64	719	720	748	*	*	*	*	*	*	47%
English Learners	*	*	703	710	*	*	*	*	*	*	*
Non-English Learners	*	*	722	745	*	*	*	*	*	*	*
Homeless Students	*	*	697	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	106	715	706	737	*	*	*	*	*	*	35%
White	*	*	711	743	*	*	*	*	*	*	43%
Hispanic	65	716	*	724	*	*	*	*	*	*	17%
Black or African American	33	710	704	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	719	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	61	721	*	738	*	*	*	*	*	*	36%
Male	45	706	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	69	717	705	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	37	711	708	743	*	*	*	*	*	*	43%
Students with Disabilities	12	691	696	712	*	*	*	*	*	*	*
Students without Disabilities	94	718	709	741	*	*	*	*	*	*	*
English Learners	*	*	700	708	*	*	*	*	*	*	*
Non-English Learners	*	*	708	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



International High School
(31-4010-035)
Grades Offered: 09-12
2018-2019

Report Key:

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 † This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	724	708	755	24%	27%	31%	*	*	18%	58%
White	N	N	*	758	N	N	N	N	N	N	62%
Hispanic	35	718	704	731	31%	29%	*	*	*	17%	34%
Black or African American	*	*	711	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	34	722	708	752	*	*	*	*	*	12%	55%
Male	15	730	708	758	*	*	*	*	*	33%	62%
Economically Disadvantaged Students	35	722	707	729	*	*	*	*	*	20%	32%
Non-Economically Disadvantaged Students	14	731	709	761	*	*	*	*	*	14%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	49	724	*	755	24%	27%	31%	*	*	18%	59%
Homeless Students	N	N	*	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	5.6%	**	**

† 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	11	*	*



International High School
(31-4010-035)
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2018-2019

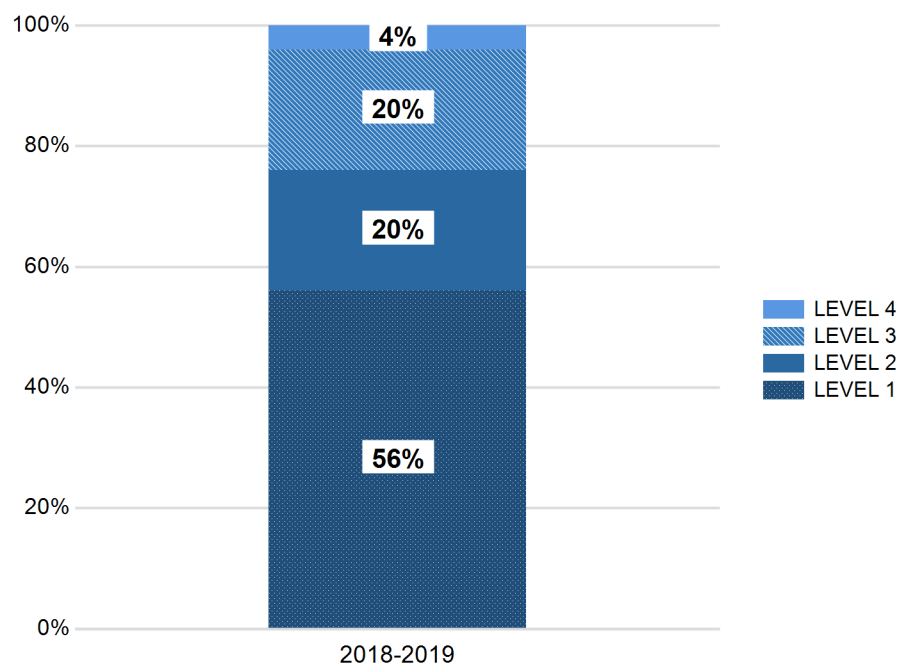
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	56	20	20	4
White	*	*	*	*
Hispanic	51	22	22	5
Black or African American	74	15	9	3
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	60	16	21	3
Male	52	24	19	6
Economically Disadvantaged Students	79	21	0	0
Non-Economically Disadvantaged Students	45	19	29	6
Students with Disabilities	88	12	0	0
Students without Disabilities	51	21	23	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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 2018-19. 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 2018-19	98.3%	84.5%
12th graders taking SAT in 2018-19 or prior years	81.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	15.7%	19.6%

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	429	476	Grade 10: 430 Grade 11: 460	39%	61%
PSAT 10/NMSQT - Math	419	477	Grade 10: 480 Grade 11: 510	20%	43%
SAT - Reading and Writing	487	539	480	50%	70%
SAT - Math	480	541	530	30%	53%
ACT - Reading	20	25	22	56%	66%
ACT - English	18	24	18	39%	81%
ACT - Math	20	24	22	33%	65%
ACT - Science	19	24	23	39%	57%



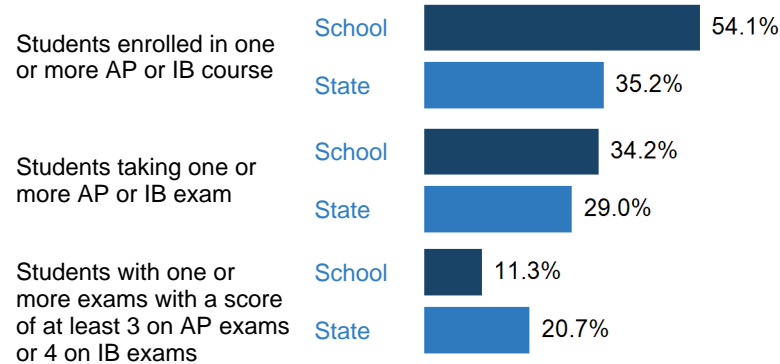
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

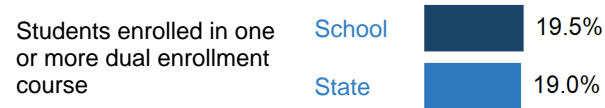
AP/IB Coursework – Participation and Performance

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 of 11th and 12th graders who were 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 Computer Science Principles	35	13
AP Physics 1	0	18
AP Spanish Language	18	12
AP Studio Art—Two-Dimensional	0	7
AP U.S. History	91	50
IB Art/Design	75	26
IB Environmental Science	32	12
IB History	72	29
IB Language A (English)	92	33
IB Language Ab Initio—Chinese	49	0
IB Language B—Chinese	0	23
IB Mathematical Studies	36	12
IB Mathematics	43	14
IB Physics	32	13
IB Theory of Knowledge	0	30
Exams with scores of at least 3 on AP exams or 4 on IB exams		62



International High School

(31-4010-035)

Grades Offered: 09-12

2018-2019

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		292



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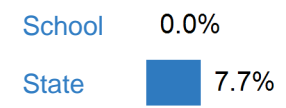
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 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.

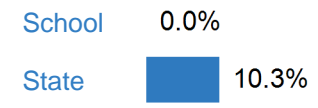
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

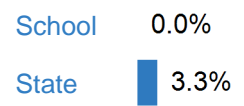
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 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





International High School
 (31-4010-035)
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 2018-2019

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



International High School
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2018-2019

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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



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
Total (All Clusters)	0	0	0



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2018-2019

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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	70	44	1	0	0	0	0
10	10	72	49	0	0	0	2
11	2	7	61	0	0	0	45
12	0	0	6	0	0	0	70
Total	82	123	117	0	0	0	117
Enrolled in AP/IB Course					0	0	79
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	59	44	0	12	0	0
10	1	122	0	0	0	0
11	67	10	0	19	20	0
12	0	9	0	18	25	22
Total	127	185	0	49	45	22
Enrolled in AP/IB Course	0	0		32	32	0
Enrolled in Dual Enrollment Course	0	0	0	0	14	0



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2018-2019

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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	12	103	0	0	0	102
10	1	121	0	0	0	105
11	39	77	106	0	0	2
12	32	5	10	0	0	74
Total	84	306	116	0	0	283
Enrolled in AP/IB Course	72	91	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	12	1	0	0	0	77	0
10	40	30	0	0	0	47	0
11	37	37	0	0	0	27	0
12	18	11	0	0	0	23	0
Total	107	79	0	0	0	174	0
Enrolled in AP/IB Course	18	0	0	0	0	49	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	8	0	0	0	0	0



International High School
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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.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	0	0	1	0	0	0
10	0	0	121	0	0	0
11	0	0	8	0	0	0
12	0	0	7	0	0	0
Total	0	0	137	0	0	0
Enrolled in AP/IB Course	0		35			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Spanish	*
Total	*



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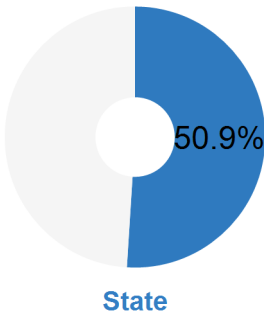
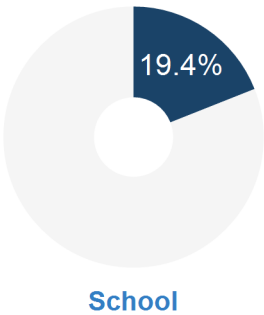
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Visual and Performing Arts – Course Participation

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



Students enrolled in one or more classes by discipline:

MUSIC	School	0.0%
	State	17.6%
DANCE	School	0.0%
	State	2.3%
DRAMA	School	0.0%
	State	3.9%
VISUAL ARTS	School	19.4%
	State	32.9%



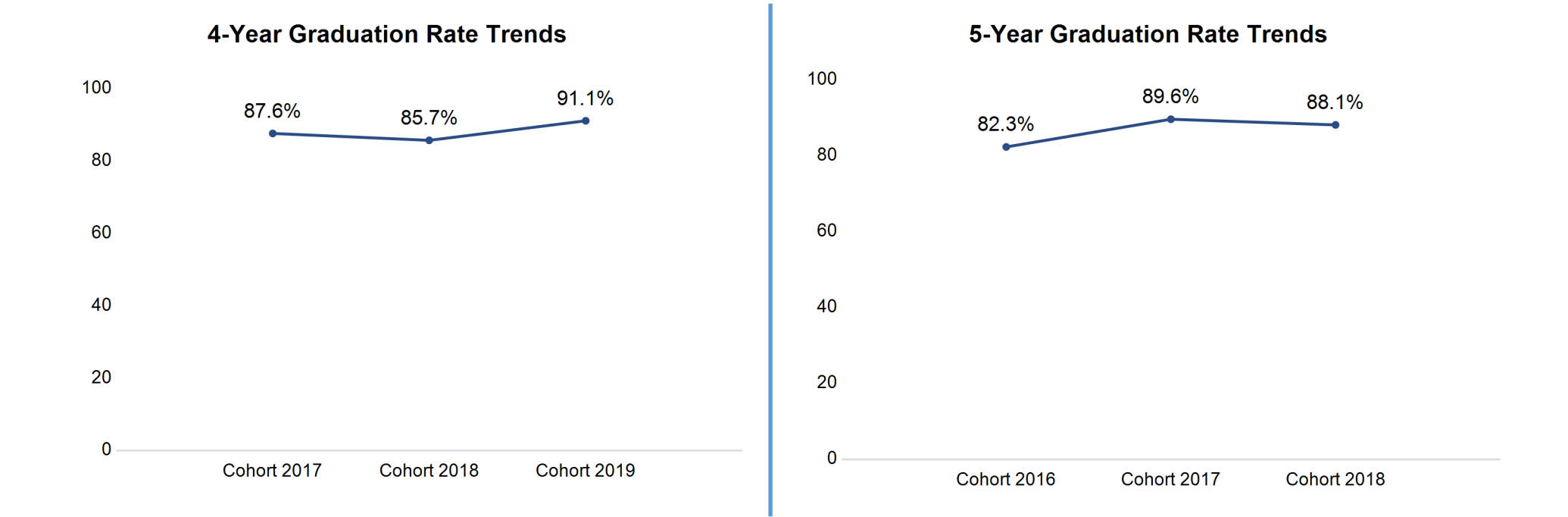
International High School
(31-4010-035)
Grades Offered: 09-12
2018-2019

Report Key:
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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 Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	87.6%	85.7%	91.1%	82.3%	89.6%	88.1%
Annual Target	85.5%	86.0%		96.0%	96.0%	
Met Annual Target?	Met Target	Not Met		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	91.1%	90.6%	88.1%	92.5%	85.7%	86.0%	Not Met	89.6%	96.0%	Not Met
White	*	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	89.9%	84.5%	85.7%	87.3%	83.5%	85.1%	Not Met	93.0%	96.0%	Not Met
Black or African American	92.5%	83.3%	92.3%	87.1%	88.9%	90.1%	Not Met	84.4%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	*	94.2%	*	**	**	N	N	N
Female	98.3%	92.8%	88.5%	94.4%	85.7%			87.9%		
Male	84.6%	88.5%	87.5%	90.8%	85.7%			92.1%		
Economically Disadvantaged Students	88.4%	84.0%	*	87.3%	*	**	**	89.9%	96.0%	Not Met
Students with Disabilities	91.7%	79.2%	75.0%	83.8%	75.0%	**	**	94.1%	**	**
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	61.6%	33.0%
Substitute Competency Test	12.5%	40.2%
Portfolio Appeals Process	15.2%	15.2%
Alternate Requirements specified in IEP	10.7%	11.6%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	3.6%	1.2%
2017-2018	1.4%	1.2%
2016-2017	1.7%	1.1%



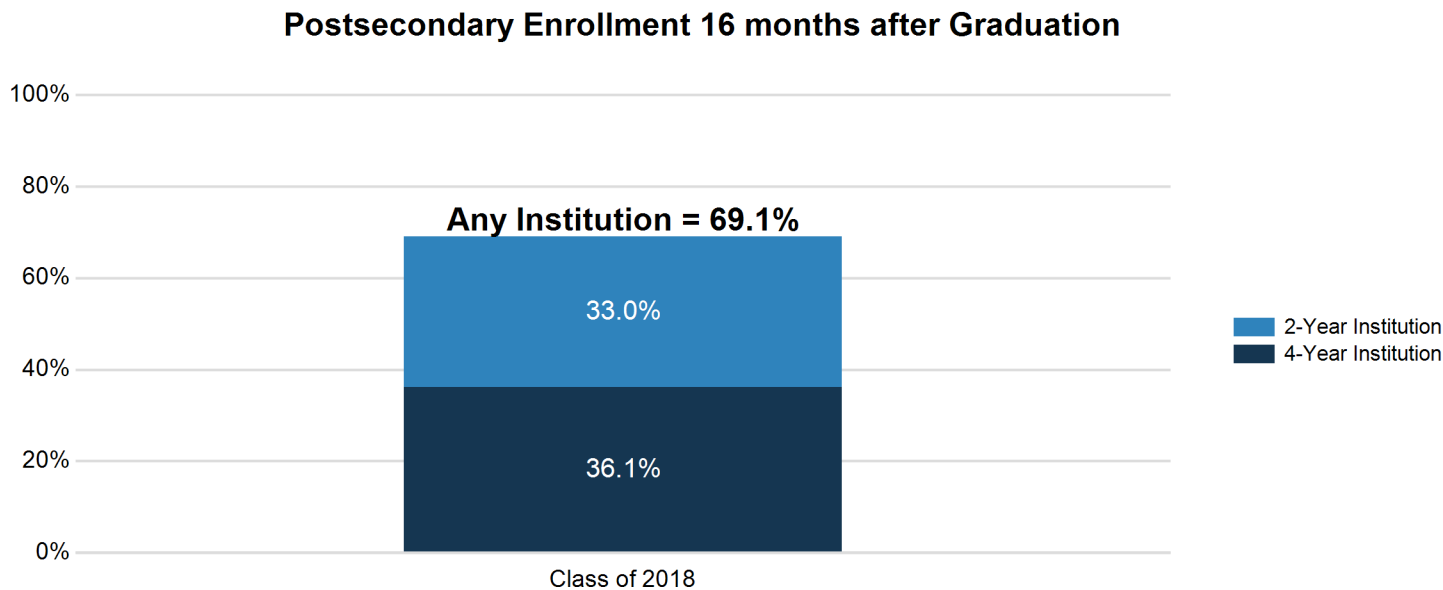
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	33.0%
% Enrolled in 4-Year Institution	36.1%
% Enrolled in Any Postsecondary Institution	69.1%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	71.4%	32.5%	67.5%
White	*	*	*
Hispanic	70%	40.5%	59.5%
Black or African American	66.7%	34.6%	65.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	69.4%	44.2%	55.8%
Students with Disabilities	50%	33.3%	66.7%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	69.1%	47.8%	52.2%	74.6%	25.4%	98.5%	1.5%
White	*	*	*	*	*	*	*
Hispanic	65.7%	43.2%	56.8%	75%	25%	97.7%	2.3%
Black or African American	80%	65%	35%	80%	20%	100%	0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	70.9%	46.4%	53.6%	71.4%	28.6%	98.2%	1.8%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	*	*	*	*	*	*	*



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

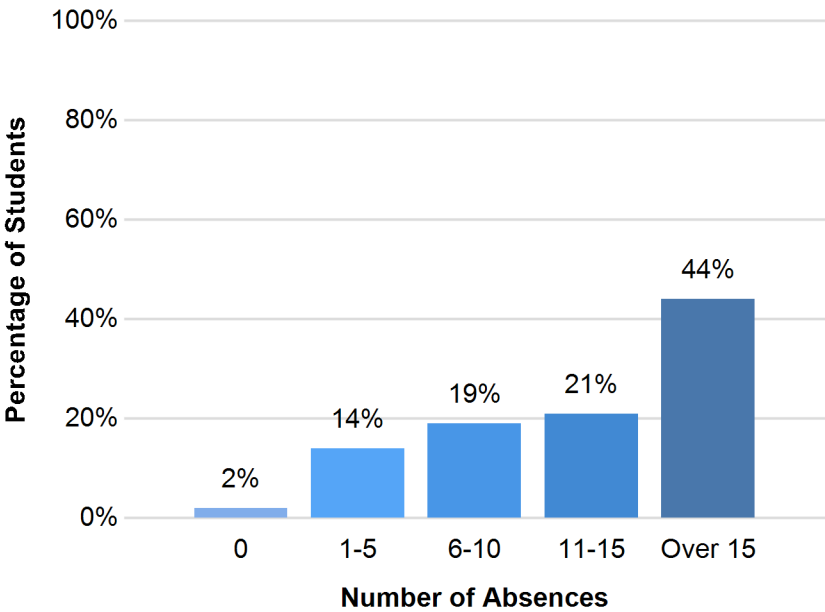
Chronic Absenteeism

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	179	38.1	14.2	Not Met
White	5	38.5	**	**
Hispanic	101	34.0	14.2	Not Met
Black or African American	67	50.0	14.2	Not Met
Asian, Native Hawaiian, or Pacific	6	23.1	14.2	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	91	34.6		
Male	88	42.5		
Economically Disadvantaged Students	113	37.8	14.2	Not Met
Students with Disabilities	33	53.2	14.2	Not Met
English Learners	7	38.9	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

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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 (31-4010-035)
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 2018-2019

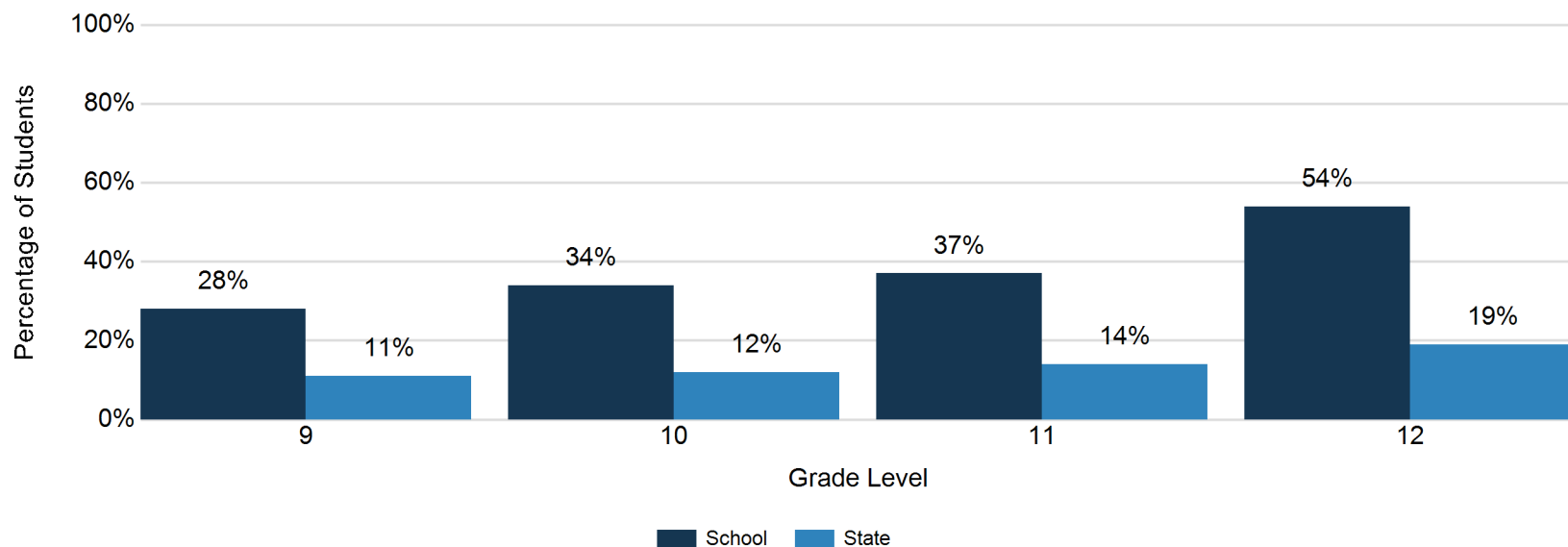
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	7
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.71

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)	1
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	0	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	3	0	3
No Identified Nature	0		0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
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	7:35 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 50 Mins
Shared Time - Instructional Time	6 Hrs. 50 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.0:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	58	118,214
Average years experience in public schools	6.9	12.1
Average years experience in district	6.9	10.8
Percentage of Teachers with 4 or more years experience in the district	53.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

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	8:1	13:1
Students to Administrators	117:1	122:1
Teachers to Administrators	15:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



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Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	56.0%	46.6%	50.0%	48.4%	77.1%	54.9%
Male	44.0%	53.4%	50.0%	51.6%	22.9%	45.1%
White	2.6%	44.8%	50.0%	42.4%	83.6%	77.4%
Hispanic	63.5%	20.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	28.4%	24.1%	50.0%	15.0%	6.6%	13.9%
Asian	5.6%	10.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

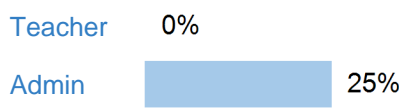
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	90.8%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	33.2%	38.5%	39.1%
Math Proficiency	17.3%	10.8%	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	87.6%	85.7%	91.1%
5-Year Graduation Rate†	82.3%	89.6%	88.1%
Progress toward English Language Proficiency		9.5%	5.6%
Chronic Absenteeism	28.8%	47.4%	38.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



International High School
 (31-4010-035)
 Grades Offered: 09-12
 2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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 2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Not Met	Not Met	Not Met	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	**	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	**	**	n/a	Not Met	No
English Learners	Met Target†	Met Target†	**	**	**	**	No

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



International High School

(31-4010-035)

Grades Offered: 09-12

2018-2019

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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 the school or district directly.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> The 2018-2019 school year marked the 10th Anniversary of International High School at 200 Grand Street. The IB World School at International High School graduated its first class of IB Diploma and Courses students in June, 2019.
<div>  <div>Mission, Vision, Theme:</div> </div>	<div>Mission: To provide a safe and challenging environment that fosters diversity, academic excellence, a spirit of imaginative and independent thinking in order to develop informed, confident and compassionate students who are ready to take their place as contributing members of a global society. Vision: To be committed to developing motivated, highachieving students who will evolve as global citizens and transition beyond the classroom into the college and career of their choosing.</div>





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<div>  <div>Courses, Curriculum, Instruction:</div> </div>	<p>The IB curriculum supports an inquiry based approach to teaching and learning.</p>
<div>  <div>Clubs and Activities:</div> </div>	<p>I.H.S. offers over 30 extra and co curricula clubs and organizations for student participation to learn the value of teamwork, responsibility, diversity and a sense of culture and community.</p>





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<div>  <div>Staff and Professional Learning:</div> </div>	<p>All teachers have a 40 minute PD period in their daily schedule. The focus of the PLCs offered are determined through a needs assessment determined by the faculty and staff and supported by the building Administration.</p>
<div>  <div>Postsecondary Information:</div> </div>	<p>The Class of 2019- 96% graduated, 50% attended 4 year colleges, 33% attended 2 year colleges, 25% attended trade/tech/cert. programs.1.5% were undecided, 0 military and 6% chose employment. I.H.S. is an SAT administration site.</p>






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 <p>Student Supports and Services:</p>	<p>I.H.S. offers Developmental and Supplemental ESL. There are 2 self contained classes as well as Resource and 504 accommodations. A Child Study Team is in place.</p>
 <p>Student Health and Wellness:</p>	<p>All students take Physical Education/Health on a daily basis. A full time Nurse is available.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents have access to the Parent Portal of Infinite Campus. There is an established PTO and all parents receive the annual Parent School Compact. I.H.S. has an active PTO and participate in the Title I Parental Involvement Plan.</p>






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Culture & Climate surveys were completed by students, parents, and faculty and staff. Surveys were conducted 3 times during the school year to all stakeholders. The results indicated satisfaction with the academic programs and school culture and climate.</p>
 <div>Facilities:</div>	<p>As a 10 year old facility, there are 4 fully functioning science labs, 2 art studios, gymnasium, auxillary gym, Library Media Center, 2 student activity rooms and cafeteria.</p>
 <div>School Safety:</div>	<p>200 Grand Street has 1 Board Security Guard and 5 contracted Security Guards. Hand wands are used once per month on students entering the building.</p>




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 <div>Technology and STEM:</div>	<p>Of the 22 instructional spaces, 13 are equipt with 1:1 devices for instruction. The use of technology is infused in instruction as much as possible as documented in Lesson Plans.</p>
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New Roberto Clemente
(31-4010-316)
Grades Offered: 06-08
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



New Roberto Clemente
(31-4010-316)
Grades Offered: 06-08
2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Mr. Steven Rodriguez
Address	482-506 MARKET STREET PATERSON, NJ 07501
Phone Number	973-321-0240
Email Address	srodriguez@paterson.k12.nj.us
Website	https://nrc-pps-nj.schoolloop.com/



New Roberto Clemente
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	186	126	164
7	188	205	149
8	228	198	202
Total	602	529	515

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.5%	45.4%	46.2%
Male	50.5%	54.6%	53.8%
Economically Disadvantaged Students	79.9%	92.1%	74.2%
Students with Disabilities	16.9%	19.1%	19.2%
English Learners	18.8%	20.6%	21.9%
Homeless Students	0.8%	1.9%	1.0%
Students in Foster Care	0.2%	0.4%	0.6%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.5%	0.6%	0.6%
Hispanic	85.2%	83.9%	84.5%
Black or African American	13.6%	14.7%	14.6%
Asian	0.7%	0.8%	0.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	62.1%
English	37.3%
Other Languages	0.6%



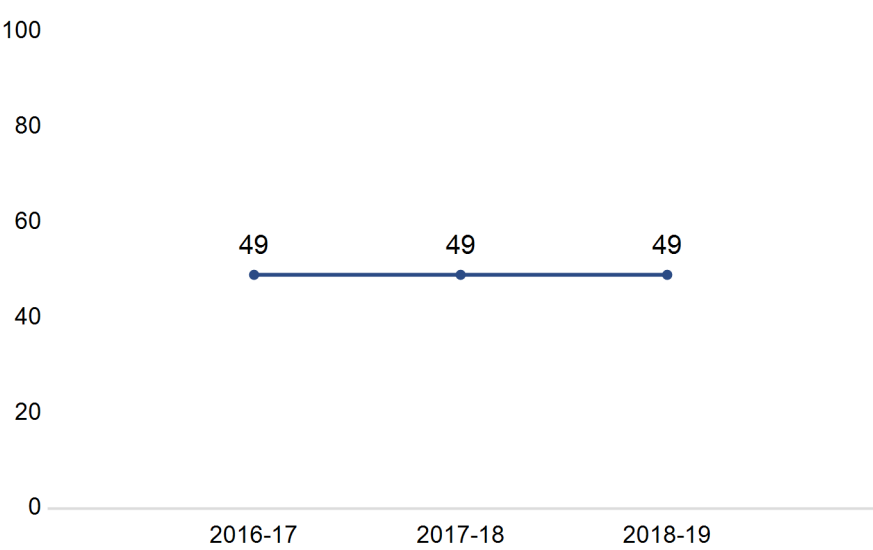
New Roberto Clemente
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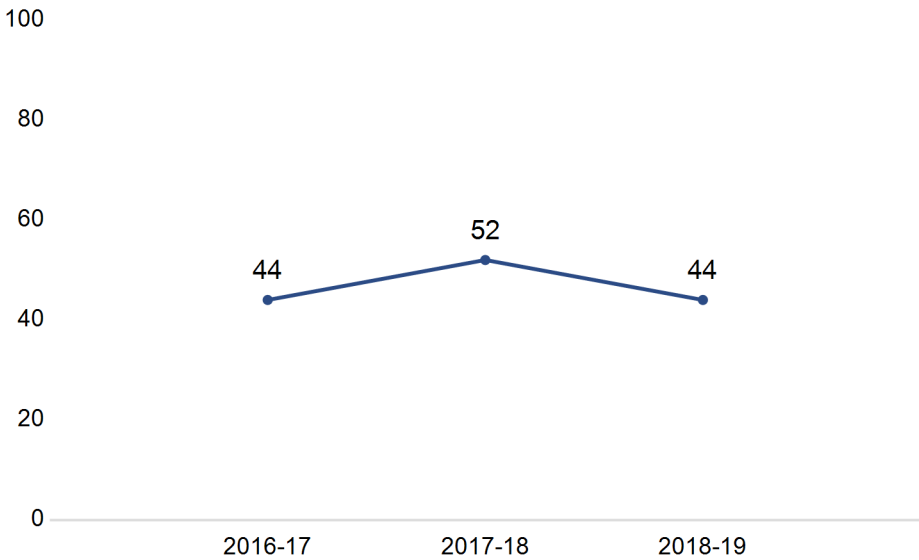
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	49	49	44	52	44
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	49	49	50	Met Standard	44	46	50	Met Standard
White	*	58	50	**	N	52	52	**
Hispanic	50	49	49	Met Standard	46	46	47	Met Standard
Black or African American	44	43	45	Met Standard	42	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	55.5	59	**	N	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	53	52	53	N	49	46	50	N
Male	48	46	47	N	42	45	51	N
Economically Disadvantaged Students	50	49	48	Met Standard	44	45	46	Met Standard
Students with Disabilities	34	41	43	Not Met	36	41	45	Not Met
English Learners	53	51	52	Met Standard	41.5	49	50	Met Standard
Homeless Students	*	40	43	N	*	44	44	N
Students in Foster Care	*	46	42	N	N	50	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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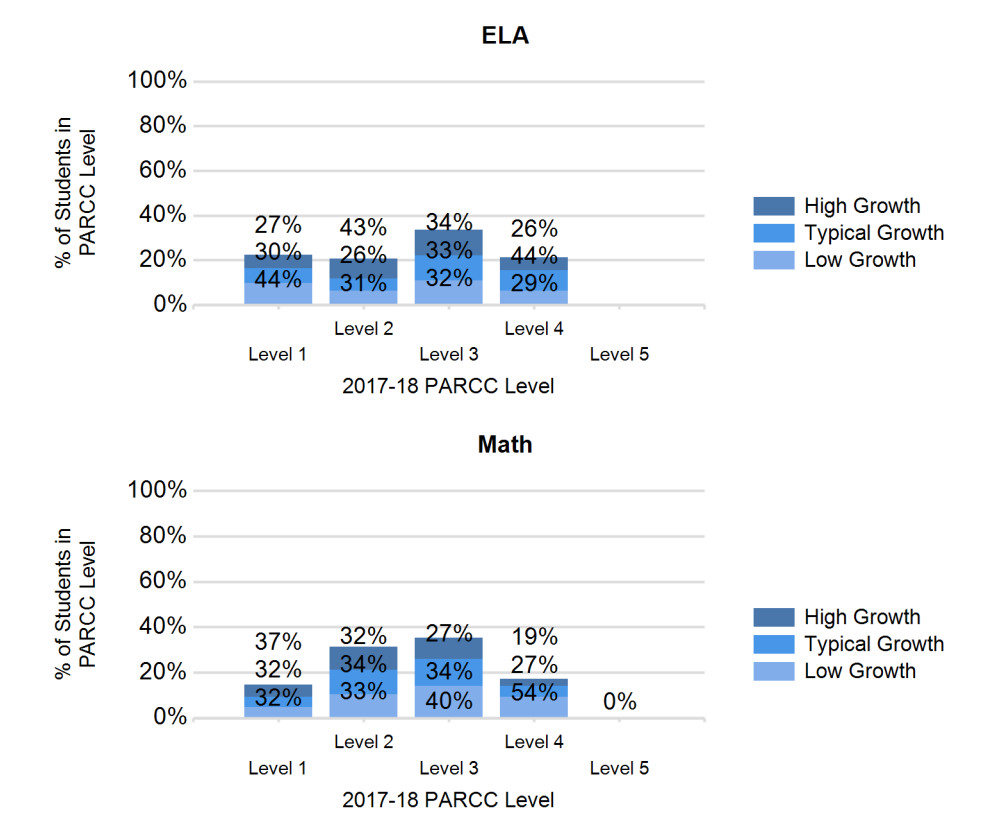
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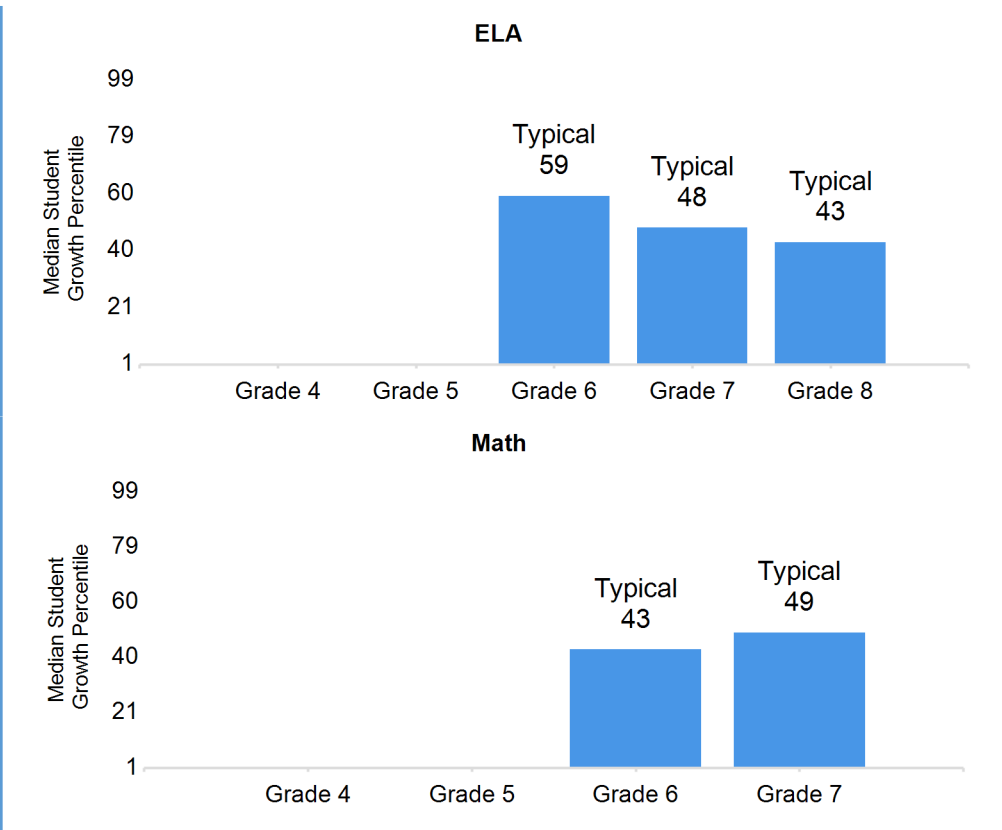
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



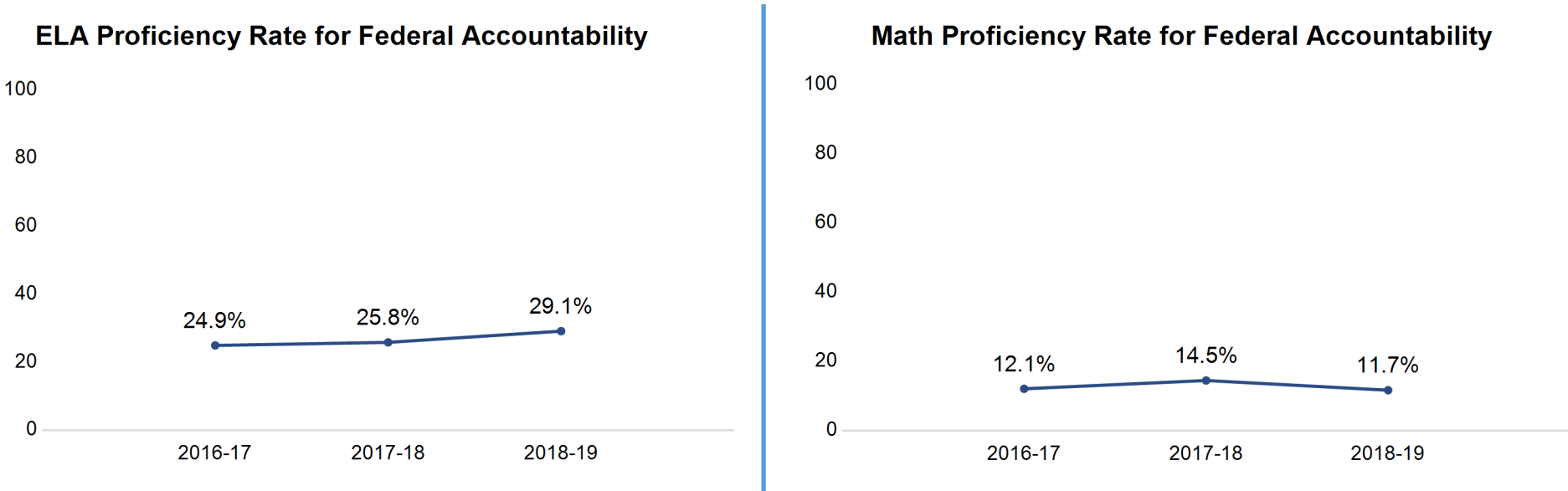


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.8%	99.4%	99.2%	99.7%	99.3%	99.2%
Proficiency Rate for Federal Accountability	24.9%	25.8%	29.1%	12.1%	14.5%	11.7%
Annual Target	26.5%	29.3%	32.1%	15.4%	18.8%	22.2%
Met Annual Target?	Met Target†	Not Met	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	477	99.2	29.1	30.2	57.9	29.1	32.1	Met Target†
White	*	*	*	*	66.9	*	**	**
Hispanic	404	99.5	30.0	29.1	43.9	30.0	32	Met Target†
Black or African American	69	97.2	20.3	24.9	38.5	20.3	31.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	54.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	221	99.1	38.5	36.4	64.8	38.5		
Male	256	99.3	21.1	24.5	51.3	21.1		
Economically Disadvantaged Students	430	99.3	30.2	30.3	40.0	30.2	32.1	Met Target†
Non-Economically Disadvantaged Students	47	98.2	19.1	29.9	67.9	19.1		
Students with Disabilities	93	100.0	*	10.9	22.7	*	15.1	Not Met
Students without Disabilities	384	99.0	*	34.0	65.1	*		
English Learners	170	99.4	16.5	17.1	29.3	16.5	15.5	Met Target
Non-English Learners	307	99.1	36.2	34.9	60.6	36.2		
Homeless Students	10	100.0	30.0	23.3	29.1	30.0		
Students In Foster Care	*	*	*	28.1	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

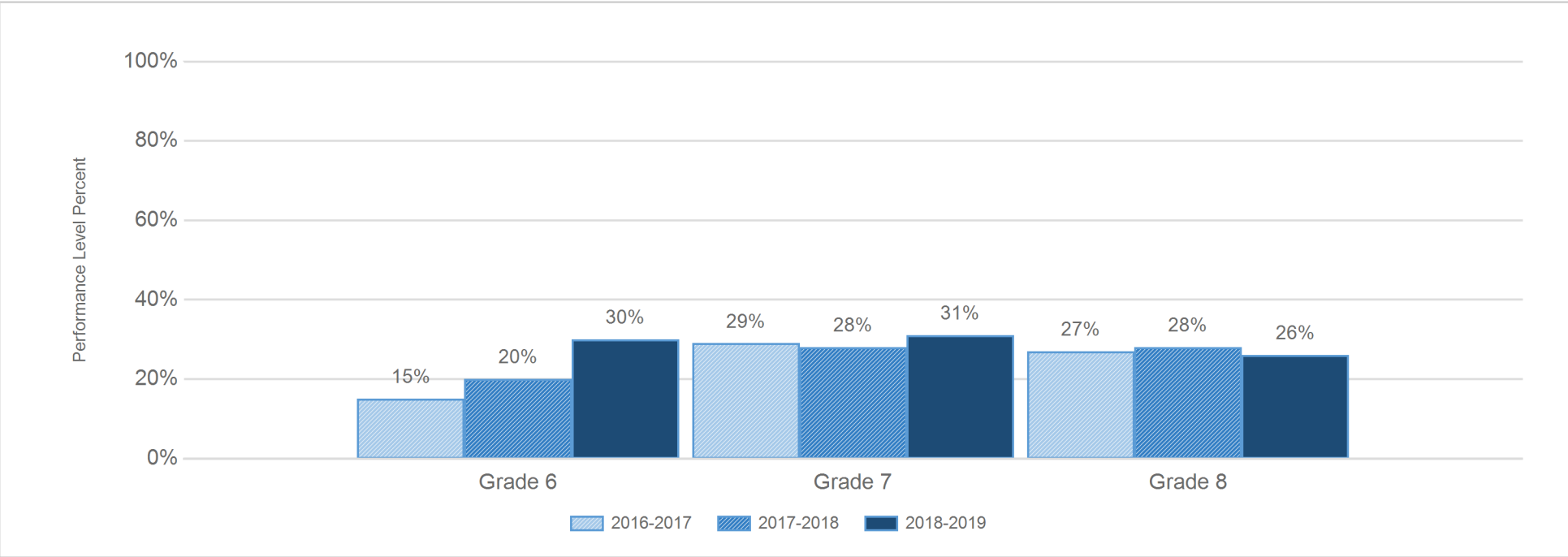


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	155	736	734	754	13%	19%	37%	*	*	30%	56%
White	N	N	736	762	N	N	N	N	N	N	65%
Hispanic	131	737	733	743	*	*	*	*	*	31%	43%
Black or African American	24	729	730	738	*	*	*	*	*	25%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	759	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	79	740	741	762	*	16%	35%	*	*	38%	64%
Male	76	731	*	748	*	22%	39%	*	*	22%	48%
Economically Disadvantaged Students	136	736	734	740	*	*	*	*	*	31%	39%
Non-Economically Disadvantaged Students	19	732	735	763	*	*	*	*	*	26%	67%
Students with Disabilities	30	698	703	722	*	*	*	*	*	*	19%
Students without Disabilities	125	745	740	761	*	*	*	*	*	*	64%
English Learners	18	716	702	710	*	*	*	*	*	*	*
Non-English Learners	137	738	739	756	*	*	*	*	*	*	*
Homeless Students	*	*	727	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	*	721	N	N	N	N	N	N	25%



New Roberto Clemente
 (31-4010-316)
 Grades Offered: 06-08
 2018-2019

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 Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	143	725	734	761	28%	15%	26%	*	*	31%	63%
White	N	N	752	769	N	N	N	N	N	N	72%
Hispanic	120	726	*	747	*	*	*	*	*	32%	50%
Black or African American	23	722	729	741	*	*	*	*	*	26%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	61	736	742	769	23%	*	28%	*	*	43%	71%
Male	82	717	*	753	32%	*	24%	*	*	22%	55%
Economically Disadvantaged Students	126	725	732	743	*	*	*	*	*	32%	45%
Non-Economically Disadvantaged Students	17	724	739	771	*	*	*	*	*	24%	73%
Students with Disabilities	16	685	700	720	*	*	*	*	*	*	22%
Students without Disabilities	127	730	740	769	*	*	*	*	*	*	71%
English Learners	33	683	689	706	*	*	*	*	*	*	12%
Non-English Learners	110	738	741	763	*	*	*	*	*	*	65%
Homeless Students	*	*	721	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



New Roberto Clemente
(31-4010-316)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	198	721	735	762	34%	18%	22%	*	*	26%	63%
White	*	*	751	770	*	*	*	*	*	*	72%
Hispanic	170	721	734	747	35%	16%	23%	*	*	26%	49%
Black or African American	23	705	729	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	91	738	*	771	18%	14%	33%	*	*	35%	71%
Male	107	706	725	753	49%	21%	12%	*	*	18%	55%
Economically Disadvantaged Students	179	721	734	743	*	*	*	*	*	27%	45%
Non-Economically Disadvantaged Students	19	715	739	772	*	*	*	*	*	11%	72%
Students with Disabilities	51	696	706	721	*	*	*	*	*	*	22%
Students without Disabilities	147	729	740	770	*	*	*	*	*	*	71%
English Learners	43	696	693	708	*	*	*	*	*	*	12%
Non-English Learners	155	727	743	764	*	*	*	*	*	*	65%
Homeless Students	*	*	719	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%



New Roberto Clemente
(31-4010-316)
Grades Offered: 06-08
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	487	99.2	11.7	18.6	44.5	11.7	22.2	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	413	99.5	13.1	17.4	28.8	13.1	23.3	Not Met
Black or African American	70	97.3	*	13.1	23.0	*	16.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	41.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	226	99.2	11.9	18.9	44.9	11.9		
Male	261	99.3	11.5	18.3	44.2	11.5		
Economically Disadvantaged Students	437	99.3	*	18.8	26.3	*	22.2	Not Met
Non-Economically Disadvantaged Students	50	98.4	*	18.0	54.9	*		
Students with Disabilities	93	100.0	*	*	17.4	*	13	Not Met
Students without Disabilities	394	99.0	*	*	50.0	*		
English Learners	180	99.5	*	13.0	25.0	*	14.9	Not Met
Non-English Learners	307	99.1	*	20.8	46.5	*		
Homeless Students	10	100.0	10.0	10.2	17.1	10.0		
Students In Foster Care	*	*	*	12.9	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

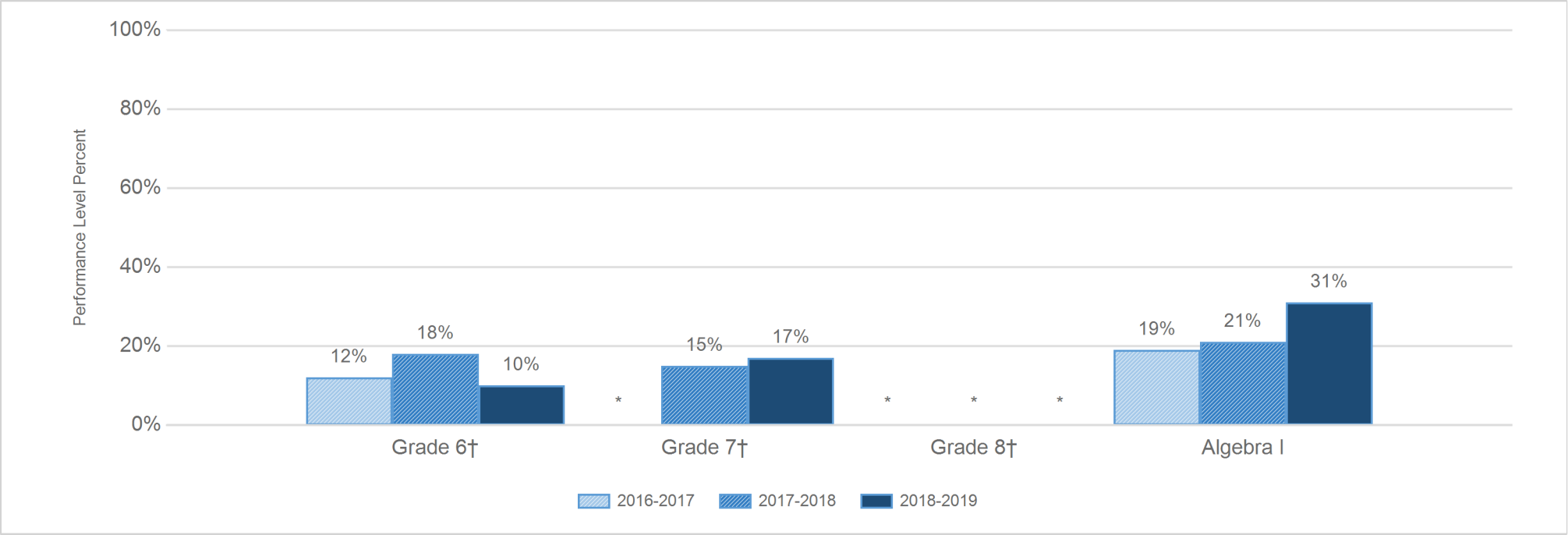


New Roberto Clemente
(31-4010-316)
Grades Offered: 06-08
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



New Roberto Clemente
(31-4010-316)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	163	720	722	741	18%	43%	29%	10%	0%	10%	41%
White	N	N	731	749	N	N	N	N	N	N	51%
Hispanic	138	721	721	729	*	*	28%	*	*	*	24%
Black or African American	25	713	717	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	744	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	83	722	724	742	*	*	*	*	*	*	42%
Male	80	718	*	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	141	721	722	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	22	711	722	750	*	*	*	*	*	*	53%
Students with Disabilities	30	693	701	716	*	*	*	*	*	*	12%
Students without Disabilities	133	726	726	746	*	*	*	*	*	*	46%
English Learners	26	716	706	709	*	*	*	*	*	*	*
Non-English Learners	137	720	725	743	*	*	*	*	*	*	*
Homeless Students	*	*	707	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%



New Roberto Clemente
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	149	728	725	744	10%	34%	39%	*	*	17%	42%
White	N	N	735	751	N	N	N	N	N	N	53%
Hispanic	126	729	724	733	*	*	37%	*	*	*	26%
Black or African American	23	723	719	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	64	732	726	744	*	36%	44%	*	*	17%	42%
Male	85	725	*	743	*	33%	35%	*	*	16%	42%
Economically Disadvantaged Students	130	729	724	731	*	*	*	*	*	17%	24%
Non-Economically Disadvantaged Students	19	726	727	751	*	*	*	*	*	16%	53%
Students with Disabilities	16	711	705	718	*	*	*	*	*	*	13%
Students without Disabilities	133	730	728	749	*	*	*	*	*	*	48%
English Learners	39	714	710	716	*	*	*	*	*	*	10%
Non-English Learners	110	733	728	745	*	*	*	*	*	*	44%
Homeless Students	*	*	712	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



New Roberto Clemente
(31-4010-316)
Grades Offered: 06-08
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	159	699	708	728	*	*	*	*	*	*	29%
White	*	*	715	737	*	*	*	*	*	*	38%
Hispanic	136	701	708	722	*	*	*	*	*	*	22%
Black or African American	20	682	703	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	720	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	64	705	711	731	*	*	*	*	*	*	31%
Male	95	694	704	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	139	698	708	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	20	701	705	735	*	*	*	*	*	*	36%
Students with Disabilities	51	688	693	707	*	*	*	*	*	*	10%
Students without Disabilities	108	704	711	734	*	*	*	*	*	*	35%
English Learners	45	695	700	706	*	*	*	*	*	*	10%
Non-English Learners	114	700	710	730	*	*	*	*	*	*	30%
Homeless Students	*	*	702	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%



New Roberto Clemente
(31-4010-316)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	42	740	718	744	*	33%	33%	*	*	31%	42%
White	*	*	733	752	*	*	*	*	*	*	53%
Hispanic	37	739	718	728	*	32%	35%	*	*	30%	24%
Black or African American	*	*	710	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	27	742	720	745	*	*	*	*	*	37%	44%
Male	15	735	717	743	*	*	*	*	*	20%	41%
Economically Disadvantaged Students	42	740	719	727	*	33%	33%	*	*	31%	23%
Non-Economically Disadvantaged Students	N	N	715	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	701	717	N	N	N	N	N	N	12%
Students without Disabilities	42	740	720	748	*	33%	33%	*	*	31%	47%
English Learners	*	*	703	710	*	*	*	*	*	*	*
Non-English Learners	*	*	722	745	*	*	*	*	*	*	*
Homeless Students	N	N	697	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



New Roberto Clemente
(31-4010-316)
Grades Offered: 06-08
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	9.8%	40.9%	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	49	*	*
3-4	41	*	*
5 or more	21	*	*



New Roberto Clemente
(31-4010-316)
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2018-2019

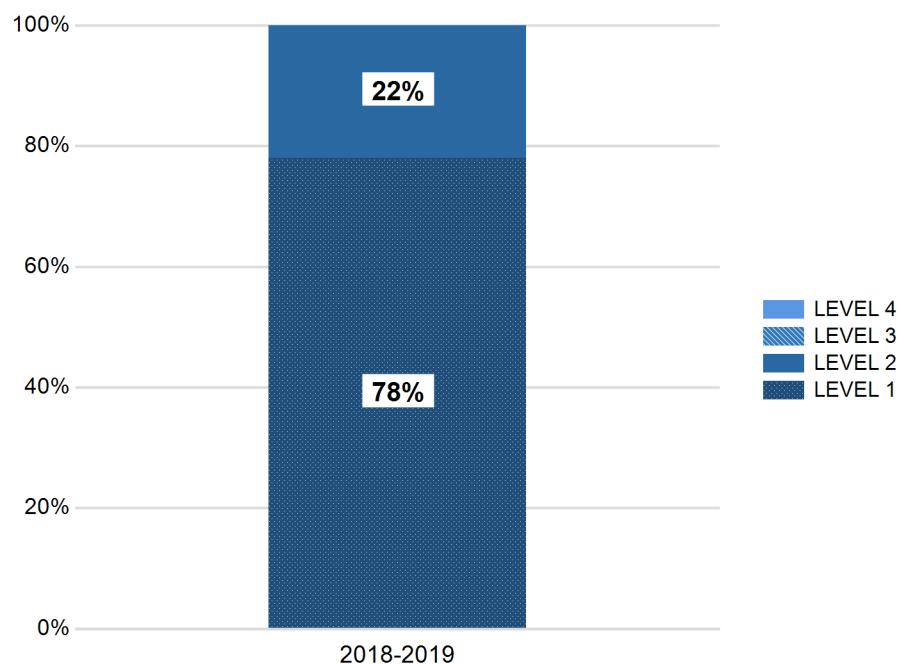
Report Key:

- * Data is not displayed in order to protect student privacy
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- N** No Data is available to display
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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	78	22	0	0
White	*	*	*	*
Hispanic	77	23	1	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	73	27	0	0
Male	82	17	1	0
Economically Disadvantaged Students	76	23	1	0
Non-Economically Disadvantaged Students	90	10	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



New Roberto Clemente
(31-4010-316)
Grades Offered: 06-08
2018-2019

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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	164
7	0	0	149
8	42	0	160
Total	42	0	473

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	164	0	0	0	0	0	0
7	149	0	0	0	0	0	0
8	202	0	0	0	0	0	0
Total	515	0	0	0	0	0	0



New Roberto Clemente
(31-4010-316)
Grades Offered: 06-08
2018-2019

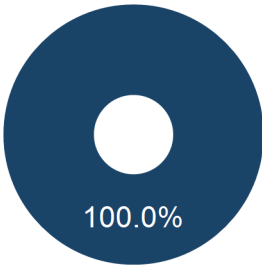
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Visual and Performing Arts – Course Participation

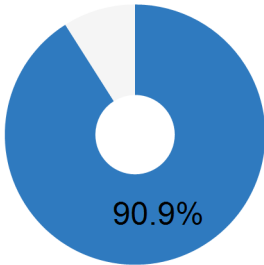
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

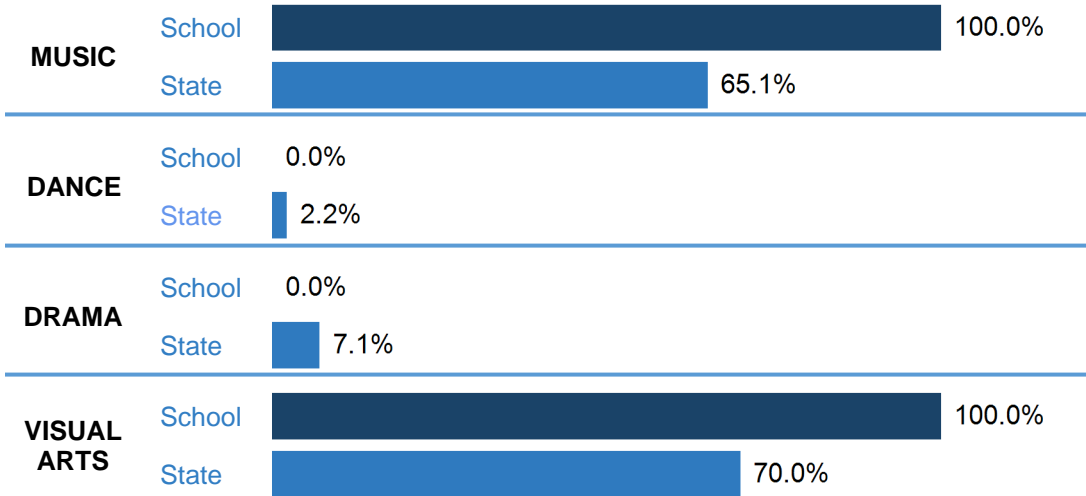


School



State

Students enrolled in one or more classes by discipline:





New Roberto Clemente
(31-4010-316)
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2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

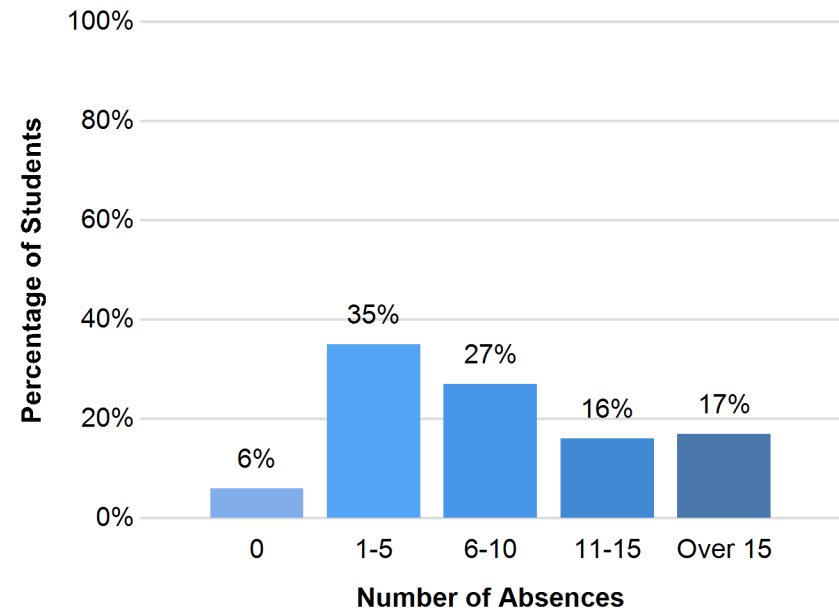
Chronic Absenteeism

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	69	13.4	9.1	Not Met
White	*	*	**	**
Hispanic	54	12.4	9.1	Not Met
Black or African American	15	20.0	9.1	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	40	16.8		
Male	29	10.5		
Economically Disadvantaged Students	50	13.1	9.1	Not Met
Students with Disabilities	15	15.0	9.1	Not Met
English Learners	9	8.0	9.1	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





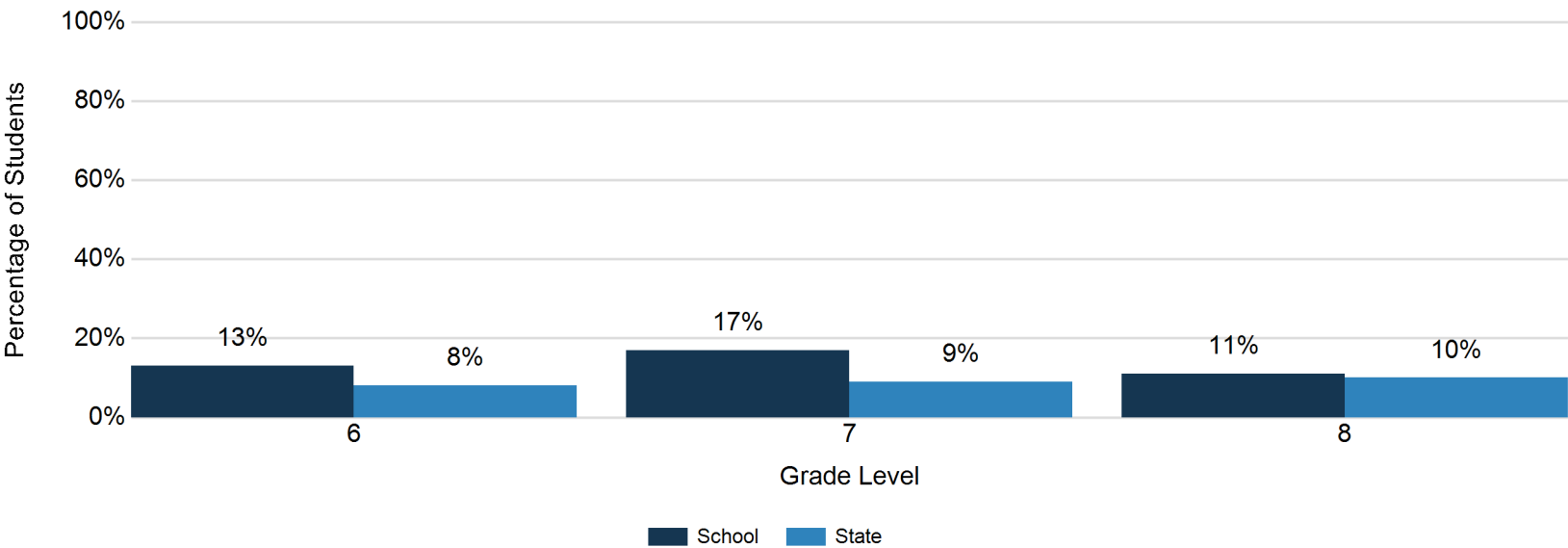
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	15
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	2.91

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	0	1
No Identified Nature	0		0

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	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	11	2.1%
Any Suspension	12	2.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
46



New Roberto Clemente
(31-4010-316)
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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.6:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	62	118,214
Average years experience in public schools	9.2	12.1
Average years experience in district	9.2	10.8
Percentage of Teachers with 4 or more years experience in the district	62.9%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

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	8:1	13:1
Students to Administrators	86:1	122:1
Teachers to Administrators	10:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.2%	61.3%	50.0%	48.4%	77.1%	54.9%
Male	53.8%	38.7%	50.0%	51.6%	22.9%	45.1%
White	0.6%	46.8%	16.7%	42.4%	83.6%	77.4%
Hispanic	84.5%	40.3%	83.3%	29.9%	7.3%	7.2%
Black or African American	14.6%	8.1%	0.0%	15.0%	6.6%	13.9%
Asian	0.4%	1.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	3.2%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

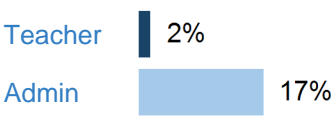
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	91.6%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	Low Performing Student Group (ATSI)
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	24.9%	25.8%	29.1%
Math Proficiency	12.1%	14.5%	11.7%
ELA Growth	49	49	49
Math Growth	44	52	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		26.3%	9.8%
Chronic Absenteeism	4.2%	12.8%	13.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target†	Not Met	Met Standard	Met Standard	Not Met	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	Met Target	Not Met	Met Standard	Met Standard	Met Standard	Met	No

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





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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> The New Roberto Clemente (NRC) Full Service Community School (FSCS) is a 6th-8th grade school in Paterson, NJ dedicated to academic excellence. As a FSCS, NRC offers programs for students, parents, and staff, including after school programs, ESL for Parents, Spanish for Educators, Family Fun Fairs, and much more. Our goal is to build a comprehensive educational environment aimed at student success by providing services and support to students, staff, and the wider school community.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Mission: To provide our adolescent students the 21st century skills necessary to be successful in secondary and post secondary education while supporting their social and emotional development.</p>





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 <div>Sports and Athletics:</div>	Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls), Soccer (Boys & Girls)
 <div>Clubs and Activities:</div>	Students can participate in various clubs and activities as well as volunteer oportunities at our school.




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School Narrative

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 <div>Staff and Professional Learning:</div>	PLCs are available to staff to support student needs including specific PLC's focusing on ELA, Math, Science/Social Studies and Attendance.
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New Roberto Clemente
 (31-4010-316)
 Grades Offered: 06-08
 2018-2019

Report Key:
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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 the school or district directly.

 <p>Student Supports and Services:</p>	<p>Supports and services are available for ELL, students with disabilities, and students that are struggling. NRC also has Intervention and referral services (I&RS) for students experiencing learning, behavior, or health difficulties.</p>
 <p>Student Health and Wellness:</p>	<p>Our FSCS offers helath services including on site doctors, dentists, eye doctor, audiology and behaviorial health services for our students and their families.</p>
 <p>Parent and Community Involvement:</p>	<p>We consider parents as partners in the educational process and strongly encourage parent participation by volunteering in the classroom or for special events; as well as strategically supporting school work at home.</p>





New Roberto Clemente
(31-4010-316)
Grades Offered: 06-08
2018-2019

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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 the school or district directly.

 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: No</div>
 <div>School Safety:</div>	<div>NRC has a full time security staff and takes measures to ensure the safety of our school community. We alos host programs to maintain a safe environment including programs on anti-bullying and school safety.</div>

**Newcomers**

(31-4010-150)

Grades Offered: 03-08

2018-2019

Report Key:

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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 at 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

Notes from the New Jersey Department of Education:



Newcomers
(31-4010-150)
Grades Offered: 03-08
2018-2019

Report Key:
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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Mr. Carlos Ortiz
Address	482-506 MARKET STREET PATERSON, NJ 07501
Phone Number	973-321-0110
Email Address	cortiz@paterson.k12.nj.us
Website	https://ps11-pps-nj.schoolloop.com/



Newcomers

(31-4010-150)

Grades Offered: 03-08

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
4	28	22	26
5	43	28	32
6	49	41	51
7	74	58	64
8	95	87	85
Total	289	236	274

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	41.2%	39.4%	46.4%
Male	58.8%	60.6%	53.6%
Economically Disadvantaged Students	82.0%	74.6%	87.2%
Students with Disabilities	7.6%	3.8%	4.0%
English Learners	99.7%	99.2%	98.5%
Homeless Students	1.0%	1.7%	0.7%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.0%	0.0%	0.0%
Hispanic	100.0%	100.0%	100.0%
Black or African American	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	99.6%
Other Languages	0.4%



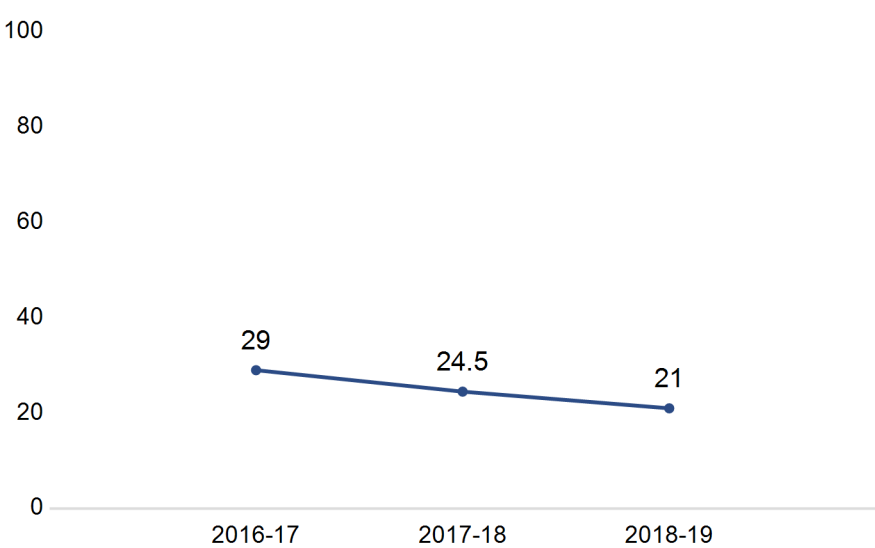
Newcomers
(31-4010-150)
Grades Offered: 03-08
2018-2019

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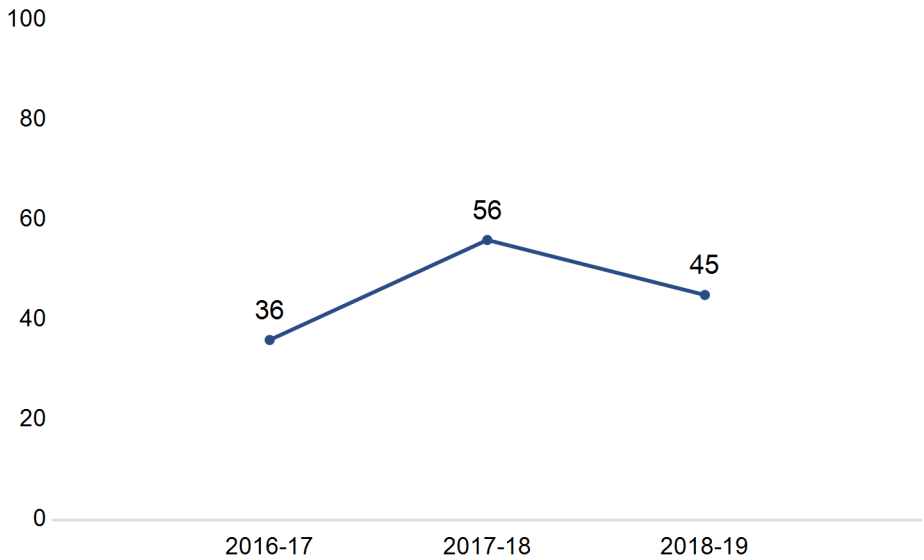
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	29	24.5	21	36	56	45
Met Standard (40-59.5)?	Not Met	Not Met	Not Met	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Newcomers
(31-4010-150)
Grades Offered: 03-08
2018-2019

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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 (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 (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	21	49	50	Not Met	45	46	50	Met Standard
White	N	58	50	**	N	52	52	**
Hispanic	21	49	49	Not Met	45	46	47	Met Standard
Black or African American	N	43	45	**	N	43	43	**
Asian, Native Hawaiian, or Pacific Islander	N	55.5	59	**	N	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	13.5	52	53	N	37	46	50	N
Male	28	46	47	N	54	45	51	N
Economically Disadvantaged Students	21	49	48	Not Met	45	45	46	Met Standard
Students with Disabilities	*	41	43	**	*	41	45	**
English Learners	21	51	52	Not Met	45	49	50	Met Standard
Homeless Students	N	40	43	N	N	44	44	N
Students in Foster Care	N	46	42	N	N	50	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



Newcomers
(31-4010-150)
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2018-2019

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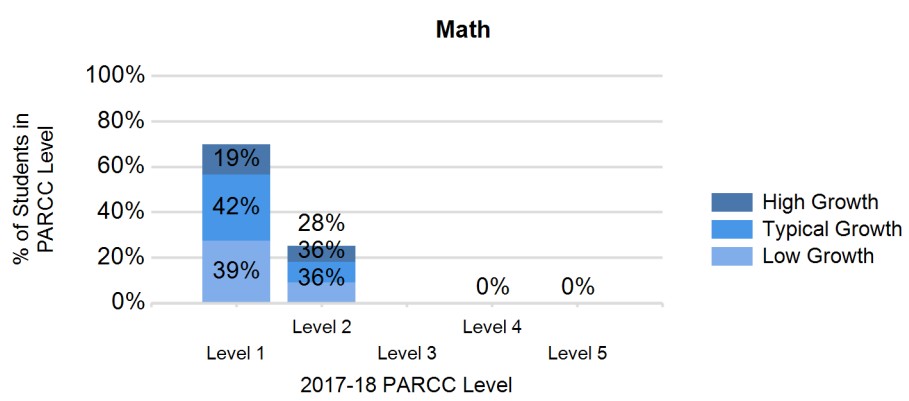
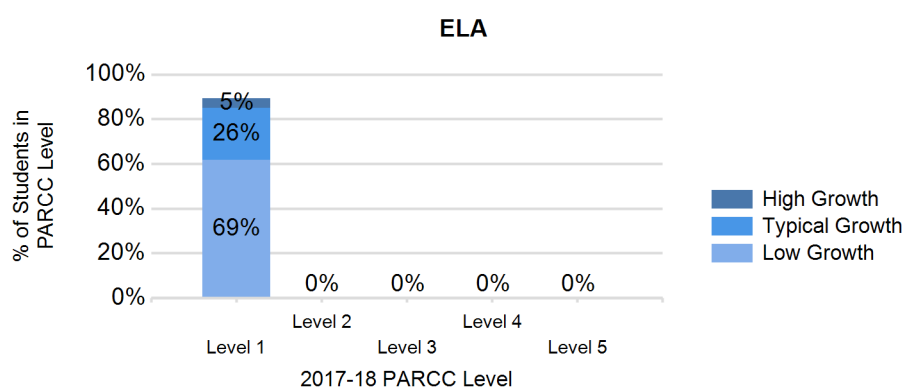
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

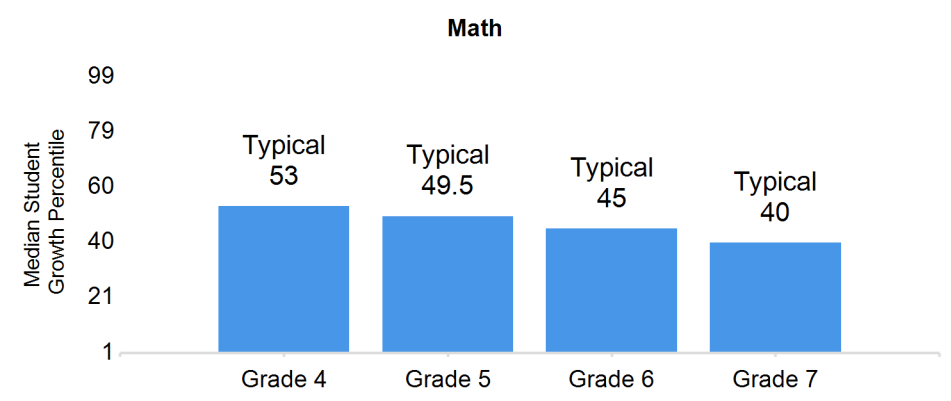
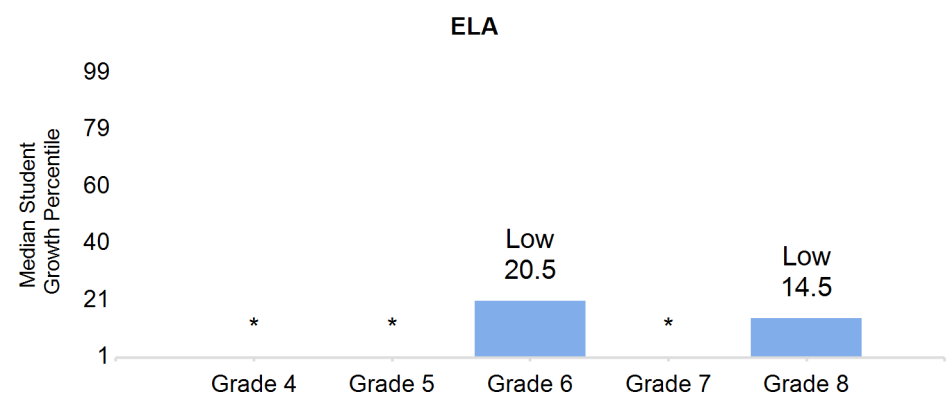
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



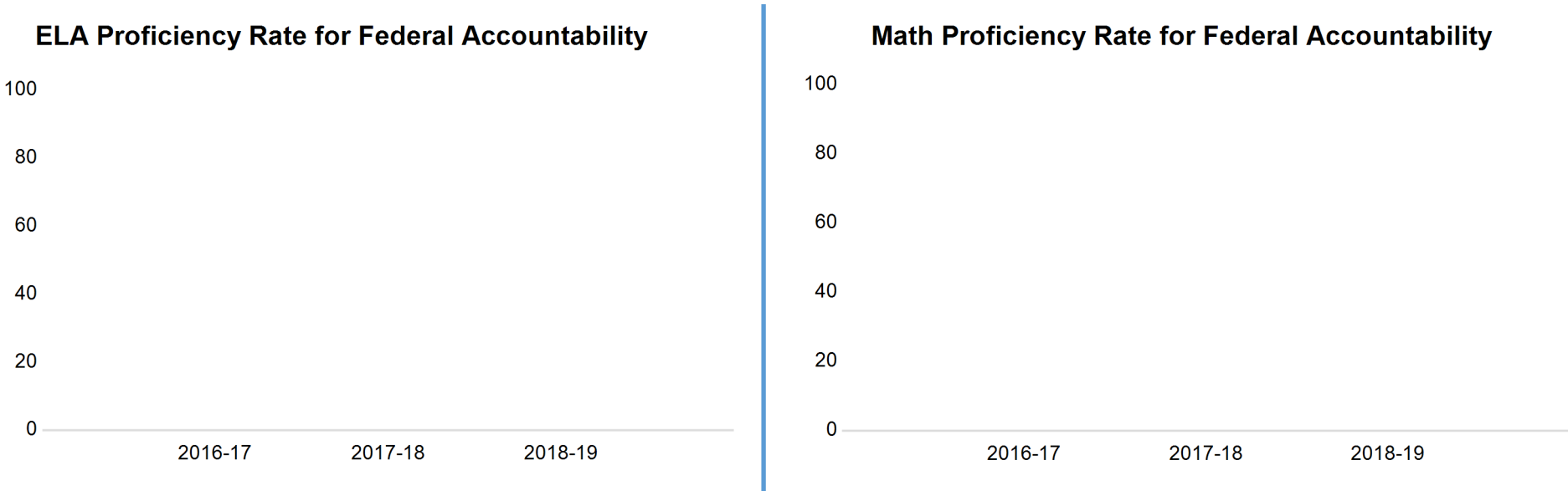


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2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	98.8%	100.0%	99.3%	97.9%	99.2%
Proficiency Rate for Federal Accountability	*	*	*	*	*	*
Annual Target	N	4.0%	8.0%	N	4.5%	8.4%
Met Annual Target?	N	Not Met	Not Met	N	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Newcomers
(31-4010-150)
Grades Offered: 03-08
2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	136	100.0	*	30.2	57.9	*	8	Not Met
White	N	N	N	*	66.9	N	**	**
Hispanic	136	100.0	*	29.1	43.9	*	8	Not Met
Black or African American	N	N	N	24.9	38.5	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	54.9	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	65	100.0	*	36.4	64.8	*		
Male	71	100.0	*	24.5	51.3	*		
Economically Disadvantaged Students	120	100.0	*	30.3	40.0	*	8	Not Met
Non-Economically Disadvantaged Students	16	100.0	*	29.9	67.9	*		
Students with Disabilities	*	*	*	10.9	22.7	*	**	**
Students without Disabilities	*	*	*	34.0	65.1	*		
English Learners	136	100.0	*	17.1	29.3	*	8	Not Met
Non-English Learners	N	N	N	34.9	60.6	N		
Homeless Students	N	N	N	23.3	29.1	N		
Students In Foster Care	N	N	N	28.1	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

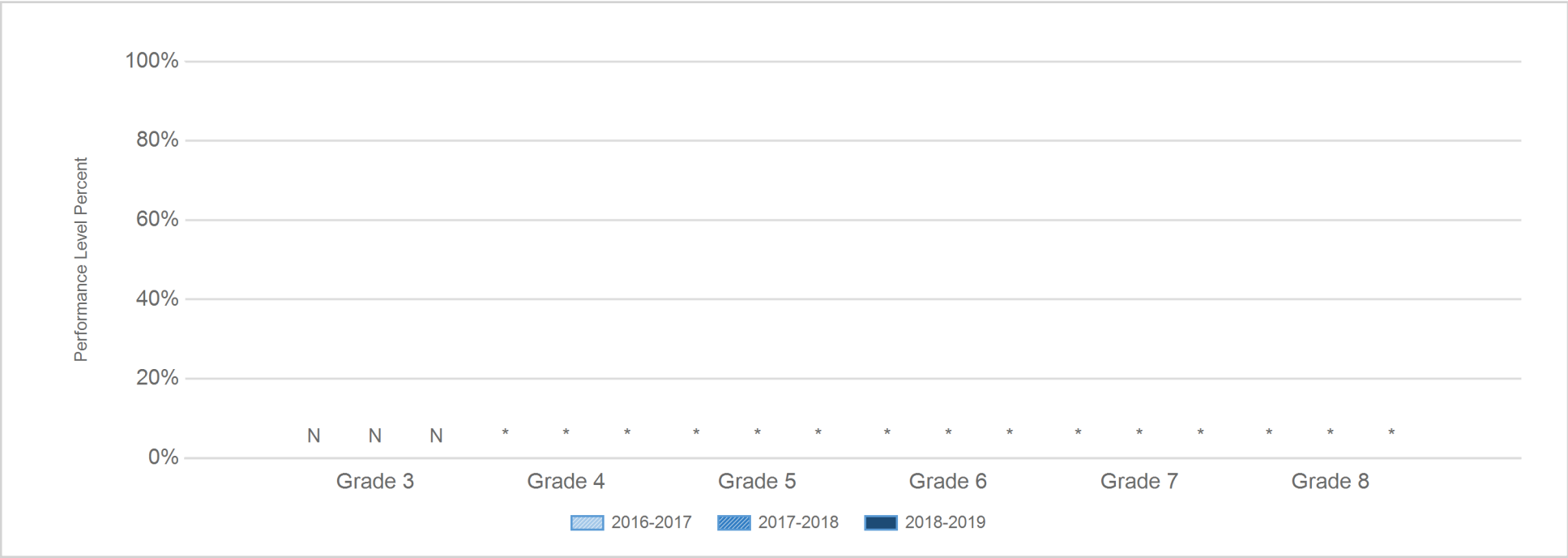


Newcomers
(31-4010-150)
Grades Offered: 03-08
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	N	N	721	748	N	N	N	N	N	N	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	N	N	720	734	N	N	N	N	N	N	36%
Black or African American	N	N	715	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	N	N	*	753	N	N	N	N	N	N	55%
Male	N	N	717	743	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	721	731	N	N	N	N	N	N	33%
Non-Economically Disadvantaged Students	N	N	720	759	N	N	N	N	N	N	61%
Students with Disabilities	N	N	690	719	N	N	N	N	N	N	24%
Students without Disabilities	N	N	725	754	N	N	N	N	N	N	56%
English Learners	N	N	695	713	N	N	N	N	N	N	17%
Non-English Learners	N	N	728	751	N	N	N	N	N	N	54%
Homeless Students	N	N	712	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



Newcomers
(31-4010-150)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	16	692	732	755	*	*	*	*	*	*	57%
White	N	N	741	763	N	N	N	N	N	N	67%
Hispanic	16	692	730	743	*	*	*	*	*	*	44%
Black or African American	N	N	729	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	*	*	738	760	*	*	*	*	*	*	62%
Male	*	*	727	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	731	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	734	765	*	*	*	*	*	*	69%
Students with Disabilities	N	N	705	725	N	N	N	N	N	N	25%
Students without Disabilities	16	692	736	761	*	*	*	*	*	*	64%
English Learners	16	692	706	720	*	*	*	*	*	*	17%
Non-English Learners	N	N	738	758	N	N	N	N	N	N	60%
Homeless Students	N	N	723	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	*	718	N	N	N	N	N	N	25%



Newcomers
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	18	682	734	756	*	*	*	*	*	*	58%
White	N	N	740	764	N	N	N	N	N	N	68%
Hispanic	18	682	732	743	*	*	*	*	*	*	44%
Black or African American	N	N	732	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	770	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	*	*	740	761	*	*	*	*	*	*	64%
Male	*	*	729	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	737	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	18	682	701	713	*	*	*	*	*	*	11%
Non-English Learners	N	N	740	758	N	N	N	N	N	N	60%
Homeless Students	N	N	723	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Newcomers
(31-4010-150)
Grades Offered: 03-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	35	682	734	754	*	*	*	*	*	*	56%
White	N	N	736	762	N	N	N	N	N	N	65%
Hispanic	35	682	733	743	*	*	*	*	*	*	43%
Black or African American	N	N	730	738	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	759	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	19	684	741	762	*	*	*	*	*	*	64%
Male	16	681	*	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	35	682	734	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	N	N	735	763	N	N	N	N	N	N	67%
Students with Disabilities	*	*	703	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	740	761	*	*	*	*	*	*	64%
English Learners	35	682	702	710	*	*	*	*	*	*	*
Non-English Learners	N	N	739	756	N	N	N	N	N	N	*
Homeless Students	N	N	727	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	*	721	N	N	N	N	N	N	25%



Newcomers
(31-4010-150)
Grades Offered: 03-08
2018-2019

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 Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	38	671	734	761	*	*	*	*	*	*	63%
White	N	N	752	769	N	N	N	N	N	N	72%
Hispanic	38	671	*	747	*	*	*	*	*	*	50%
Black or African American	N	N	729	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	19	671	742	769	*	*	*	*	*	*	71%
Male	19	672	*	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	*	*	732	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	739	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	700	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	740	769	*	*	*	*	*	*	71%
English Learners	38	671	689	706	*	*	*	*	*	*	12%
Non-English Learners	N	N	741	763	N	N	N	N	N	N	65%
Homeless Students	*	*	721	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Newcomers
(31-4010-150)
Grades Offered: 03-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	38	676	735	762	*	*	*	*	*	*	63%
White	N	N	751	770	N	N	N	N	N	N	72%
Hispanic	38	676	734	747	*	*	*	*	*	*	49%
Black or African American	N	N	729	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	758	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	17	678	*	771	*	*	*	*	*	*	71%
Male	21	675	725	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	*	*	734	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	739	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	706	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	740	770	*	*	*	*	*	*	71%
English Learners	38	676	693	708	*	*	*	*	*	*	12%
Non-English Learners	N	N	743	764	N	N	N	N	N	N	65%
Homeless Students	N	N	719	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	*	*	*	718	*	*	*	*	*	*	27%



Newcomers
(31-4010-150)
Grades Offered: 03-08
2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	219	99.2	*	18.6	44.5	*	8.4	Not Met
White	N	N	N	*	54.1	N	**	**
Hispanic	219	99.2	*	17.4	28.8	*	8.4	Not Met
Black or African American	N	N	N	13.1	23.0	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	41.9	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	104	98.4	*	18.9	44.9	*		
Male	115	100.0	*	18.3	44.2	*		
Economically Disadvantaged Students	188	99.1	*	18.8	26.3	*	8.4	Not Met
Non-Economically Disadvantaged Students	31	100.0	*	18.0	54.9	*		
Students with Disabilities	*	*	*	*	17.4	*	**	**
Students without Disabilities	*	*	*	*	50.0	*		
English Learners	219	99.2	*	13.0	25.0	*	8.4	Not Met
Non-English Learners	N	N	N	20.8	46.5	N		
Homeless Students	*	*	*	10.2	17.1	*		
Students In Foster Care	N	N	N	12.9	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

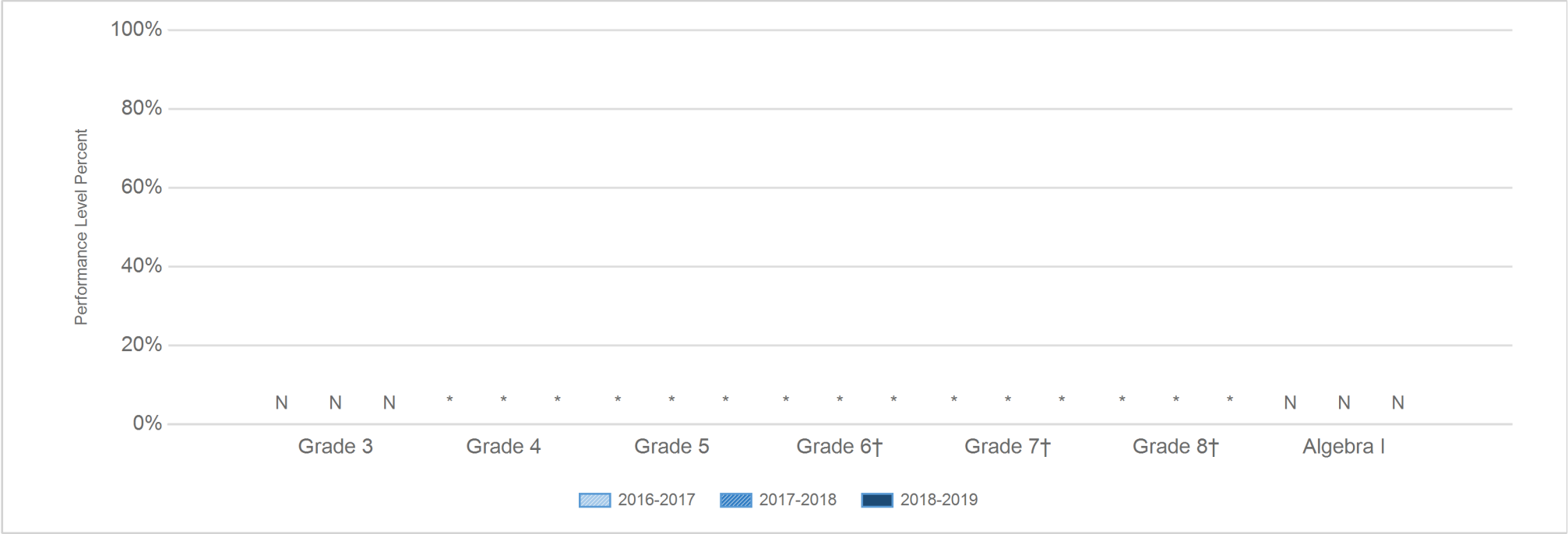


Newcomers
(31-4010-150)
Grades Offered: 03-08
2018-2019

Report Key:
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N No Data is available to display
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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Newcomers
 (31-4010-150)
 Grades Offered: 03-08
 2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	N	N	728	752	N	N	N	N	N	N	55%
White	N	N	743	760	N	N	N	N	N	N	66%
Hispanic	N	N	728	739	N	N	N	N	N	N	40%
Black or African American	N	N	720	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	N	N	*	751	N	N	N	N	N	N	54%
Male	N	N	728	752	N	N	N	N	N	N	56%
Economically Disadvantaged Students	N	N	729	737	N	N	N	N	N	N	37%
Non-Economically Disadvantaged Students	N	N	724	761	N	N	N	N	N	N	67%
Students with Disabilities	N	N	706	731	N	N	N	N	N	N	31%
Students without Disabilities	N	N	731	756	N	N	N	N	N	N	60%
English Learners	N	N	715	728	N	N	N	N	N	N	26%
Non-English Learners	N	N	733	754	N	N	N	N	N	N	58%
Homeless Students	N	N	715	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



Newcomers
(31-4010-150)
Grades Offered: 03-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	26	692	726	749	*	*	*	*	*	*	51%
White	N	N	735	757	N	N	N	N	N	N	62%
Hispanic	26	692	724	737	*	*	*	*	*	*	36%
Black or African American	N	N	720	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	*	*	727	749	*	*	*	*	*	*	50%
Male	*	*	724	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	12	693	726	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	14	691	725	759	*	*	*	*	*	*	63%
Students with Disabilities	N	N	706	726	N	N	N	N	N	N	25%
Students without Disabilities	26	692	729	754	*	*	*	*	*	*	56%
English Learners	26	692	709	722	*	*	*	*	*	*	18%
Non-English Learners	N	N	730	751	N	N	N	N	N	N	54%
Homeless Students	N	N	721	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



Newcomers
(31-4010-150)
Grades Offered: 03-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	31	698	727	747	*	*	*	*	*	*	47%
White	N	N	733	755	N	N	N	N	N	N	58%
Hispanic	31	698	725	735	*	*	*	*	*	*	30%
Black or African American	N	N	723	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	14	695	*	747	*	*	*	*	*	*	47%
Male	17	700	*	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	15	695	727	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	16	701	727	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	730	752	*	*	*	*	*	*	52%
English Learners	31	698	709	718	*	*	*	*	*	*	12%
Non-English Learners	N	N	730	749	N	N	N	N	N	N	49%
Homeless Students	N	N	720	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Newcomers
(31-4010-150)
Grades Offered: 03-08
2018-2019

Report Key:

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 † This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	51	692	722	741	*	*	*	*	*	*	41%
White	N	N	731	749	N	N	N	N	N	N	51%
Hispanic	51	692	721	729	*	*	*	*	*	*	24%
Black or African American	N	N	717	722	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	744	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	28	690	724	742	*	*	*	*	*	*	42%
Male	23	695	*	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	51	692	722	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	N	N	722	750	N	N	N	N	N	N	53%
Students with Disabilities	*	*	701	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	726	746	*	*	*	*	*	*	46%
English Learners	51	692	706	709	*	*	*	*	*	*	*
Non-English Learners	N	N	725	743	N	N	N	N	N	N	*
Homeless Students	N	N	707	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%



Newcomers
(31-4010-150)
Grades Offered: 03-08
2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	64	702	725	744	*	*	*	*	*	*	42%
White	N	N	735	751	N	N	N	N	N	N	53%
Hispanic	64	702	724	733	*	*	*	*	*	*	26%
Black or African American	N	N	719	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	33	700	726	744	*	*	*	*	*	*	42%
Male	31	704	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	724	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	727	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	705	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	728	749	*	*	*	*	*	*	48%
English Learners	64	702	710	716	*	*	*	*	*	*	10%
Non-English Learners	N	N	728	745	N	N	N	N	N	N	44%
Homeless Students	*	*	712	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Newcomers
(31-4010-150)
Grades Offered: 03-08
2018-2019

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	85	688	708	728	*	*	*	*	*	*	29%
White	N	N	715	737	N	N	N	N	N	N	38%
Hispanic	85	688	708	722	*	*	*	*	*	*	22%
Black or African American	N	N	703	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	720	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	40	687	711	731	*	*	*	*	*	*	31%
Male	45	688	704	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	708	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	705	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	693	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	711	734	*	*	*	*	*	*	35%
English Learners	85	688	700	706	*	*	*	*	*	*	10%
Non-English Learners	N	N	710	730	N	N	N	N	N	N	30%
Homeless Students	*	*	702	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	*	*	*	701	*	*	*	*	*	*	16%



Newcomers
(31-4010-150)
Grades Offered: 03-08
2018-2019

Report Key:

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	N	N	718	744	N	N	N	N	N	N	42%
White	N	N	733	752	N	N	N	N	N	N	53%
Hispanic	N	N	718	728	N	N	N	N	N	N	24%
Black or African American	N	N	710	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	N	N	720	745	N	N	N	N	N	N	44%
Male	N	N	717	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	719	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	715	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	701	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	720	748	N	N	N	N	N	N	47%
English Learners	N	N	703	710	N	N	N	N	N	N	*
Non-English Learners	N	N	722	745	N	N	N	N	N	N	*
Homeless Students	N	N	697	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Newcomers
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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	11.8%	40.9%	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	203	*	*
3-4	50	*	*
5 or more	*	*	*



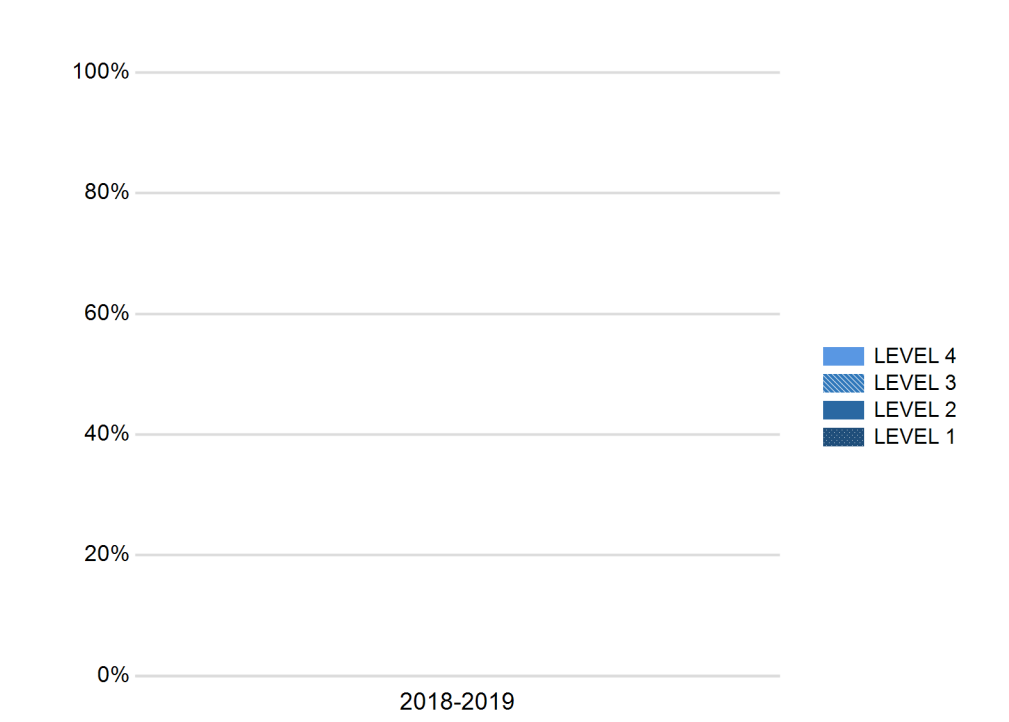
Newcomers
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	*	*	*	*
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



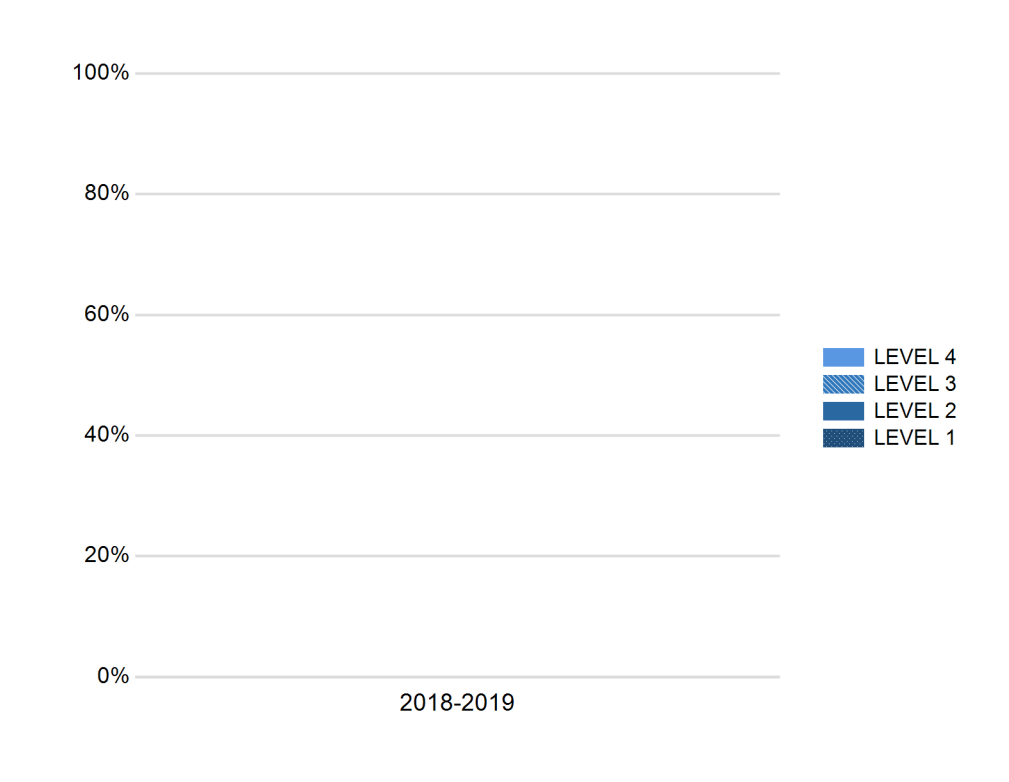
Newcomers
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	*	*	*	*
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*



Newcomers
(31-4010-150)
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2018-2019

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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	51
7	0	0	64
8	0	0	85
Total	0	0	200

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0



Newcomers
(31-4010-150)
Grades Offered: 03-08
2018-2019

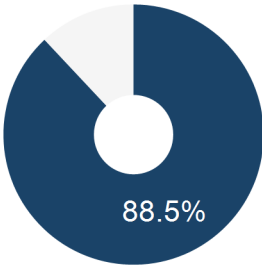
Report Key:
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Visual and Performing Arts – Course Participation

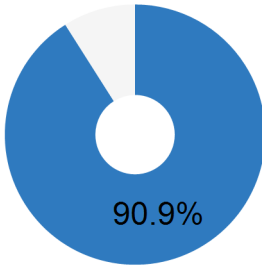
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

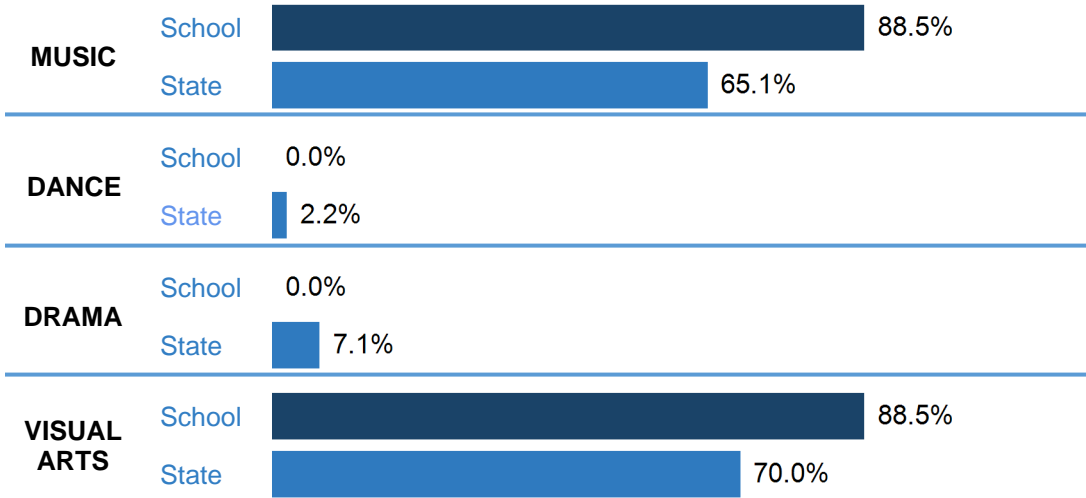


School



State

Students enrolled in one or more classes by discipline:





Newcomers
(31-4010-150)
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2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

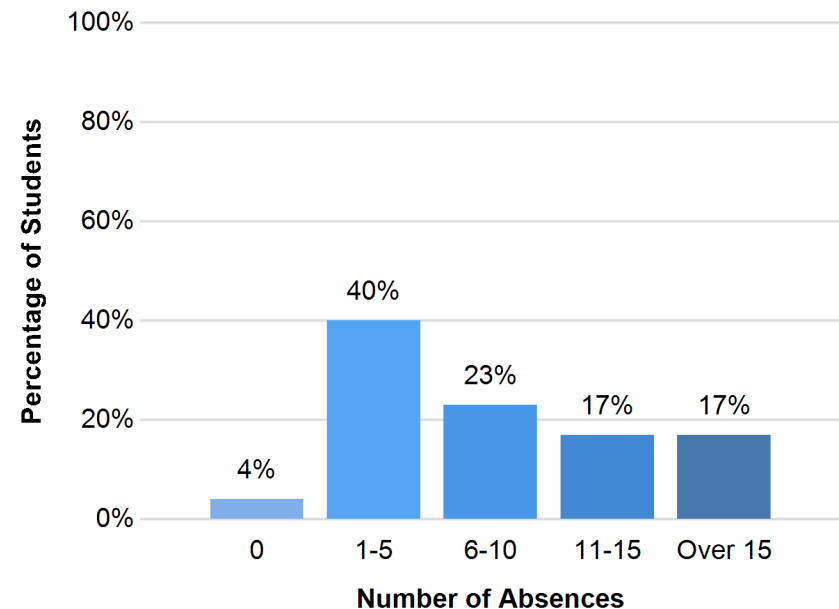
Chronic Absenteeism

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	42	16.6	8.5	Not Met
White	N	N	N	N
Hispanic	42	16.6	8.5	Not Met
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	16	13.4		
Male	26	19.4		
Economically Disadvantaged Students	37	16.5	8.5	Not Met
Students with Disabilities	*	*	**	**
English Learners	42	16.8	8.5	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





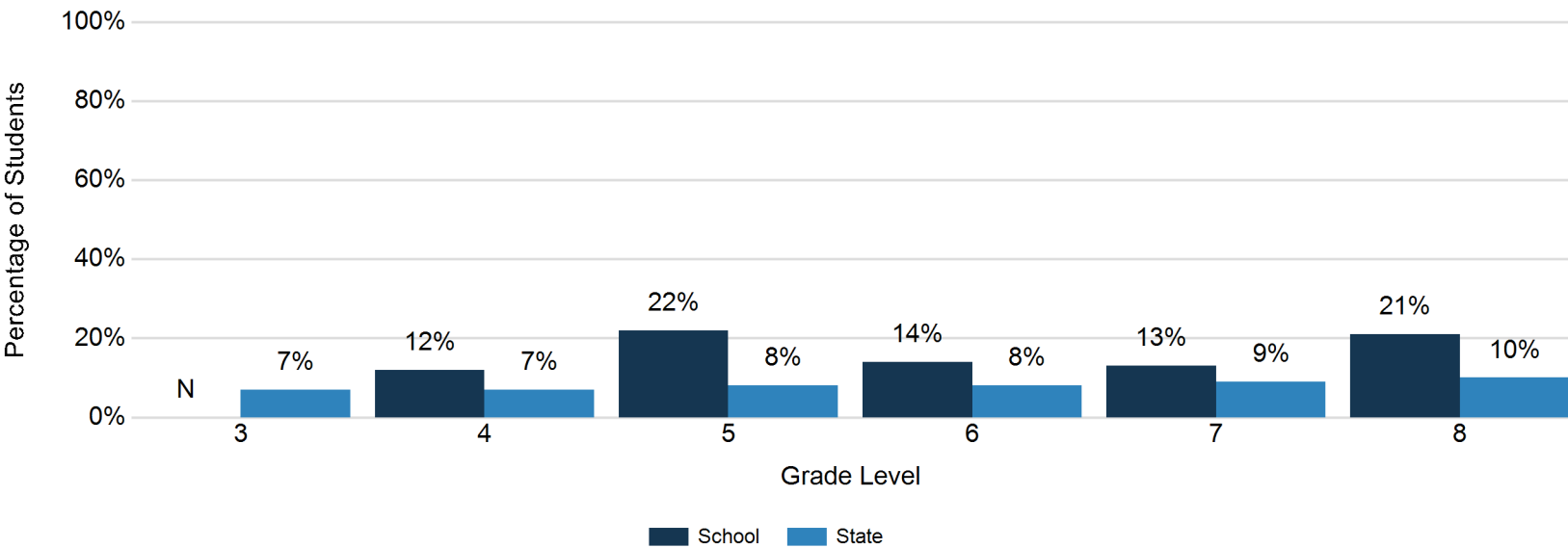
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Chronic Absenteeism by Grade

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





Newcomers
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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)	9
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	3.28

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	7	7
No Identified Nature	0		0

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

Student Disciplinary Removals

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

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

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

**Newcomers**

(31-4010-150)

Grades Offered: 03-08

2018-2019

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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 7 Mins
Shared Time - Instructional Time	6 Hrs. 7 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	3.1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	7	118,214
Average years experience in public schools	16.1	12.1
Average years experience in district	16.1	10.8
Percentage of Teachers with 4 or more years experience in the district	85.7%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

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	39:1	13:1
Students to Administrators	N	122:1
Teachers to Administrators	N	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



Newcomers
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Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.4%	71.4%	N	48.4%	77.1%	54.9%
Male	53.6%	28.6%	N	51.6%	22.9%	45.1%
White	0.0%	0.0%	N	42.4%	83.6%	77.4%
Hispanic	100.0%	100.0%	N	29.9%	7.3%	7.2%
Black or African American	0.0%	0.0%	N	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	N	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	N	2.1%	0.2%	0.2%



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Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	91.0%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	Low Performing Student Group (ATSI)

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Newcomers
(31-4010-150)
Grades Offered: 03-08
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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). Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	*	*	*
Math Proficiency	*	*	*
ELA Growth	29	24	21
Math Growth	36	56	45
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		16.4%	11.8%
Chronic Absenteeism	0.0%	20.4%	16.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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2018-2019

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Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Not Met	Met Standard	Not Met	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	**	No
English Learners	Not Met	Not Met	Not Met	Met Standard	Met Standard	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 the school or district directly.

 <div>Highlights:</div>	<ul style="list-style-type: none"> Newcomers Program is geared toward newly arrived students from Spanish speaking countries in grades 3-8 who are below grade level in their native language. Implement a 90 minute block for Literacy, Mathematics and English as Second Language focusing on strategies to help students reach grade level proficiency in their native language Teachers design lessons that engage and challenge our students on a daily basis. With high expectations, specific goals are set for each lesson based on students' individual needs.
 <div>Mission, Vision, Theme:</div>	<p>Mission: To prepare all newcomers to transition into the American school system by creating a supportive, yet challenging, academic environment that will inspire higher learning, good citizenship, and cultural appearance. Vision: Focused on building the critical thinking strategies they are going to need to experience success in the middle school grades. The students are exposed to real life situations and problem based learning. The students are exposed to grade level curricula and also taught the preceding skills they will need in order to understand the material taught.</p>




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 <p>Clubs and Activities:</p>	<p>This year Newcomers is excited to be a part of piloting the Enrichment Period Initiative. For the first and second marking period, clubs are being implemented as an enrichment opportunity that taps into both students' and teachers' interests. During marking period three, a Genius Hour will be implemented where students create, design and carry out projects. Genius Hour allows students to enjoy learning more about exciting projects in areas that interest them. For the last marking period, students will be given time to pursue project based learning. This allows students to gain knowledge and skills by working for a longer period of time to investigate and respond to an engaging or complex question, problem or challenge.</p>
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 <div>Staff and Professional Learning:</div>	<p>Our staff is committed to providing all our students with a high quality education that meets all individual needs. Subject Area meetings take place weekly, conducted by the subject area supervisors, where new strategies are modeled and new approaches are discussed. In addition, at this time teachers take parts in Professional Learning Community in which they collaborate in reading and discussing the latest research and best practices in their field. During Vertical meeting articulation we monitor student progress and share ideas on how to implement and modify curricula.</p>
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 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers These Enrichment Programs provide teachers the opportunity to work with students outside of the formal academic class. This allows the teachers and students to build positive rapports with one another in a different aspect. Many of our students struggle academically so we feel this period has helped them build character because they are able to maximize their unique abilities and develop talents in their areas of interest. Being a part of these clubs, students are also provided with Social Emotional Learning such as problem solving, building self-esteem, ownership, etc.</div>
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Norman S. Weir
(31-4010-325)
Grades Offered: KG-08
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



Norman S. Weir
(31-4010-325)
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2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Ms. Grace Giglio
Address	152 COLLEGE BOULEVARD PATERSON, NJ 07505-1102
Phone Number	973-321-0750
Email Address	ggiglio@paterson.k12.nj.us
Website	https://nsw-pps-nj.schoolloop.com/



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	20	20	20
1	23	20	21
2	22	23	18
3	36	30	36
4	38	36	34
5	30	45	38
6	33	35	46
7	36	36	33
8	53	37	34
Total	291	282	280

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.5%	48.2%	50.4%
Male	51.5%	51.8%	49.6%
Economically Disadvantaged Students	68.4%	64.5%	67.1%
Students with Disabilities	41.6%	36.5%	36.8%
English Learners	1.7%	2.1%	2.1%
Homeless Students	0.0%	1.1%	0.7%
Students in Foster Care	0.3%	0.7%	0.7%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	2.4%	2.8%	1.8%
Hispanic	47.1%	44.3%	42.9%
Black or African American	50.2%	52.8%	55.4%
Asian	0.3%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	20	20	20

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	79.6%
Spanish	19.6%
Other Languages	0.7%



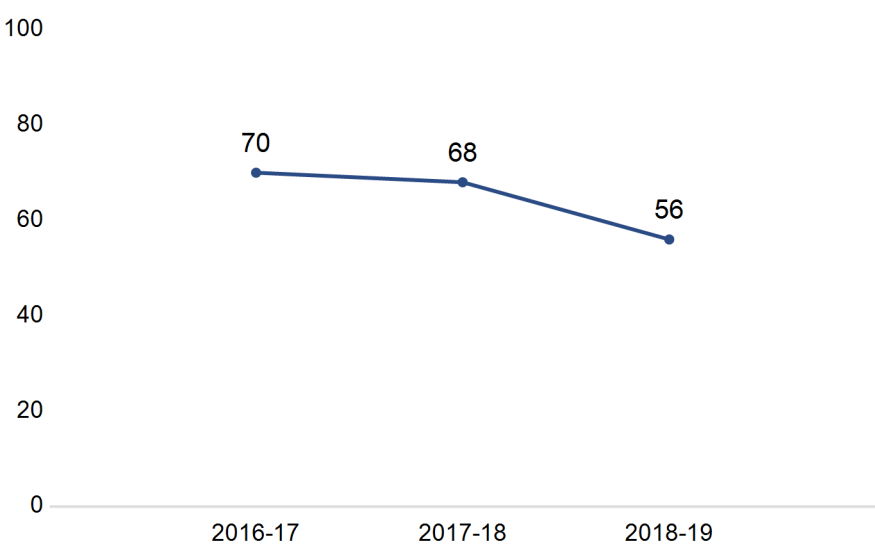
Norman S. Weir
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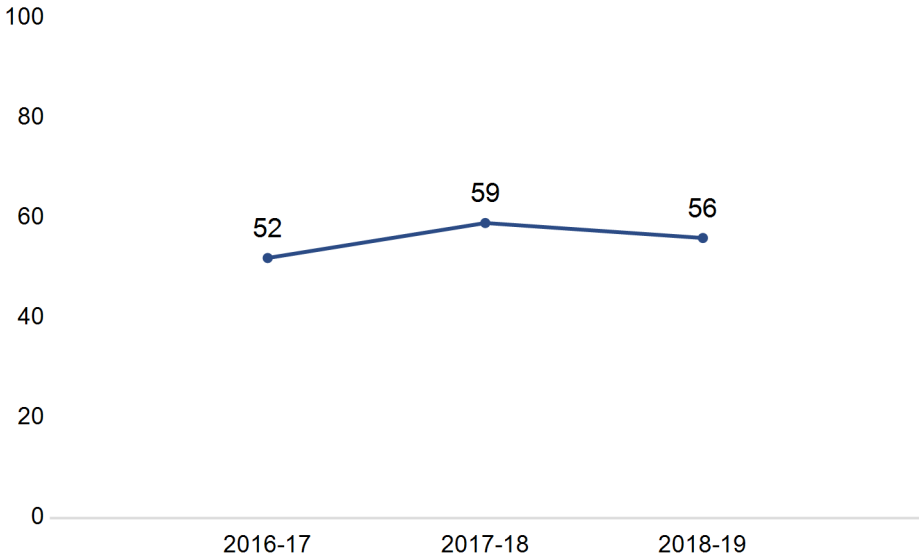
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	70	68	56	52	59	56
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	56	49	50	Met Standard	56	46	50	Met Standard
White	*	58	50	**	N	52	52	**
Hispanic	61.5	49	49	Exceeds Standard	41.5	46	47	Met Standard
Black or African American	55	43	45	Met Standard	59	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	55.5	59	**	N	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	55	52	53	N	52	46	50	N
Male	59	46	47	N	57.5	45	51	N
Economically Disadvantaged Students	55	49	48	Met Standard	60	45	46	Exceeds Standard
Students with Disabilities	43	41	43	**	29	41	45	**
English Learners	*	51	52	**	*	49	50	**
Homeless Students	*	40	43	N	*	44	44	N
Students in Foster Care	N	46	42	N	N	50	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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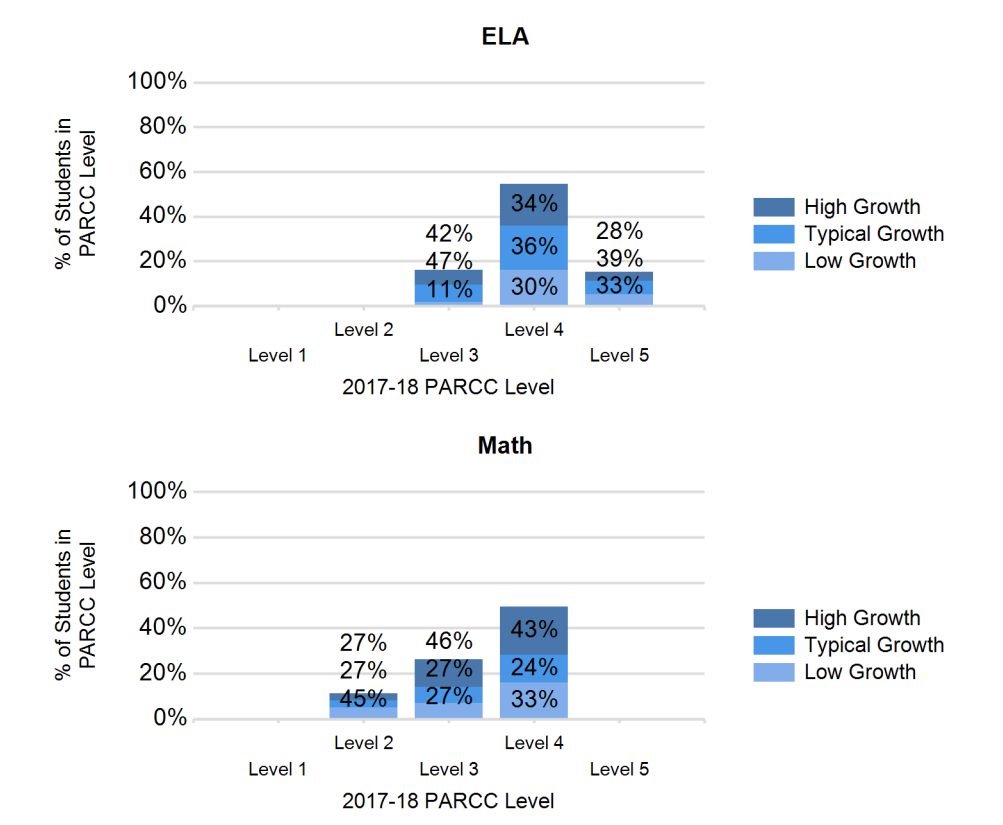
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

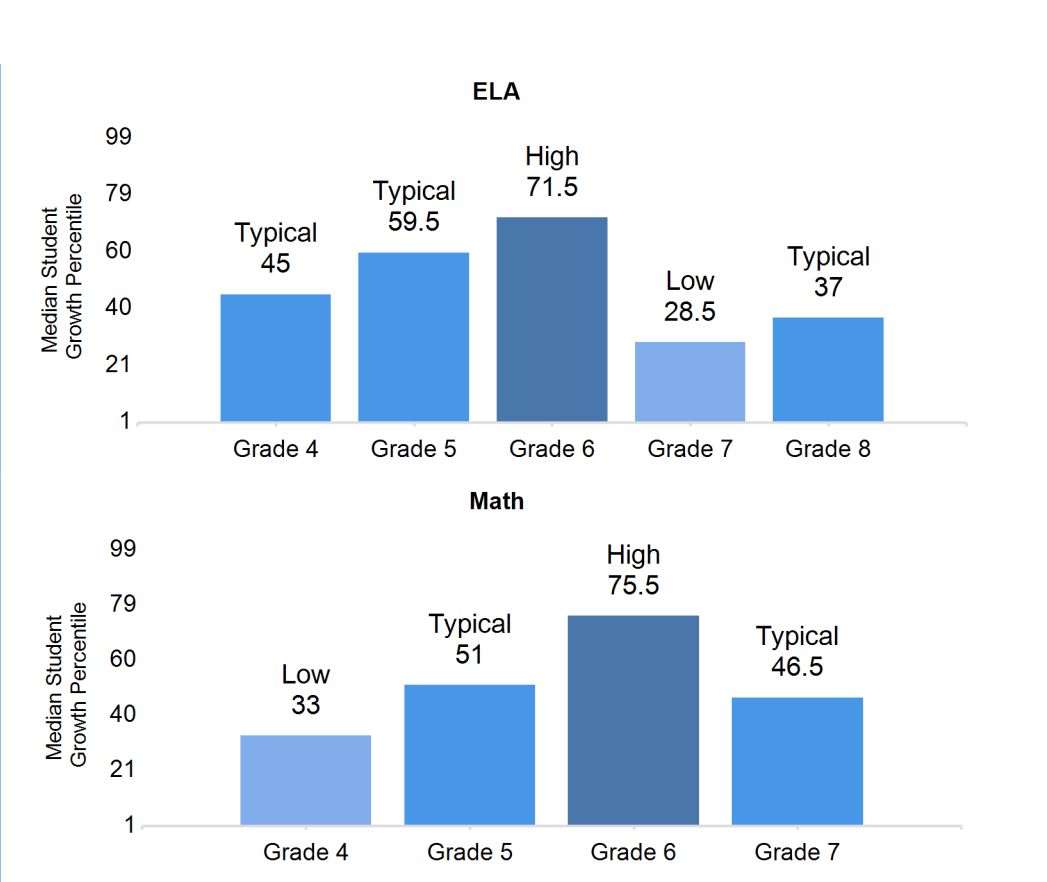
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



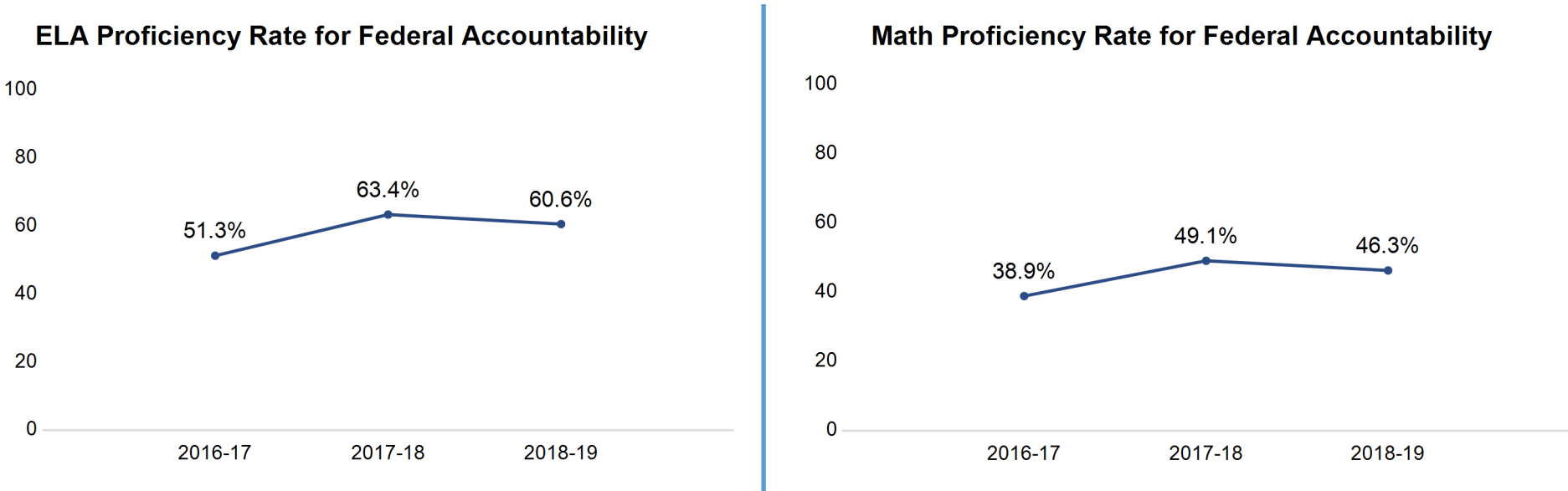


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.8%	99.5%	99.1%	97.8%	99.5%	99.1%
Proficiency Rate for Federal Accountability	51.3%	63.4%	60.6%	38.9%	49.1%	46.3%
Annual Target	51.5%	53.0%	54.5%	44.6%	46.4%	48.3%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	218	99.1	60.6	30.2	57.9	60.6	54.5	Met Target
White	*	*	*	*	66.9	*	**	**
Hispanic	*	*	*	29.1	43.9	*	54.1	Met Target†
Black or African American	108	99.1	70.4	24.9	38.5	70.4	54.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	54.9	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	108	100.0	63.9	36.4	64.8	63.9		
Male	110	98.2	57.3	24.5	51.3	57.3		
Economically Disadvantaged Students	107	98.2	53.3	30.3	40.0	53.3	53.1	Met Target
Non-Economically Disadvantaged Students	111	100.0	67.6	29.9	67.9	67.6		
Students with Disabilities	96	99.0	41.7	10.9	22.7	41.7	46.2	Met Target†
Students without Disabilities	122	99.2	75.4	34.0	65.1	75.4		
English Learners	*	*	*	17.1	29.3	*	**	**
Non-English Learners	*	*	*	34.9	60.6	*		
Homeless Students	*	*	*	23.3	29.1	*		
Students In Foster Care	*	*	*	28.1	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

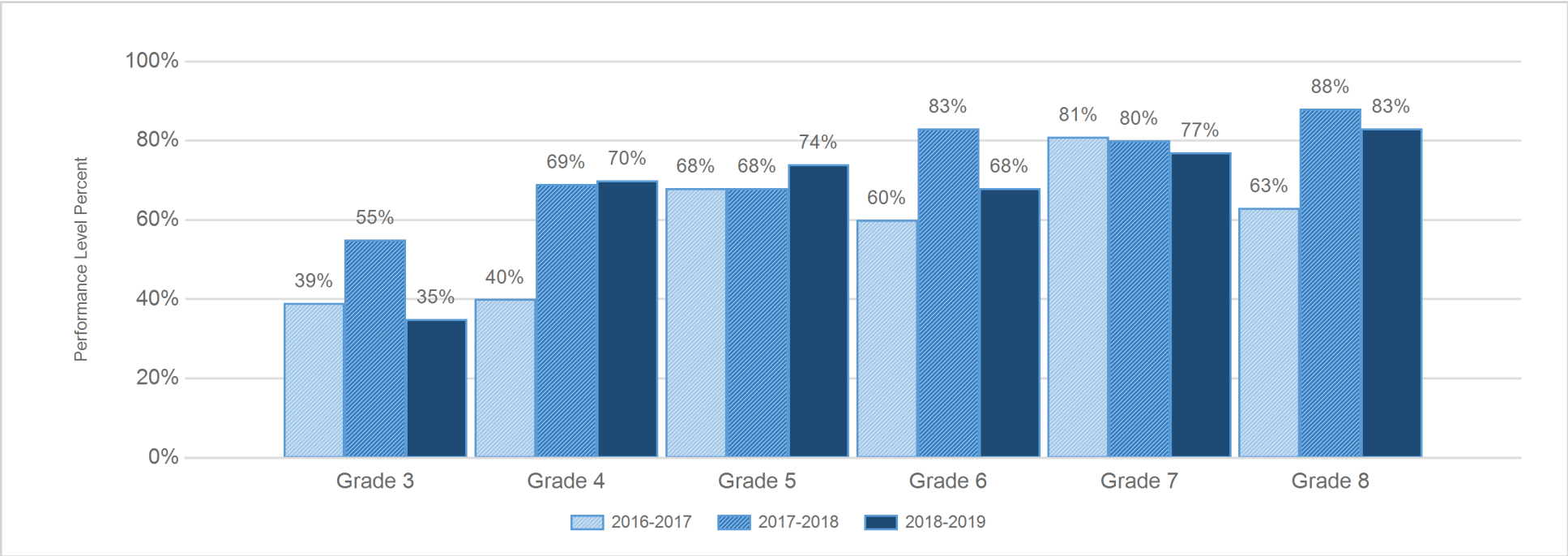


Norman S. Weir
(31-4010-325)
Grades Offered: KG-08
2018-2019

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 Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Norman S. Weir
(31-4010-325)
Grades Offered: KG-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	23	732	721	748	*	*	*	*	*	35%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	*	*	720	734	*	*	*	*	*	*	36%
Black or African American	14	731	715	731	*	*	*	*	*	43%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	12	759	*	753	*	*	*	*	*	*	55%
Male	11	703	717	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	10	731	721	731	*	*	*	*	*	30%	33%
Non-Economically Disadvantaged Students	13	733	720	759	*	*	*	*	*	38%	61%
Students with Disabilities	*	*	690	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	N	N	695	713	N	N	N	N	N	N	17%
Non-English Learners	23	732	728	751	*	*	*	*	*	35%	54%
Homeless Students	*	*	712	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



Norman S. Weir
(31-4010-325)
Grades Offered: KG-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	23	757	732	755	*	0%	*	*	*	70%	57%
White	N	N	741	763	N	N	N	N	N	N	67%
Hispanic	*	*	730	743	*	*	*	*	*	*	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	12	749	738	760	*	0%	*	*	*	58%	62%
Male	11	766	727	750	*	0%	*	*	*	82%	53%
Economically Disadvantaged Students	10	747	731	740	*	0%	*	*	*	70%	40%
Non-Economically Disadvantaged Students	13	765	734	765	*	0%	*	*	*	69%	69%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	761	*	*	*	*	*	*	64%
English Learners	*	*	706	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	738	758	*	*	*	*	*	*	60%
Homeless Students	N	N	723	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	*	718	N	N	N	N	N	N	25%



Norman S. Weir
(31-4010-325)
Grades Offered: KG-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	27	764	734	756	*	*	*	*	*	74%	58%
White	N	N	740	764	N	N	N	N	N	N	68%
Hispanic	*	*	732	743	*	*	*	*	*	*	44%
Black or African American	*	*	732	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	770	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	17	767	740	761	*	*	*	*	*	88%	64%
Male	10	758	729	750	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	737	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	N	N	701	713	N	N	N	N	N	N	11%
Non-English Learners	27	764	740	758	*	*	*	*	*	74%	60%
Homeless Students	N	N	723	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Norman S. Weir
 (31-4010-325)
 Grades Offered: KG-08
 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	28	761	734	754	*	*	*	*	*	68%	56%
White	N	N	736	762	N	N	N	N	N	N	65%
Hispanic	13	752	733	743	*	*	*	*	*	62%	43%
Black or African American	15	770	730	738	*	*	*	*	*	73%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	759	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	13	766	741	762	*	*	*	*	*	62%	64%
Male	15	757	*	748	*	*	*	*	*	73%	48%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	735	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	703	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	740	761	*	*	*	*	*	*	64%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	28	761	739	756	*	*	*	*	*	68%	*
Homeless Students	N	N	727	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	*	721	N	N	N	N	N	N	25%



Norman S. Weir
(31-4010-325)
Grades Offered: KG-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	22	771	734	761	*	*	*	*	*	77%	63%
White	N	N	752	769	N	N	N	N	N	N	72%
Hispanic	10	752	*	747	*	*	*	*	*	60%	50%
Black or African American	12	786	729	741	*	*	*	*	*	92%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	12	775	742	769	*	*	*	*	*	83%	71%
Male	10	765	*	753	*	*	*	*	*	70%	55%
Economically Disadvantaged Students	10	774	732	743	*	*	*	*	*	70%	45%
Non-Economically Disadvantaged Students	12	768	739	771	*	*	*	*	*	83%	73%
Students with Disabilities	*	*	700	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	740	769	*	*	*	*	*	*	71%
English Learners	N	N	689	706	N	N	N	N	N	N	12%
Non-English Learners	22	771	741	763	*	*	*	*	*	77%	65%
Homeless Students	*	*	721	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Norman S. Weir
 (31-4010-325)
 Grades Offered: KG-08
 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	18	782	735	762	0%	*	*	*	*	83%	63%
White	*	*	751	770	*	*	*	*	*	*	72%
Hispanic	*	*	734	747	*	*	*	*	*	*	49%
Black or African American	12	770	729	741	0%	*	*	*	*	75%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	758	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	*	*	*	771	*	*	*	*	*	*	71%
Male	*	*	725	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	*	*	734	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	739	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	706	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	740	770	*	*	*	*	*	*	71%
English Learners	N	N	693	708	N	N	N	N	N	N	12%
Non-English Learners	18	782	743	764	0%	*	*	*	*	83%	65%
Homeless Students	N	N	719	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%



Norman S. Weir
(31-4010-325)
Grades Offered: KG-08
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	218	99.1	46.3	18.6	44.5	46.3	48.3	Met Target†
White	*	*	*	*	54.1	*	**	**
Hispanic	*	*	*	17.4	28.8	*	49.4	Not Met
Black or African American	108	99.1	53.7	13.1	23.0	53.7	46.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	41.9	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	108	100.0	50.0	18.9	44.9	50.0		
Male	110	98.2	42.7	18.3	44.2	42.7		
Economically Disadvantaged Students	107	98.2	41.1	18.8	26.3	41.1	48.5	Met Target†
Non-Economically Disadvantaged Students	111	100.0	51.4	18.0	54.9	51.4		
Students with Disabilities	96	99.0	34.4	*	17.4	34.4	32.1	Met Target
Students without Disabilities	122	99.2	55.7	*	50.0	55.7		
English Learners	*	*	*	13.0	25.0	*	**	**
Non-English Learners	*	*	*	20.8	46.5	*		
Homeless Students	*	*	*	10.2	17.1	*		
Students In Foster Care	*	*	*	12.9	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

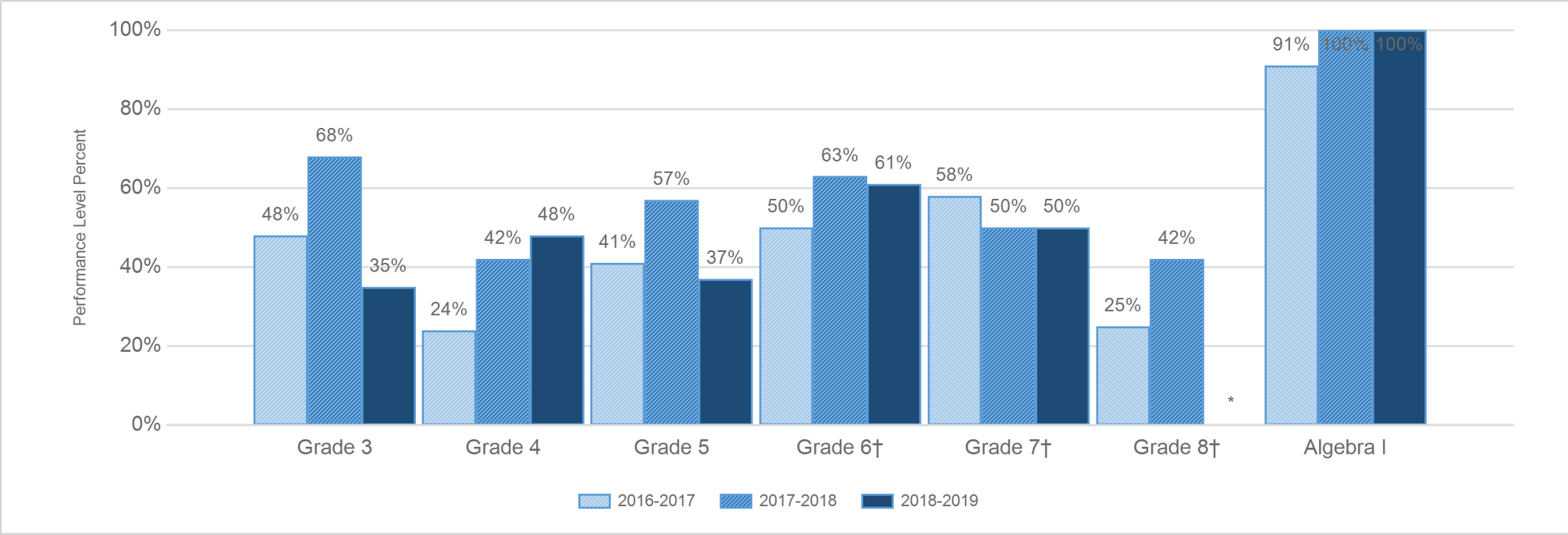


Norman S. Weir
(31-4010-325)
Grades Offered: KG-08
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Norman S. Weir
(31-4010-325)
Grades Offered: KG-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	23	737	728	752	*	*	*	*	*	35%	55%
White	*	*	743	760	*	*	*	*	*	*	66%
Hispanic	*	*	728	739	*	*	*	*	*	*	40%
Black or African American	14	743	720	735	0%	*	*	*	*	43%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	12	759	*	751	*	*	*	*	*	*	54%
Male	11	713	728	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	10	731	729	737	*	*	*	*	*	30%	37%
Non-Economically Disadvantaged Students	13	742	724	761	*	*	*	*	*	38%	67%
Students with Disabilities	*	*	706	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	731	756	*	*	*	*	*	*	60%
English Learners	N	N	715	728	N	N	N	N	N	N	26%
Non-English Learners	23	737	733	754	*	*	*	*	*	35%	58%
Homeless Students	*	*	715	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



Norman S. Weir
(31-4010-325)
Grades Offered: KG-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	23	750	726	749	*	*	*	*	*	48%	51%
White	N	N	735	757	N	N	N	N	N	N	62%
Hispanic	*	*	724	737	*	*	*	*	*	*	36%
Black or African American	*	*	720	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	12	740	727	749	*	*	*	*	*	33%	50%
Male	11	762	724	749	*	*	*	*	*	64%	52%
Economically Disadvantaged Students	10	743	726	734	*	*	*	*	*	40%	32%
Non-Economically Disadvantaged Students	13	755	725	759	*	*	*	*	*	54%	63%
Students with Disabilities	*	*	706	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	729	754	*	*	*	*	*	*	56%
English Learners	*	*	709	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	730	751	*	*	*	*	*	*	54%
Homeless Students	N	N	721	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



Norman S. Weir
(31-4010-325)
Grades Offered: KG-08
2018-2019

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† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	27	746	727	747	*	*	*	*	*	37%	47%
White	N	N	733	755	N	N	N	N	N	N	58%
Hispanic	*	*	725	735	*	*	*	*	*	*	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	17	749	*	747	*	*	*	*	*	41%	47%
Male	10	741	*	747	*	*	*	*	*	30%	47%
Economically Disadvantaged Students	*	*	727	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	727	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	730	752	*	*	*	*	*	*	52%
English Learners	N	N	709	718	N	N	N	N	N	N	12%
Non-English Learners	27	746	730	749	*	*	*	*	*	37%	49%
Homeless Students	N	N	720	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Norman S. Weir
(31-4010-325)
Grades Offered: KG-08
2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	28	748	722	741	*	*	*	61%	0%	61%	41%
White	N	N	731	749	N	N	N	N	N	N	51%
Hispanic	13	745	721	729	*	*	*	*	*	54%	24%
Black or African American	15	751	717	722	*	*	*	*	*	67%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	744	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	13	752	724	742	*	*	*	*	*	62%	42%
Male	15	746	*	740	*	*	*	*	*	60%	40%
Economically Disadvantaged Students	*	*	722	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	722	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	701	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	726	746	*	*	*	*	*	*	46%
English Learners	N	N	706	709	N	N	N	N	N	N	*
Non-English Learners	28	748	725	743	*	*	*	61%	0%	61%	*
Homeless Students	N	N	707	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%



Norman S. Weir
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	22	748	725	744	*	*	*	*	*	50%	42%
White	N	N	735	751	N	N	N	N	N	N	53%
Hispanic	10	743	724	733	*	*	*	*	*	40%	26%
Black or African American	12	753	719	727	*	*	*	*	*	58%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	12	750	726	744	*	*	*	*	*	50%	42%
Male	10	747	*	743	*	*	*	*	*	50%	42%
Economically Disadvantaged Students	10	758	724	731	*	*	*	*	*	70%	24%
Non-Economically Disadvantaged Students	12	741	727	751	*	*	*	*	*	33%	53%
Students with Disabilities	*	*	705	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	728	749	*	*	*	*	*	*	48%
English Learners	N	N	710	716	N	N	N	N	N	N	10%
Non-English Learners	22	748	728	745	*	*	*	*	*	50%	44%
Homeless Students	*	*	712	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	*	*	708	728	*	*	*	*	*	*	29%
White	N	N	715	737	N	N	N	N	N	N	38%
Hispanic	*	*	708	722	*	*	*	*	*	*	22%
Black or African American	*	*	703	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	720	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	*	*	711	731	*	*	*	*	*	*	31%
Male	*	*	704	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	708	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	705	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	693	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	711	734	*	*	*	*	*	*	35%
English Learners	N	N	700	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	710	730	*	*	*	*	*	*	30%
Homeless Students	N	N	702	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%



Norman S. Weir
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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	10	788	718	744	0%	0%	0%	*	*	100%	42%
White	*	*	733	752	*	*	*	*	*	*	53%
Hispanic	*	*	718	728	*	*	*	*	*	*	24%
Black or African American	*	*	710	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	*	*	720	745	*	*	*	*	*	*	44%
Male	*	*	717	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	719	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	715	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	701	717	N	N	N	N	N	N	12%
Students without Disabilities	10	788	720	748	0%	0%	0%	*	*	100%	47%
English Learners	N	N	703	710	N	N	N	N	N	N	*
Non-English Learners	10	788	722	745	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	697	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	12	12
4	11	11
5	11	11
6	18	18
7	10	10
8	17	17

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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	N	N	N
5 or more	*	*	*



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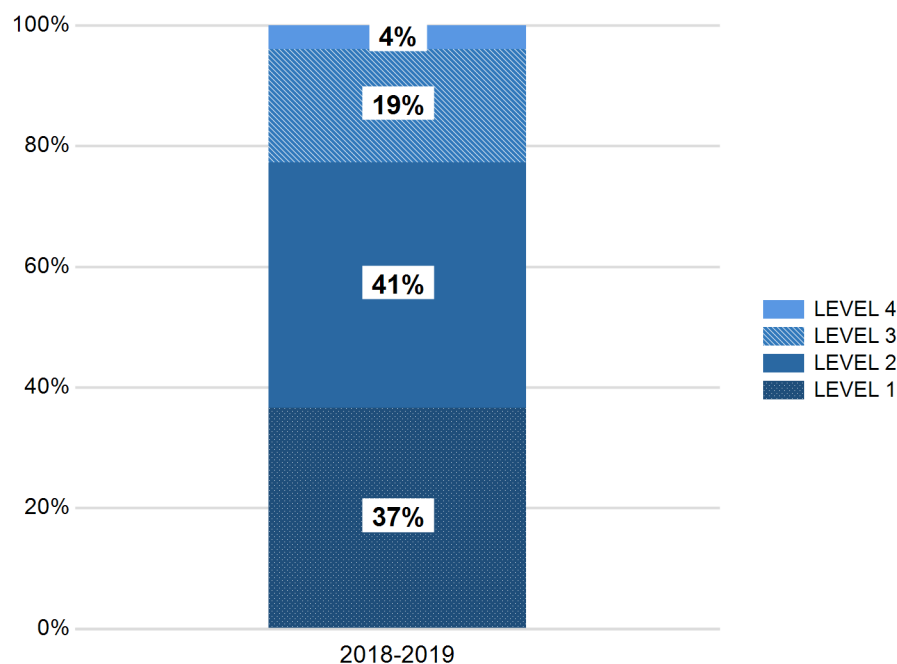
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	37	41	19	4
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	35	41	18	6
Male	40	40	20	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	37	41	19	4
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Norman S. Weir
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Grades Offered: KG-08
2018-2019

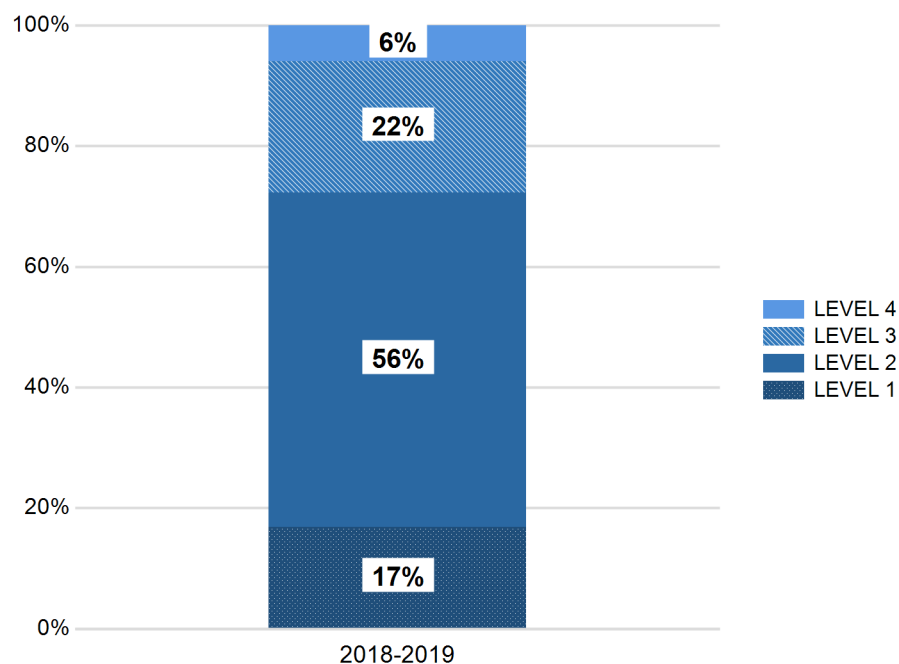
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	17	56	22	6
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	25	67	8	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	17	56	22	6
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	46
7	0	0	32
8	10	0	25
Total	10	0	103

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0



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Visual and Performing Arts – Course Participation

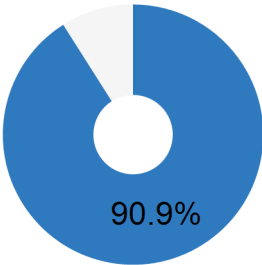
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

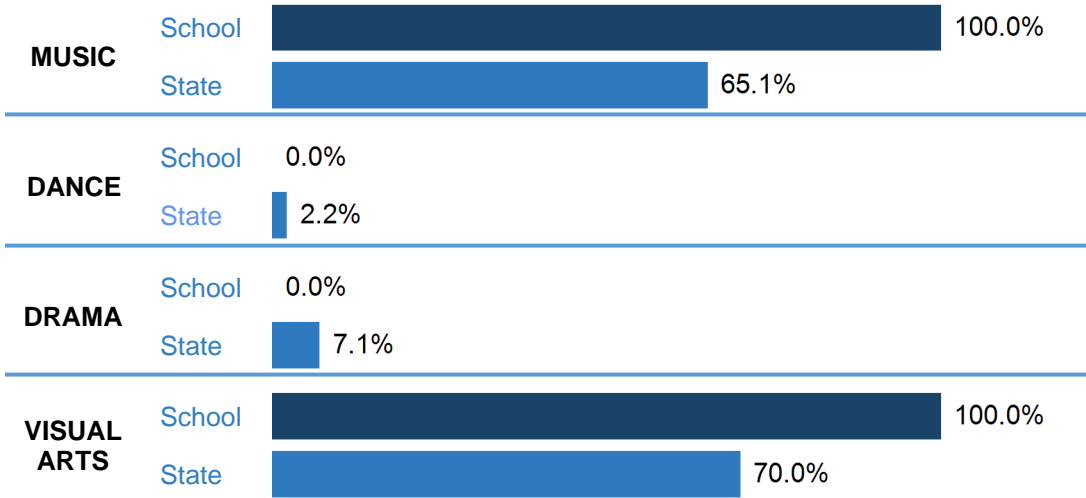


School



State

Students enrolled in one or more classes by discipline:





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2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

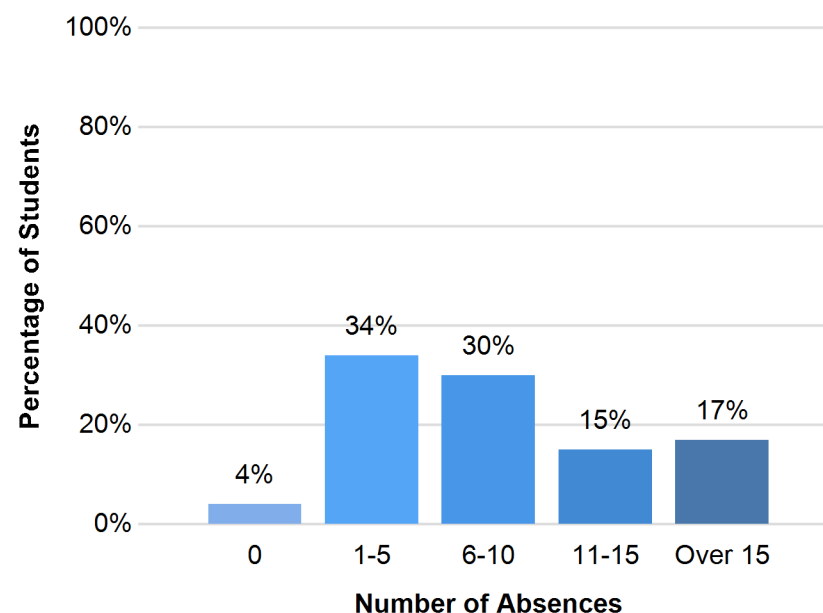
Chronic Absenteeism

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	34	12.2	9.0	Not Met
White	*	*	**	**
Hispanic	*	*	9.0	Not Met
Black or African American	16	10.3	9.0	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	15	10.6		
Male	19	13.8		
Economically Disadvantaged Students	29	15.4	9.0	Not Met
Students with Disabilities	25	24.5	9.0	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





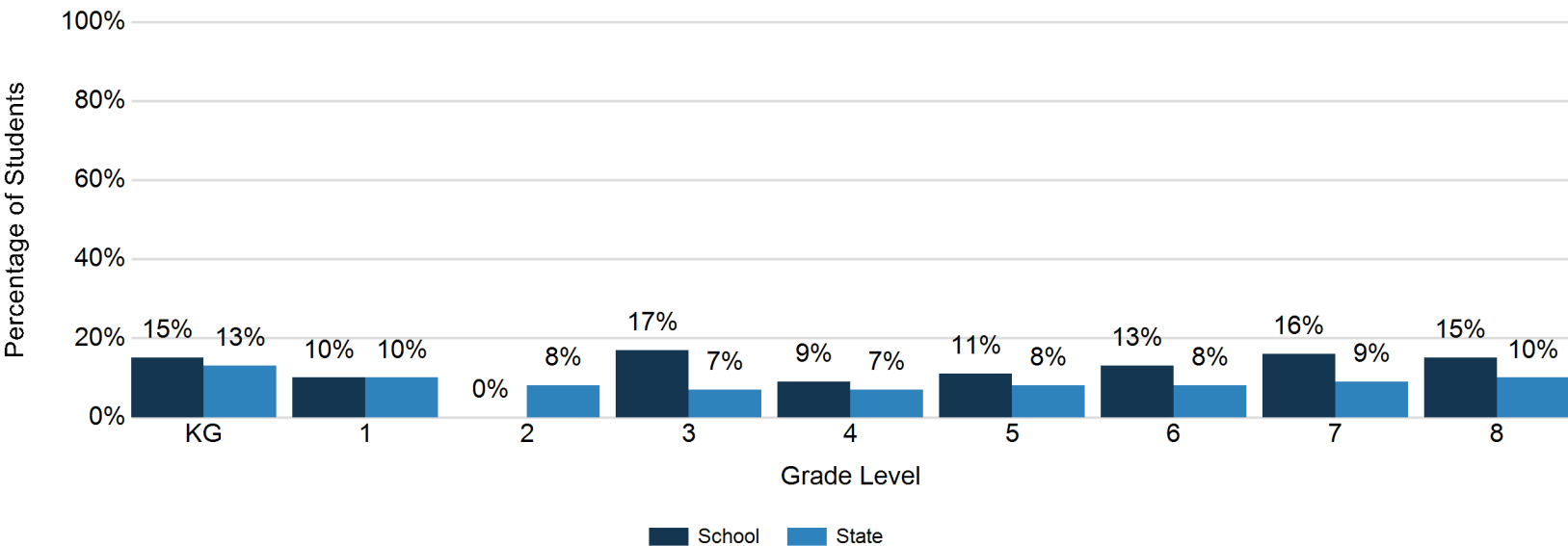
Norman S. Weir
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.36

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
Other	1	0	1
No Identified Nature	0		0

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)	1
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

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

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



Norman S. Weir
(31-4010-325)
Grades Offered: KG-08
2018-2019

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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	2.1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	27	118,214
Average years experience in public schools	9.4	12.1
Average years experience in district	9.3	10.8
Percentage of Teachers with 4 or more years experience in the district	74.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

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	10:1	13:1
Students to Administrators	280:1	122:1
Teachers to Administrators	27:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.4%	70.4%	100.0%	48.4%	77.1%	54.9%
Male	49.6%	29.6%	0.0%	51.6%	22.9%	45.1%
White	1.8%	81.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	42.9%	11.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	55.4%	7.4%	0.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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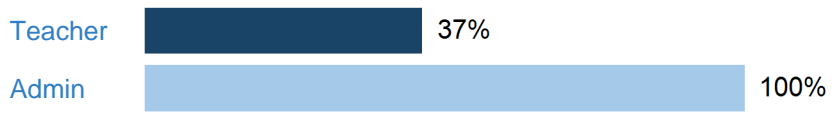
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	93.0%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	51.3%	63.4%	60.6%
Math Proficiency	38.9%	49.1%	46.3%
ELA Growth	70	68	56
Math Growth	52	59	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.2%	13.9%	12.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target†	Met Standard	Met Standard	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> Paterson Music Project/Wharton Institute of the Performing Arts community ensemble learning experience. Offers basketball and cheerleading winning the Basketball Championship in 2017 and the Cheer Championship in 2018 and 2019. Disney/NJPAC collaboration for Arts integration for creating a sustainable musical theater program in conjunction with the NSW Math & Jazz Chorus Ensemble.
 <p>Mission, Vision, Theme:</p>	<p>Mission: To prepare students with the necessary skills to succeed and to become leaders in the multicultural and technological world of the twenty-first century. We believe that all children can learn; that teachers will work to improve the academic skills of students, that increased time on task will make students more productive in school and society, and that schools will utilize a variety of teaching strategies which will best meet the learning styles of the students</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>NSW students consistently demonstrate proficiency in algebra, problem-solving, and other high-level math exercises. In 2017-18, 6–8-grade math classes students once again earned Gold Level status in the MathCounts National Math Club program and achieved Honor Roll status in Renasissance Accelerated Math. NSW students were the Perennial Math 4 time International Competition Champs! Taub-Doby League Basketball Champions 2017, 2013, 2012. Cheerleading Champions 2019, 2018 and 2013.</p>




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 <div>Clubs and Activities:</div>	Audio-Visual Club, National Junior Honor Society, Math and Jazz Club, Paterson Music Project, Photography Club, Digital Art Club and Student Government Organization. In conjunction with the Paterson Recreation Department, NSW competes in basketball and cheerleading against other elementary schools
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<div>  <div>Before and After School Programs:</div> </div>	District PARCC Program Ages 8-14yrs; Paterson Music Project Ages 9-14yrs Wharton Institute for the Arts; Math & Jazz Program 8-14yrs. NSW Staff; Go to High School-Go to College Ages 8-12 Yrs. Program-Nationally sponsored program by the men of Alpha Phi Alpha Fraternity. Disney/NJPAC musical theater.
<div>  <div>Staff and Professional Learning:</div> </div>	Digital Arts PLC's and Disney/NJPAC Arts Integration collaboration.





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 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers NSW conducts a School Climate Survey at NSW. School climate surveys were conducted for students, parents and staff. The NJDOE School Climate Survey is utilized at NSW. It is administered twice a year-Fall and Spring. The results are shared with the community at PTO meetings and are used in the Administrative Goals for enhancing school culture and climate. School climate surveys were conducted for students, parents and staff.</div>
 <div>School Safety:</div>	<div>Jr. Safety Patrol</div>



Rev. Dr. Frank Napier, Jr. School
(31-4010-080)
Grades Offered: 02-08
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



Rev. Dr. Frank Napier, Jr. School
(31-4010-080)
Grades Offered: 02-08
2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Mr. Derwin Smith
Address	55 CLINTON STREET PATERSON, NJ 07522-1729
Phone Number	973-321-0040
Email Address	dsmith@paterson.k12.nj.us
Website	https://ps04-pps-nj.schoolloop.com/
Twitter	https://twitter.com/napieracademy



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
2	67	62	43
3	73	78	73
4	68	58	86
5	59	64	68
6	75	60	59
7	61	74	41
8	61	61	65
Total	464	457	435

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.9%	50.5%	49.7%
Male	49.1%	49.5%	50.3%
Economically Disadvantaged Students	86.2%	80.3%	82.3%
Students with Disabilities	20.7%	23.4%	24.1%
English Learners	5.8%	5.5%	6.0%
Homeless Students	0.6%	0.4%	1.1%
Students in Foster Care	0.9%	0.4%	0.7%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	1.5%	1.5%	2.1%
Hispanic	53.0%	51.4%	49.0%
Black or African American	45.5%	47.0%	49.0%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment by Home Language

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

Home Language	% of Students
English	72.4%
Spanish	27.1%
Other Languages	0.5%



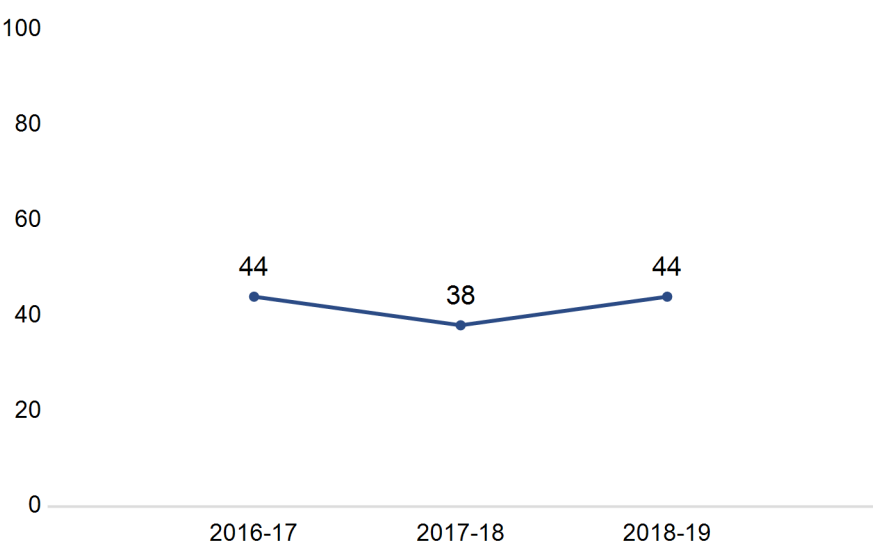
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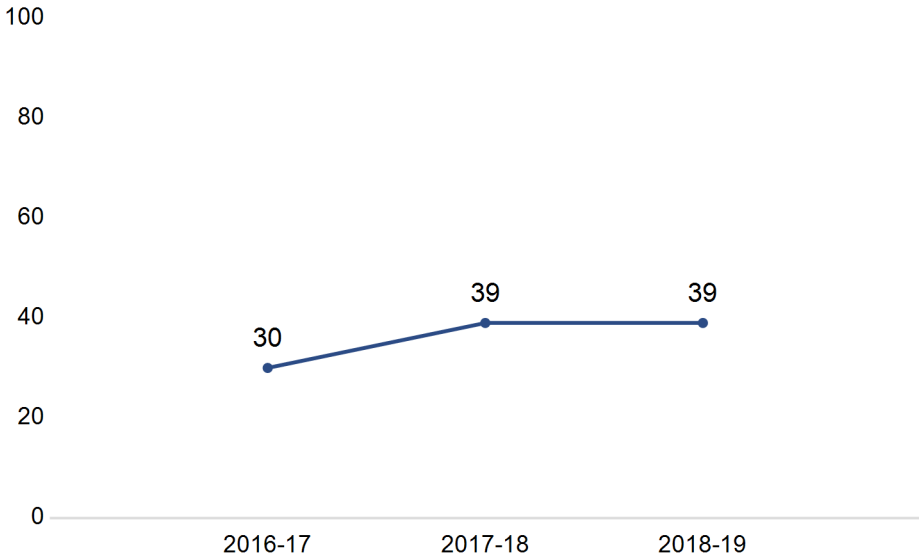
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	44	38	44	30	39	39
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Rev. Dr. Frank Napier, Jr. School

(31-4010-080)

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2018-2019

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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 (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 (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	44	49	50	Met Standard	39	46	50	Not Met
White	*	58	50	**	*	52	52	**
Hispanic	47	49	49	Met Standard	38	46	47	Not Met
Black or African American	40	43	45	Met Standard	41.5	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	55.5	59	**	N	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	51	52	53	N	36.5	46	50	N
Male	38	46	47	N	39	45	51	N
Economically Disadvantaged Students	44.5	49	48	Met Standard	39	45	46	Not Met
Students with Disabilities	38	41	43	Not Met	24	41	45	Not Met
English Learners	51	51	52	**	48	49	50	**
Homeless Students	*	40	43	N	*	44	44	N
Students in Foster Care	N	46	42	N	N	50	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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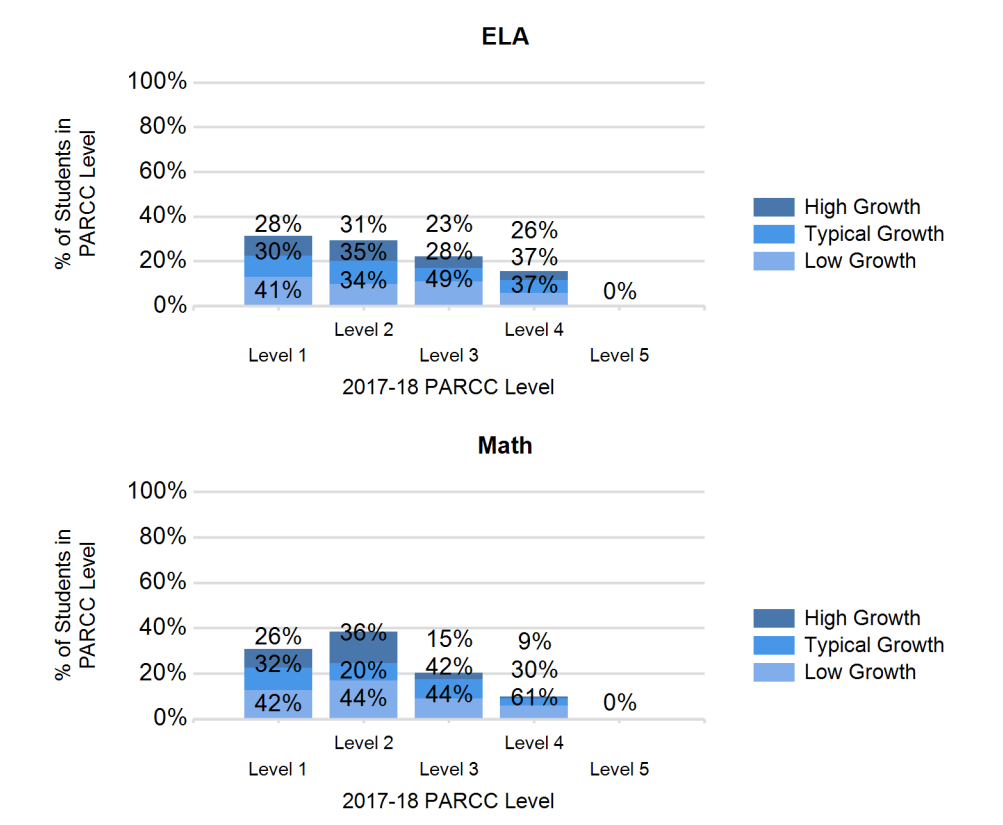
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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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.

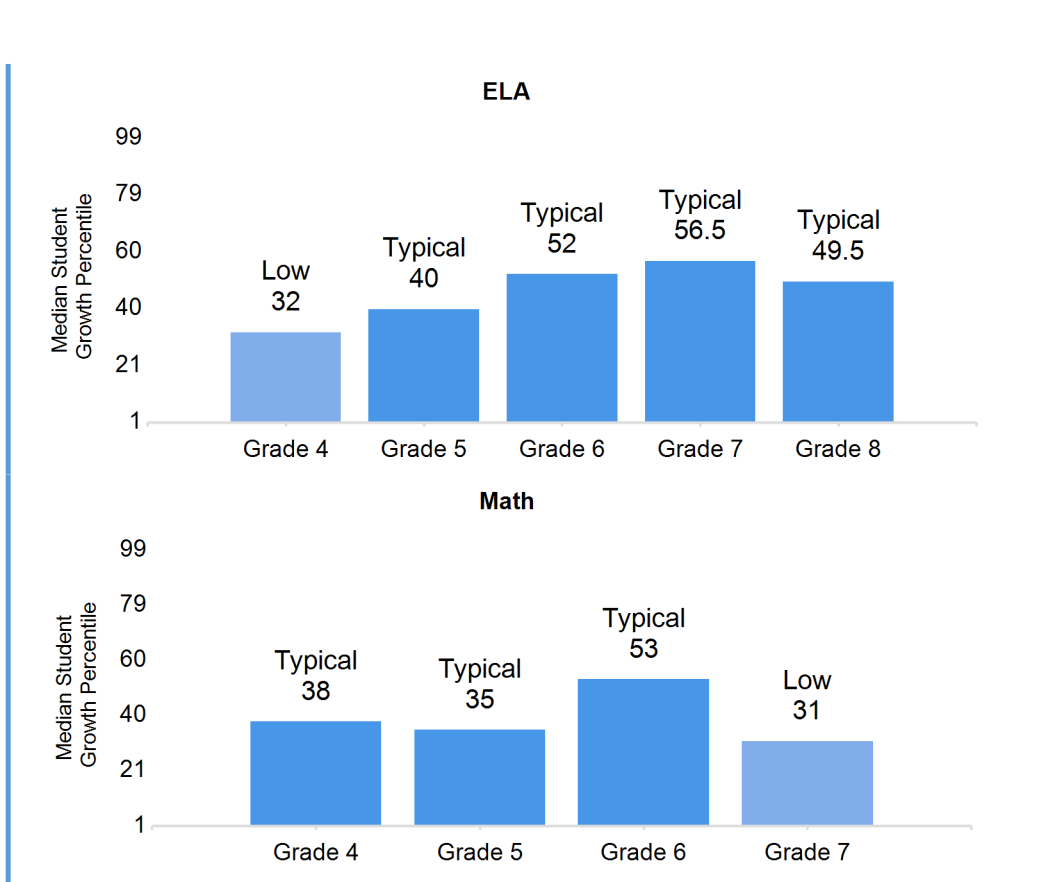
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



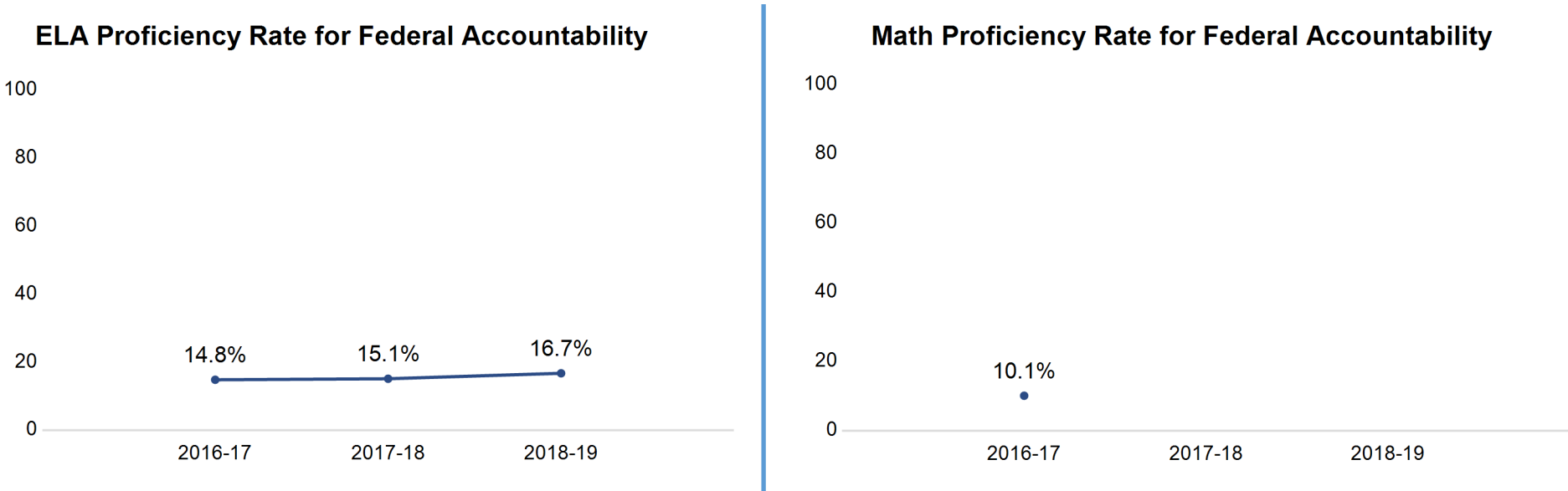


Rev. Dr. Frank Napier, Jr. School
(31-4010-080)
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2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.5%	99.2%	99.0%	99.7%	99.0%	99.5%
Proficiency Rate for Federal Accountability	14.8%	15.1%	16.7%	10.1%	*	*
Annual Target	18.3%	21.6%	24.8%	14.4%	17.8%	21.3%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Rev. Dr. Frank Napier, Jr. School
 (31-4010-080)
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 2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment. This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	365	99.0	16.7	30.2	57.9	16.7	24.8	Not Met
White	*	*	*	*	66.9	*	**	**
Hispanic	*	*	*	29.1	43.9	*	26.1	Not Met
Black or African American	181	99.5	14.4	24.9	38.5	14.4	22.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	54.9	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	176	98.5	22.7	36.4	64.8	22.7		
Male	189	99.5	11.1	24.5	51.3	11.1		
Economically Disadvantaged Students	289	99.0	15.6	30.3	40.0	15.6	24.8	Not Met
Non-Economically Disadvantaged Students	76	98.9	21.1	29.9	67.9	21.1		
Students with Disabilities	83	98.9	*	10.9	22.7	*	13.2	Not Met
Students without Disabilities	282	99.0	*	34.0	65.1	*		
English Learners	29	97.2	13.8	17.1	29.3	13.8	22.1	Met Target†
Non-English Learners	336	99.2	17.0	34.9	60.6	17.0		
Homeless Students	*	*	*	23.3	29.1	*		
Students In Foster Care	*	*	*	28.1	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

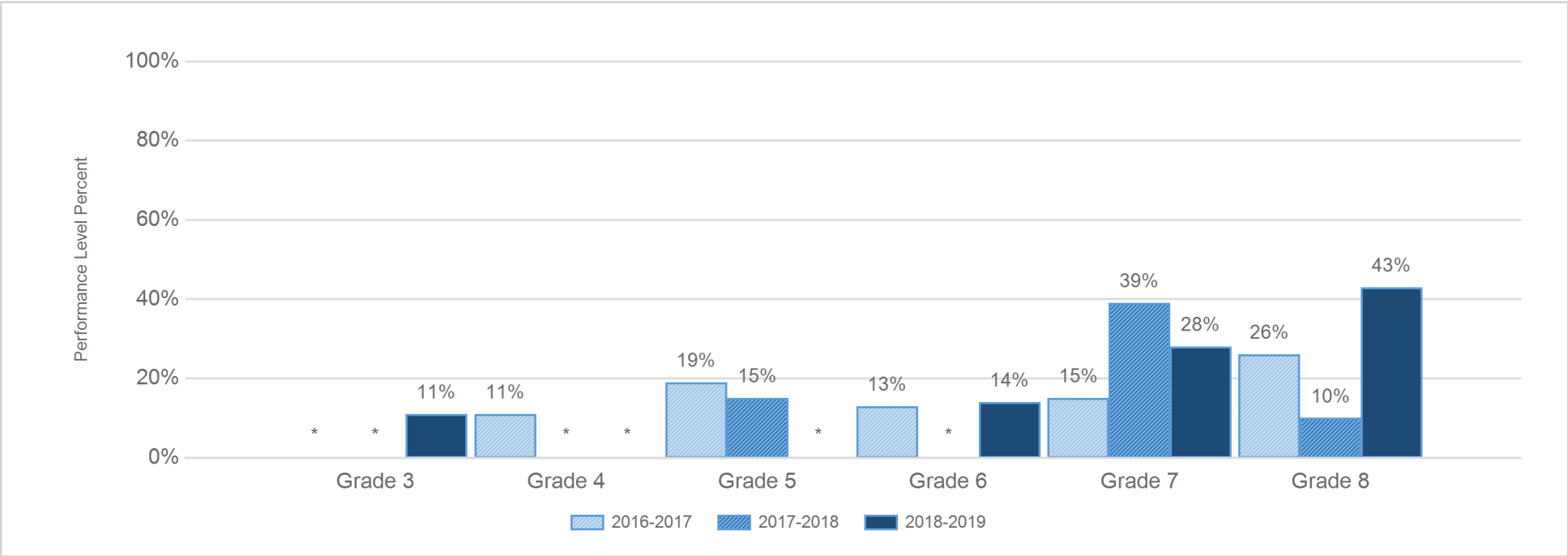


Rev. Dr. Frank Napier, Jr. School
(31-4010-080)
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Rev. Dr. Frank Napier, Jr. School
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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	75	706	721	748	45%	29%	15%	*	*	11%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	*	*	720	734	*	*	*	*	*	*	36%
Black or African American	40	701	715	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	33	709	*	753	39%	30%	*	*	*	12%	55%
Male	42	703	717	743	50%	29%	*	*	*	10%	46%
Economically Disadvantaged Students	*	*	721	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	720	759	*	*	*	*	*	*	61%
Students with Disabilities	22	685	690	719	*	*	*	*	*	*	24%
Students without Disabilities	53	714	725	754	*	*	*	*	*	*	56%
English Learners	*	*	695	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	728	751	*	*	*	*	*	*	54%
Homeless Students	*	*	712	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	83	713	732	755	*	*	*	*	*	*	57%
White	*	*	741	763	*	*	*	*	*	*	67%
Hispanic	*	*	730	743	*	*	*	*	*	*	44%
Black or African American	48	711	729	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	42	721	738	760	*	*	*	*	*	*	62%
Male	41	705	727	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	61	713	731	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	22	713	734	765	*	*	*	*	*	*	69%
Students with Disabilities	17	698	705	725	*	*	*	*	*	*	25%
Students without Disabilities	66	717	736	761	*	*	*	*	*	*	64%
English Learners	*	*	706	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	738	758	*	*	*	*	*	*	60%
Homeless Students	N	N	723	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	*	718	N	N	N	N	N	N	25%



Rev. Dr. Frank Napier, Jr. School
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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	67	714	734	756	*	*	*	*	*	*	58%
White	*	*	740	764	*	*	*	*	*	*	68%
Hispanic	41	713	732	743	*	*	*	*	*	*	44%
Black or African American	*	*	732	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	770	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	34	717	740	761	*	*	*	*	*	*	64%
Male	33	710	729	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	51	717	734	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	16	701	737	766	*	*	*	*	*	*	69%
Students with Disabilities	16	698	707	724	*	*	*	*	*	*	23%
Students without Disabilities	51	718	739	762	*	*	*	*	*	*	65%
English Learners	*	*	701	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	740	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Rev. Dr. Frank Napier, Jr. School
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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	59	721	734	754	20%	27%	39%	*	*	14%	56%
White	*	*	736	762	*	*	*	*	*	*	65%
Hispanic	34	723	733	743	*	29%	44%	*	*	12%	43%
Black or African American	*	*	730	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	759	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	29	729	741	762	*	*	*	*	*	*	64%
Male	30	713	*	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	40	717	734	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	19	730	735	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	703	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	740	761	*	*	*	*	*	*	64%
English Learners	*	*	702	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	*	*	727	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	*	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	40	731	734	761	*	*	35%	*	*	28%	63%
White	N	N	752	769	N	N	N	N	N	N	72%
Hispanic	21	739	*	747	*	*	*	*	*	43%	50%
Black or African American	19	722	729	741	*	*	*	*	*	11%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	25	732	742	769	*	*	*	*	*	32%	71%
Male	15	729	*	753	*	*	*	*	*	20%	55%
Economically Disadvantaged Students	*	*	732	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	739	771	*	*	*	*	*	*	73%
Students with Disabilities	10	695	700	720	*	*	*	*	*	*	22%
Students without Disabilities	30	743	740	769	*	*	*	*	*	*	71%
English Learners	*	*	689	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	741	763	*	*	*	*	*	*	65%
Homeless Students	*	*	721	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	63	736	735	762	16%	19%	22%	*	*	43%	63%
White	N	N	751	770	N	N	N	N	N	N	72%
Hispanic	25	743	734	747	*	*	*	*	*	52%	49%
Black or African American	38	731	729	741	*	*	*	*	*	37%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	758	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	29	748	*	771	*	*	*	*	*	55%	71%
Male	34	725	725	753	*	*	*	*	*	32%	55%
Economically Disadvantaged Students	43	737	734	743	*	*	*	*	*	42%	45%
Non-Economically Disadvantaged Students	20	734	739	772	*	*	*	*	*	45%	72%
Students with Disabilities	13	696	706	721	*	*	*	*	*	*	22%
Students without Disabilities	50	746	740	770	*	*	*	*	*	*	71%
English Learners	*	*	693	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	743	764	*	*	*	*	*	*	65%
Homeless Students	N	N	719	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%



Rev. Dr. Frank Napier, Jr. School
(31-4010-080)
Grades Offered: 02-08
2018-2019

Report Key:

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

Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	367	99.5	*	18.6	44.5	*	21.3	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	*	*	13.4	17.4	28.8	13.4	26.2	Not Met
Black or African American	182	100.0	*	13.1	23.0	*	14.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	41.9	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	178	99.5	*	18.9	44.9	*		
Male	189	99.5	*	18.3	44.2	*		
Economically Disadvantaged Students	290	99.3	*	18.8	26.3	*	21.3	Not Met
Non-Economically Disadvantaged Students	77	100.0	*	18.0	54.9	*		
Students with Disabilities	84	100.0	*	*	17.4	*	9	Not Met
Students without Disabilities	283	99.3	*	*	50.0	*		
English Learners	29	97.3	*	13.0	25.0	*	20.1	Met Target†
Non-English Learners	338	99.7	*	20.8	46.5	*		
Homeless Students	*	*	*	10.2	17.1	*		
Students In Foster Care	*	*	*	12.9	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

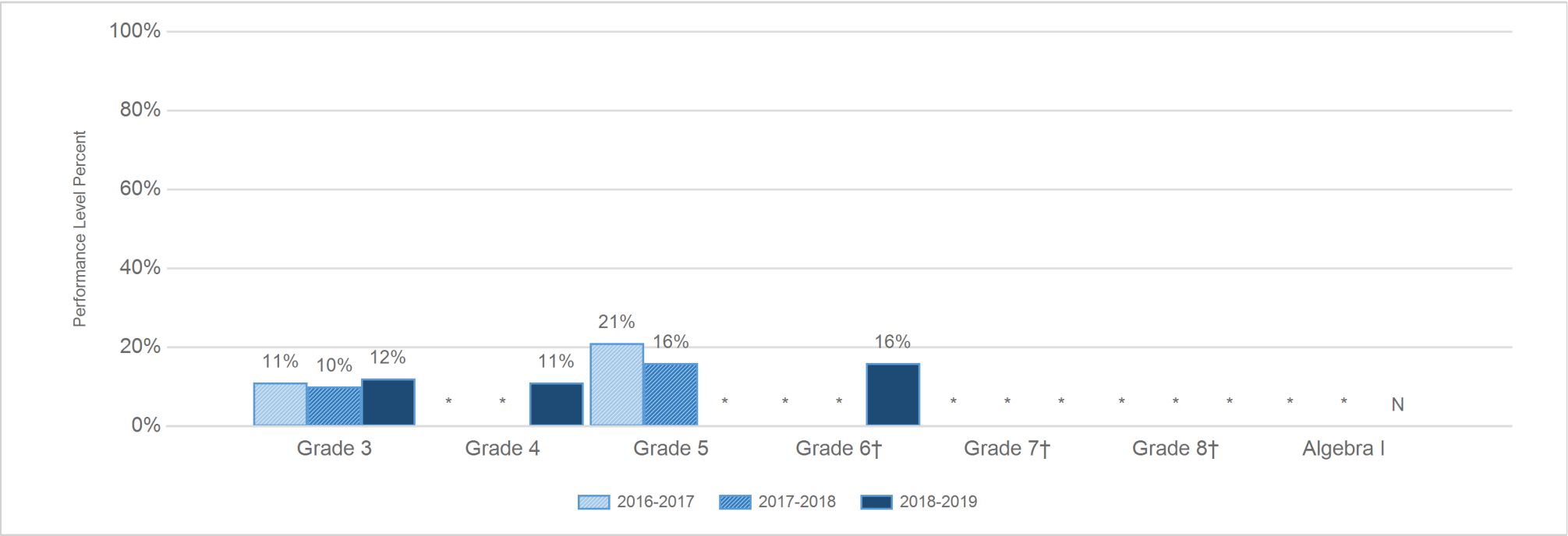


Rev. Dr. Frank Napier, Jr. School
(31-4010-080)
Grades Offered: 02-08
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Rev. Dr. Frank Napier, Jr. School
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	75	712	728	752	32%	35%	21%	*	*	12%	55%
White	*	*	743	760	*	*	*	*	*	*	66%
Hispanic	*	*	728	739	*	*	*	*	*	*	40%
Black or African American	40	697	720	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	33	712	*	751	*	*	*	*	*	*	54%
Male	42	711	728	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	*	*	729	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	724	761	*	*	*	*	*	*	67%
Students with Disabilities	22	716	706	731	*	45%	*	*	*	14%	31%
Students without Disabilities	53	710	731	756	*	30%	*	*	*	11%	60%
English Learners	*	*	715	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	733	754	*	*	*	*	*	*	58%
Homeless Students	*	*	715	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



Rev. Dr. Frank Napier, Jr. School

(31-4010-080)

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	84	711	726	749	36%	35%	19%	*	*	11%	51%
White	*	*	735	757	*	*	*	*	*	*	62%
Hispanic	*	*	724	737	*	*	*	*	*	*	36%
Black or African American	49	707	720	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	43	711	727	749	*	*	*	*	*	*	50%
Male	41	712	724	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	62	711	726	734	*	*	*	*	*	10%	32%
Non-Economically Disadvantaged Students	22	713	725	759	*	*	*	*	*	14%	63%
Students with Disabilities	18	696	706	726	*	*	*	*	*	*	25%
Students without Disabilities	66	715	729	754	*	*	*	*	*	*	56%
English Learners	*	*	709	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	730	751	*	*	*	*	*	*	54%
Homeless Students	N	N	721	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



Rev. Dr. Frank Napier, Jr. School

(31-4010-080)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	67	711	727	747	*	*	*	*	*	*	47%
White	*	*	733	755	*	*	*	*	*	*	58%
Hispanic	41	711	725	735	*	*	*	*	*	*	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	34	710	*	747	*	*	*	*	*	*	47%
Male	33	712	*	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	51	712	727	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	16	708	727	757	*	*	*	*	*	*	59%
Students with Disabilities	16	702	707	725	*	*	*	*	*	*	19%
Students without Disabilities	51	714	730	752	*	*	*	*	*	*	52%
English Learners	*	*	709	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	730	749	*	*	*	*	*	*	49%
Homeless Students	*	*	720	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	61	718	722	741	21%	36%	26%	16%	0%	16%	41%
White	*	*	731	749	*	*	*	*	*	*	51%
Hispanic	36	718	721	729	*	39%	*	*	*	17%	24%
Black or African American	*	*	717	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	744	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	31	718	724	742	*	32%	*	*	*	13%	42%
Male	30	718	*	740	*	40%	*	*	*	20%	40%
Economically Disadvantaged Students	41	714	722	726	*	*	*	*	*	15%	21%
Non-Economically Disadvantaged Students	20	728	722	750	*	*	*	*	*	20%	53%
Students with Disabilities	*	*	701	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	726	746	*	*	*	*	*	*	46%
English Learners	*	*	706	709	*	*	*	*	*	*	*
Non-English Learners	*	*	725	743	*	*	*	*	*	*	*
Homeless Students	*	*	707	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%



Rev. Dr. Frank Napier, Jr. School
(31-4010-080)
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	40	711	725	744	*	*	*	*	*	*	42%
White	N	N	735	751	N	N	N	N	N	N	53%
Hispanic	21	712	724	733	*	*	*	*	*	*	26%
Black or African American	19	711	719	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	25	710	726	744	*	*	*	*	*	*	42%
Male	15	714	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	724	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	727	751	*	*	*	*	*	*	53%
Students with Disabilities	10	697	705	718	*	*	*	*	*	*	13%
Students without Disabilities	30	716	728	749	*	*	*	*	*	*	48%
English Learners	*	*	710	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	728	745	*	*	*	*	*	*	44%
Homeless Students	*	*	712	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%


Rev. Dr. Frank Napier, Jr. School

(31-4010-080)

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	63	708	708	728	*	*	*	*	*	*	29%
White	N	N	715	737	N	N	N	N	N	N	38%
Hispanic	25	716	708	722	*	*	*	*	*	*	22%
Black or African American	38	702	703	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	720	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	29	711	711	731	*	*	*	*	*	*	31%
Male	34	705	704	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	43	709	708	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	20	705	705	735	*	*	*	*	*	*	36%
Students with Disabilities	13	692	693	707	*	*	*	*	*	*	10%
Students without Disabilities	50	712	711	734	*	*	*	*	*	*	35%
English Learners	*	*	700	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	710	730	*	*	*	*	*	*	30%
Homeless Students	N	N	702	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%



Rev. Dr. Frank Napier, Jr. School
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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	N	N	718	744	N	N	N	N	N	N	42%
White	N	N	733	752	N	N	N	N	N	N	53%
Hispanic	N	N	718	728	N	N	N	N	N	N	24%
Black or African American	N	N	710	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	N	N	720	745	N	N	N	N	N	N	44%
Male	N	N	717	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	719	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	715	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	701	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	720	748	N	N	N	N	N	N	47%
English Learners	N	N	703	710	N	N	N	N	N	N	*
Non-English Learners	N	N	722	745	N	N	N	N	N	N	*
Homeless Students	N	N	697	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%


Rev. Dr. Frank Napier, Jr. School

(31-4010-080)

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† This indicates a table specific note, see note below table

DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
4	N	N
5	N	N
6	N	N
7	N	N
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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	29.4%	**	**

† 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	*	*	*
3-4	*	*	*
5 or more	10	90.0%	10.0%



Rev. Dr. Frank Napier, Jr. School
(31-4010-080)
Grades Offered: 02-08
2018-2019

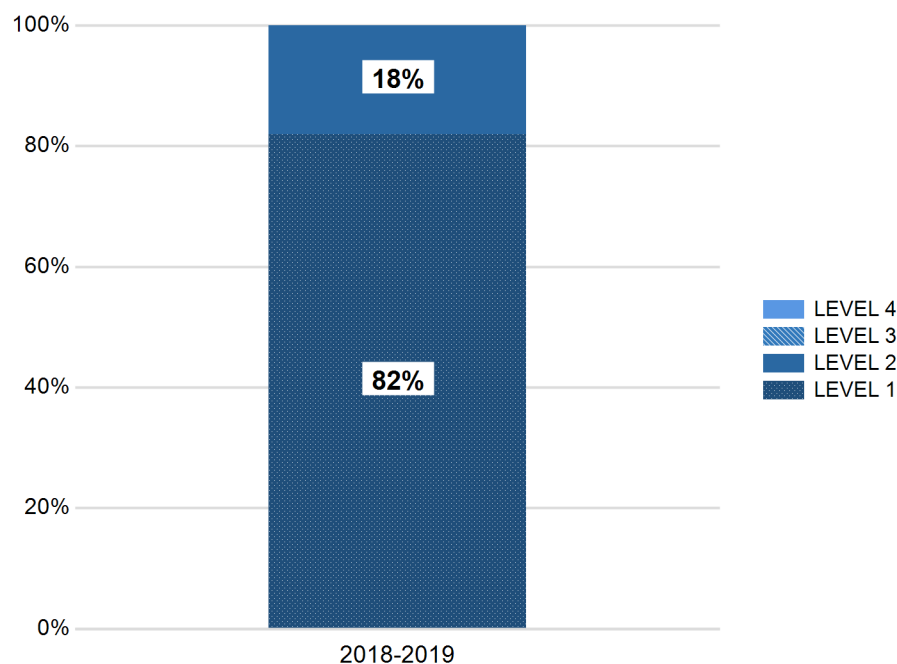
Report Key:

- * Data is not displayed in order to protect student privacy
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- N No Data is available to display
- † This indicates a table specific note, see note below table

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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	82	18	0	0
White	*	*	*	*
Hispanic	78	22	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	82	18	0	0
Male	82	18	0	0
Economically Disadvantaged Students	82	18	0	0
Non-Economically Disadvantaged Students	81	19	0	0
Students with Disabilities	88	13	0	0
Students without Disabilities	80	20	0	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



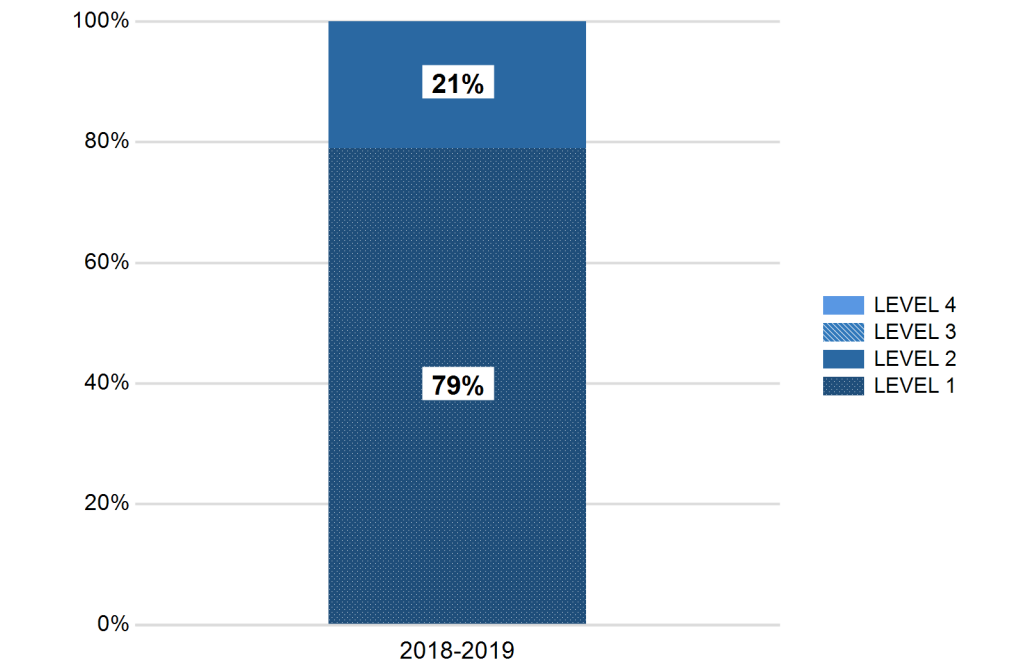
Rev. Dr. Frank Napier, Jr. School
(31-4010-080)
Grades Offered: 02-08
2018-2019

Report Key:
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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	79	21	0	0
White	N	N	N	N
Hispanic	72	28	0	0
Black or African American	84	16	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	75	25	0	0
Male	82	18	0	0
Economically Disadvantaged Students	81	19	0	0
Non-Economically Disadvantaged Students	75	25	0	0
Students with Disabilities	85	15	0	0
Students without Disabilities	78	22	0	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Rev. Dr. Frank Napier, Jr. School
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2018-2019

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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	59
7	0	0	42
8	0	0	65
Total	0	0	166

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	57	0	0	0	0	0	0
7	41	0	0	0	0	0	0
8	65	0	0	0	0	0	0
Total	163	0	0	0	0	0	0



Rev. Dr. Frank Napier, Jr. School
(31-4010-080)
Grades Offered: 02-08
2018-2019

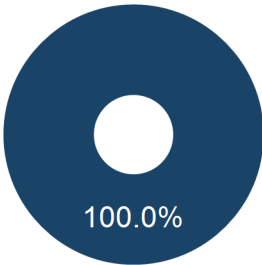
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Visual and Performing Arts – Course Participation

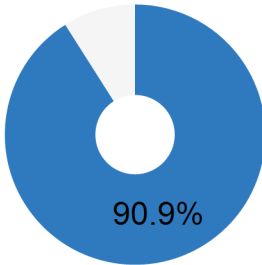
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

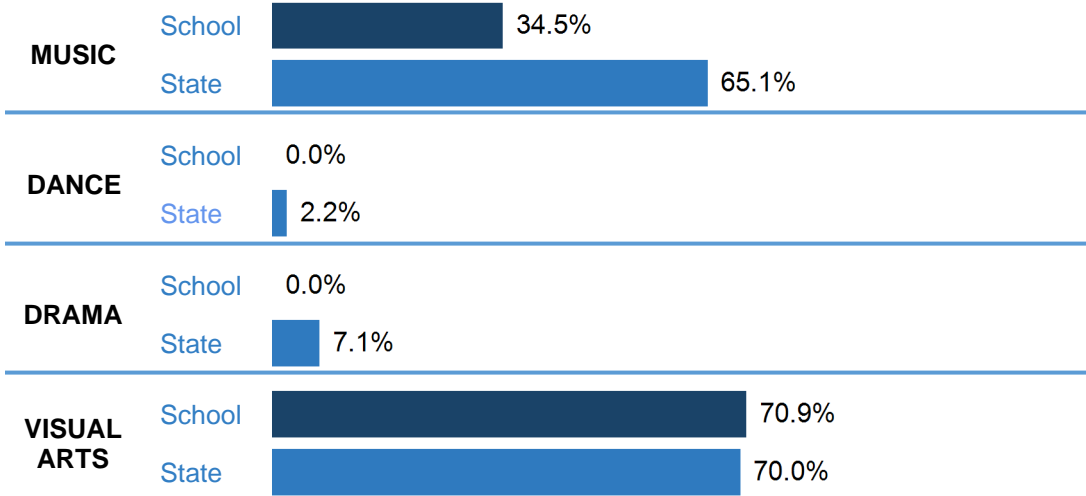


School



State

Students enrolled in one or more classes by discipline:





Rev. Dr. Frank Napier, Jr. School
 (31-4010-080)
 Grades Offered: 02-08
 2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

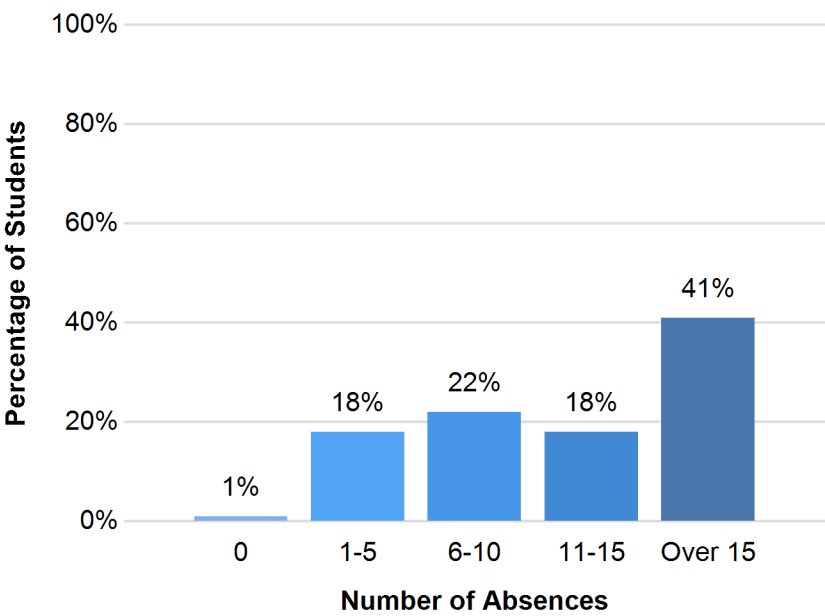
Chronic Absenteeism

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	151	35.0	8.3	Not Met
White	*	*	**	**
Hispanic	*	*	8.3	Not Met
Black or African American	89	41.8	8.3	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	76	35.3		
Male	75	34.6		
Economically Disadvantaged Students	130	36.4	8.3	Not Met
Students with Disabilities	35	34.0	8.3	Not Met
English Learners	7	26.9	8.3	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





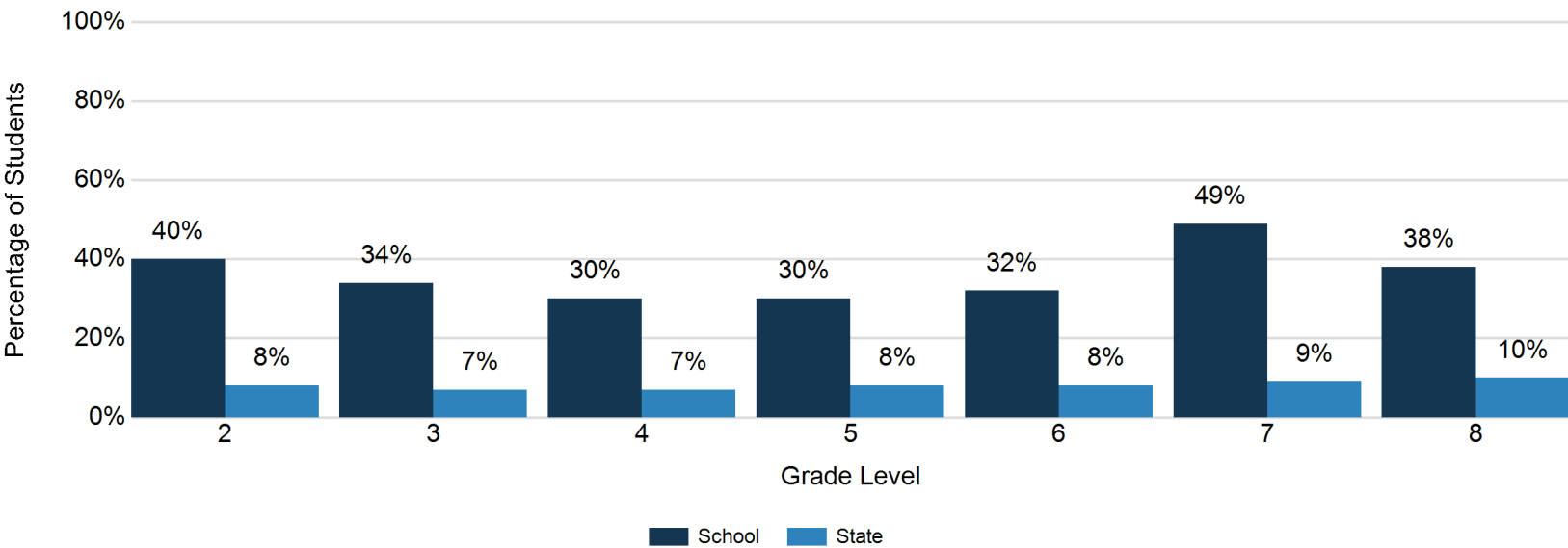
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Chronic Absenteeism by Grade

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





Rev. Dr. Frank Napier, Jr. School
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 Grades Offered: 02-08
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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)	17
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	3.91

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	1	0	1
Other	13	14	27
No Identified Nature	0		0

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)	3
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	12	2.8%
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
52

**Rev. Dr. Frank Napier, Jr. School**

(31-4010-080)

Grades Offered: 02-08

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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	32	118,214
Average years experience in public schools	15.8	12.1
Average years experience in district	15.8	10.8
Percentage of Teachers with 4 or more years experience in the district	81.3%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	87:1	122:1
Teachers to Administrators	6:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.7%	78.1%	80.0%	48.4%	77.1%	54.9%
Male	50.3%	21.9%	20.0%	51.6%	22.9%	45.1%
White	2.1%	50.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	49.0%	12.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	49.0%	31.3%	80.0%	15.0%	6.6%	13.9%
Asian	0.0%	3.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	3.1%	20.0%	2.1%	0.2%	0.2%



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Key terms for staff data:

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Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

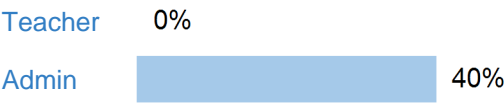
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	91.6%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
 Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	14.8%	15.1%	16.7%
Math Proficiency	10.1%	*	*
ELA Growth	44	38	44
Math Growth	30	39	39
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		25.0%	29.4%
Chronic Absenteeism	19.0%	27.1%	35.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Rev. Dr. Frank Napier, Jr. School

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Met Standard	Not Met	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	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).

**Rev. Dr. Frank Napier, Jr. School**

(31-4010-080)

Grades Offered: 02-08

2018-2019

Report Key:

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** 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 the school or district directly.



Highlights:

- The learning environment is modern, comfortable, suitably equipped, technologically and specifically designed for specific learning needs.
- The facilities are continuously upgraded to keep pace with the demands of the educational and extra-curricular programs.

Mission, Vision,
Theme:

Mission: To develop out student's character and intellect in order for them to function successfully in life. Vision: Dedication to drawing out in an excellent manner, that which is within every student, with character and intellect being our cornerstones.






Rev. Dr. Frank Napier, Jr. School
 (31-4010-080)
 Grades Offered: 02-08
 2018-2019

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 <div>Courses, Curriculum, Instruction:</div>	<p>Dr. Frank Napier, Jr. School offers a robust curriculum outlined by the Paterson Public Schhol District in all content areas for students in Grades 1-8.</p>
 <div>Sports and Athletics:</div>	<p>Sports Offered: Basketball (Boys & Girls)</p> <p>Dr. Frank Napier, Jr. School offers students in Grades 6-8 the opportunity to participate in the Taub Doby Basketball Team that includes both males and females.</p>
 <div>Clubs and Activities:</div>	<p>Dr. Frank Napier, Jr. School offers students in Grades 5-8 the opportunity to participate in the Taub/Doby Cheerleading Squad, which is open to males and females. The chosen squad will particiapte in the yearly cheerleading competition.</p>





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(31-4010-080)
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School Narrative

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 <div>Before and After School Programs:</div>	Under the direction of the Full Service Community School the Boys and Girls Club offers an After School Program for all school age children from 3:00 pm-6:30 pm. Homework Hhelp and recreational activities are provided.
 <div>Staff and Professional Learning:</div>	This year Dr. Frank Napier, Jr. School teachers will be engaged in professional development sessions on the importance of smal group instruction in the classroom. Teachers will be provided opportunities during Grade Level meetings to collaborate and support this initiative.






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School Narrative

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 <div>Student Supports and Services:</div>	<p>Dr. Frank Napier, Jr. School provides support and services for all students based upon their needs. ELL students while exposed to grade level content also receives Supplemental ESL instruction during the school day. Students with Disabilities have their needs met by providing Self-Contained classes, Pull-Out Replacement classes and an Inclusion Model for student learning. The Full Service Community School is staffed to assist students who are experiencing learning, behavior and health difficulties.</p>
 <div>Student Health and Wellness:</div>	<p>Dr. Frank Napier, Jr. School supports the Healthy Food in Schools Initiative. Breakfast After the Bell is a program that provides each student with a free nutritious breakfast daily. All students are provided a 20 minute outdoor recess period during their lunch time.</p>
 <div>Parent and Community Involvement:</div>	<p>Dr. Frank Napier, Jr. School has an active Parent Teacher Organization under the direction of the assigned Parent Coordinator. Working in conjunction with the Full Service Community School parent workshops and events are coordinated. A Parent Portal is available through Infinite Campus so that parents can monitor their child's progress through the school year. Each parent is provided a district access code.</p>

**Rev. Dr. Frank Napier, Jr. School**

(31-4010-080)

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<p>All students at Dr. Frank Napier, Jr. School benefit from a large gymnasium, auditorium, library, tech zone classrooms, and an art room. Two classrooms have been renovated to make three new classrooms for additional students. Additional facilities include a playground area and an adjacent softball field. The school Auditorium is being equipped with air conditioning.</p>
 <p>School Safety:</p>	<p>School Safety is a priority at Dr. Frank Napier, Jr. for all staff and students. Staff and students are engaged in Fire/Safety Drills monthly in order to practice for emergencies in case they arise. The school is staffed with an SRO detective as well as a Board Guard and Security staff to ensure optimal safety on all floors of the building.</p>




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School Narrative

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 <div>Technology and STEM:</div>	Dr. Frank Napier, Jr. School is equipped with five Tech Zone rooms that support student use of technology during the instructional day. Classrooms are also equipped with Smart or Interactive Boards for teacher and student use. Chromebooks are also used to provide students with one to one devices for intervention resources.
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Roberto Clemente
(31-4010-315)
Grades Offered: KG-05
2018-2019

Report Key:

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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 at 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

Notes from the New Jersey Department of Education:



Roberto Clemente
(31-4010-315)
Grades Offered: KG-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Ms. Lourdes Rodriguez
Address	434 ROSA PARKS BLVD PATERSON, NJ 07501
Phone Number	973-321-0340
Email Address	lrodrigu@paterson.k12.nj.us
Website	https://rc-pps-nj.schoolloop.com/



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	52	52	54
1	66	58	51
2	69	76	59
3	44	77	59
4	52	48	76
5	50	49	45
Total	333	360	344

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	54.1%	53.9%	51.2%
Male	45.9%	46.1%	48.8%
Economically Disadvantaged Students	92.5%	90.6%	74.1%
Students with Disabilities	10.8%	8.6%	10.2%
English Learners	30.6%	33.3%	37.8%
Homeless Students	0.9%	0.8%	2.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	0.3%	0.8%	0.3%
Hispanic	85.6%	85.0%	87.2%
Black or African American	14.1%	14.2%	12.5%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	52	52	54

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	74.4%
English	25.3%
Other Languages	0.3%



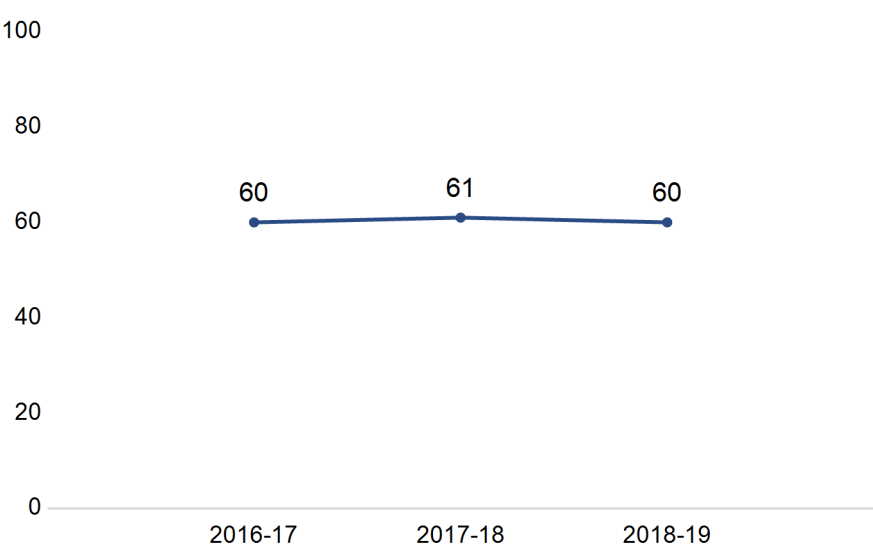
Roberto Clemente
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Grades Offered: KG-05
2018-2019

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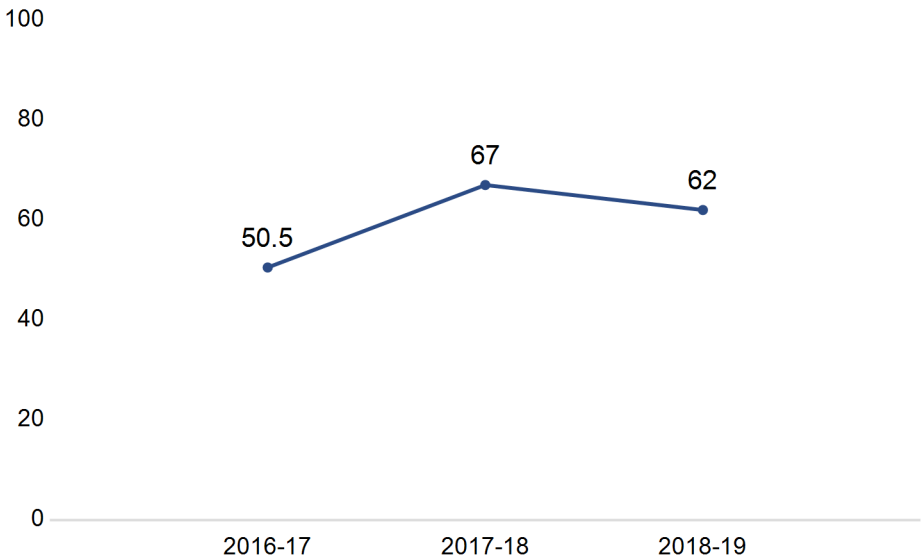
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60	61	60	50.5	67	62
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	60	49	50	Exceeds Standard	62	46	50	Exceeds Standard
White	N	58	50	**	N	52	52	**
Hispanic	58	49	49	Met Standard	62	46	47	Exceeds Standard
Black or African American	67.5	43	45	**	64.5	43	43	**
Asian, Native Hawaiian, or Pacific Islander	N	55.5	59	**	N	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	59	52	53	N	60	46	50	N
Male	61	46	47	N	63	45	51	N
Economically Disadvantaged Students	58	49	48	Met Standard	62	45	46	Exceeds Standard
Students with Disabilities	58.5	41	43	**	77.5	41	45	**
English Learners	61	51	52	Exceeds Standard	25	49	50	Not Met
Homeless Students	*	40	43	N	*	44	44	N
Students in Foster Care	N	46	42	N	N	50	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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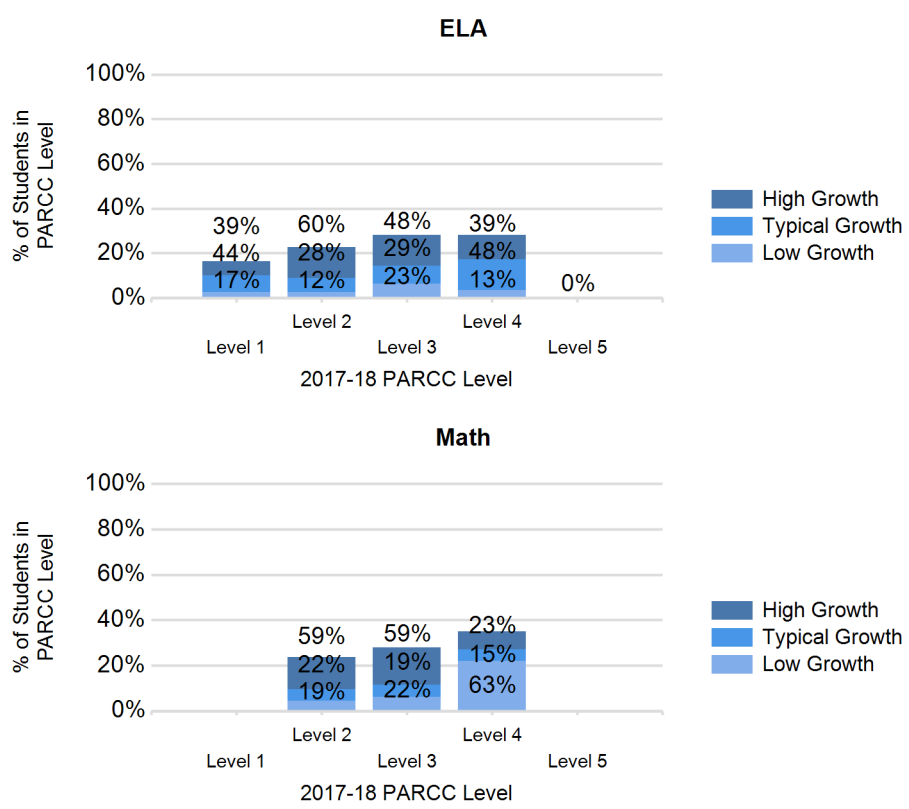
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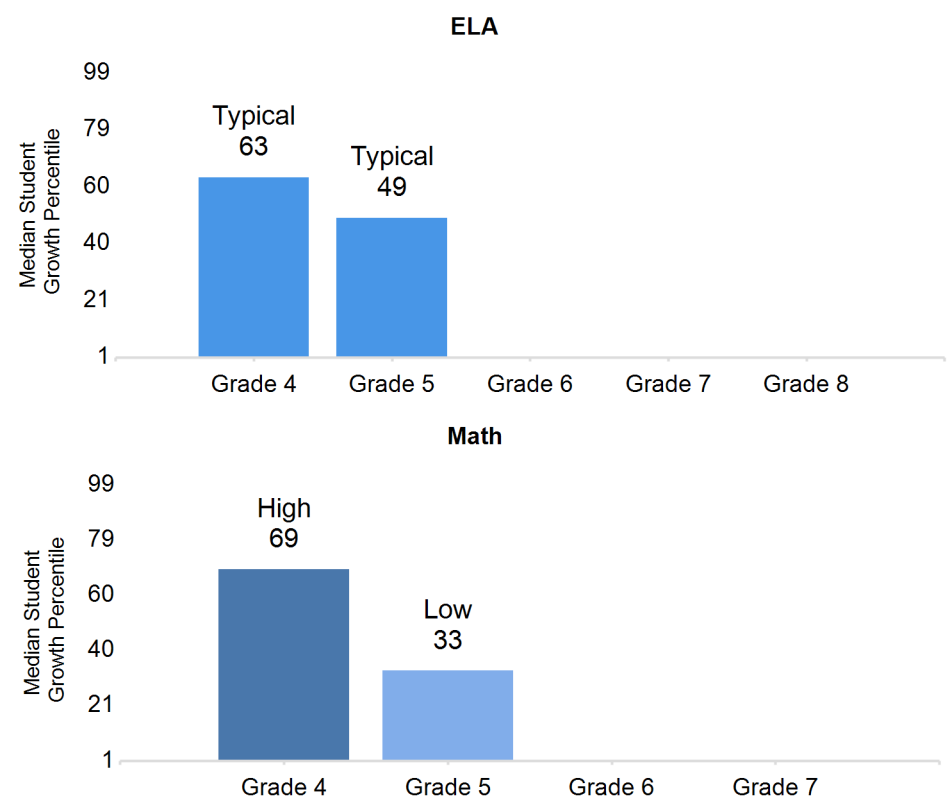
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



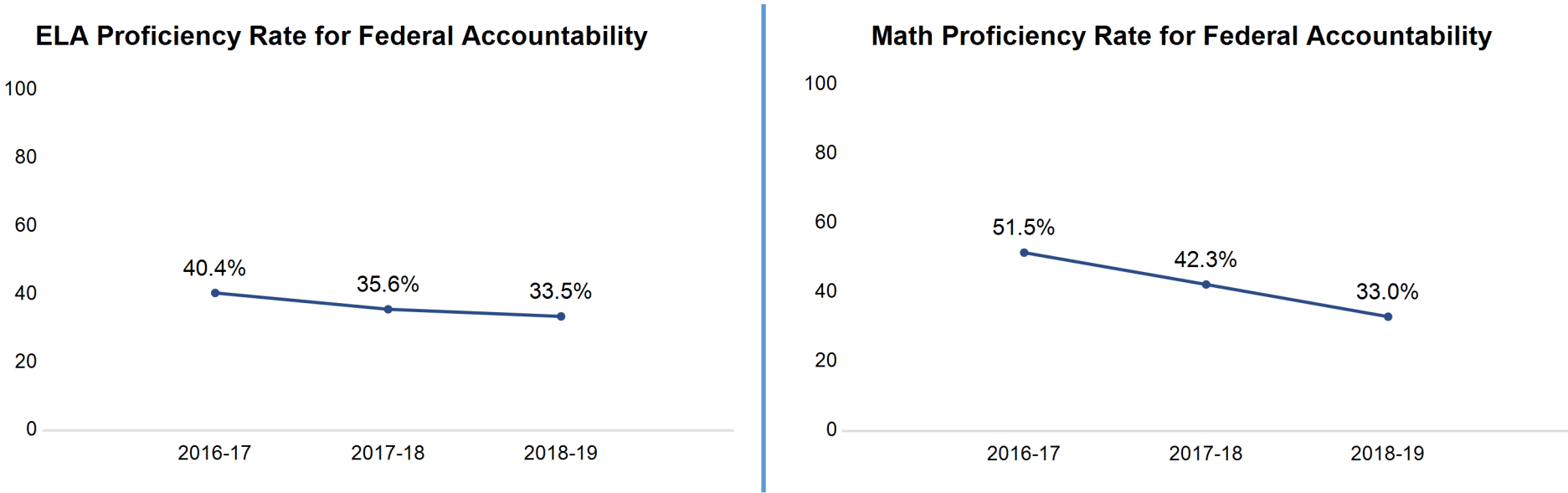


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	40.4%	35.6%	33.5%	51.5%	42.3%	33.0%
Annual Target	36.6%	38.9%	41.2%	51.5%	53.0%	54.5%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	176	100.0	33.5	30.2	57.9	33.5	41.2	Not Met
White	N	N	N	*	66.9	N	**	**
Hispanic	150	100.0	34.7	29.1	43.9	34.7	42.2	Not Met
Black or African American	26	100.0	26.9	24.9	38.5	26.9	20.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	54.9	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	94	100.0	39.4	36.4	64.8	39.4		
Male	82	100.0	26.8	24.5	51.3	26.8		
Economically Disadvantaged Students	*	*	*	30.3	40.0	*	41.3	Not Met
Non-Economically Disadvantaged Students	*	*	*	29.9	67.9	*		
Students with Disabilities	16	100.0	*	10.9	22.7	*	**	**
Students without Disabilities	160	100.0	*	34.0	65.1	*		
English Learners	69	100.0	37.7	17.1	29.3	37.7	41.6	Met Target†
Non-English Learners	107	100.0	30.8	34.9	60.6	30.8		
Homeless Students	*	*	*	23.3	29.1	*		
Students In Foster Care	N	N	N	28.1	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

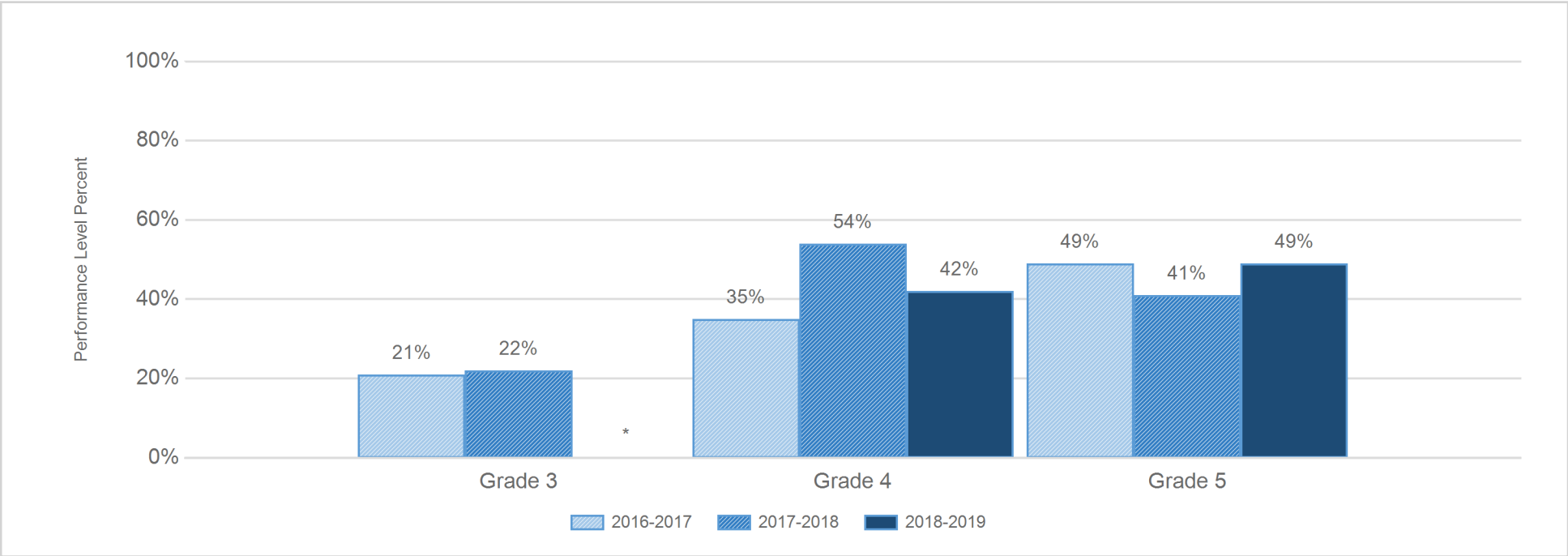


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	57	718	721	748	*	*	*	*	*	*	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	*	*	720	734	*	*	*	*	*	*	36%
Black or African American	*	*	715	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	33	723	*	753	*	*	*	*	*	*	55%
Male	24	711	717	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	721	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	720	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	690	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	21	711	695	713	*	*	*	*	*	*	17%
Non-English Learners	36	722	728	751	*	*	*	*	*	*	54%
Homeless Students	*	*	712	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	76	741	732	755	13%	17%	28%	*	*	42%	57%
White	N	N	741	763	N	N	N	N	N	N	67%
Hispanic	66	741	730	743	*	*	*	*	*	41%	44%
Black or African American	10	742	729	739	*	*	*	*	*	50%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	38	739	738	760	*	*	*	*	*	42%	62%
Male	38	743	727	750	*	*	*	*	*	42%	53%
Economically Disadvantaged Students	*	*	731	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	734	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	761	*	*	*	*	*	*	64%
English Learners	20	731	706	720	*	*	*	*	*	40%	17%
Non-English Learners	56	744	738	758	*	*	*	*	*	43%	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	*	718	N	N	N	N	N	N	25%



Roberto Clemente
(31-4010-315)
Grades Offered: KG-05
2018-2019

Report Key:
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N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	45	748	734	756	*	*	33%	*	*	49%	58%
White	N	N	740	764	N	N	N	N	N	N	68%
Hispanic	*	*	732	743	*	*	*	*	*	*	44%
Black or African American	*	*	732	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	770	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	26	756	740	761	*	*	*	*	*	62%	64%
Male	19	737	729	750	*	*	*	*	*	32%	52%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	737	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	*	*	701	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	740	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Roberto Clemente
(31-4010-315)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	176	100.0	33.0	18.6	44.5	33.0	54.5	Not Met
White	N	N	N	*	54.1	N	**	**
Hispanic	150	100.0	35.3	17.4	28.8	35.3	60.4	Not Met
Black or African American	26	100.0	19.2	13.1	23.0	19.2	12.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	41.9	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	94	100.0	29.8	18.9	44.9	29.8		
Male	82	100.0	36.6	18.3	44.2	36.6		
Economically Disadvantaged Students	*	*	*	18.8	26.3	*	54.8	Not Met
Non-Economically Disadvantaged Students	*	*	*	18.0	54.9	*		
Students with Disabilities	16	100.0	25.0	*	17.4	25.0	**	**
Students without Disabilities	160	100.0	33.8	*	50.0	33.8		
English Learners	69	100.0	34.8	13.0	25.0	34.8	72.2	Not Met
Non-English Learners	107	100.0	31.8	20.8	46.5	31.8		
Homeless Students	*	*	*	10.2	17.1	*		
Students In Foster Care	N	N	N	12.9	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

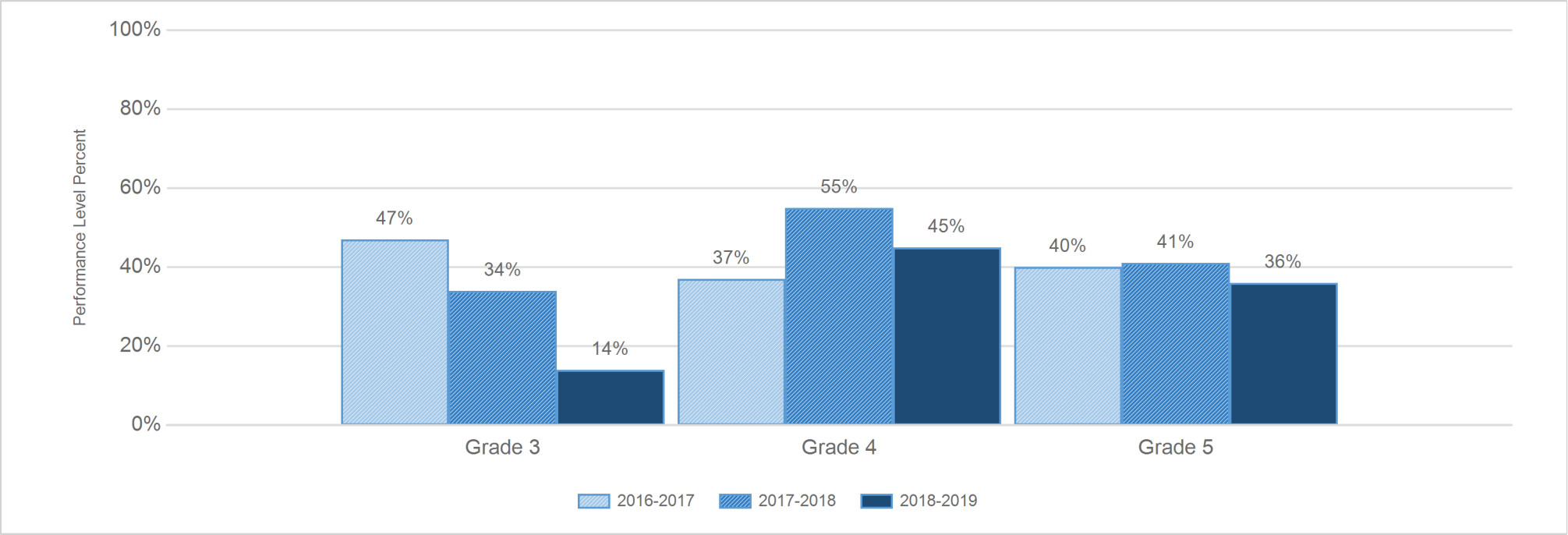


Roberto Clemente
(31-4010-315)
Grades Offered: KG-05
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	59	722	728	752	22%	31%	34%	*	*	14%	55%
White	N	N	743	760	N	N	N	N	N	N	66%
Hispanic	*	*	728	739	*	*	*	*	*	*	40%
Black or African American	*	*	720	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	34	722	*	751	*	*	29%	*	*	15%	54%
Male	25	720	728	752	*	*	40%	*	*	12%	56%
Economically Disadvantaged Students	*	*	729	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	724	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	706	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	731	756	*	*	*	*	*	*	60%
English Learners	23	729	715	728	*	*	*	*	*	*	26%
Non-English Learners	36	716	733	754	*	*	*	*	*	*	58%
Homeless Students	*	*	715	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	76	744	726	749	*	13%	37%	*	*	45%	51%
White	N	N	735	757	N	N	N	N	N	N	62%
Hispanic	66	744	724	737	*	*	36%	*	*	45%	36%
Black or African American	10	742	720	731	*	*	*	*	*	40%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	38	739	727	749	*	*	37%	*	*	37%	50%
Male	38	749	724	749	*	*	37%	*	*	53%	52%
Economically Disadvantaged Students	*	*	726	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	725	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	706	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	729	754	*	*	*	*	*	*	56%
English Learners	20	726	709	722	*	*	*	*	*	25%	18%
Non-English Learners	56	750	730	751	*	*	*	*	*	52%	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	45	742	727	747	0%	29%	36%	*	*	36%	47%
White	N	N	733	755	N	N	N	N	N	N	58%
Hispanic	*	*	725	735	*	*	*	*	*	*	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	26	741	*	747	0%	*	*	*	*	35%	47%
Male	19	742	*	747	0%	*	*	*	*	37%	47%
Economically Disadvantaged Students	*	*	727	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	727	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	730	752	*	*	*	*	*	*	52%
English Learners	*	*	709	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	730	749	*	*	*	*	*	*	49%
Homeless Students	*	*	720	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
5	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	53.2%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	45	*	*
3-4	54	88.9%	11.1%
5 or more	26	88.5%	11.5%



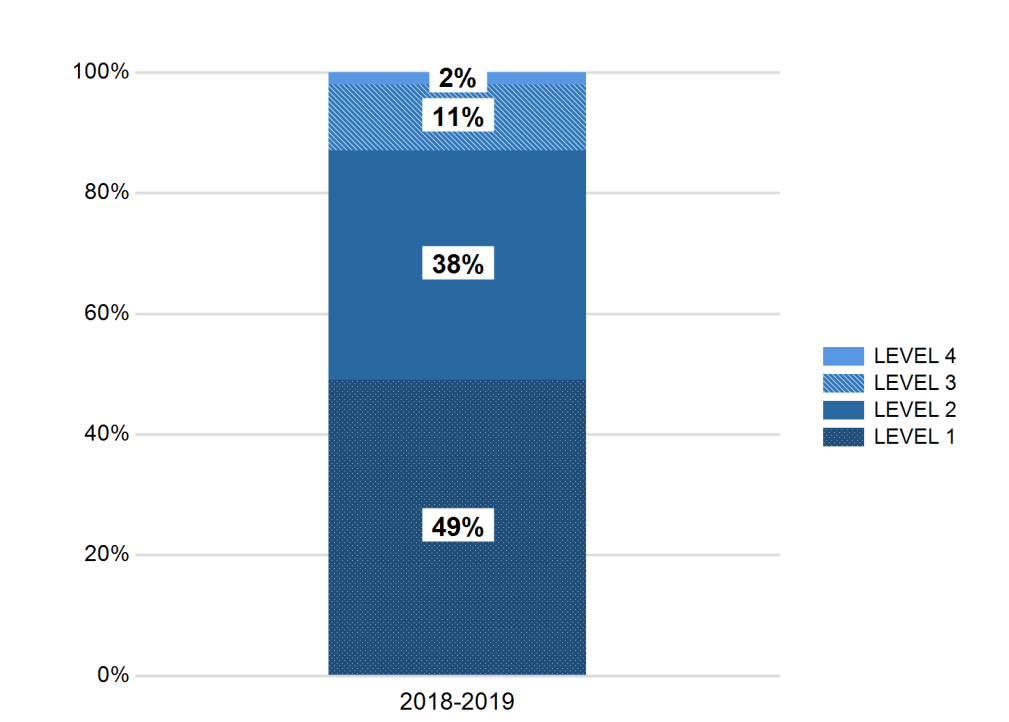
Roberto Clemente
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	49	38	11	2
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	46	42	12	0
Male	53	32	11	5
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

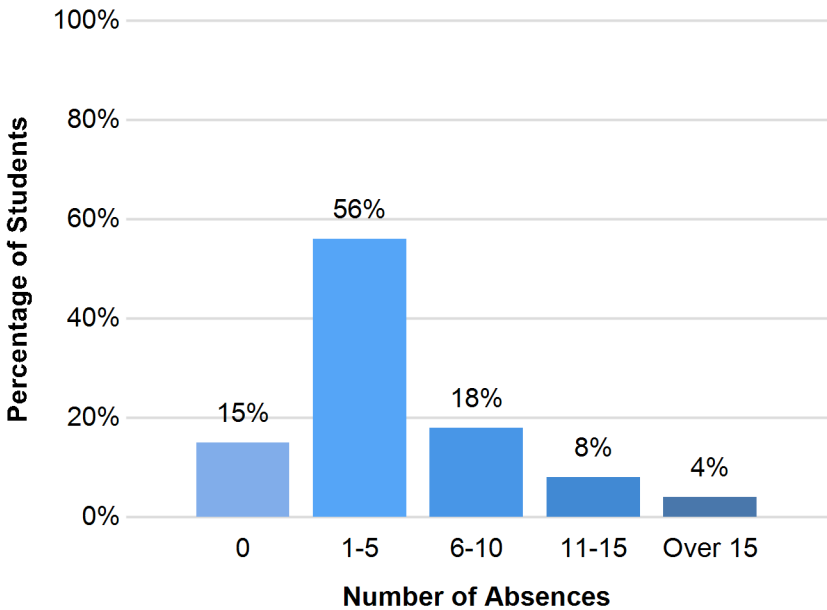
Chronic Absenteeism

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	11	3.2	8.9	Met
White	*	*	**	**
Hispanic	7	2.3	8.9	Met
Black or African American	*	*	8.9	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	7	4.0		
Male	4	2.4		
Economically Disadvantaged Students	11	4.3	8.9	Met
Students with Disabilities	3	8.6	8.9	Met
English Learners	2	1.5	8.9	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





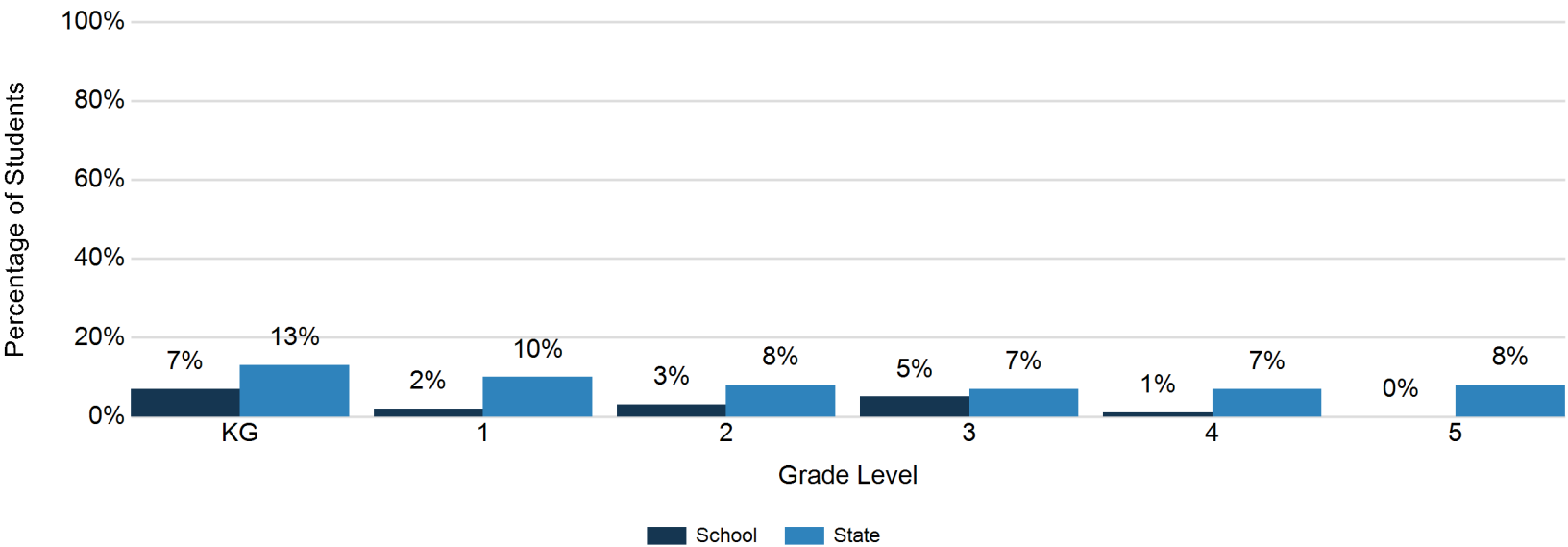
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Chronic Absenteeism by Grade

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





Roberto Clemente

(31-4010-315)

Grades Offered: KG-05

2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.29

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1	2
No Identified Nature	0		0

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

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



Roberto Clemente
(31-4010-315)
Grades Offered: KG-05
2018-2019

Report Key:
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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	2.0:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	21	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	71.4%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

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	16:1	13:1
Students to Administrators	344:1	122:1
Teachers to Administrators	21:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.2%	71.4%	100.0%	48.4%	77.1%	54.9%
Male	48.8%	28.6%	0.0%	51.6%	22.9%	45.1%
White	0.3%	38.1%	0.0%	42.4%	83.6%	77.4%
Hispanic	87.2%	61.9%	100.0%	29.9%	7.3%	7.2%
Black or African American	12.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Roberto Clemente
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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	92.8%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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2018-2019

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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	40.4%	35.6%	33.5%
Math Proficiency	51.5%	42.3%	33.0%
ELA Growth	60	61	60
Math Growth	50	67	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		55.6%	53.2%
Chronic Absenteeism	3.3%	4.5%	3.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Exceeds Standard	Exceeds Standard	Met Target†	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	Met Target	Met Target	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	Met	No
English Learners	Met Target†	Not Met	Exceeds Standard	Not Met	Not Met	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 the school or district directly.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> We believe that for our students to succeed they must be in school. During the 18-19 school year our monthly attendance ranged from 96.34% to 98.54%. Monthly chronic absenteeism ranged 4.39% to 2.90%. In 4th grade 42.1% of students met/exceeded expectations in language arts and 48.9% in mathematics.At the 5th grade level 44.7% achieved in language arts and 35.6% in mathematics.Includes all groups. Our Latino population is over 85% and over 40% of our pupils are in the ELL Program.Immigrants have never seen snow.Imagine going skiing! Our school was awarded 2 grants to have our 5th graders ski.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Mission: To provide a nurturing environment which enables each student to pursue academic excellence, experience success, develop self-esteem and an appreciation of the cultural-racial diversity of our society. Vision: To develop independent, lifelong learners who are confident, competent and contributing members of society.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Roberto Clemente is Ttitle I Distinguished School, a N.J. STAR School, a NJ Benchmark School for 5 consecutive years, recognized by the NJ Dept of Education on 3 different occasions for academic achievement and by the Jersey CAN for academic achievment by low income and Latino student performance.</p>




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 <div>Clubs and Activities:</div>	<p>Students Taking Action Nurturing Dignity. S.T.A.N.D. is a school-based organization founded during the 2017-18 school year. The mission is to enhance the quality of life inside and outside of school through the active participation in random acts of kindness and confidence-building activities. The goal is to develop students who are self-confident, driven to succeed, and motivated to make the world a better place. Activities include: Create motivational signs to post around the school. Write kind phrases on post-it notes and distribute randomly. Write letters to school personnel. Research famous quotes that offer encouragement and share them. Classroom "Praise Box". Role Play positive self-talk and coping skills. Set realistic but rigorous goals and update as necessary. Learn to embrace failure, using Thomas Edison (and others) as a model. Be role models by showing a "Together We Can" attitude!</p>
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 <div>Before and After School Programs:</div>	Our After School Program serviced 109 students in grades 3, 4 and 5 for 46 days. The daily attendance ranged from 96% to 98%. Teachers selected the areas to be addressed based on data and PARCC scores. Grade 4 addressed informational writing and grade 5 informational text. The goal of increasing 5 -10 points or achieving 70% on Unit 4 and increasing 1 step using PARCC rubric were met.
 <div>Staff and Professional Learning:</div>	Staff completed all state required HIBster training - 5 to 7 hours. As the district was implementing a new reading series, district provided at least two 1/2 day training at each grade level. During grade level meeting we addressed science, mathematics and social studies. Thirty-six percent of our staff attended an institution of higher learning.



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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Teachers Teachers answered 57 questions which addressed relationships with peers, administrator, students and community as well as safety, working conditions, discipline and ownership. Results indicated that the teachers would like additional time to collaborate and plan together. Teachers have one preparation period per day. Staff would also like for students to be involved in additional extracurricular activities. High scores of 4s and 5s were given for safety, parental involvement, student behavior/code of conduct and on "This school is a good place for me to work and learn" all surveys had a score of five.
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School Narrative

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 Other Information	Roberto Clemente, situated in a predominantly Hispanic and African-American community, consists of 15 teaching areas, set up in clusters of two or four classrooms (open classroom model). We serve approximately 350 students in Kindergarten through 5th grade. Over 80% of our students speak a language other than English, 37% of our students are English Language Learners. All stakeholders believe that our mission is to provide a nurturing environment that enables each student to pursue academic excellence, experience success, develop self-esteem, and an appreciation of the cultural-racial diversity of our society. We envision our school as the citadel of our multicultural community.
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Rosa L. Parks School of Fine and Performing Arts
 (31-4010-020)
 Grades Offered: 09-12
 2018-2019

Report Key:
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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

Notes from the New Jersey Department of Education:



Rosa L. Parks School of Fine and Performing Arts
 (31-4010-020)
 Grades Offered: 09-12
 2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Ms. Jalyn Lyde
Address	413 12TH AVENUE PATERSON, NJ 07514
Phone Number	973-321-0520
Email Address	jalynlyde@paterson.k12.nj.us
Website	https://rphs-pps-nj.schoolloop.com/



Rosa L. Parks School of Fine and Performing Arts
(31-4010-020)
Grades Offered: 09-12
2018-2019

Report Key:

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	66	64	52
10	71	56	64
11	63	70	54
12	69	60	67
Total	269	250	237

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	74.0%	73.2%	73.8%
Male	26.0%	26.8%	26.2%
Economically Disadvantaged Students	70.6%	63.6%	71.3%
Students with Disabilities	10.0%	9.6%	12.7%
English Learners	0.7%	1.6%	2.1%
Homeless Students	1.1%	0.8%	0.4%
Students in Foster Care	0.0%	0.4%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	1.1%	1.6%	1.7%
Hispanic	57.6%	55.2%	54.4%
Black or African American	40.9%	42.4%	43.0%
Asian	0.4%	0.8%	0.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	269	250	237
Shared Time Students	0	0	0
Full Time Equivalent	269	250	237

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	70.0%
Spanish	29.5%
Other Languages	0.4%

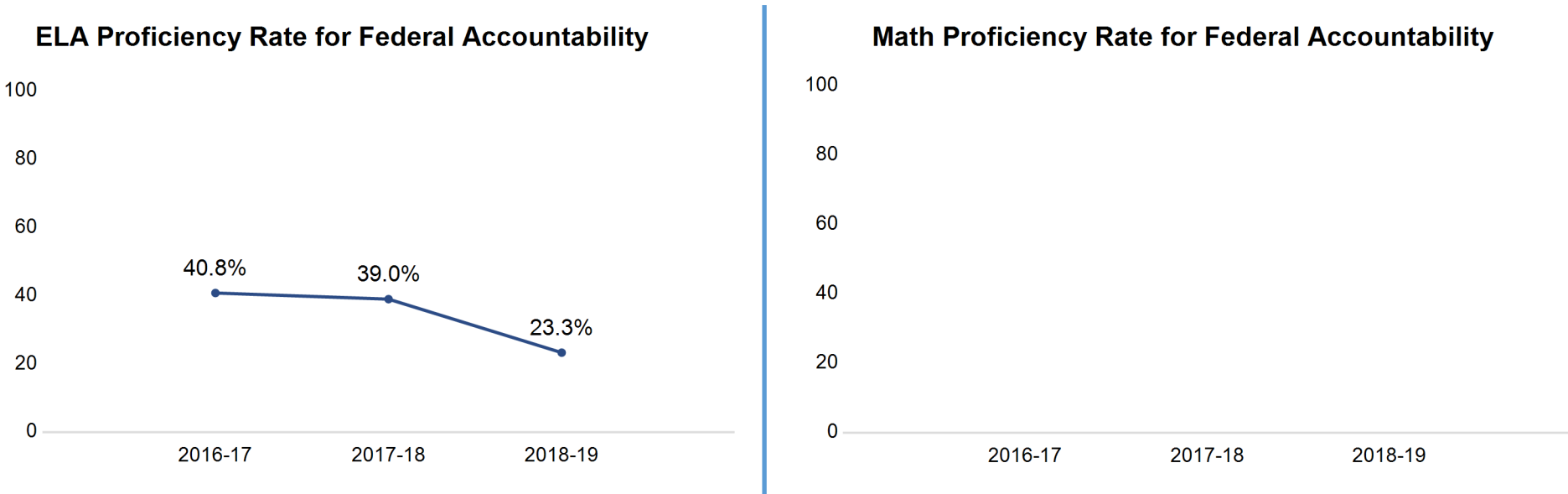


Rosa L. Parks School of Fine and Performing Arts
(31-4010-020)
Grades Offered: 09-12
2018-2019

Report Key:
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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	99.2%	99.2%	99.3%	100.0%	99.2%
Proficiency Rate for Federal Accountability	40.8%	39.0%	23.3%	*	*	*
Annual Target	45.7%	47.5%	49.3%	12.2%	15.7%	19.3%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Rosa L. Parks School of Fine and Performing Arts
 (31-4010-020)
 Grades Offered: 09-12
 2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	116	99.2	23.3	30.2	57.9	23.3	49.3	Not Met
White	*	*	*	*	66.9	*	**	**
Hispanic	67	98.6	26.9	29.1	43.9	26.9	54.5	Not Met
Black or African American	47	100.0	19.1	24.9	38.5	19.1	42.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	54.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	84	100.0	27.4	36.4	64.8	27.4		
Male	32	97.0	12.5	24.5	51.3	12.5		
Economically Disadvantaged Students	69	98.6	21.7	30.3	40.0	21.7	49.3	Not Met
Non-Economically Disadvantaged Students	47	100.0	25.5	29.9	67.9	25.5		
Students with Disabilities	23	95.8	*	10.9	22.7	*	N	N
Students without Disabilities	93	100.0	*	34.0	65.1	*		
English Learners	13	100.0	*	17.1	29.3	*	**	**
Non-English Learners	103	99.0	*	34.9	60.6	*		
Homeless Students	N	N	N	23.3	29.1	N		
Students In Foster Care	*	*	*	28.1	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

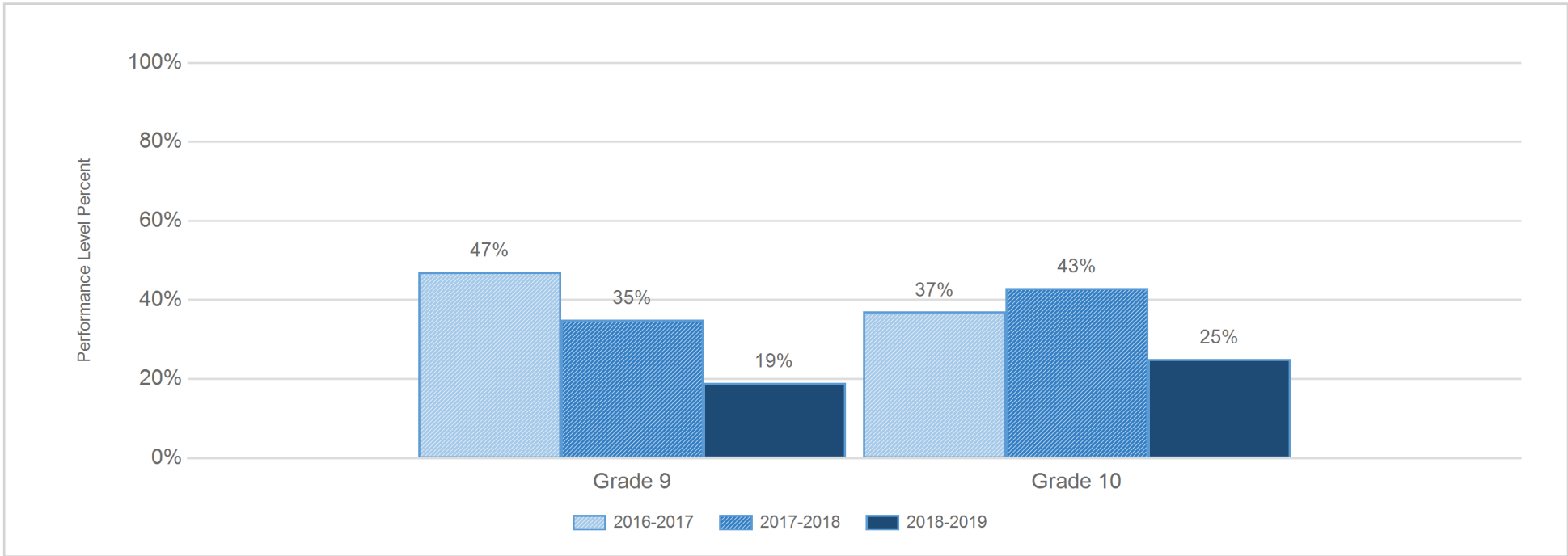


Rosa L. Parks School of Fine and Performing Arts
(31-4010-020)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	52	724	711	753	*	29%	35%	*	*	19%	56%
White	N	N	707	762	N	N	N	N	N	N	65%
Hispanic	30	726	*	737	*	*	*	*	*	20%	40%
Black or African American	22	721	*	732	*	*	*	*	*	18%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	726	783	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	39	728	*	760	*	*	*	*	*	21%	63%
Male	13	710	*	746	*	*	*	*	*	15%	49%
Economically Disadvantaged Students	38	722	712	734	*	*	*	*	*	18%	36%
Non-Economically Disadvantaged Students	14	728	708	762	*	*	*	*	*	21%	65%
Students with Disabilities	10	706	689	717	*	*	*	*	*	10%	17%
Students without Disabilities	42	728	714	760	*	*	*	*	*	21%	63%
English Learners	*	*	684	693	*	*	*	*	*	*	*
Non-English Learners	*	*	717	755	*	*	*	*	*	*	*
Homeless Students	N	N	712	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	64	723	708	757	34%	19%	22%	*	*	25%	58%
White	*	*	712	767	*	*	*	*	*	*	67%
Hispanic	37	725	706	738	38%	*	*	*	*	30%	43%
Black or African American	25	720	708	733	*	*	*	*	*	20%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	733	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	45	731	716	766	22%	*	*	*	*	31%	66%
Male	19	704	701	749	63%	*	*	*	*	11%	51%
Economically Disadvantaged Students	30	717	705	735	37%	*	*	*	*	23%	40%
Non-Economically Disadvantaged Students	34	729	713	767	32%	*	*	*	*	26%	67%
Students with Disabilities	12	684	682	711	*	*	*	*	*	*	19%
Students without Disabilities	52	732	713	765	*	*	*	*	*	*	65%
English Learners	*	*	671	687	*	*	*	*	*	*	*
Non-English Learners	*	*	716	760	*	*	*	*	*	*	*
Homeless Students	N	N	709	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	116	99.2	*	18.6	44.5	*	19.3	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	67	98.6	*	17.4	28.8	*	22.6	Not Met
Black or African American	47	100.0	*	13.1	23.0	*	16	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	41.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	84	100.0	*	18.9	44.9	*		
Male	32	97.0	*	18.3	44.2	*		
Economically Disadvantaged Students	69	98.6	*	18.8	26.3	*	19.3	Not Met
Non-Economically Disadvantaged Students	47	100.0	*	18.0	54.9	*		
Students with Disabilities	23	95.8	*	*	17.4	*	N	N
Students without Disabilities	93	100.0	*	*	50.0	*		
English Learners	13	100.0	*	13.0	25.0	*	**	**
Non-English Learners	103	99.0	*	20.8	46.5	*		
Homeless Students	N	N	N	10.2	17.1	N		
Students In Foster Care	*	*	*	12.9	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

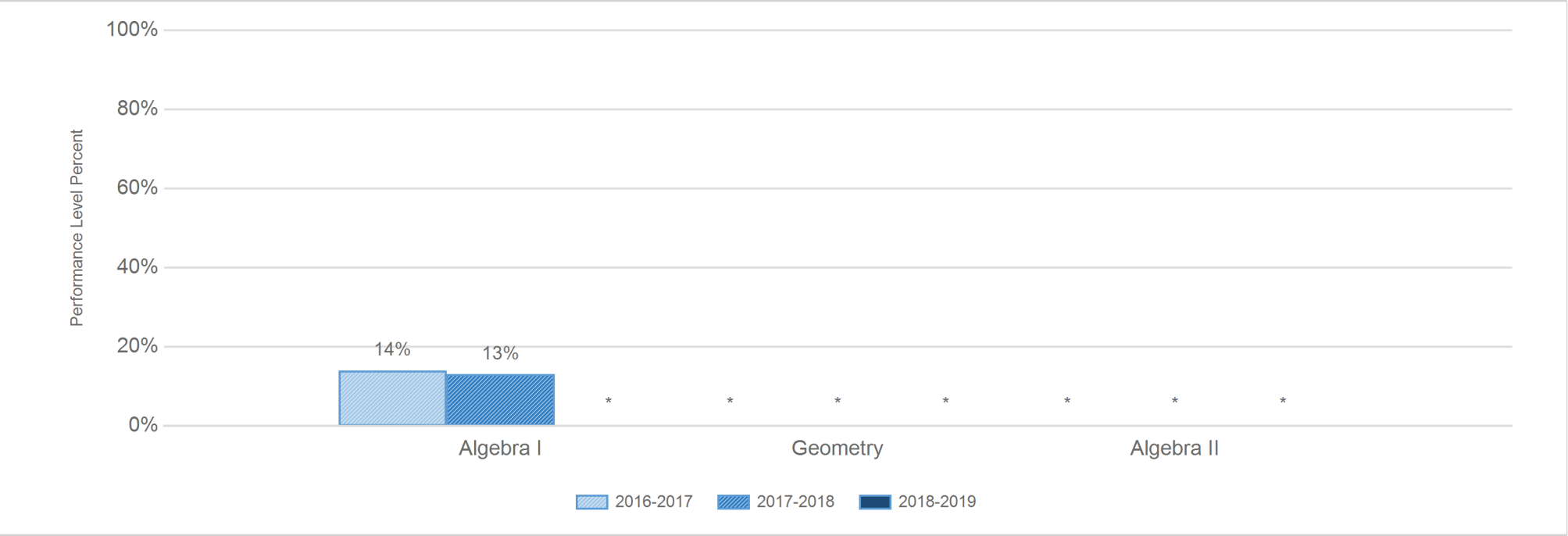


Rosa L. Parks School of Fine and Performing Arts
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2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	48	713	718	744	*	*	*	*	*	*	42%
White	N	N	733	752	N	N	N	N	N	N	53%
Hispanic	27	714	718	728	*	*	*	*	*	*	24%
Black or African American	21	711	710	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	36	716	720	745	*	*	*	*	*	*	44%
Male	12	704	717	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	35	712	719	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	13	715	715	752	*	*	*	*	*	*	52%
Students with Disabilities	10	700	701	717	*	*	*	*	*	*	12%
Students without Disabilities	38	716	720	748	*	*	*	*	*	*	47%
English Learners	*	*	703	710	*	*	*	*	*	*	*
Non-English Learners	*	*	722	745	*	*	*	*	*	*	*
Homeless Students	N	N	697	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	48	713	706	737	*	*	*	*	*	*	35%
White	*	*	711	743	*	*	*	*	*	*	43%
Hispanic	31	713	*	724	*	*	*	*	*	*	17%
Black or African American	15	712	704	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	719	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	31	716	*	738	*	*	*	*	*	*	36%
Male	17	707	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	22	711	705	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	26	715	708	743	*	*	*	*	*	*	43%
Students with Disabilities	12	701	696	712	*	*	*	*	*	*	*
Students without Disabilities	36	717	709	741	*	*	*	*	*	*	*
English Learners	*	*	700	708	*	*	*	*	*	*	*
Non-English Learners	*	*	708	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	20	704	708	755	*	*	*	*	*	*	58%
White	N	N	*	758	N	N	N	N	N	N	62%
Hispanic	*	*	704	731	*	*	*	*	*	*	34%
Black or African American	*	*	711	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	708	752	*	*	*	*	*	*	55%
Male	*	*	708	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	707	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	709	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	20	704	*	756	*	*	*	*	*	*	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	20	704	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	*	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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	*	*	*



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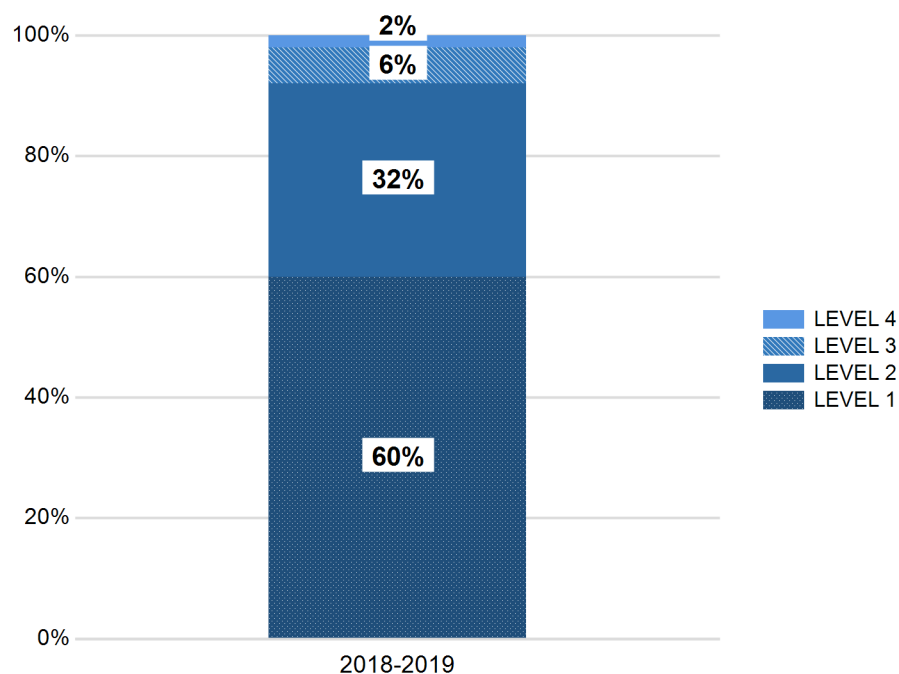
Report Key:

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	60	32	6	2
White	*	*	*	*
Hispanic	59	38	3	0
Black or African American	64	21	14	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	57	32	8	3
Male	69	31	0	0
Economically Disadvantaged Students	63	26	7	4
Non-Economically Disadvantaged Students	58	38	4	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	60	32	6	2
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Rosa L. Parks School of Fine and Performing Arts
 (31-4010-020)
 Grades Offered: 09-12
 2018-2019

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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 2018-19. 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 2018-19	99.2%	84.5%
12th graders taking SAT in 2018-19 or prior years	89.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

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	424	476	Grade 10: 430 Grade 11: 460	39%	61%
PSAT 10/NMSQT - Math	422	477	Grade 10: 480 Grade 11: 510	16%	43%
SAT - Reading and Writing	471	539	480	50%	70%
SAT - Math	449	541	530	13%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%



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 2018-2019

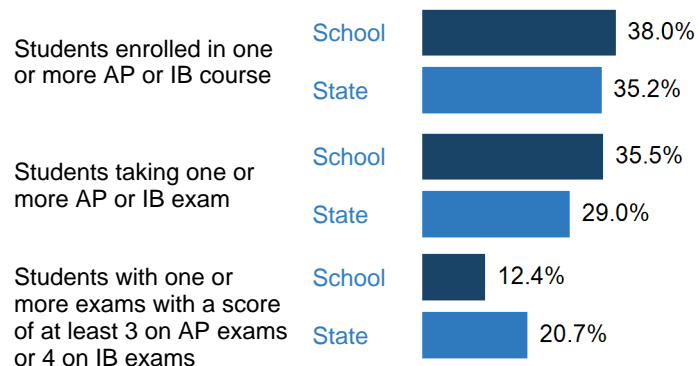
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

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



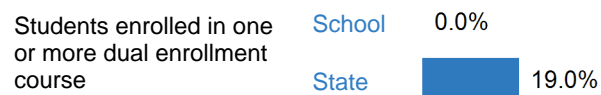
AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	17	16
AP English Language and Composition	18	16
AP Spanish Language	17	16
AP Studio Art—Drawing Portfolio	5	0
AP Studio Art—Two-Dimensional	0	4
Total Exams taken		52
Exams with scores of at least 3 on AP exams or 4 on IB exams		17

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.





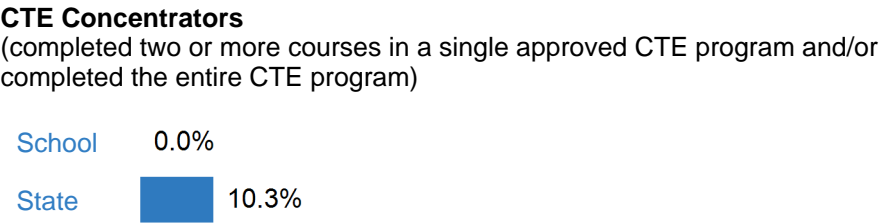
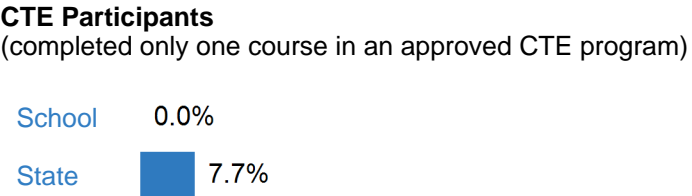
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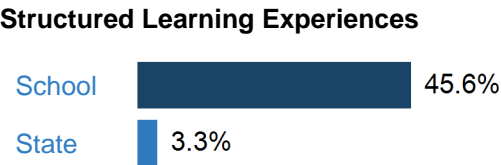
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 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.



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 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.





Rosa L. Parks School of Fine and Performing Arts
 (31-4010-020)
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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Rosa L. Parks School of Fine and Performing Arts

(31-4010-020)

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2018-2019

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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



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
Total (All Clusters)	0	0	0



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 (31-4010-020)
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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	46	6	0	0	0	0	0
10	2	45	22	0	0	0	0
11	0	2	24	28	0	0	0
12	0	0	1	7	17	0	10
Total	48	53	47	35	17	0	10
Enrolled in AP/IB Course					17	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	0	6	0	46	0	0
10	6	58	0	0	0	0
11	39	2	0	0	13	0
12	1	1	0	0	9	0
Total	46	67	0	46	22	0
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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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	52	0	0	0	0	0
10	1	63	0	0	0	0
11	0	54	0	0	0	0
12	N	N	N	N	N	N
Total	53	117	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	12	0	0	0	0	0	0
10	43	0	0	0	0	0	0
11	52	0	0	0	0	0	0
12	63	0	0	0	0	0	0
Total	170	0	0	0	0	0	0
Enrolled in AP/IB Course	17	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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 2018-2019

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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Spanish	*
Total	*



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(31-4010-020)
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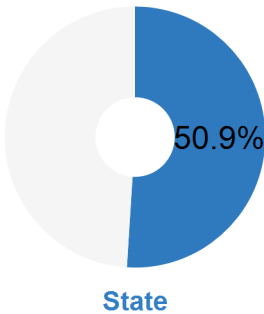
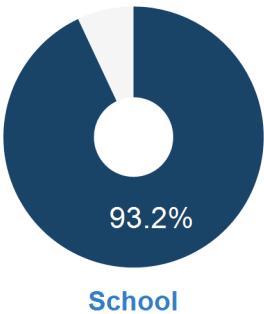
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Visual and Performing Arts – Course Participation

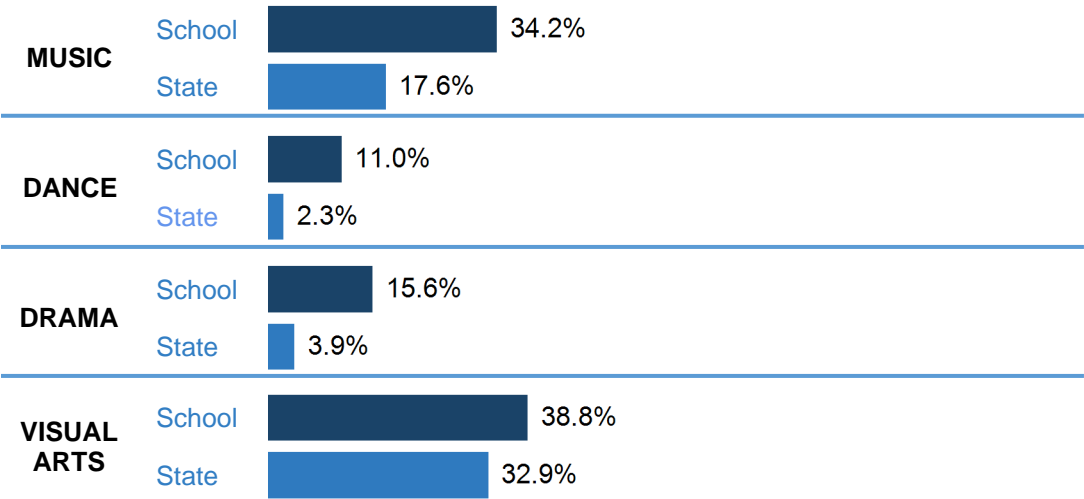
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





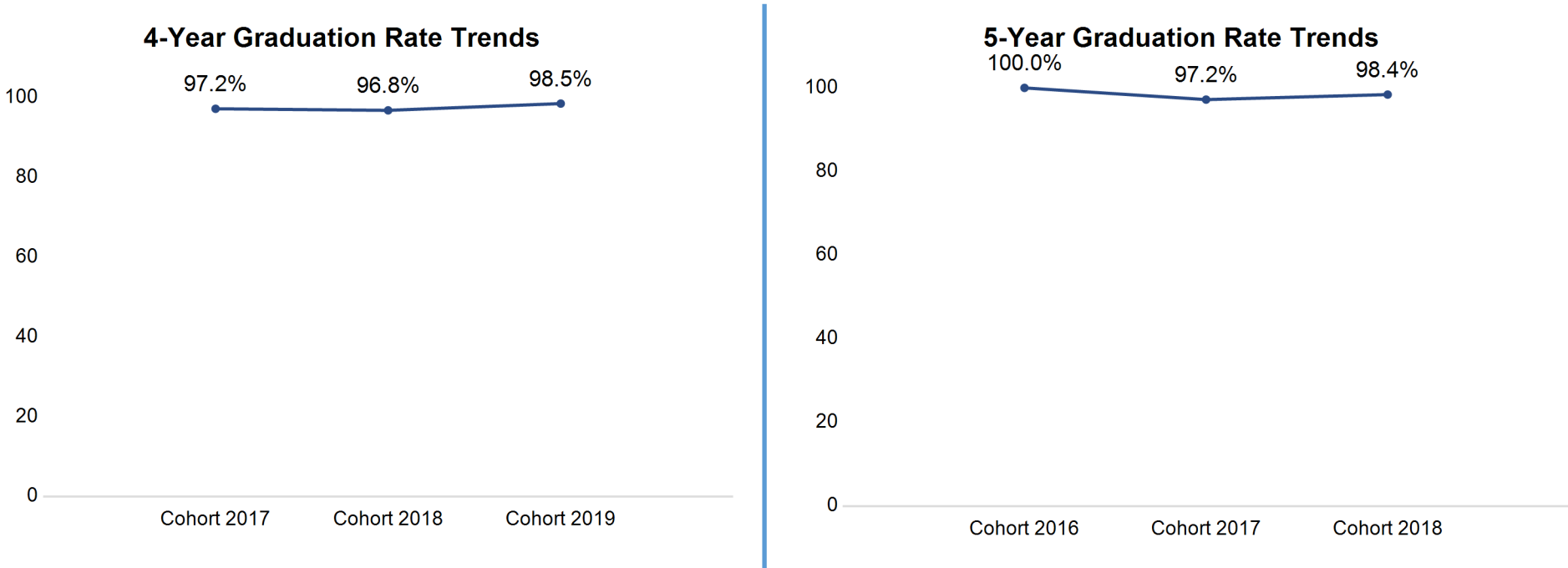
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	97.2%	96.8%	98.5%	100.0%	97.2%	98.4%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	98.5%	90.6%	98.4%	92.5%	96.8%	N	Met Goal	97.2%	N	Met Goal
White	*	94.9%	N	95.9%	N	N	N	N	N	N
Hispanic	100.0%	84.5%	97.4%	87.3%	97.4%	N	Met Goal	95.7%	N	Met Goal
Black or African American	97.4%	83.3%	100.0%	87.1%	95.8%	N	Met Goal	*	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	N	96.9%	N	97.8%	N	N	N	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	N	N	N
Female	98.1%	92.8%	97.8%	94.4%	97.8%			96.3%		
Male	100.0%	88.5%	100.0%	90.8%	94.1%			100.0%		
Economically Disadvantaged Students	97.4%	84.0%	*	87.3%	*	**	**	96.8%	N	Met Goal
Students with Disabilities	*	79.2%	*	83.8%	*	**	**	100.0%	**	**
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	N	78.3%	N			*		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	80.6%	40.3%
Substitute Competency Test	9.0%	43.3%
Portfolio Appeals Process	3.0%	9.0%
Alternate Requirements specified in IEP	7.5%	7.5%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	1.3%	1.2%
2017-2018	0.8%	1.2%
2016-2017	0.4%	1.1%



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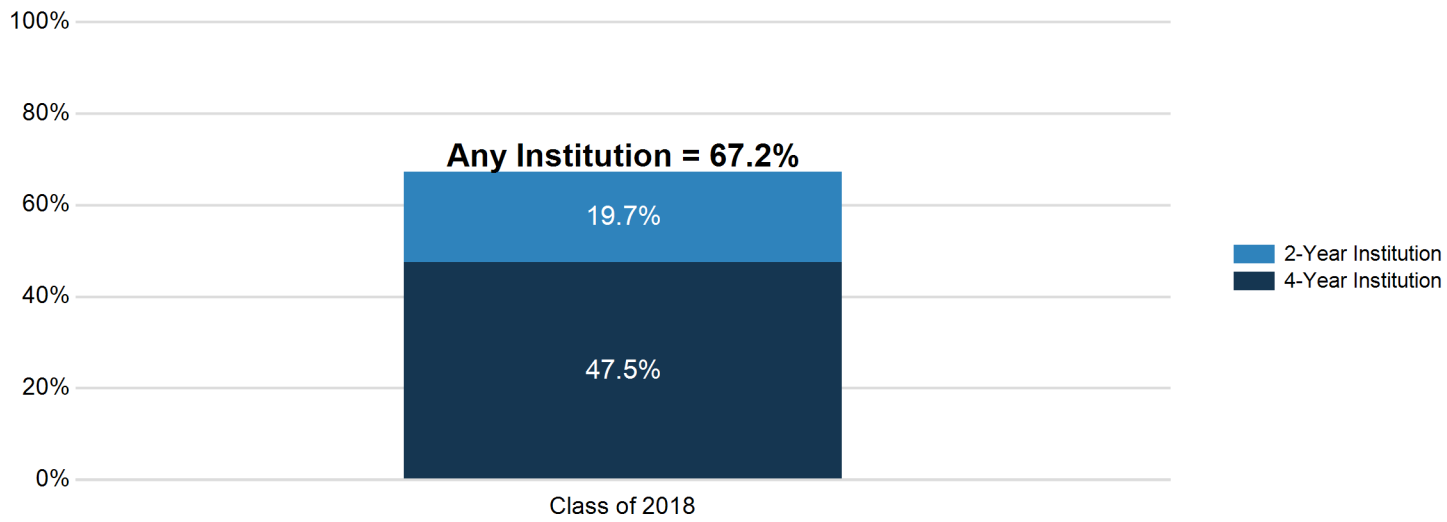
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	19.7%
% Enrolled in 4-Year Institution	47.5%
% Enrolled in Any Postsecondary Institution	67.2%



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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	40.3%	29.6%	70.4%
White	*	*	*
Hispanic	*	*	*
Black or African American	50%	15%	85%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	36%	33.3%	66.7%
Students with Disabilities	*	*	*
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	67.2%	29.3%	70.7%	70.7%	29.3%	97.6%	2.4%
White	N	N	N	N	N	N	N
Hispanic	68.4%	30.8%	69.2%	61.5%	38.5%	100%	0%
Black or African American	65.2%	26.7%	73.3%	86.7%	13.3%	93.3%	6.7%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	63.2%	33.3%	66.7%	75%	25%	95.8%	4.2%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N



Rosa L. Parks School of Fine and Performing Arts

(31-4010-020)

Grades Offered: 09-12

2018-2019

Report Key:
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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

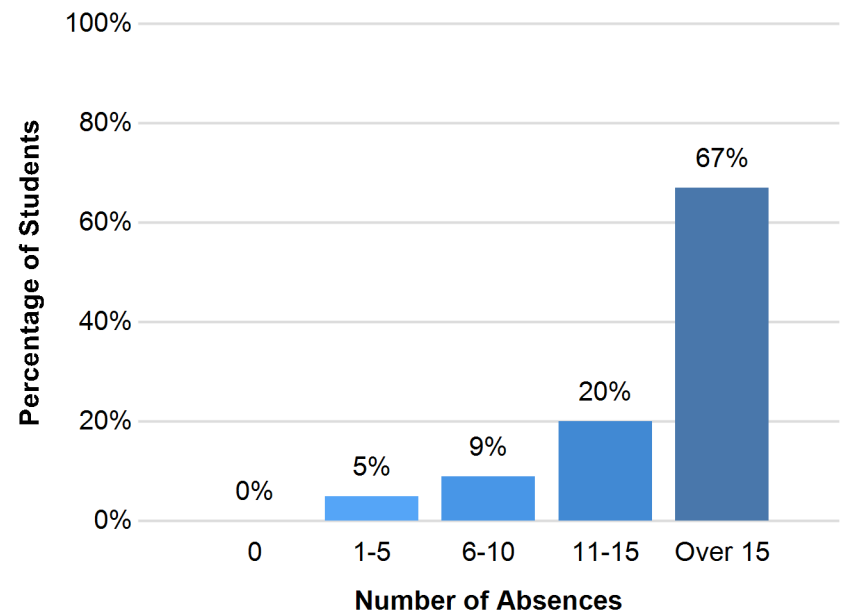
Chronic Absenteeism

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	138	58.5	14.2	Not Met
White	*	*	**	**
Hispanic	74	57.4	14.2	Not Met
Black or African American	61	60.4	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	110	63.2		
Male	28	45.2		
Economically Disadvantaged Students	108	63.9	14.2	Not Met
Students with Disabilities	16	55.2	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





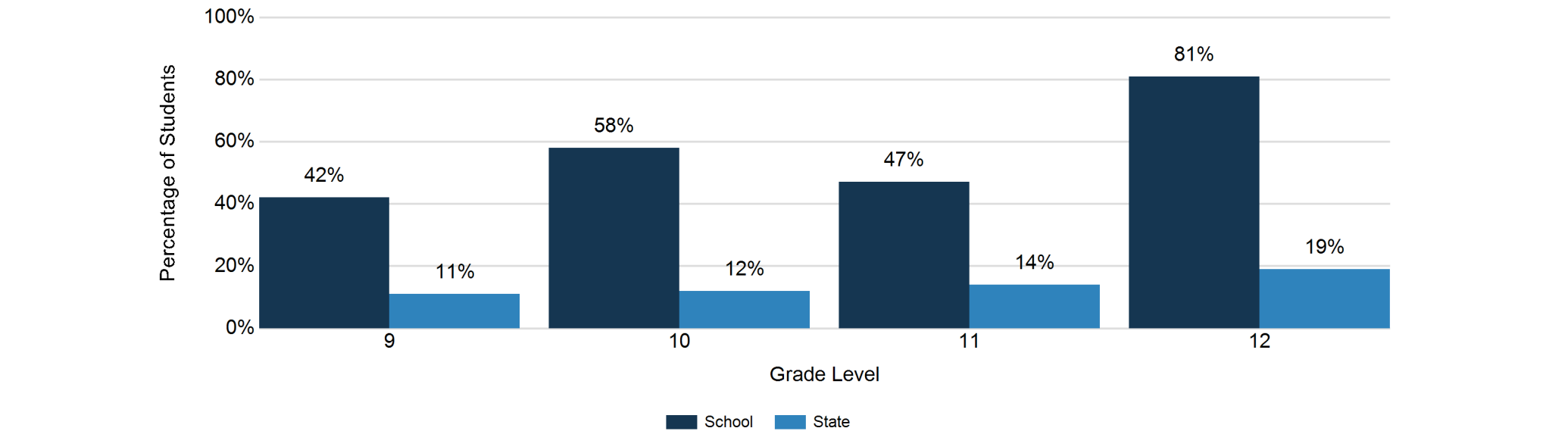
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	1
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.84

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
No Identified Nature	0		0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
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	7:35 AM
Typical End Time	3:10 PM
Length of School Day	7 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 50 Mins
Shared Time - Instructional Time	6 Hrs. 50 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	14.7	12.1
Average years experience in district	14.7	10.8
Percentage of Teachers with 4 or more years experience in the district	90.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

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	8:1	13:1
Students to Administrators	59:1	122:1
Teachers to Administrators	8:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	73.8%	56.7%	100.0%	48.4%	77.1%	54.9%
Male	26.2%	43.3%	0.0%	51.6%	22.9%	45.1%
White	1.7%	40.0%	25.0%	42.4%	83.6%	77.4%
Hispanic	54.4%	13.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	43.0%	36.7%	50.0%	15.0%	6.6%	13.9%
Asian	0.8%	6.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	3.3%	25.0%	2.1%	0.2%	0.2%



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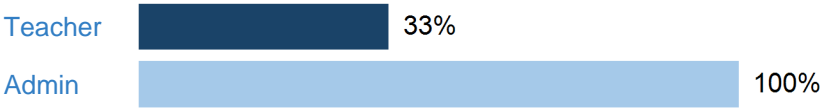
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	89.2%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	40.8%	39.0%	23.3%
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	97.2%	96.8%	98.5%
5-Year Graduation Rate†	100.0%	97.2%	98.4%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.8%	39.8%	58.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Met Goal	Met Goal	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	Met Goal	Met Goal	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Goal	Met Goal	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	**	Met Goal	n/a	Not Met	No
Students with Disabilities	N	N	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> The school has gathered statewide and national accolades for both arts and academics. It has been a catalyst for the arts by providing self-motivation, creativity and achievement A bronze medal school named by US News and World Reports, 98% graduation rate (the highest in PPS), students have attended prestigious institutions Students received over 1 million in scholarships and awards for the 2018-2019 school year has several partnerships to help students achieve in the ARTS.
 <p>Mission, Vision, Theme:</p>	<p>Mission: To believe in the importance of the arts and academics for all humanity. We encourage self-motivation and creativity in all students and staff by advocating expression of beliefs and opinions. RPHS promotes community responsibility by supporting a respect and appreciation of the arts and diversity of all. RPHS urges staff and students to be lifelong learners in our increasingly global society.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>For the last four years RPHS has received the Careers in the Arts and Beyond grant from Passaic County Cultural and Heritage Council, totalling more than \$16,000. Drama students received 1st, 2nd and 3rd place drama awards in the STANJ and New Jersey Thespian competitions, fourth year RPHS students selected for the highly competitive NJ Seeds college prep program, Gardenstate Scholastic Press Association Awards - Bronze, Silver and Platinum (over the last 4 years), Students have placed 1st and 2nd in STEM fairs, Passaic County Film Festival Participant and 1st and third place award winners, Mock Trial Art Award Winners</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Requied courses by NJDOE and the speciality courses are as follows: CTE Program : Drama and Theatre (Speech and Theatre, Stage Design and Scene Study, Master Production and Performance, Dance Lab I/Dance Lab II, II and IV, Dance Appreciation, Dance Technique,Dance Choreography, Dance Repertory, Communication ARts/ Fine and Commercial Arts - Creative Writing, Journalism Publications and Production, Yearbook Publications and Productions, Fine Art Lab, Advance Fine ARt Commercial Art/Drawing and AP studio; Dual Enrollment courses Business and Into to Psychology, AP courses, AP language and Literature and AP Spanish Culture</p>
 <p>Clubs and Activities:</p>	<p>RPHS students are involved in the following but not limited to: National Honor Society, Student Government Association, RPHS student Ambassadors, Thespian Society, Anime Club/Globetrotters, Dance Society, Vocal Club, Instrumental Club and Art Club and more.</p>





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<div>  <div>Staff and Professional Learning:</div> </div>	<p>For the 2018-2019 school year, RPHS collaborated with community stakeholders to provide student development and professional development through organizations such as the United Way, ACIEM studios, Inner City Ensemble, Career and the Arts Series and Beyond, William Paterson University and Garden State Opera. PD was given in specific classrooms for students and provided for teachers</p>
<div>  <div>Postsecondary Information:</div> </div>	<p>During the 2018-2019 school year over 95% of the graduating class applied to post-secondary institutions and RPHS had a 98% graduation rate. Over 95% of the students attend four year institutions of higher learning and about 2% study abroad.</p>




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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 the school or district directly.

 <div> Parent and Community Involvement: </div>	RPHS students and parents use parent portal to gain information with grades and classwork. Parents are invited to attend conferences and evening sessions to discuss grades and other issues. RPHS parents are heavily involved in attending the evening performances.
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Rosa L. Parks School of Fine and Performing Arts

(31-4010-020)

Grades Offered: 09-12

2018-2019

Report Key:

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School Narrative

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<div>  <div>Climate Surveys:</div> </div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Survey was given to enhance the development of the Career and the Arts program sponsored by RPHS with the help of the PCCC grant. Highlights: students and staff embraced community and enjoyed alumni coming back to participate in the event; workshops were fruitful and meaningful; for 2019-2020 - add a parent corner to career day</div>
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Rosa L. Parks School of Fine and Performing Arts

(31-4010-020)

Grades Offered: 09-12

2018-2019

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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 the school or district directly.

<div> <div> </div> <div>Other Information</div> </div>	<p>If artistic expression, performance, and academic excellence are on your agenda for high schools, the Rosa L. Parks School of Fine and Performing Arts is an outstanding choice. Students excel in ELA and Math. Students at RPHS exceed and perform proficient on the NJSLA and met district and state standards. RPHS enhances career exploration through its community partnerships and receives grants for its Careers in the Arts and Beyond Series. Possible destinations for Rosa Parks graduates include Music/Entertainment Industry, Journalism, Marketing and Public Relations, Education, Graphic Design, Digital and Visual Arts, Performing Arts Services and Theatre Production, Dance Performance and Social Services and Health.</p>
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School 1
(31-4010-050)
Grades Offered: PK-05
2018-2019

Report Key:

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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 at 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

Notes from the New Jersey Department of Education:



School 1
(31-4010-050)
Grades Offered: PK-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Ms. Joann Barca
Address	1 EAST 32ND STREET PATERSON, NJ 07514
Phone Number	973-321-0490
Email Address	ofreda@paterson.k12.nj.us
Website	https://ps01-pps-nj.schoolloop.com/



School 1

(31-4010-050)

Grades Offered: PK-05

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	71	69	40
KG	43	34	39
1	37	37	35
2	37	34	29
3	31	36	35
4	30	30	38
5	33	18	22
Total	282	258	238

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.9%	52.7%	47.9%
Male	51.1%	47.3%	52.1%
Economically Disadvantaged Students	75.9%	75.2%	81.9%
Students with Disabilities	21.3%	19.0%	22.7%
English Learners	14.9%	18.2%	13.4%
Homeless Students	0.0%	0.0%	0.4%
Students in Foster Care	0.7%	0.8%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	1.8%	1.6%	1.7%
Hispanic	48.6%	53.5%	56.3%
Black or African American	49.3%	45.0%	42.0%
Asian	0.4%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	71	69	40
KG - Half Day	0	0	0
KG - Full Day	43	34	39

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	55.9%
Spanish	42.9%
Other Languages	1.3%



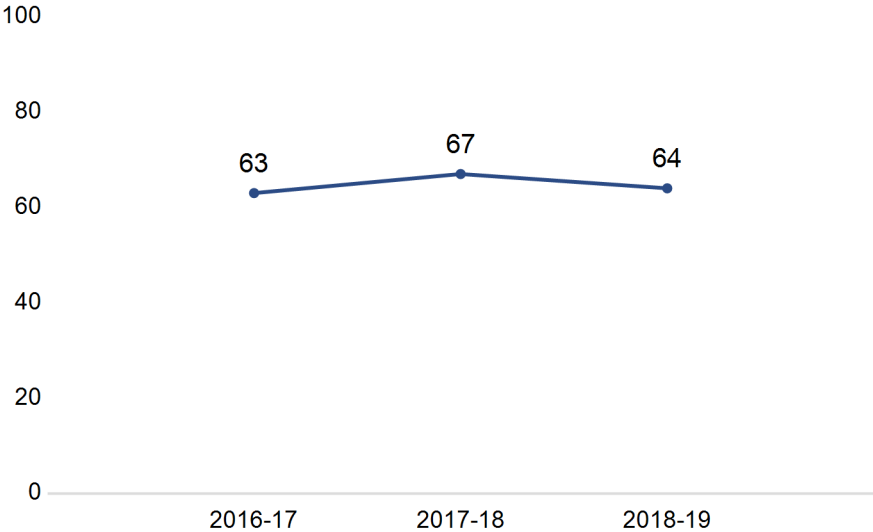
School 1
(31-4010-050)
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2018-2019

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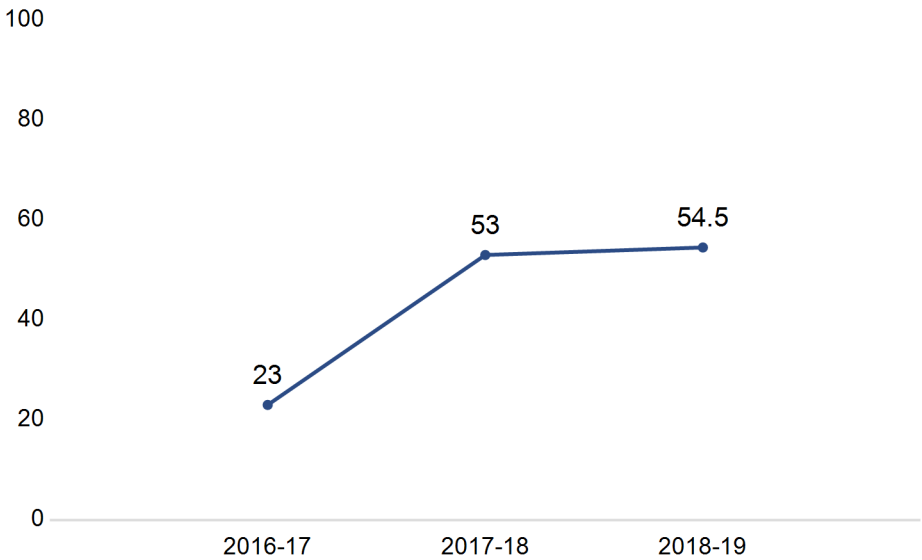
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	63	67	64	23	53	54.5
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



School 1
(31-4010-050)
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2018-2019

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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 (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 (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	64	49	50	Exceeds Standard	54.5	46	50	Met Standard
White	*	58	50	**	*	52	52	**
Hispanic	74	49	49	Exceeds Standard	64	46	47	Exceeds Standard
Black or African American	57.5	43	45	Met Standard	51	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	55.5	59	**	N	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	64	52	53	N	50.5	46	50	N
Male	61	46	47	N	67	45	51	N
Economically Disadvantaged Students	57	49	48	Met Standard	54.5	45	46	Met Standard
Students with Disabilities	60.5	41	43	**	50	41	45	**
English Learners	75	51	52	**	68	49	50	**
Homeless Students	N	40	43	N	N	44	44	N
Students in Foster Care	N	46	42	N	N	50	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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2018-2019

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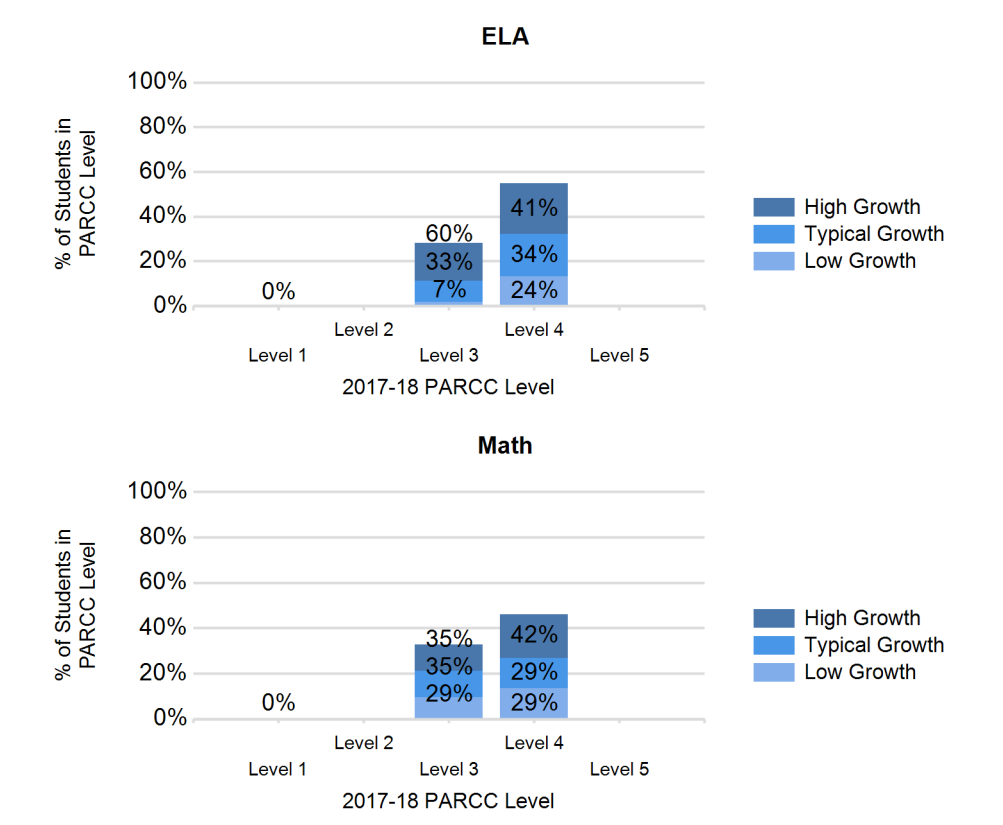
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

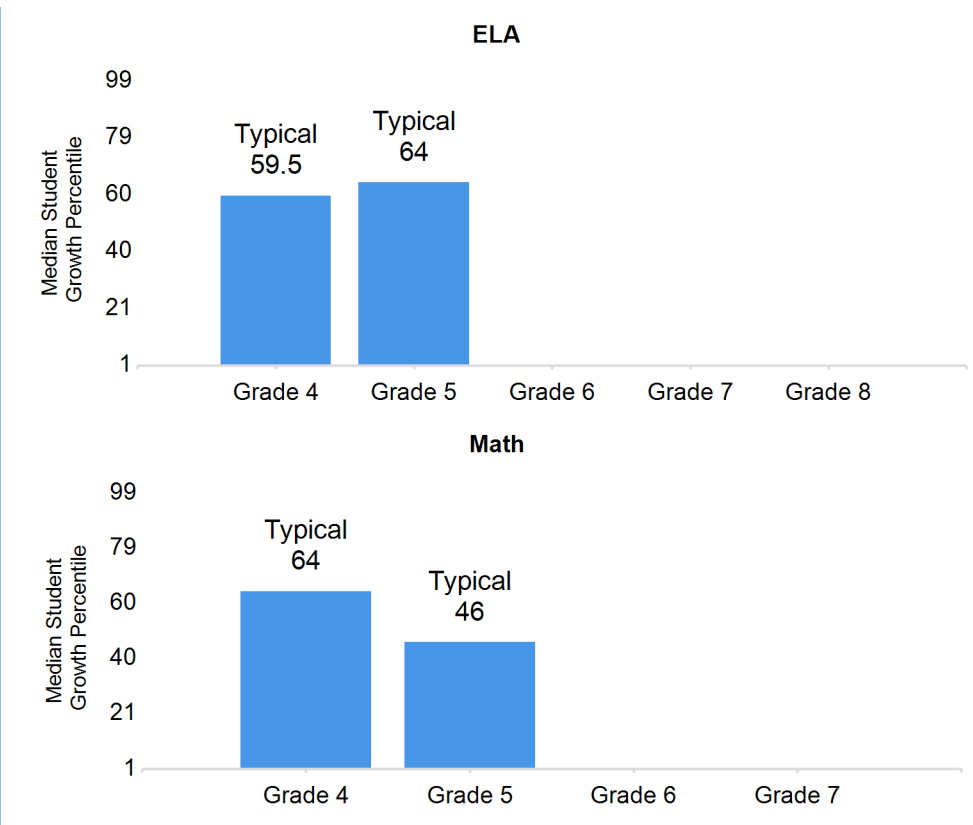
Student Growth by Performance Level

Student Growth by Grade

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



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



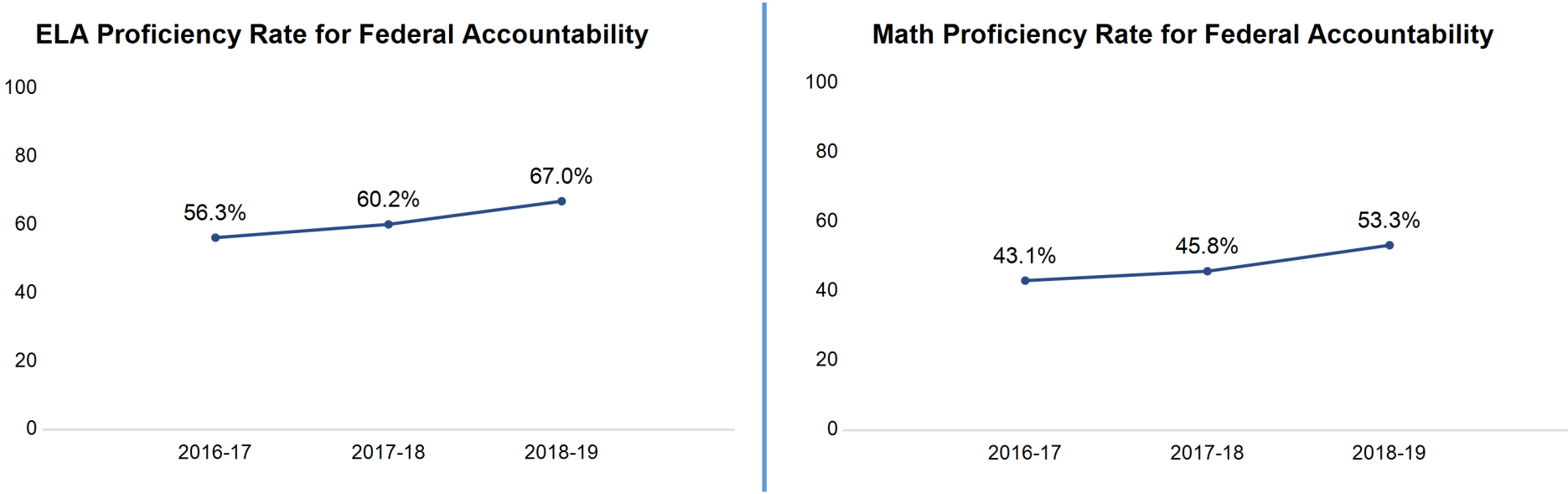


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.6%	94.0%	96.9%	93.6%	92.9%	95.8%
Proficiency Rate for Federal Accountability	56.3%	60.2%	67.0%	43.1%	45.8%	53.3%
Annual Target	50.3%	51.8%	53.4%	55.8%	57.1%	58.3%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	91	96.9	67.0	30.2	57.9	67.0	53.4	Met Target
White	*	*	*	*	66.9	*	**	**
Hispanic	46	98.0	67.4	29.1	43.9	67.4	49.4	Met Target
Black or African American	*	*	*	24.9	38.5	*	56.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	54.9	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	42	95.6	71.4	36.4	64.8	71.4		
Male	49	98.0	63.3	24.5	51.3	63.3		
Economically Disadvantaged Students	73	98.6	65.8	30.3	40.0	*	54.5	Met Target
Non-Economically Disadvantaged Students	18	90.9	72.2	29.9	67.9	*		
Students with Disabilities	28	90.6	35.7	10.9	22.7	33.9	30.9	Met Target
Students without Disabilities	63	100.0	81.0	34.0	65.1	81.0		
English Learners	18	100.0	72.2	17.1	29.3	72.2	**	**
Non-English Learners	73	96.2	65.8	34.9	60.6	65.8		
Homeless Students	N	N	N	23.3	29.1	N		
Students In Foster Care	N	N	N	28.1	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

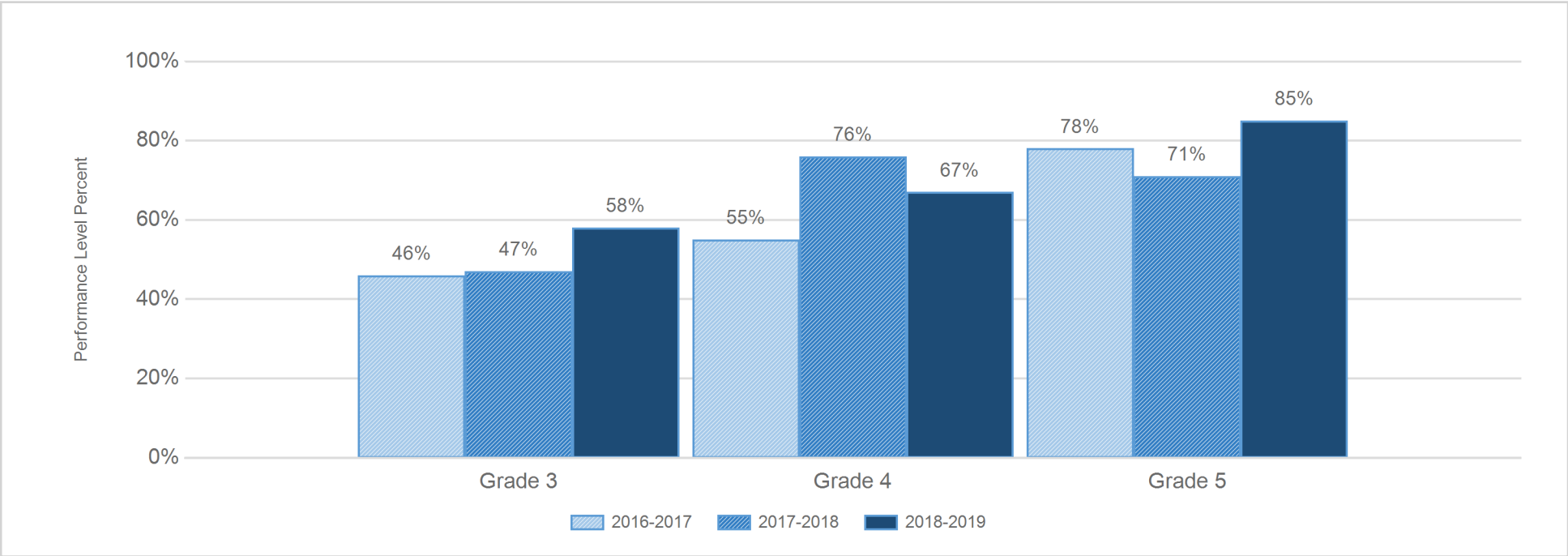


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2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	33	745	721	748	*	*	*	*	*	58%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	16	745	720	734	*	*	*	*	*	69%	36%
Black or African American	17	745	715	731	*	*	*	*	*	47%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	15	752	*	753	*	*	*	*	*	60%	55%
Male	18	739	717	743	*	*	*	*	*	56%	46%
Economically Disadvantaged Students	*	*	721	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	720	759	*	*	*	*	*	*	61%
Students with Disabilities	11	709	690	719	*	*	*	*	*	27%	24%
Students without Disabilities	22	763	725	754	*	*	*	*	*	73%	56%
English Learners	*	*	695	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	728	751	*	*	*	*	*	*	54%
Homeless Students	N	N	712	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



School 1
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	36	757	732	755	*	*	*	*	*	67%	57%
White	*	*	741	763	*	*	*	*	*	*	67%
Hispanic	20	756	730	743	*	*	*	*	*	65%	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	18	759	738	760	*	*	*	*	*	67%	62%
Male	18	756	727	750	*	*	*	*	*	67%	53%
Economically Disadvantaged Students	*	*	731	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	734	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	761	*	*	*	*	*	*	64%
English Learners	*	*	706	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	738	758	*	*	*	*	*	*	60%
Homeless Students	N	N	723	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	*	718	N	N	N	N	N	N	25%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	20	768	734	756	0%	*	0%	*	*	85%	58%
White	*	*	740	764	*	*	*	*	*	*	68%
Hispanic	10	759	732	743	0%	*	0%	*	*	70%	44%
Black or African American	*	*	732	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	770	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	10	775	740	761	0%	*	0%	*	*	90%	64%
Male	10	761	729	750	0%	*	0%	*	*	80%	52%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	737	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	*	*	701	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	740	758	*	*	*	*	*	*	60%
Homeless Students	N	N	723	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



School 1
(31-4010-050)
Grades Offered: PK-05
2018-2019

Report Key:

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- † This indicates a table specific note, see note below table

Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	90	95.8	53.3	18.6	44.5	53.3	58.3	Met Target†
White	*	*	*	*	54.1	*	**	**
Hispanic	46	98.0	54.3	17.4	28.8	54.3	65.1	Met Target†
Black or African American	*	*	*	13.1	23.0	*	56.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	41.9	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	41	93.3	61.0	18.9	44.9	59.8		
Male	49	98.0	46.9	18.3	44.2	46.9		
Economically Disadvantaged Students	72	97.3	54.2	18.8	26.3	*	59.6	Met Target†
Non-Economically Disadvantaged Students	18	90.9	50.0	18.0	54.9	*		
Students with Disabilities	27	87.5	18.5	*	17.4	16.9	19.1	Met Target†
Students without Disabilities	63	100.0	68.3	*	50.0	68.3		
English Learners	18	100.0	50.0	13.0	25.0	50.0	**	**
Non-English Learners	72	94.9	54.2	20.8	46.5	54.2		
Homeless Students	N	N	N	10.2	17.1	N		
Students In Foster Care	N	N	N	12.9	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

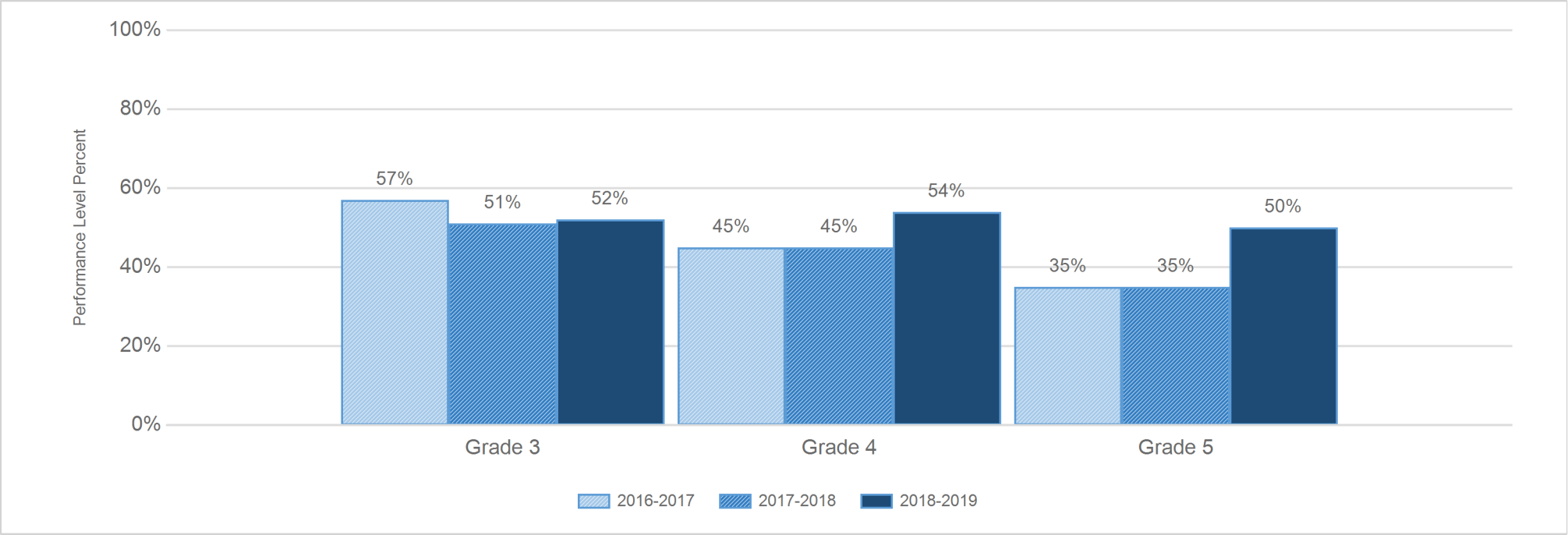


School 1
(31-4010-050)
Grades Offered: PK-05
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



School 1
(31-4010-050)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	33	744	728	752	*	*	*	*	*	52%	55%
White	N	N	743	760	N	N	N	N	N	N	66%
Hispanic	16	751	728	739	*	*	*	*	*	63%	40%
Black or African American	17	737	720	735	*	*	*	*	*	41%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	15	755	*	751	*	*	*	*	*	67%	54%
Male	18	734	728	752	*	*	*	*	*	39%	56%
Economically Disadvantaged Students	*	*	729	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	724	761	*	*	*	*	*	*	67%
Students with Disabilities	11	703	706	731	*	*	*	*	*	*	31%
Students without Disabilities	22	764	731	756	*	*	*	*	*	*	60%
English Learners	*	*	715	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	733	754	*	*	*	*	*	*	58%
Homeless Students	N	N	715	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



School 1
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	35	746	726	749	*	*	29%	54%	0%	54%	51%
White	*	*	735	757	*	*	*	*	*	*	62%
Hispanic	20	743	724	737	*	*	*	50%	0%	50%	36%
Black or African American	*	*	720	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	17	747	727	749	*	*	*	*	*	53%	50%
Male	18	746	724	749	*	*	*	*	*	56%	52%
Economically Disadvantaged Students	*	*	726	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	725	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	706	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	729	754	*	*	*	*	*	*	56%
English Learners	*	*	709	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	730	751	*	*	*	*	*	*	54%
Homeless Students	N	N	721	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



School 1
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	20	749	727	747	0%	*	*	*	*	50%	47%
White	*	*	733	755	*	*	*	*	*	*	58%
Hispanic	10	739	725	735	0%	*	*	*	*	40%	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	10	753	*	747	0%	*	*	*	*	60%	47%
Male	10	746	*	747	0%	*	*	*	*	40%	47%
Economically Disadvantaged Students	*	*	727	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	727	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	730	752	*	*	*	*	*	*	52%
English Learners	*	*	709	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	730	749	*	*	*	*	*	*	49%
Homeless Students	N	N	720	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	60.0%	**	**

† 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	*	*	*
3-4	*	*	*
5 or more	*	*	*



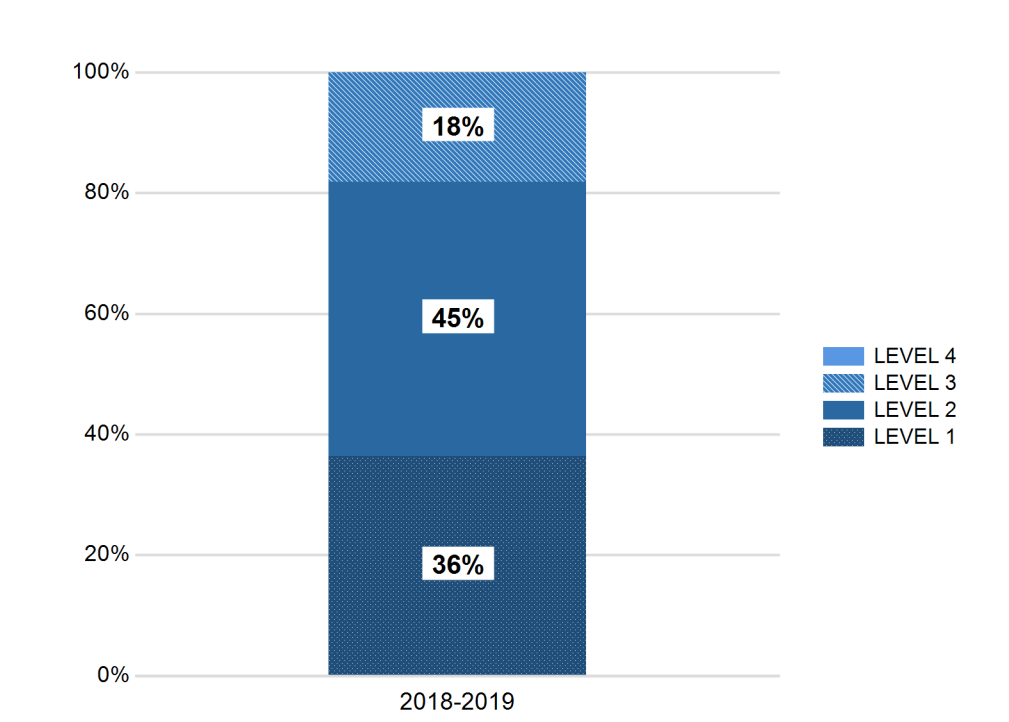
School 1
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2018-2019

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	36	45	18	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	36	45	18	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	33	50	17	0
Male	40	40	20	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

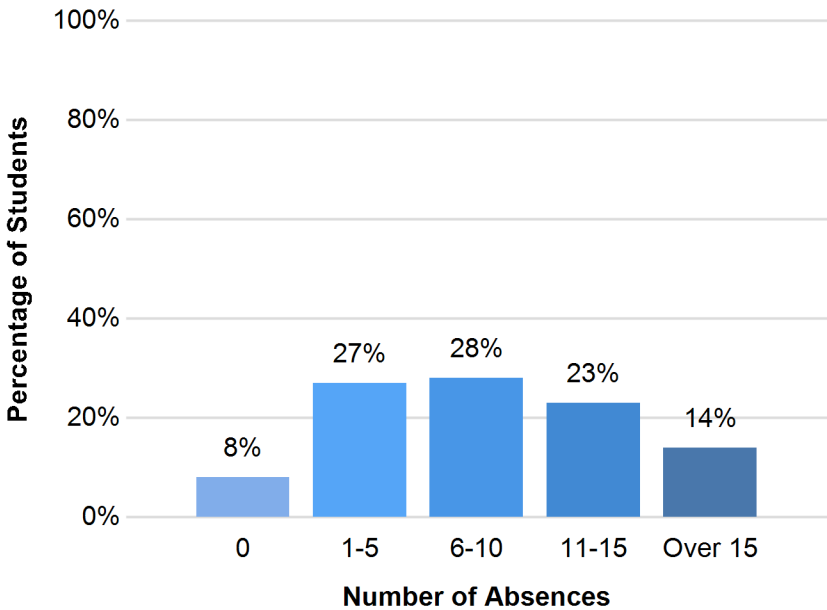
Chronic Absenteeism

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	19	9.6	8.9	Not Met
White	*	*	**	**
Hispanic	12	11.5	8.9	Not Met
Black or African American	*	*	8.9	Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	10	10.5		
Male	9	8.7		
Economically Disadvantaged Students	19	11.7	8.9	Not Met
Students with Disabilities	8	20.0	8.9	Not Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





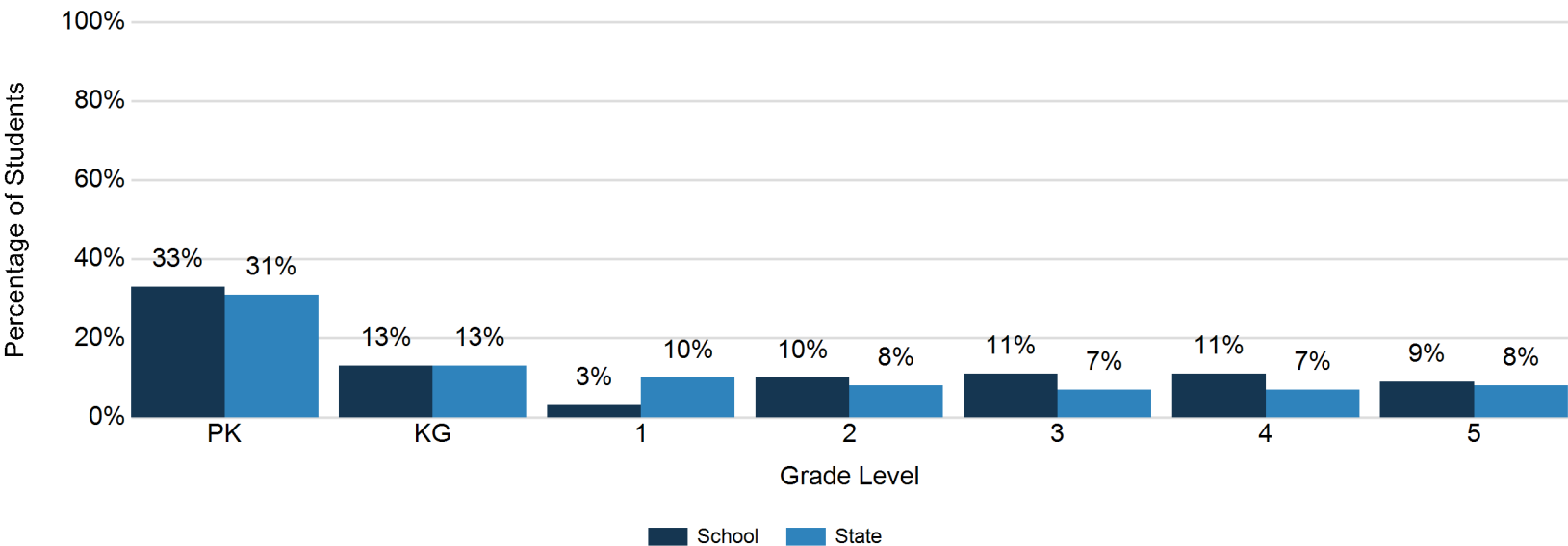
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Chronic Absenteeism by Grade

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





School 1

(31-4010-050)

Grades Offered: PK-05

2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	1
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	5.04

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	1	2
Disability	1	2	3
Other	8	8	16
No Identified Nature	0		0

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

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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	2.2:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	26	118,214
Average years experience in public schools	8.3	12.1
Average years experience in district	8.3	10.8
Percentage of Teachers with 4 or more years experience in the district	69.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	13:1
Students to Administrators	119:1	122:1
Teachers to Administrators	13:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



School 1
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2018-2019

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

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.9%	96.2%	100.0%	48.4%	77.1%	54.9%
Male	52.1%	3.8%	0.0%	51.6%	22.9%	45.1%
White	1.7%	61.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	56.3%	15.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	42.0%	15.4%	0.0%	15.0%	6.6%	13.9%
Asian	0.0%	3.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	3.8%	0.0%	2.1%	0.2%	0.2%



School 1
(31-4010-050)
Grades Offered: PK-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

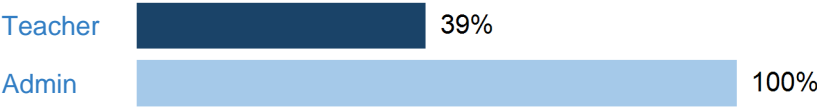
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	91.9%



School 1
(31-4010-050)
Grades Offered: PK-05
2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



School 1
(31-4010-050)
Grades Offered: PK-05
2018-2019

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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



School 1
(31-4010-050)
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2018-2019

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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	56.3%	60.2%	67.0%
Math Proficiency	43.1%	45.8%	53.3%
ELA Growth	63	67	64
Math Growth	23	53	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	60.0%
Chronic Absenteeism	1.9%	7.9%	9.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target†	Exceeds Standard	Met Standard	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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






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2018-2019

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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 the school or district directly.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Renaissance One School of Humanities is a "little school" with "big ideas". We focus on learning through the Humanities: Music, Art, Poetry, Dance, Literature, Language, and Cultural Diversity. We maintain various school and community partnerships to provide enrichment and cultural diversity opportunities for our students including: music, opera, dance, etc. Our students planted and maintain a beautiful Butterfly Garden filled with perennial plants to attract Monarch Butterflies and beautify the school grounds.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Mission: It is the mission of Renaissance One School of Humanities, in partnership with parents and the community, to empower each child to achieve his or her fullest potential in becoming lifelong learners and responsible citizens. We are committed to fostering high expectations, promoting positive attitudes and to achieving equity and excellence in a safe and nurturing environment. Vision: To successfully prepare our students for the challenges of middle school.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>District Spelling Bee, District Poetry Contest, Participation by PMP students in a variety of music concerts including: NJPAC, Carnegie Hall, local schools, hospitals, and churches.</p>



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A blue silhouette of a person in a dynamic pose, appearing to be running or jumping, with a small circle above their head.	<p>Sports and Athletics:</p> <p>Sports Offered: Cross Country (Boys & Girls), Skiing (Boys & Girls)</p> <p>Winter -4- Kids Skiing for all students in Grade 1 beginning this year. Includes Nordic, Cross Country and Snowboarding, Co-ed Fitness Club</p>
A blue illustration of a megaphone with a musical note floating above it.	<p>Clubs and Activities:</p> <p>ariety of activities and clubs are offered to extend learning in a fun way. Co-curricular activites include: School Newsletter (Renaissance Times), Music Club, Chinese Club, Fitness Club, Math Club, Technology Club, MakerSpace Lab, Rosa Parks Dance/Drama Gr 4-5, Sharron Miller Dance Company Gr K-3, Winter-4-Kids skiing and winter sports, Cooking in Schools for Kids, Safety Patrol, and Girl Scouts.</p>





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 <p>Before and After School Programs:</p>	<p>Paterson Music Project offersss instrumental music and instruction in violin, viola, cello, bass, and in vocal music three times weekly from 3:00PM-6:00PM., Boys & Girls Club offers aftercare and homework assistance daily 3:00PM-6:00PM. Afterschool Reading Intervention Program Grades K-2, twice weekly, Math Enrichment Club, Girl Scouts.</p>
 <p>Staff and Professional Learning:</p>	<p>Teachers are assigned to PLCs to develop skills and strategies aligned to the SMART Goals indicated in our Annual School Plan. The PLCs meet during the school day according to a schedule developed by administration. They also meet afterschool for designated hours through a school budgeted PLC stipend to focus on specified areas of interest. Professor in Residence Grace Longo works with all teachers and was intrumental in developing the Makerspace Lab in the building for students to work on innovation and 21st Century Skills and the Sensory Hallway.</p>






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 <div>Student Supports and Services:</div>	<p>All services as per student IEPs, 504s, and ELLs. Intervention periods are built into every teacher schedule. Fountas & Pinnell Leveled Literacy, Wonders Intervention Program, Successmaker Math, Imagine Math Facts, IXI Math, Razz Kids Reading, Istation Reading & Math, Afterschool Reading K-2, NJSLS Afterschool Gr 3-5.</p>
 <div>Student Health and Wellness:</div>	<p>PE is offered. Fitnss Club, Daily Recess Period, Breakfast After the Bell daily and School Lunch. Dinner is provided for students attending afterschool program.</p>
 <div>Parent and Community Involvement:</div>	<p>PTO is involved with administration and staff in planning events and in fundraising. They assist in parent workshops and offer events such as, School Spring Dance, Movie Night for students,Teacher Appreciation Luncheon, etc. We mainatain a partnership with the Paterson/Elmwood Park Elks Lodge #60 who sponsor a yearly barbecue for the entire school and other events. We partner with poet Lisa Coll-Nicolaou who visit our school and brings the joy of poetry to our students.</p>




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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers School Climate Surveys were conducted for : parents, teachers, and students. Parent survey is available on school website and paper. Staff and student surveys are available on Google Docs. Results of survey are used to plan afterschool programs (Reading Intervention for Grades K-2), intervention programs (Istation), field trips, workshops (staff and parent), and school events
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 <p>Technology and STEM:</p>	All students receive instruction from technology teacher, including keyboarding, coding, and use of various databases.
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 <div>Other Information</div>	<p>Renaissance One School of Humanities (School One) is a School of Choice. It is a nurturing place for children to grow. The staff is the core of what makes our school a success. Our amazing staff loves working with students and takes pride in what our school has to offer. The Six Pillars of characer are promoted: Trustworthiness, Respect, Responsibility, Fairness, Caring, & Citizenship are taught and reinforced daily. Renaissance One parents are an integral and supportive part of the school community. We will be conducting our first Renaissance Fair in many years this coming spring.</p>
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School 10
(31-4010-140)
Grades Offered: KG-08
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



School 10
(31-4010-140)
Grades Offered: KG-08
2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Ms. Lolita Vaughan
Address	48 MERCER STREET PATERSON, NJ 07524-2429
Phone Number	973-321-0100
Email Address	lvaughan@paterson.k12.nj.us
Website	https://ps10-pps-nj.schoolloop.com/



School 10

(31-4010-140)

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	44	38	0
KG	82	81	64
1	95	81	81
2	59	78	71
3	66	68	70
4	60	61	56
5	55	64	57
6	45	61	51
7	50	49	59
8	46	45	42
Total	602	626	551

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.3%	47.1%	44.3%
Male	48.7%	52.9%	55.7%
Economically Disadvantaged Students	89.4%	77.8%	81.7%
Students with Disabilities	6.0%	9.6%	14.0%
English Learners	19.9%	22.2%	22.1%
Homeless Students	1.7%	2.4%	2.7%
Students in Foster Care	0.5%	1.0%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.7%	1.1%	1.1%
Hispanic	60.5%	62.1%	65.7%
Black or African American	38.4%	36.7%	33.2%
Asian	0.2%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/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	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	44	38	0
KG - Half Day	0	0	0
KG - Full Day	82	81	64

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	53.9%
Spanish	45.7%
Other Languages	0.4%



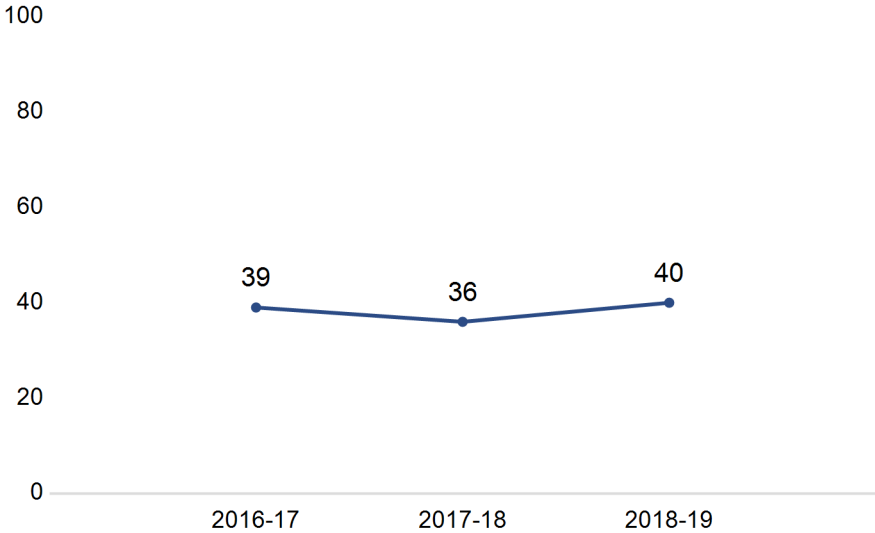
School 10
(31-4010-140)
Grades Offered: KG-08
2018-2019

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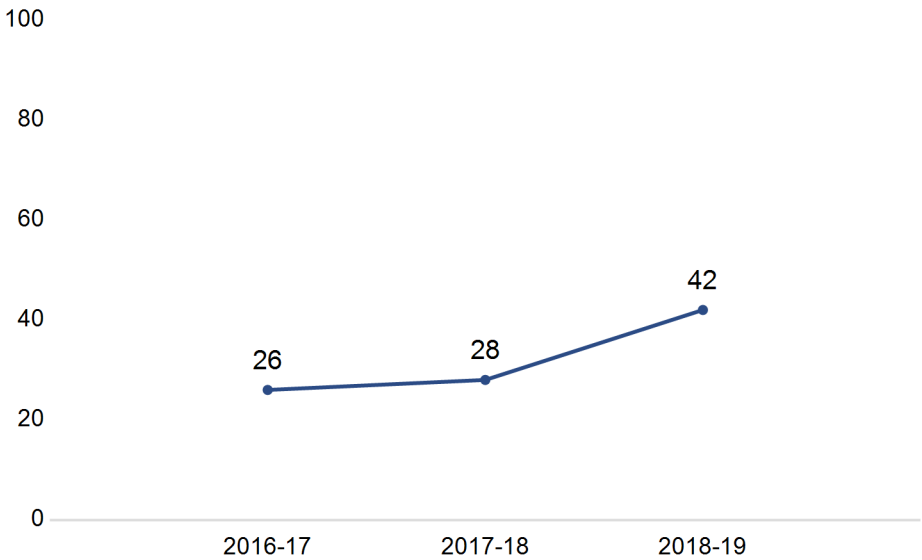
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	39	36	40	26	28	42
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	40	49	50	Met Standard	42	46	50	Met Standard
White	*	58	50	**	*	52	52	**
Hispanic	43	49	49	Met Standard	39.5	46	47	Not Met
Black or African American	35	43	45	Not Met	45.5	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	55.5	59	**	N	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	42	52	53	N	42	46	50	N
Male	38	46	47	N	41.5	45	51	N
Economically Disadvantaged Students	39.5	49	48	Not Met	44.5	45	46	Met Standard
Students with Disabilities	36	41	43	Not Met	48.5	41	45	Met Standard
English Learners	43	51	52	Met Standard	32.5	49	50	Not Met
Homeless Students	*	40	43	N	*	44	44	N
Students in Foster Care	*	46	42	N	*	50	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



School 10
(31-4010-140)
Grades Offered: KG-08
2018-2019

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† This indicates a table specific note,see note below table

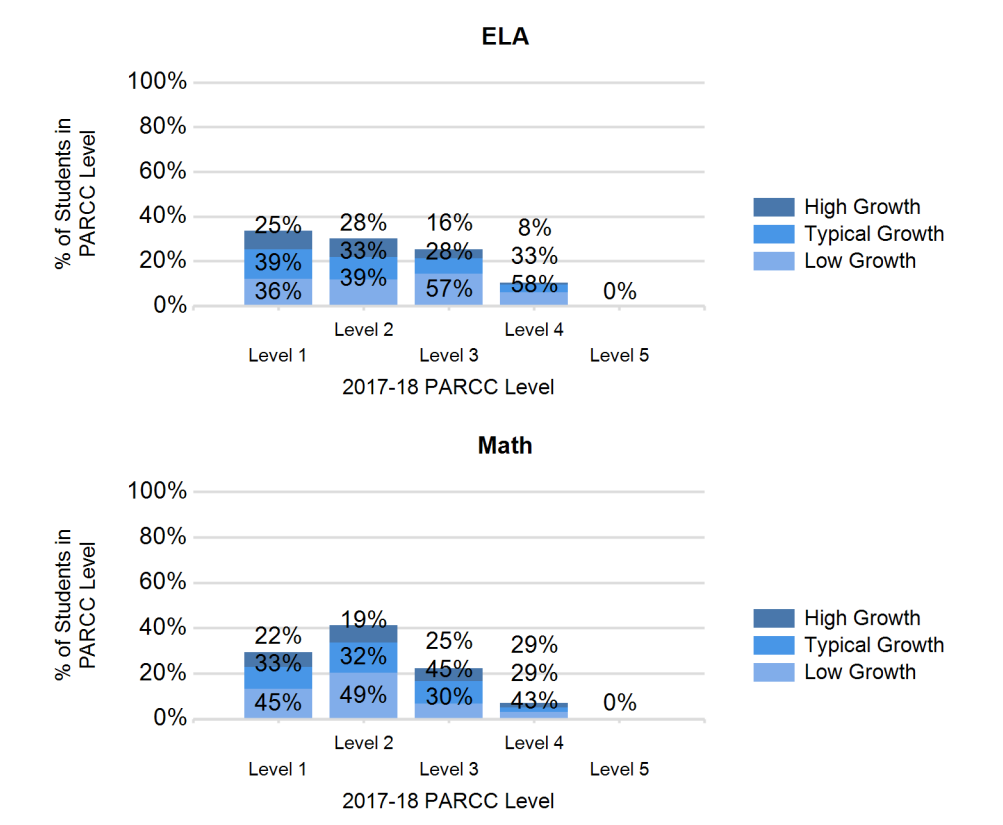
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

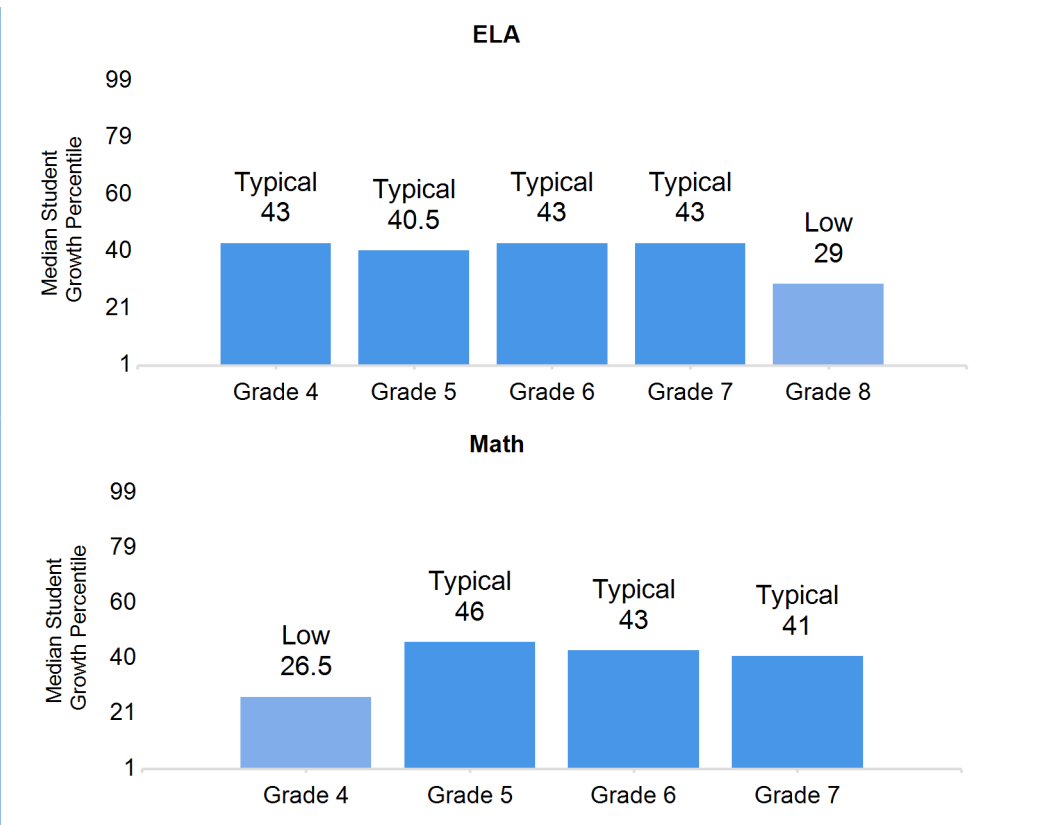
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





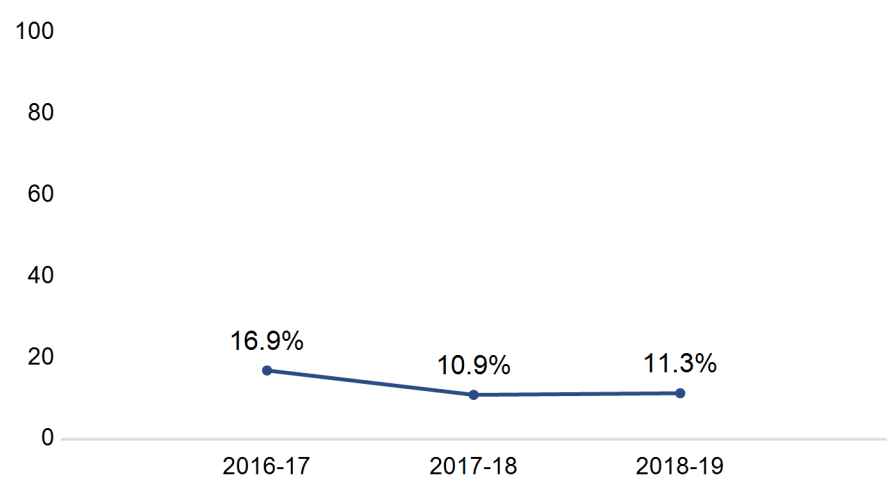
School 10
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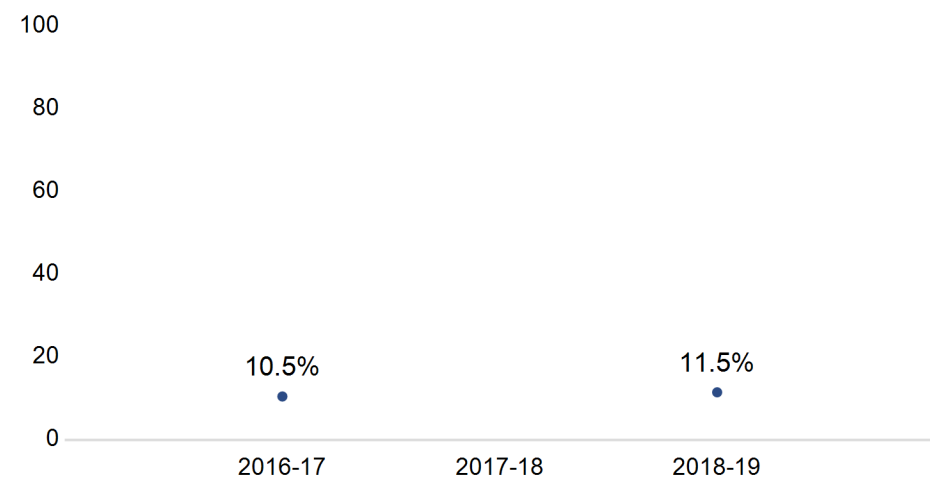
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	98.2%	99.7%	99.4%	98.6%	99.4%
Proficiency Rate for Federal Accountability	16.9%	10.9%	11.3%	10.5%	*	11.5%
Annual Target	18.8%	22.0%	25.3%	18.2%	21.4%	24.7%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



School 10
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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	309	99.7	11.3	30.2	57.9	11.3	25.3	Not Met
White	*	*	*	*	66.9	*	**	**
Hispanic	198	99.5	11.6	29.1	43.9	11.6	24.8	Not Met
Black or African American	*	*	*	24.9	38.5	*	26.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	54.9	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	135	99.3	*	36.4	64.8	*		
Male	174	100.0	*	24.5	51.3	*		
Economically Disadvantaged Students	228	100.0	10.5	30.3	40.0	10.5	25.3	Not Met
Non-Economically Disadvantaged Students	81	98.9	13.6	29.9	67.9	13.6		
Students with Disabilities	45	100.0	*	10.9	22.7	*	8	Not Met
Students without Disabilities	264	99.6	*	34.0	65.1	*		
English Learners	73	100.0	*	17.1	29.3	*	18.5	Not Met
Non-English Learners	236	99.6	*	34.9	60.6	*		
Homeless Students	*	*	*	23.3	29.1	*		
Students In Foster Care	*	*	*	28.1	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

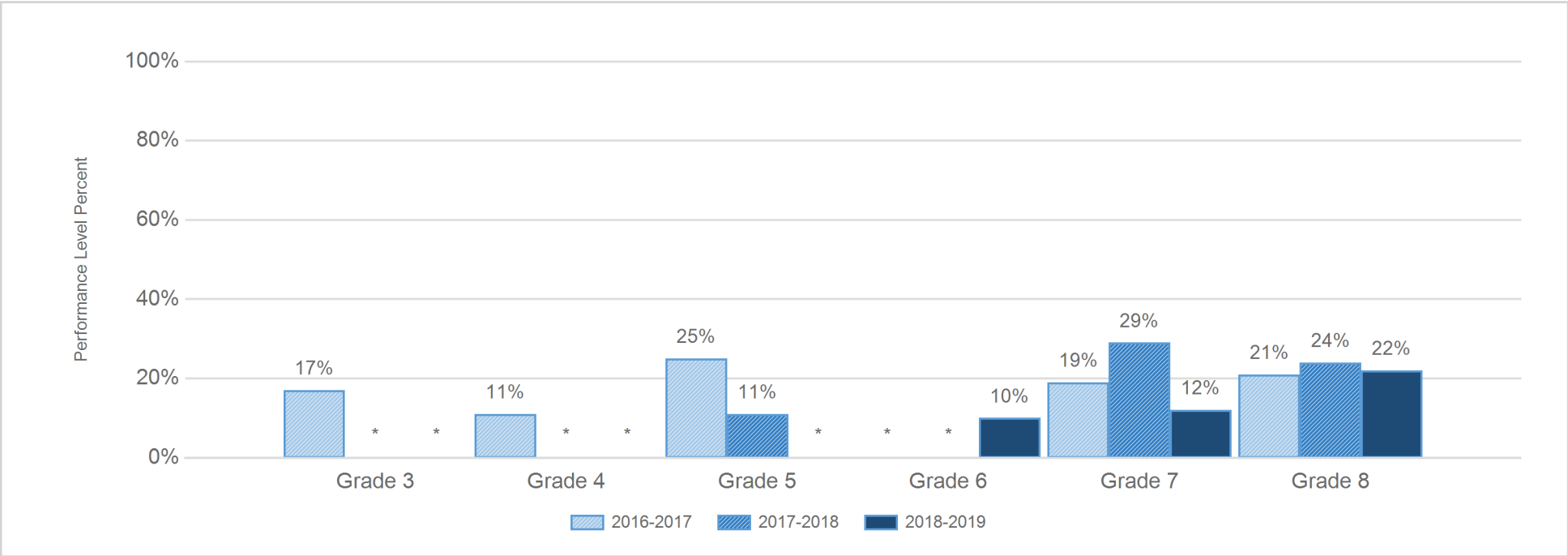


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2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	66	703	721	748	*	*	*	*	*	*	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	37	702	720	734	*	*	*	*	*	*	36%
Black or African American	*	*	715	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	30	709	*	753	*	*	*	*	*	*	55%
Male	36	699	717	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	46	697	721	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	20	717	720	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	690	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	16	689	695	713	*	*	*	*	*	*	17%
Non-English Learners	50	708	728	751	*	*	*	*	*	*	54%
Homeless Students	*	*	712	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



School 10
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	55	710	732	755	*	*	*	*	*	*	57%
White	N	N	741	763	N	N	N	N	N	N	67%
Hispanic	37	713	730	743	*	*	*	*	*	*	44%
Black or African American	18	706	729	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	20	725	738	760	*	*	*	*	*	*	62%
Male	35	702	727	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	40	711	731	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	15	710	734	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	761	*	*	*	*	*	*	64%
English Learners	20	697	706	720	*	*	*	*	*	*	17%
Non-English Learners	35	718	738	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	*	718	N	N	N	N	N	N	25%



School 10
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	56	712	734	756	*	*	*	*	*	*	58%
White	N	N	740	764	N	N	N	N	N	N	68%
Hispanic	34	709	732	743	*	*	*	*	*	*	44%
Black or African American	22	715	732	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	770	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	29	718	740	761	*	*	*	*	*	*	64%
Male	27	705	729	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	44	711	734	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	12	714	737	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	*	*	701	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	740	758	*	*	*	*	*	*	60%
Homeless Students	N	N	723	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



School 10
(31-4010-140)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	50	719	734	754	22%	34%	34%	*	*	10%	56%
White	*	*	736	762	*	*	*	*	*	*	65%
Hispanic	37	717	733	743	*	*	*	*	*	*	43%
Black or African American	*	*	730	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	759	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	20	723	741	762	*	*	*	*	*	*	64%
Male	30	716	*	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	33	719	734	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	17	719	735	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	703	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	740	761	*	*	*	*	*	*	64%
English Learners	*	*	702	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	N	N	727	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	*	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	58	710	734	761	36%	34%	17%	*	*	12%	63%
White	*	*	752	769	*	*	*	*	*	*	72%
Hispanic	35	708	*	747	40%	34%	*	*	*	11%	50%
Black or African American	*	*	729	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	23	713	742	769	*	*	*	*	*	13%	71%
Male	35	708	*	753	*	*	*	*	*	11%	55%
Economically Disadvantaged Students	41	712	732	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	17	705	739	771	*	*	*	*	*	*	73%
Students with Disabilities	18	692	700	720	*	*	*	*	*	*	22%
Students without Disabilities	40	718	740	769	*	*	*	*	*	*	71%
English Learners	*	*	689	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	741	763	*	*	*	*	*	*	65%
Homeless Students	*	*	721	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



School 10
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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	41	720	735	762	32%	24%	*	*	*	22%	63%
White	N	N	751	770	N	N	N	N	N	N	72%
Hispanic	29	725	734	747	*	*	*	*	*	24%	49%
Black or African American	12	709	729	741	*	*	*	*	*	17%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	758	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	19	738	*	771	*	*	*	*	*	*	71%
Male	22	705	725	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	31	720	734	743	*	*	*	*	*	19%	45%
Non-Economically Disadvantaged Students	10	721	739	772	*	*	*	*	*	30%	72%
Students with Disabilities	10	684	706	721	*	*	*	*	*	*	22%
Students without Disabilities	31	732	740	770	*	*	*	*	*	*	71%
English Learners	N	N	693	708	N	N	N	N	N	N	12%
Non-English Learners	41	720	743	764	32%	24%	*	*	*	22%	65%
Homeless Students	*	*	719	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	312	99.4	11.5	18.6	44.5	11.5	24.7	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	201	99.1	12.4	17.4	28.8	12.4	25.3	Not Met
Black or African American	*	*	*	13.1	23.0	*	21.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	41.9	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	137	99.3	13.1	18.9	44.9	13.1		
Male	175	99.5	10.3	18.3	44.2	10.3		
Economically Disadvantaged Students	230	99.6	11.3	18.8	26.3	11.3	24.7	Not Met
Non-Economically Disadvantaged Students	82	98.9	12.2	18.0	54.9	12.2		
Students with Disabilities	44	98.0	*	*	17.4	*	14.5	Not Met
Students without Disabilities	268	99.6	*	*	50.0	*		
English Learners	76	98.8	*	13.0	25.0	*	29.4	Not Met
Non-English Learners	236	99.6	*	20.8	46.5	*		
Homeless Students	*	*	*	10.2	17.1	*		
Students In Foster Care	*	*	*	12.9	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

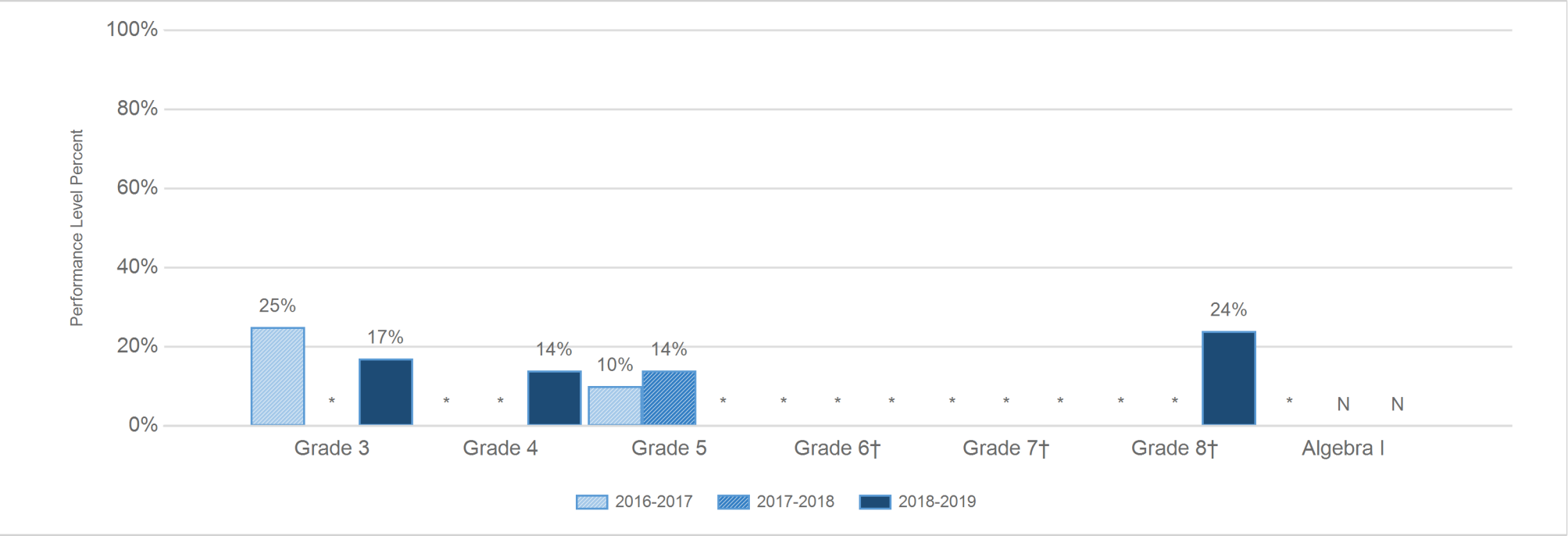


School 10
(31-4010-140)
Grades Offered: KG-08
2018-2019

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

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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



School 10
(31-4010-140)
Grades Offered: KG-08
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	69	722	728	752	22%	25%	36%	17%	0%	17%	55%
White	*	*	743	760	*	*	*	*	*	*	66%
Hispanic	40	719	728	739	30%	*	43%	*	*	15%	40%
Black or African American	*	*	720	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	32	721	*	751	*	*	*	*	*	19%	54%
Male	37	723	728	752	*	*	*	*	*	16%	56%
Economically Disadvantaged Students	47	718	729	737	*	*	30%	*	*	17%	37%
Non-Economically Disadvantaged Students	22	730	724	761	*	*	50%	*	*	18%	67%
Students with Disabilities	*	*	706	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	731	756	*	*	*	*	*	*	60%
English Learners	19	702	715	728	*	*	*	*	*	*	26%
Non-English Learners	50	729	733	754	*	*	*	*	*	*	58%
Homeless Students	*	*	715	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



School 10
(31-4010-140)
Grades Offered: KG-08
2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	56	706	726	749	48%	25%	*	*	*	14%	51%
White	N	N	735	757	N	N	N	N	N	N	62%
Hispanic	38	707	724	737	45%	*	*	*	*	16%	36%
Black or African American	18	704	720	731	56%	*	*	*	*	11%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	21	711	727	749	*	*	*	*	*	10%	50%
Male	35	703	724	749	*	*	*	*	*	17%	52%
Economically Disadvantaged Students	41	704	726	734	*	*	*	*	*	12%	32%
Non-Economically Disadvantaged Students	15	713	725	759	*	*	*	*	*	20%	63%
Students with Disabilities	*	*	706	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	729	754	*	*	*	*	*	*	56%
English Learners	21	688	709	722	*	*	*	*	*	*	18%
Non-English Learners	35	717	730	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



School 10
(31-4010-140)
Grades Offered: KG-08
2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	58	716	727	747	*	*	*	*	*	*	47%
White	N	N	733	755	N	N	N	N	N	N	58%
Hispanic	36	715	725	735	*	*	*	*	*	*	30%
Black or African American	22	717	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	29	724	*	747	*	*	*	*	*	*	47%
Male	29	708	*	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	45	720	727	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	13	702	727	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	730	752	*	*	*	*	*	*	52%
English Learners	11	707	709	718	*	*	*	*	*	*	12%
Non-English Learners	47	718	730	749	*	*	*	*	*	*	49%
Homeless Students	N	N	720	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



School 10
(31-4010-140)
Grades Offered: KG-08
2018-2019

Report Key:

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 ** Accountability calculations require 20 or more students
N No Data is available to display
 † This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	50	714	722	741	*	*	*	*	*	*	41%
White	*	*	731	749	*	*	*	*	*	*	51%
Hispanic	37	712	721	729	*	*	*	*	*	*	24%
Black or African American	*	*	717	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	744	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	20	708	724	742	*	*	*	*	*	*	42%
Male	30	717	*	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	33	718	722	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	17	706	722	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	701	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	726	746	*	*	*	*	*	*	46%
English Learners	*	*	706	709	*	*	*	*	*	*	*
Non-English Learners	*	*	725	743	*	*	*	*	*	*	*
Homeless Students	N	N	707	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%



School 10
(31-4010-140)
Grades Offered: KG-08
2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	57	709	725	744	*	*	*	*	*	*	42%
White	*	*	735	751	*	*	*	*	*	*	53%
Hispanic	34	707	724	733	*	*	*	*	*	*	26%
Black or African American	*	*	719	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	23	708	726	744	*	*	*	*	*	*	42%
Male	34	710	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	40	711	724	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	17	705	727	751	*	*	*	*	*	*	53%
Students with Disabilities	17	692	705	718	*	*	*	*	*	*	13%
Students without Disabilities	40	717	728	749	*	*	*	*	*	*	48%
English Learners	*	*	710	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	728	745	*	*	*	*	*	*	44%
Homeless Students	*	*	712	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



School 10
(31-4010-140)
Grades Offered: KG-08
2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	41	717	708	728	32%	32%	*	*	*	24%	29%
White	N	N	715	737	N	N	N	N	N	N	38%
Hispanic	29	725	708	722	*	*	*	*	*	*	22%
Black or African American	12	697	703	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	720	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	19	730	711	731	*	*	*	*	*	37%	31%
Male	22	705	704	726	*	*	*	*	*	14%	27%
Economically Disadvantaged Students	31	716	708	719	*	*	*	*	*	19%	20%
Non-Economically Disadvantaged Students	10	718	705	735	*	*	*	*	*	40%	36%
Students with Disabilities	10	677	693	707	*	*	*	*	*	*	10%
Students without Disabilities	31	730	711	734	*	*	*	*	*	*	35%
English Learners	N	N	700	706	N	N	N	N	N	N	10%
Non-English Learners	41	717	710	730	32%	32%	*	*	*	24%	30%
Homeless Students	*	*	702	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%



School 10
(31-4010-140)
Grades Offered: KG-08
2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	N	N	718	744	N	N	N	N	N	N	42%
White	N	N	733	752	N	N	N	N	N	N	53%
Hispanic	N	N	718	728	N	N	N	N	N	N	24%
Black or African American	N	N	710	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	N	N	720	745	N	N	N	N	N	N	44%
Male	N	N	717	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	719	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	715	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	701	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	720	748	N	N	N	N	N	N	47%
English Learners	N	N	703	710	N	N	N	N	N	N	*
Non-English Learners	N	N	722	745	N	N	N	N	N	N	*
Homeless Students	N	N	697	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



School 10
(31-4010-140)
Grades Offered: KG-08
2018-2019

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- † This indicates a table specific note, see note below table

DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	43.7%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	55	*	*
3-4	38	*	*
5 or more	27	*	*



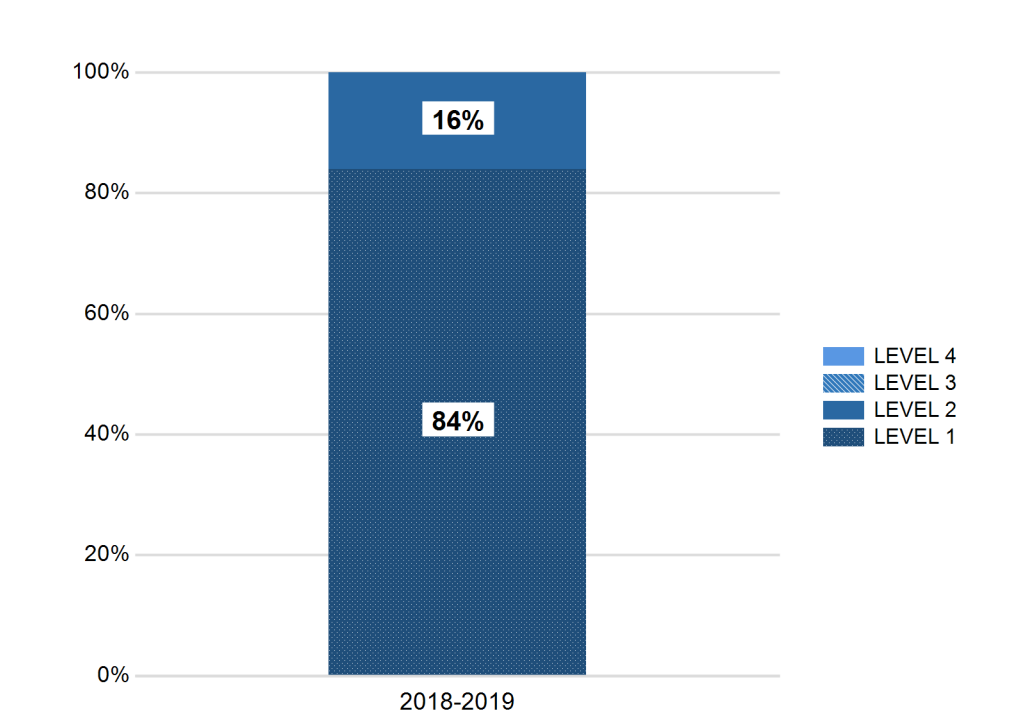
School 10
(31-4010-140)
Grades Offered: KG-08
2018-2019

Report Key:
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N No Data is available to display
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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	84	16	0	0
White	N	N	N	N
Hispanic	83	17	0	0
Black or African American	86	14	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



School 10
(31-4010-140)
Grades Offered: KG-08
2018-2019

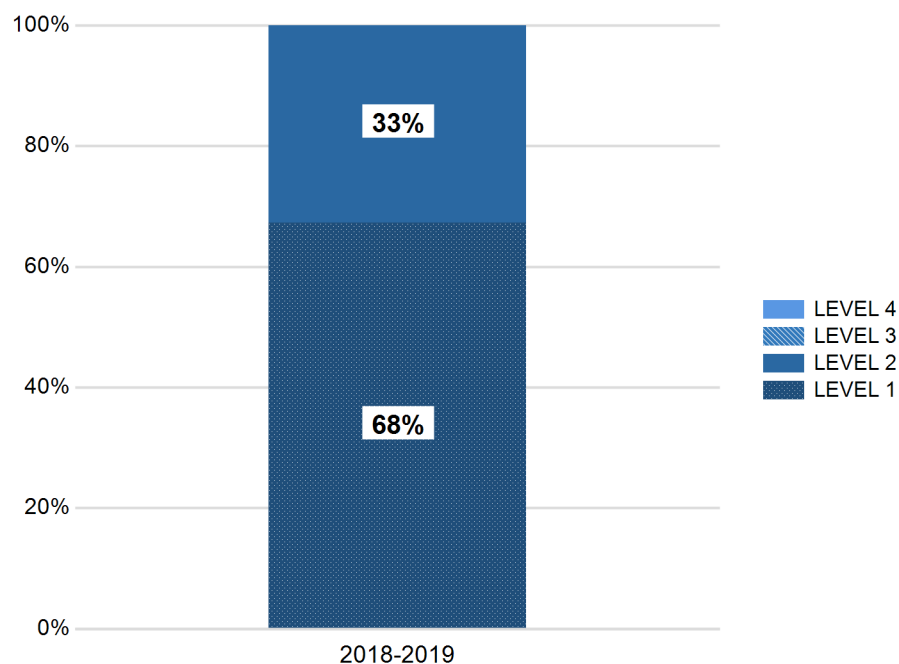
Report Key:

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- N No Data is available to display
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	68	33	0	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	58	42	0	0
Male	76	24	0	0
Economically Disadvantaged Students	67	33	0	0
Non-Economically Disadvantaged Students	70	30	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	68	33	0	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



School 10
(31-4010-140)
Grades Offered: KG-08
2018-2019

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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	51
7	0	0	59
8	0	0	42
Total	0	0	152

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	25	0	0	0	0	0	0
7	14	0	0	0	0	0	0
8	42	0	0	0	0	0	0
Total	81	0	0	0	0	0	0



School 10
(31-4010-140)
Grades Offered: KG-08
2018-2019

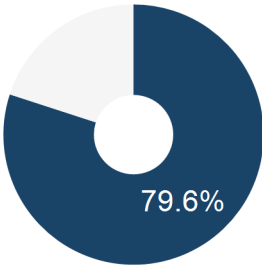
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Visual and Performing Arts – Course Participation

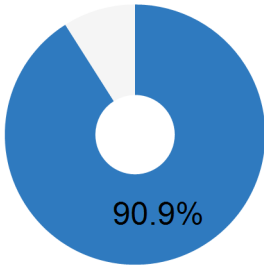
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

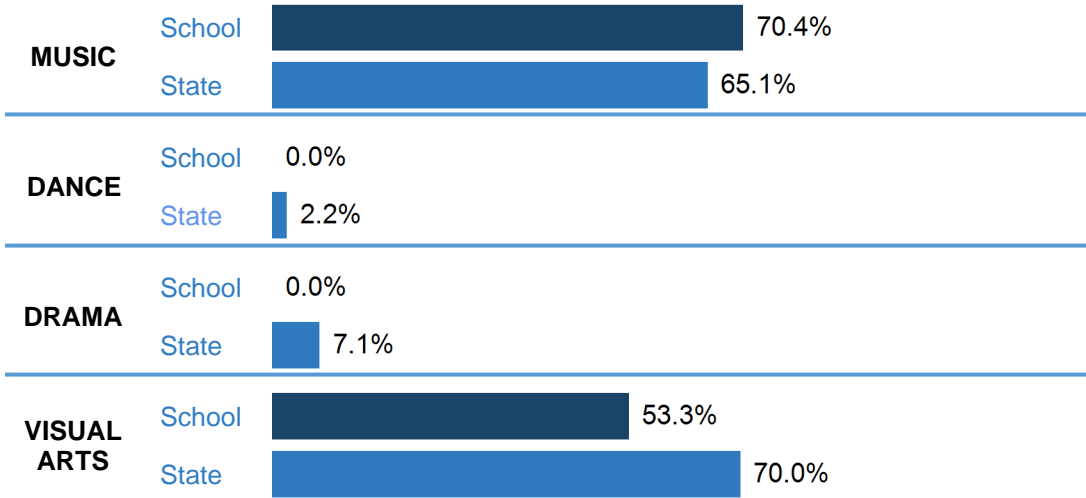


School



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. Students with fewer than 45 days in membership are excluded from attendance calculations.

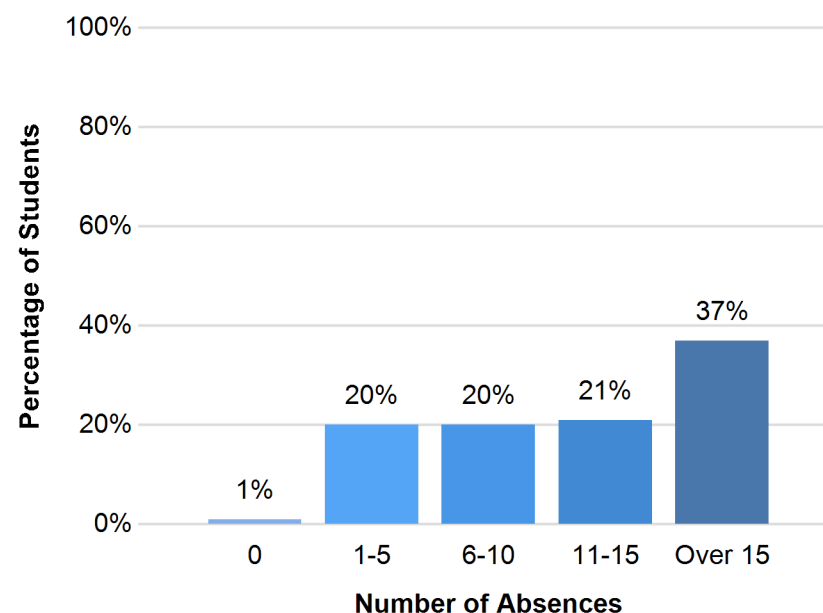
Chronic Absenteeism

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	175	31.8	9.0	Not Met
White	*	*	**	**
Hispanic	103	28.5	9.0	Not Met
Black or African American	*	*	9.0	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	71	29.3		
Male	104	33.7		
Economically Disadvantaged Students	145	32.4	9.0	Not Met
Students with Disabilities	36	45.6	9.0	Not Met
English Learners	18	15.0	9.0	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





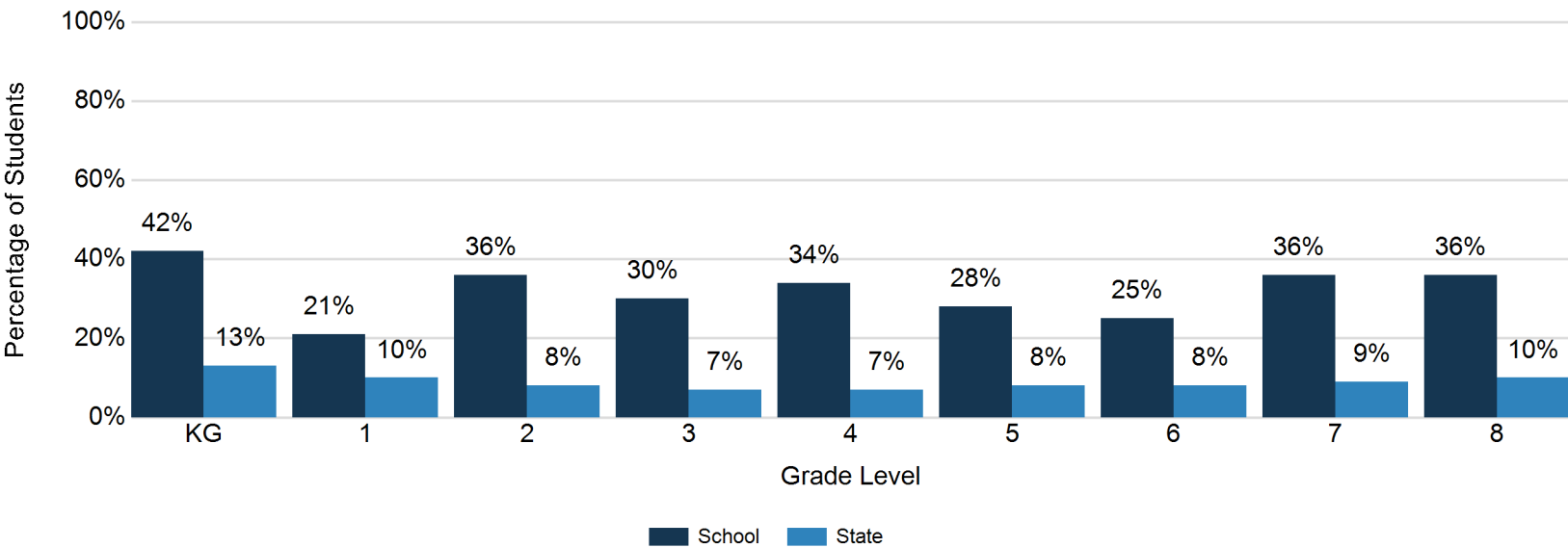
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	2.72

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	4	4
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	2	0	2
Disability	1	0	1
Other	12	9	21
No Identified Nature	0		0

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	40	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	70.0%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	138:1	122:1
Teachers to Administrators	10:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.3%	80.0%	75.0%	48.4%	77.1%	54.9%
Male	55.7%	20.0%	25.0%	51.6%	22.9%	45.1%
White	1.1%	32.5%	0.0%	42.4%	83.6%	77.4%
Hispanic	65.7%	25.0%	25.0%	29.9%	7.3%	7.2%
Black or African American	33.2%	40.0%	75.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	2.5%	0.0%	2.1%	0.2%	0.2%



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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

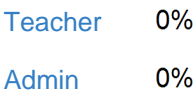
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	91.6%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	16.9%	10.9%	11.3%
Math Proficiency	10.5%	*	11.5%
ELA Growth	39	36	40
Math Growth	26	28	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		55.6%	43.7%
Chronic Absenteeism	28.2%	28.0%	31.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Met Standard	Met Standard	Met Target	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Not Met	Not Met	Met Standard	Not Met	Not Met	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 the school or district directly.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Paterson Public School No. 10 is committed to creating a positive, nurturing and challenging educational learning environment where students are academically and socially successful. We are implementing Positive Behavior Interventions and Supports (PBSIS), a framework for creating a positive school climate, which lead to an increase in positive student outcomes. Our school’s parent coordinator is continuously working with parents and the community to help assist with ensuring that all students are afforded the best quality education.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Mission: To develop our students character and intellect in order for them to function successfully in life. Vision: To create a pathway to success by developing a learning environment that prepares students for college and careers.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Paterson Public School No. 10 is an active member of the National Junior Honor Society for 22 years. Paterson Public School No. 10 received an award from the Leukemia & Lymphoma Society for 15 years of participating in fundraising on behalf on Leukemia & Lymphoma awareness and research.</p>



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Courses, Curriculum, Instruction:

Courses and Curriculum Instruction are aligned to district's curriculum and requirements.



Sports and Athletics:

Sports Offered: Basketball (Boys & Girls)

Co-ed Basketball Team, Sponsored in conjunction with the Paterson Recreation Department



Clubs and Activities:

Paterson Public School No. 10 affords students the opportunity to participate in extra-curricular activities such as, science club, art club, basketball and cheerleading. In addition, students in grades 6th -8th participate in the College Bound Program sponsored by Passaic County Community College. Paterson Public School No. 10 is an active member of the National Junior Honor Society for 22 years. Students who are members of the National Junior Honor Society participate in several community service projects throughout the school year; they understand what giving back to the community really means. Over the years, we have developed several community partnerships that have a vested interest in our students succeeding.





School 10
(31-4010-140)
Grades Offered: KG-08
2018-2019

Report Key:
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School Narrative

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<div>  <div>Before and After School Programs:</div> </div>	<p>The Boys & Girls Club of Paterson & Passaic, in conjunction with Paterson Public School No10 are the grant recipients of a 5-year, 21st Century CCLC, which provides funding for students in 4th -8th grades to attend the Boys & Girls Club After School Program. The school-based program held at Paterson Public School No. 10, Monday through Friday, 3:00 pm -6:00 pm. Students receive homework assistance and academic interventions; participate in recreational and life skills activities. Also, students receive snack and dinner.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>During the 2019-2020 SY, teachers will increase their capacity to implement the Blended Learning model of instruction in ELA and Math classrooms. Digital platform model will provide multiple avenues for students to access content, scaffold independent learning and adapt instruction to real time data. Professional Development opportunities in the form of various trainings to include: i.e. iReady, Achieve 3000, Professional and Coaching/Job-Embedded PD and Professional Learning Communities.</p>



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School Narrative

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Student Supports and Services:

Paterson Public School No. 10 provides a number of supports and services for ELL, students with disabilities, students that are struggling; and intervention support services. To help facilitate those services to meet the diverse needs of all students, we have one full-time Guidance Counselor, one part-time Student Assistance Counselor (SAC) and a shared Child Study Team (Learning Disabilities Teacher Consultant, Psychologist, Social Worker and Speech Therapist); as well as Bilingual and ESL teachers, and Special Education teachers. The Intervention & Referral Services (I&RS) Team meets frequently to provide a comprehensive preventive, early interventions and referral services for students experiencing learning, behavior, or health difficulties.



Student Health and Wellness:

Students participate in Physical Education and Health classes throughout the week. All of our students are eligible for free and reduced priced breakfast and lunch; students participate in the "Breakfast in the Classroom" program.



Parent and Community Involvement:

Paterson Public School No. 10 has a full-time Parent Coordinator who advocates for parents and facilitates the parent and community events. Parents are in integral parent of are learning community. The school has PTO and the executive members collaborate with the parent coordinator and teacher to plan workshops (e.g. assessments, literacy, math and science) that will empower them with the knowledge and skills to help the children be successful. Parents have access to the parent portal and have been provided opportunities to know how to access it. Over the years, we have developed community partnerships that have a vested interest in our students succeeding. Some of those community members, along with parents, are school's ESSA Stakeholder Engagement Committee.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<p>School No. 10 is located in the Bunker Hill section of Paterson, New Jersey. The building is a three-story structure that was built in 1916 and houses students in Kindergarten to eighth grades. The school has a newly renovated gymnasium where physical education classes and basketball games are held.</p>
 <p>School Safety:</p>	<p>Our number one priority is to ensure the safety and well-being of all students and staff, as well as, maintain a safe environment that is conducive for learning; the school has developed a School Safety & Security Plan. The Paterson Public School District has a security department that is responsible for ensuring the safety of students and staff. In doing so, security guards and a school-based police officer has been assigned to the school. In addition, the school has a School Safety Team who monitors the School Safety & Security Plan.</p>




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 <div>Technology and STEM:</div>	Students are afforded with the opportunity to use technology in the classroom to support their learning (i.e. ipads, think pads, computers, three computer labs, digital platforms)
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<div>Other Information</div>	<p>In addition, students in grades 6th -8th participate in the College Bound Program sponsored by Passaic County Community College.</p>
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School 12
(31-4010-160)
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2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



School 12

(31-4010-160)

Grades Offered: KG-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Ms. Boblyn Ranger-Dobbs
Address	121 NORTH SECOND STREET PATERSON, NJ 07522
Phone Number	973-321-0120
Email Address	bdobbs@paterson.k12.nj.us
Website	https://ps12-pps-nj.schoolloop.com/



School 12
(31-4010-160)
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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	38	39	43
1	52	55	52
2	67	63	62
3	62	66	62
4	51	56	69
5	62	55	56
6	51	62	59
7	84	57	65
8	59	76	58
Total	526	529	526

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.2%	53.5%	50.6%
Male	49.8%	46.5%	49.4%
Economically Disadvantaged Students	82.5%	89.4%	82.3%
Students with Disabilities	13.1%	10.4%	11.2%
English Learners	17.1%	16.6%	18.3%
Homeless Students	1.5%	2.5%	1.3%
Students in Foster Care	1.3%	1.1%	0.8%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	2.1%	2.3%	1.1%
Hispanic	60.1%	60.9%	60.1%
Black or African American	37.1%	35.9%	37.5%
Asian	0.8%	0.9%	1.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	38	39	43

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	58.4%
Spanish	39.4%
Bengali	1.3%
Other Languages	1.0%



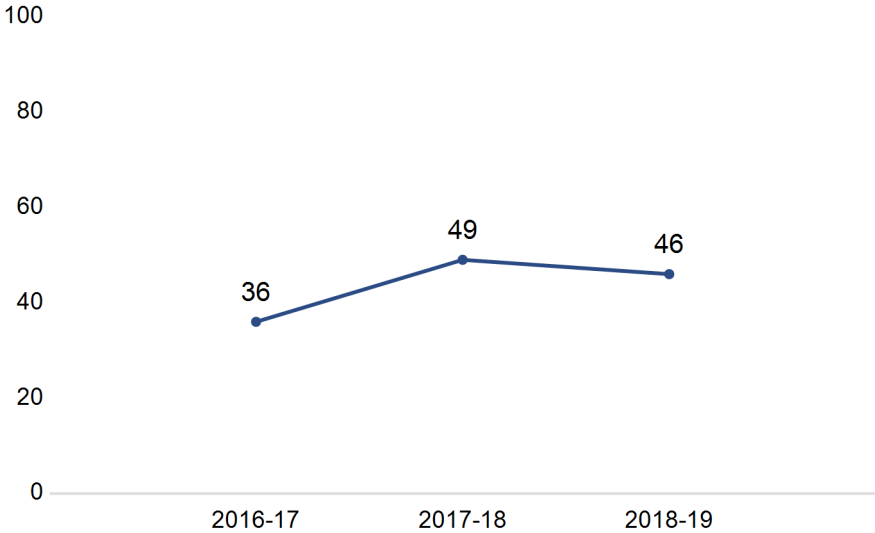
School 12
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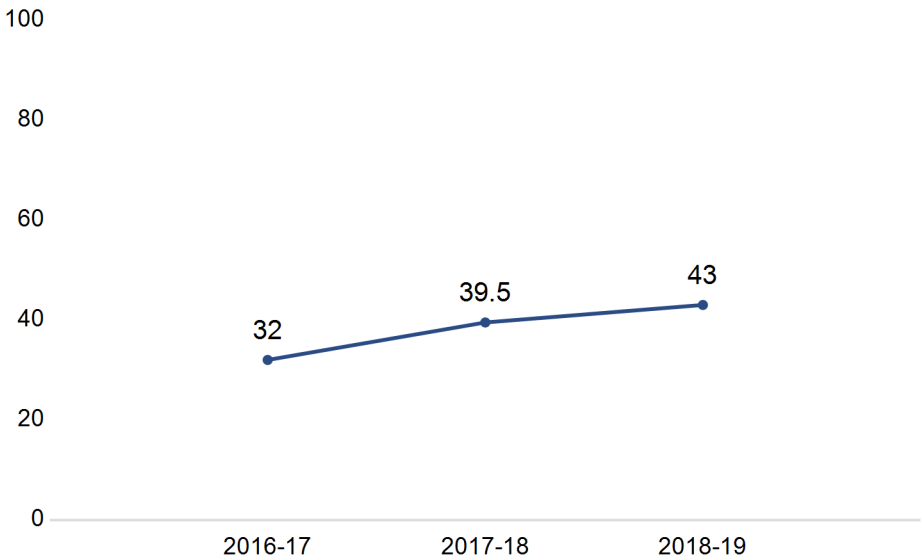
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	36	49	46	32	39.5	43
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	46	49	50	Met Standard	43	46	50	Met Standard
White	*	58	50	**	*	52	52	**
Hispanic	44	49	49	Met Standard	43	46	47	Met Standard
Black or African American	47.5	43	45	Met Standard	37	43	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	55.5	59	**	*	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	48	52	53	N	47	46	50	N
Male	41.5	46	47	N	38	45	51	N
Economically Disadvantaged Students	46	49	48	Met Standard	42	45	46	Met Standard
Students with Disabilities	22	41	43	Not Met	32	41	45	Not Met
English Learners	52	51	52	Met Standard	43	49	50	Met Standard
Homeless Students	*	40	43	N	N	44	44	N
Students in Foster Care	*	46	42	N	*	50	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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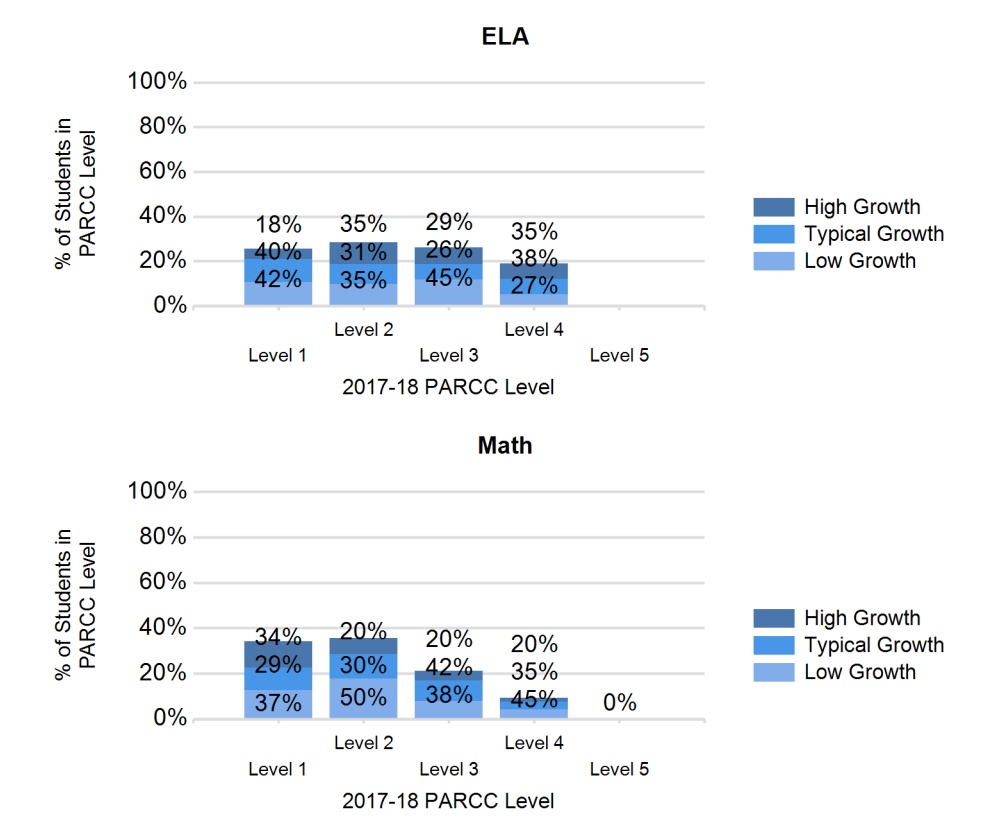
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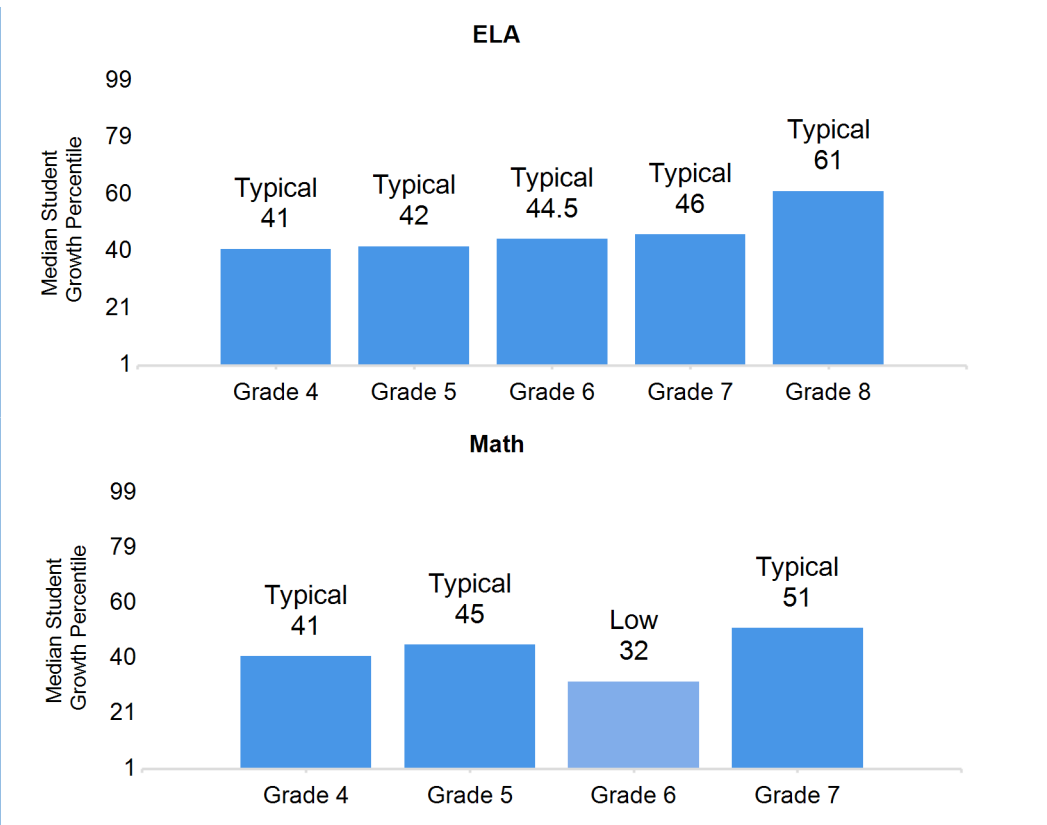
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



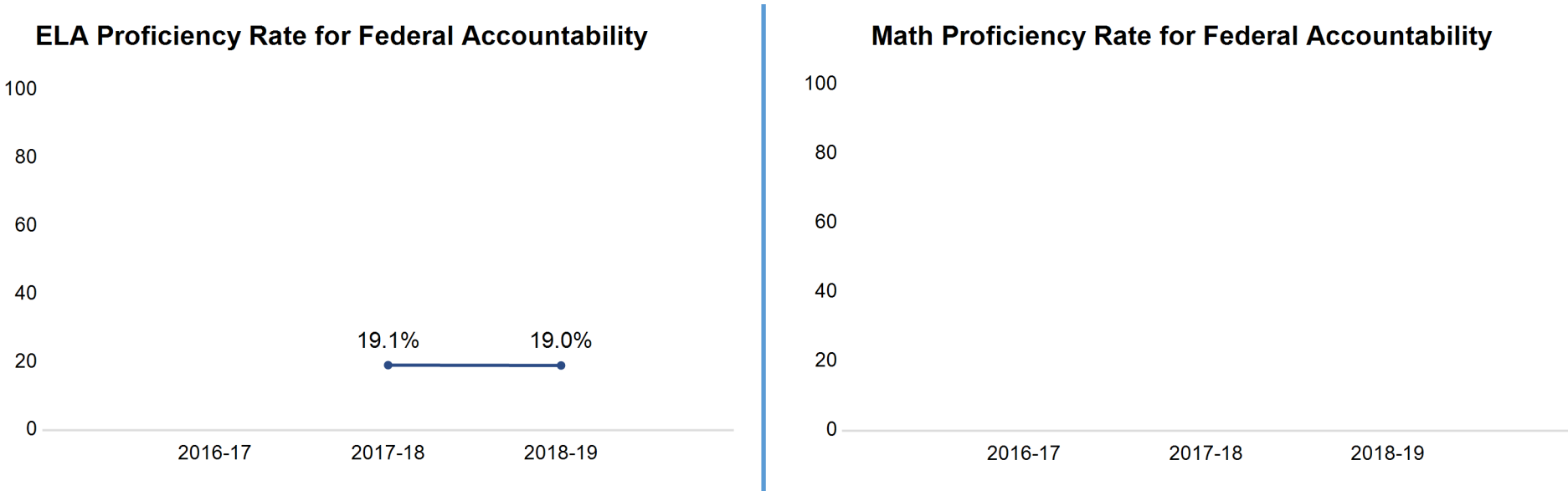


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.7%	99.7%	98.3%	100.0%	99.5%	98.4%
Proficiency Rate for Federal Accountability	*	19.1%	19.0%	*	*	*
Annual Target	12.0%	15.6%	19.1%	10.7%	14.4%	18.0%
Met Annual Target?	Met Target†	Met Target	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	342	98.3	19.0	30.2	57.9	19.0	19.1	Met Target†
White	*	*	*	*	66.9	*	**	**
Hispanic	212	99.5	18.9	29.1	43.9	18.9	20.3	Met Target†
Black or African American	120	96.2	19.2	24.9	38.5	19.2	16.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	54.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	183	98.4	25.7	36.4	64.8	25.7		
Male	159	98.2	11.3	24.5	51.3	11.3		
Economically Disadvantaged Students	262	98.9	19.5	30.3	40.0	19.5	19.1	Met Target
Non-Economically Disadvantaged Students	80	96.6	17.5	29.9	67.9	17.5		
Students with Disabilities	43	91.8	*	10.9	22.7	*	13.5	Not Met
Students without Disabilities	299	99.4	*	34.0	65.1	*		
English Learners	67	100.0	11.9	17.1	29.3	11.9	14	Met Target†
Non-English Learners	275	97.9	20.7	34.9	60.6	20.7		
Homeless Students	*	*	*	23.3	29.1	*		
Students In Foster Care	*	*	*	28.1	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

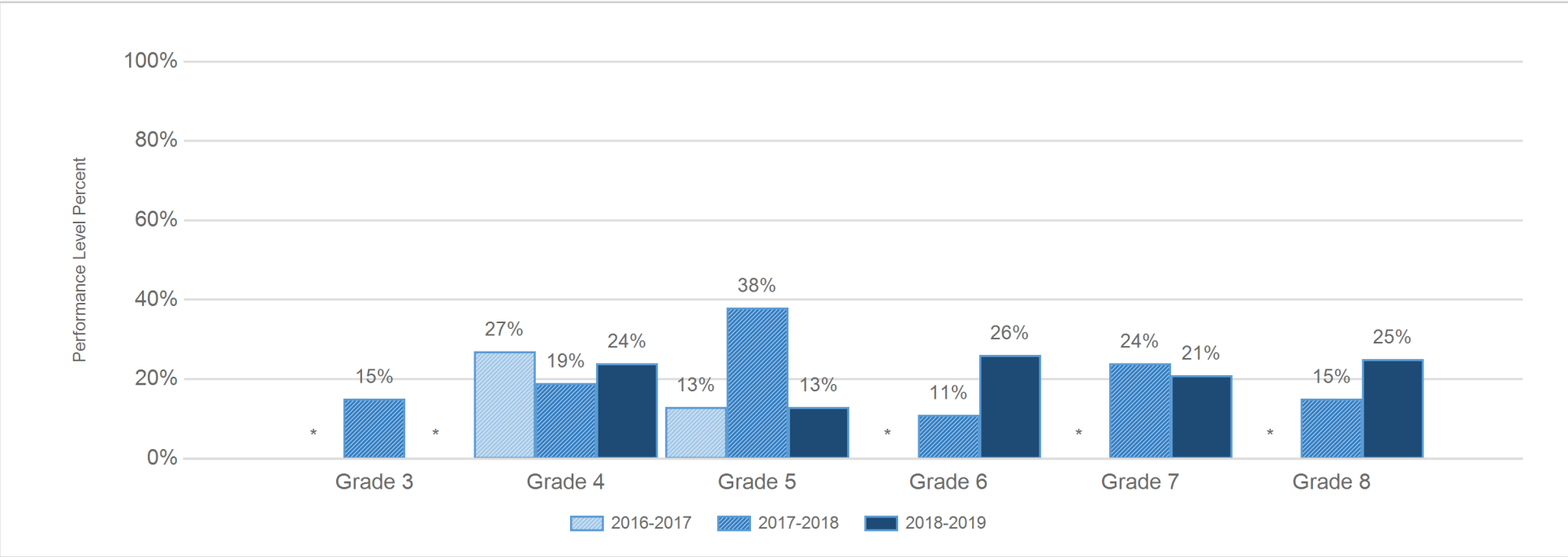


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	701	721	748	*	*	*	*	*	*	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	33	694	720	734	*	*	*	*	*	*	36%
Black or African American	*	*	715	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	743	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	31	702	*	753	*	*	*	*	*	*	55%
Male	30	701	717	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	721	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	720	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	690	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	14	679	695	713	*	*	*	*	*	*	17%
Non-English Learners	47	708	728	751	*	*	*	*	*	*	54%
Homeless Students	*	*	712	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	68	722	732	755	25%	28%	24%	24%	0%	24%	57%
White	N	N	741	763	N	N	N	N	N	N	67%
Hispanic	45	720	730	743	31%	*	*	27%	0%	27%	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	41	726	738	760	*	*	*	*	*	29%	62%
Male	27	714	727	750	*	*	*	*	*	15%	53%
Economically Disadvantaged Students	55	722	731	740	*	*	*	*	*	22%	40%
Non-Economically Disadvantaged Students	13	719	734	765	*	*	*	*	*	31%	69%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	761	*	*	*	*	*	*	64%
English Learners	*	*	706	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	738	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	*	718	N	N	N	N	N	N	25%



School 12
(31-4010-160)
Grades Offered: KG-08
2018-2019

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 Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	53	718	734	756	26%	36%	25%	*	*	13%	58%
White	N	N	740	764	N	N	N	N	N	N	68%
Hispanic	30	718	732	743	*	33%	*	*	*	13%	44%
Black or African American	*	*	732	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	27	729	740	761	*	*	*	*	*	*	64%
Male	26	707	729	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	42	717	734	740	*	*	*	*	*	12%	39%
Non-Economically Disadvantaged Students	11	722	737	766	*	*	*	*	*	18%	69%
Students with Disabilities	*	*	707	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	*	*	701	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	740	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



School 12
(31-4010-160)
Grades Offered: KG-08
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	57	726	734	754	26%	25%	23%	26%	0%	26%	56%
White	N	N	736	762	N	N	N	N	N	N	65%
Hispanic	37	725	733	743	32%	*	*	27%	0%	27%	43%
Black or African American	*	*	730	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	30	735	741	762	*	*	*	*	*	37%	64%
Male	27	717	*	748	*	*	*	*	*	15%	48%
Economically Disadvantaged Students	46	728	734	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	11	718	735	763	*	*	*	*	*	*	67%
Students with Disabilities	13	696	703	722	*	*	*	*	*	*	19%
Students without Disabilities	44	735	740	761	*	*	*	*	*	*	64%
English Learners	*	*	702	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	N	N	727	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	*	721	N	N	N	N	N	N	25%



School 12
(31-4010-160)
Grades Offered: KG-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	716	734	761	36%	23%	20%	*	*	21%	63%
White	*	*	752	769	*	*	*	*	*	*	72%
Hispanic	40	714	*	747	40%	25%	*	*	*	18%	50%
Black or African American	*	*	729	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	31	726	742	769	*	*	*	*	*	32%	71%
Male	30	707	*	753	*	*	*	*	*	10%	55%
Economically Disadvantaged Students	42	717	732	743	*	*	*	*	*	21%	45%
Non-Economically Disadvantaged Students	19	716	739	771	*	*	*	*	*	21%	73%
Students with Disabilities	*	*	700	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	740	769	*	*	*	*	*	*	71%
English Learners	10	689	689	706	*	*	*	*	*	*	12%
Non-English Learners	51	722	741	763	*	*	*	*	*	*	65%
Homeless Students	*	*	721	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



School 12
(31-4010-160)
Grades Offered: KG-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	51	733	735	762	*	27%	33%	*	*	25%	63%
White	*	*	751	770	*	*	*	*	*	*	72%
Hispanic	33	729	734	747	*	33%	33%	*	*	21%	49%
Black or African American	*	*	729	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	758	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	26	740	*	771	*	*	*	*	*	31%	71%
Male	25	727	725	753	*	*	*	*	*	20%	55%
Economically Disadvantaged Students	32	733	734	743	*	*	*	*	*	25%	45%
Non-Economically Disadvantaged Students	19	733	739	772	*	*	*	*	*	26%	72%
Students with Disabilities	*	*	706	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	740	770	*	*	*	*	*	*	71%
English Learners	*	*	693	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	743	764	*	*	*	*	*	*	65%
Homeless Students	*	*	719	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%



School 12
(31-4010-160)
Grades Offered: KG-08
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	351	98.4	*	18.6	44.5	*	18	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	221	99.6	*	17.4	28.8	*	20.8	Not Met
Black or African American	120	96.2	*	13.1	23.0	*	12.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	41.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	185	98.5	*	18.9	44.9	*		
Male	166	98.3	*	18.3	44.2	*		
Economically Disadvantaged Students	264	98.9	*	18.8	26.3	*	18	Not Met
Non-Economically Disadvantaged Students	87	97.0	*	18.0	54.9	*		
Students with Disabilities	43	91.8	*	*	17.4	*	13.5	Not Met
Students without Disabilities	308	99.4	*	*	50.0	*		
English Learners	76	100.0	*	13.0	25.0	*	17.9	Not Met
Non-English Learners	275	97.9	*	20.8	46.5	*		
Homeless Students	*	*	*	10.2	17.1	*		
Students In Foster Care	*	*	*	12.9	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

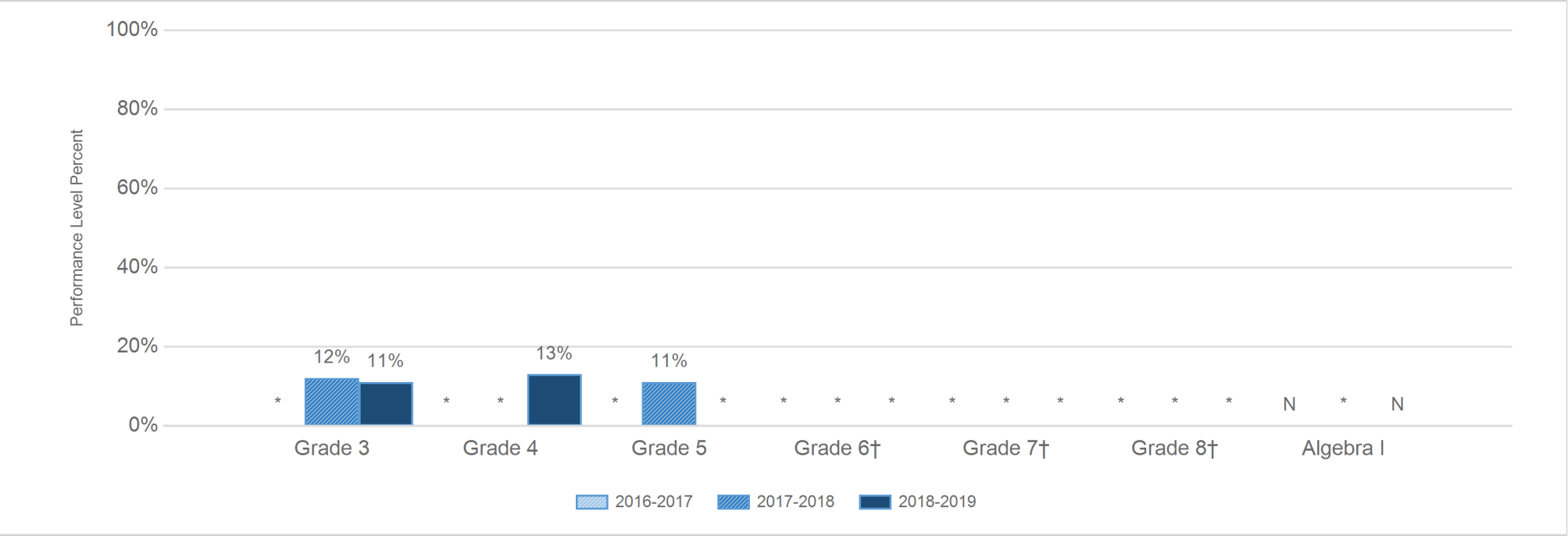


School 12
(31-4010-160)
Grades Offered: KG-08
2018-2019

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

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



School 12
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	64	716	728	752	30%	23%	36%	*	*	11%	55%
White	N	N	743	760	N	N	N	N	N	N	66%
Hispanic	36	716	728	739	31%	*	36%	*	*	11%	40%
Black or African American	*	*	720	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	33	711	*	751	*	*	*	*	*	*	54%
Male	31	721	728	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	53	718	729	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	11	704	724	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	706	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	731	756	*	*	*	*	*	*	60%
English Learners	17	705	715	728	*	*	*	*	*	*	26%
Non-English Learners	47	719	733	754	*	*	*	*	*	*	58%
Homeless Students	*	*	715	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



School 12
(31-4010-160)
Grades Offered: KG-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	70	715	726	749	34%	30%	23%	*	*	13%	51%
White	N	N	735	757	N	N	N	N	N	N	62%
Hispanic	47	720	724	737	32%	28%	23%	*	*	17%	36%
Black or African American	*	*	720	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	42	719	727	749	33%	*	*	*	*	14%	50%
Male	28	710	724	749	36%	*	*	*	*	11%	52%
Economically Disadvantaged Students	55	715	726	734	*	*	*	*	*	13%	32%
Non-Economically Disadvantaged Students	15	717	725	759	*	*	*	*	*	13%	63%
Students with Disabilities	*	*	706	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	729	754	*	*	*	*	*	*	56%
English Learners	11	707	709	722	*	*	*	*	*	*	18%
Non-English Learners	59	717	730	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



School 12
(31-4010-160)
Grades Offered: KG-08
2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	55	710	727	747	*	*	*	*	*	*	47%
White	N	N	733	755	N	N	N	N	N	N	58%
Hispanic	32	711	725	735	*	*	*	*	*	*	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	28	713	*	747	*	*	*	*	*	*	47%
Male	27	706	*	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	43	708	727	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	12	713	727	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	730	752	*	*	*	*	*	*	52%
English Learners	10	700	709	718	*	*	*	*	*	*	12%
Non-English Learners	45	712	730	749	*	*	*	*	*	*	49%
Homeless Students	*	*	720	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



School 12
(31-4010-160)
Grades Offered: KG-08
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	58	708	722	741	*	*	*	*	*	*	41%
White	N	N	731	749	N	N	N	N	N	N	51%
Hispanic	38	706	721	729	*	*	*	*	*	*	24%
Black or African American	*	*	717	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	744	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	31	713	724	742	*	*	*	*	*	*	42%
Male	27	701	*	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	47	708	722	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	11	706	722	750	*	*	*	*	*	*	53%
Students with Disabilities	13	683	701	716	*	*	*	*	*	*	12%
Students without Disabilities	45	715	726	746	*	*	*	*	*	*	46%
English Learners	*	*	706	709	*	*	*	*	*	*	*
Non-English Learners	*	*	725	743	*	*	*	*	*	*	*
Homeless Students	N	N	707	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%



School 12
(31-4010-160)
Grades Offered: KG-08
2018-2019

Report Key:

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 ** Accountability calculations require 20 or more students
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 † This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	63	711	725	744	*	*	*	*	*	*	42%
White	*	*	735	751	*	*	*	*	*	*	53%
Hispanic	42	711	724	733	*	*	*	*	*	*	26%
Black or African American	*	*	719	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	32	711	726	744	*	*	*	*	*	*	42%
Male	31	711	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	43	709	724	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	20	714	727	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	705	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	728	749	*	*	*	*	*	*	48%
English Learners	12	704	710	716	*	*	*	*	*	*	10%
Non-English Learners	51	713	728	745	*	*	*	*	*	*	44%
Homeless Students	*	*	712	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



School 12
(31-4010-160)
Grades Offered: KG-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	57	711	708	728	*	*	*	*	*	*	29%
White	*	*	715	737	*	*	*	*	*	*	38%
Hispanic	39	711	708	722	*	*	*	*	*	*	22%
Black or African American	*	*	703	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	720	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	26	706	711	731	*	*	*	*	*	*	31%
Male	31	715	704	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	34	712	708	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	23	709	705	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	693	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	711	734	*	*	*	*	*	*	35%
English Learners	13	700	700	706	*	*	*	*	*	*	10%
Non-English Learners	44	714	710	730	*	*	*	*	*	*	30%
Homeless Students	*	*	702	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%



School 12
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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	N	N	718	744	N	N	N	N	N	N	42%
White	N	N	733	752	N	N	N	N	N	N	53%
Hispanic	N	N	718	728	N	N	N	N	N	N	24%
Black or African American	N	N	710	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	N	N	720	745	N	N	N	N	N	N	44%
Male	N	N	717	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	719	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	715	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	701	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	720	748	N	N	N	N	N	N	47%
English Learners	N	N	703	710	N	N	N	N	N	N	*
Non-English Learners	N	N	722	745	N	N	N	N	N	N	*
Homeless Students	N	N	697	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



School 12
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
4	N	N
5	*	*
6	*	*
7	*	*
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	23.6%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	46	*	*
3-4	21	*	*
5 or more	25	*	*



School 12
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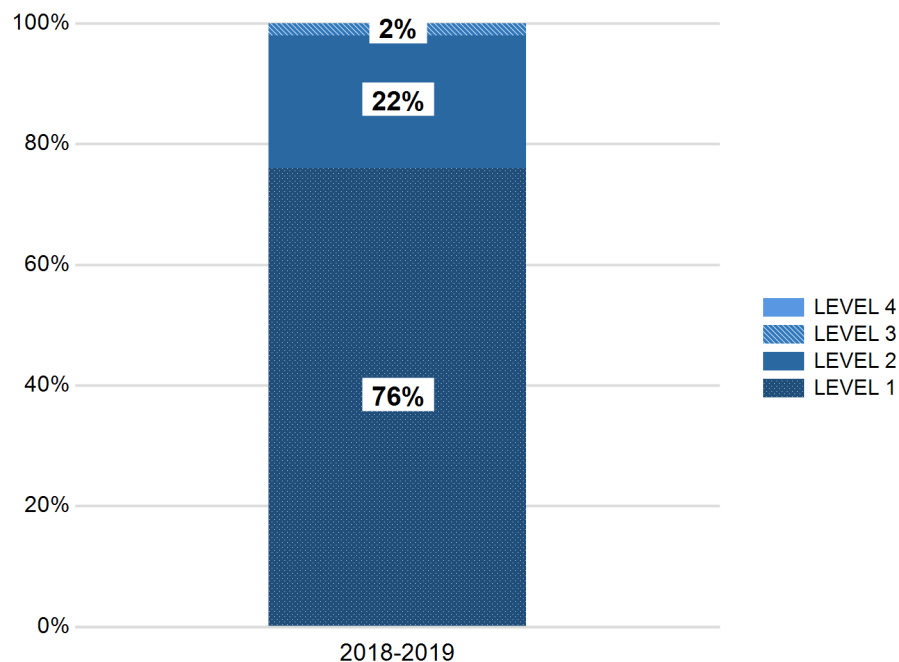
N No Data is available to display

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	76	22	2	0
White	N	N	N	N
Hispanic	72	28	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	71	29	0	0
Male	81	15	4	0
Economically Disadvantaged Students	77	21	2	0
Non-Economically Disadvantaged Students	75	25	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	90	10	0	0
Non-English Learners	73	24	2	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



School 12
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Grades Offered: KG-08
2018-2019

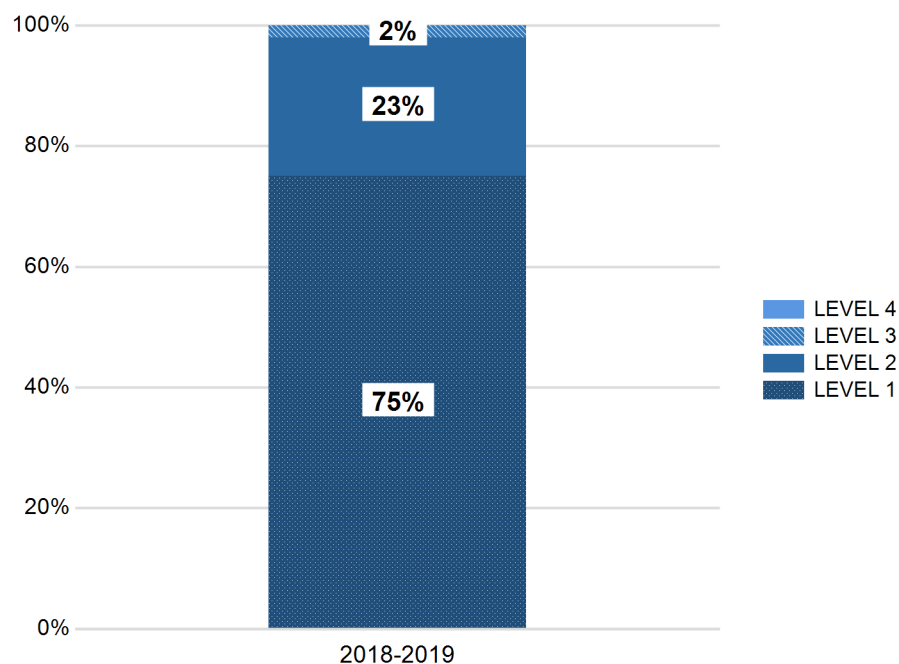
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	75	23	2	0
White	*	*	*	*
Hispanic	74	26	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	81	19	0	0
Male	71	26	3	0
Economically Disadvantaged Students	79	21	0	0
Non-Economically Disadvantaged Students	70	26	4	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	85	15	0	0
Non-English Learners	73	25	2	0
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	59
7	0	0	65
8	0	0	58
Total	0	0	182

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	12	0	0	0	0	0	0
7	2	0	0	0	0	0	0
8	17	0	0	0	0	0	0
Total	31	0	0	0	0	0	0



School 12
(31-4010-160)
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2018-2019

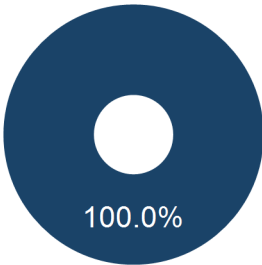
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Visual and Performing Arts – Course Participation

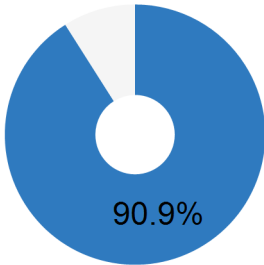
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

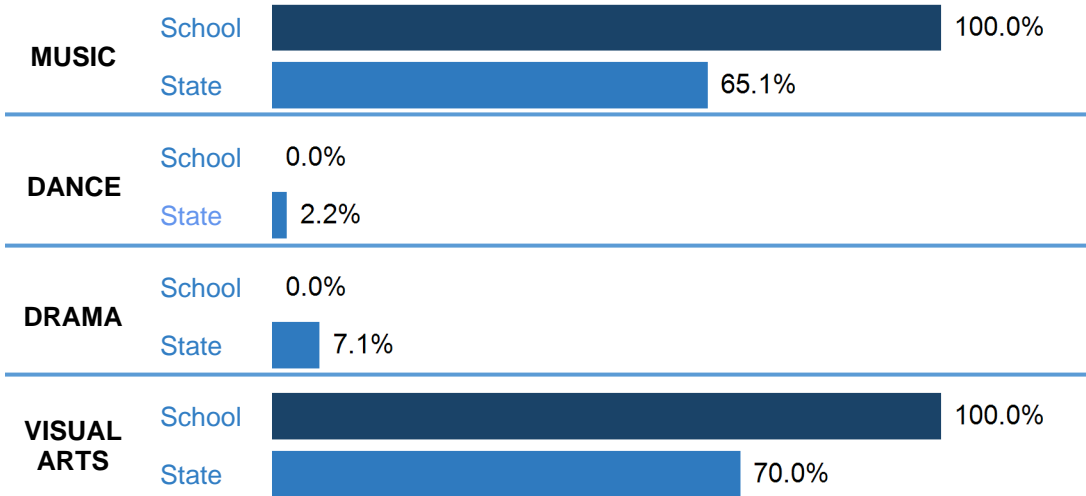


School



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. Students with fewer than 45 days in membership are excluded from attendance calculations.

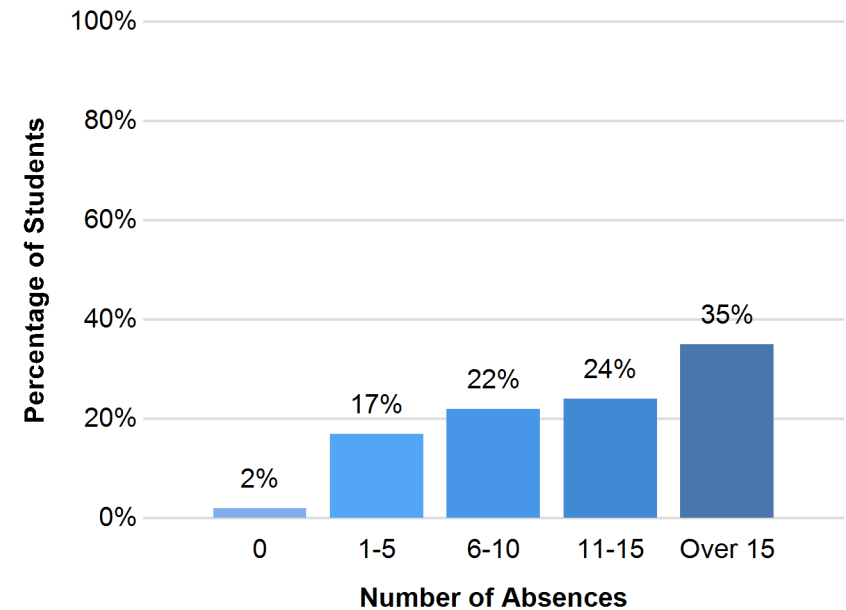
Chronic Absenteeism

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	161	30.2	9.0	Not Met
White	*	*	**	**
Hispanic	81	25.4	9.0	Not Met
Black or African American	75	37.7	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	79	29.0		
Male	82	31.4		
Economically Disadvantaged Students	130	30.0	9.0	Not Met
Students with Disabilities	30	44.1	9.0	Not Met
English Learners	9	9.5	9.0	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





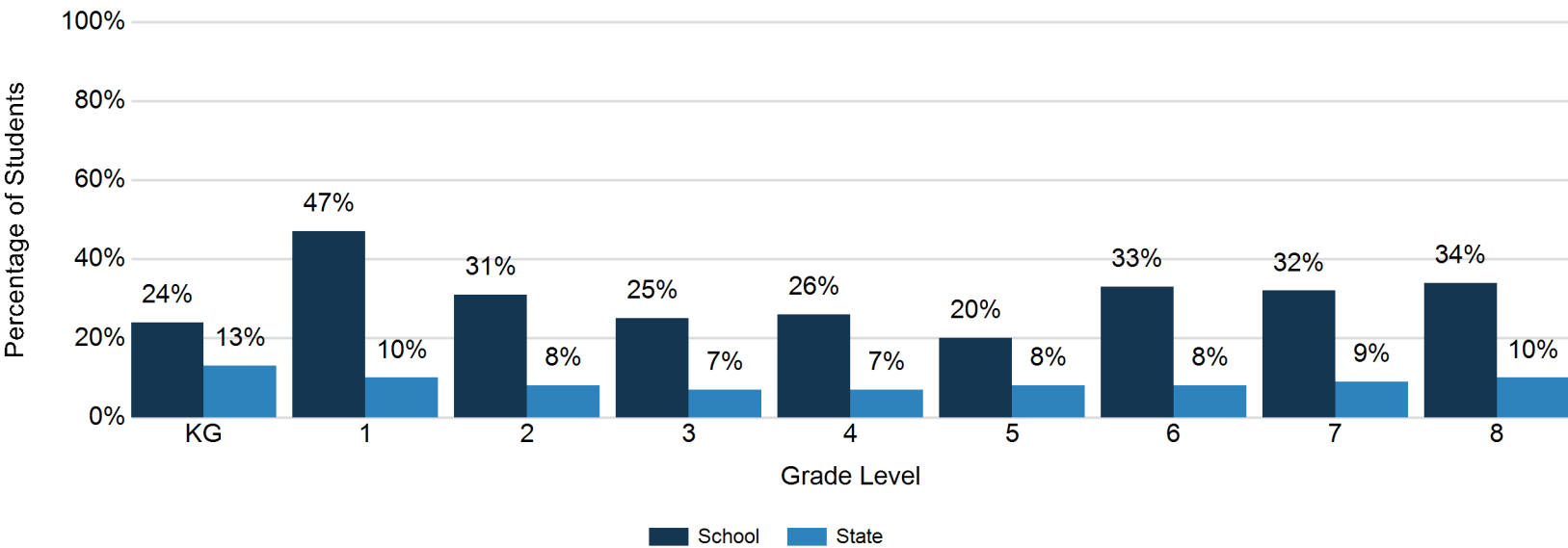
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Chronic Absenteeism by Grade

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





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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	4
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.14

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	2	2
Other	3	0	3
No Identified Nature	0		0

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
24



School 12
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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.9:1



School 12

(31-4010-160)

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2018-2019

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	37	118,214
Average years experience in public schools	14.2	12.1
Average years experience in district	14.2	10.8
Percentage of Teachers with 4 or more years experience in the district	81.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	132:1	122:1
Teachers to Administrators	9:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



School 12
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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.6%	75.7%	100.0%	48.4%	77.1%	54.9%
Male	49.4%	24.3%	0.0%	51.6%	22.9%	45.1%
White	1.1%	48.6%	0.0%	42.4%	83.6%	77.4%
Hispanic	60.1%	16.2%	25.0%	29.9%	7.3%	7.2%
Black or African American	37.5%	32.4%	75.0%	15.0%	6.6%	13.9%
Asian	1.3%	2.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



School 12
(31-4010-160)
Grades Offered: KG-08
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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Key terms for staff data:

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

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	93.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	*	19.1%	19.0%
Math Proficiency	*	*	*
ELA Growth	36	49	46
Math Growth	32	40	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		31.0%	23.6%
Chronic Absenteeism	12.8%	34.6%	30.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target†	Not Met	Met Standard	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	Met Target†	Not Met	Met Standard	Met Standard	Met Standard	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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> School 12 nurtures, develops and educates achievement oriented students. Our focus is on the whole child, specifically their mental, emotional and physical aspects. We challenge student minds.
 <p>Mission, Vision, Theme:</p>	<p>Mission: A future ready school, preparing students to think, apply and problem solve. Vision: We are: 'cutting' out all distractions, 'tightening' our study habits, 'hitting' the books, 'measuring' our success, and 'nailing' those TESTS!"</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>School 12 has a partnership with William Paterson University, including two professor in residences on site. We participate in PBSIS and recognize a student of the month, as well as improved attendance recognition assemblies. One of our students won recognition at this year's PDS Art Competition where her featured work will remain as part of a permanent collection on display at the WPU College of Education building. Two teachers were selected to present at William Paterson University summer workshops.</p>






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 Courses, Curriculum, Instruction:	K-8 elementary school which implements the New Jersey Student Learning Standards
 Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls)
 Clubs and Activities:	School 12 has a Student Government Association and the Ladies of Learning club, which is geared towards science for eighth grade female students. Reading buddies is a lunch club offered where our younger students pair up with an older student to read together.





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 <p>Before and After School Programs:</p>	<p>School 12 hosts an after school reading tutoring program, partnered with William Paterson University, for grades one and three, as well as implement the district’s after school program</p>
 <p>Staff and Professional Learning:</p>	<p>School 12 partners with William Paterson University to offer professional development to the teaching staff and administrative staff, both on and off campus. Several staff members are continuing their education to receive additional teaching degrees and certificates. Teaching staff participate in weekly grade level meetings and monthly professional learning community meetings</p>



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An icon depicting a blue silhouette of a person with a sunburst above their head, and a blue arrow pointing upwards to the right.	Student Supports and Services: <p>The school offers ESL and bilingual services to students that qualify as Limited English Learners. The school has one self contained special edication classroom, as well as several special education resource teachers to provide services to students with disabilities</p>
An icon depicting two blue hands shaking, symbolizing partnership or agreement.	Parent and Community Involvement: <p>The school hosts a Parent Teacher Organization, led by the school based parent coordinator. Parents are invited in to the school for parent workshops and student activities. The school partners with nearby churches, local police and fire department for various events such as field day, school assemblies, and food/clothing drives. The L.E.A.D. program (Law Enforcement Against Drugs) is supported by the local police department and offiers visit our school weekly to service grades one, five and eight.</p>






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 Climate Surveys:	Is a Climate Survey Used: No
 Facilities:	Year constructed: 1910, 109 yrs old. 72,720sqft.
 School Safety:	Student school safety patrol club is in place to help students during arrival and dismissal times throughout the school



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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 at 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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Ms. Nicole Booker
Address	690 EAST 23RD ST PATERSON, NJ 07504
Phone Number	973-321-0130
Email Address	nbooker@paterson.k12.nj.us
Website	https://ps13-pps-nj.schoolloop.com/
Facebook	https://www.facebook.com/PPSchool13
Twitter	https://twitter.com/PPSchool13



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	62	59	61
1	63	51	61
2	59	63	61
3	76	53	74
4	89	63	58
5	46	75	63
6	53	50	70
7	42	48	48
8	58	42	58
Total	548	504	554

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.4%	52.6%	53.1%
Male	49.6%	47.4%	46.9%
Economically Disadvantaged Students	80.5%	78.4%	75.5%
Students with Disabilities	9.9%	9.1%	11.2%
English Learners	15.1%	22.2%	24.2%
Homeless Students	0.7%	2.2%	1.6%
Students in Foster Care	0.4%	0.0%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.4%	0.6%	0.4%
Hispanic	62.4%	65.3%	64.8%
Black or African American	36.1%	33.3%	34.1%
Asian	1.1%	0.8%	0.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	62	59	61

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	50.5%
English	48.0%
Other Languages	1.4%



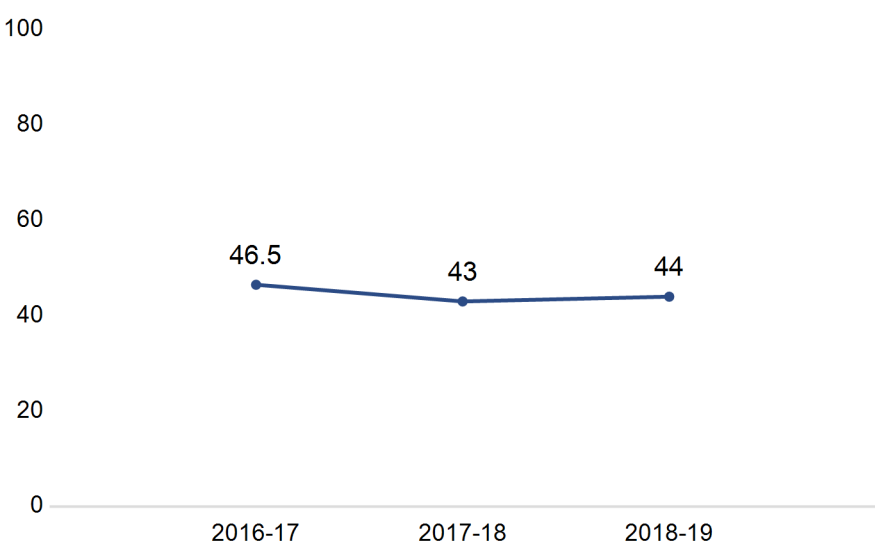
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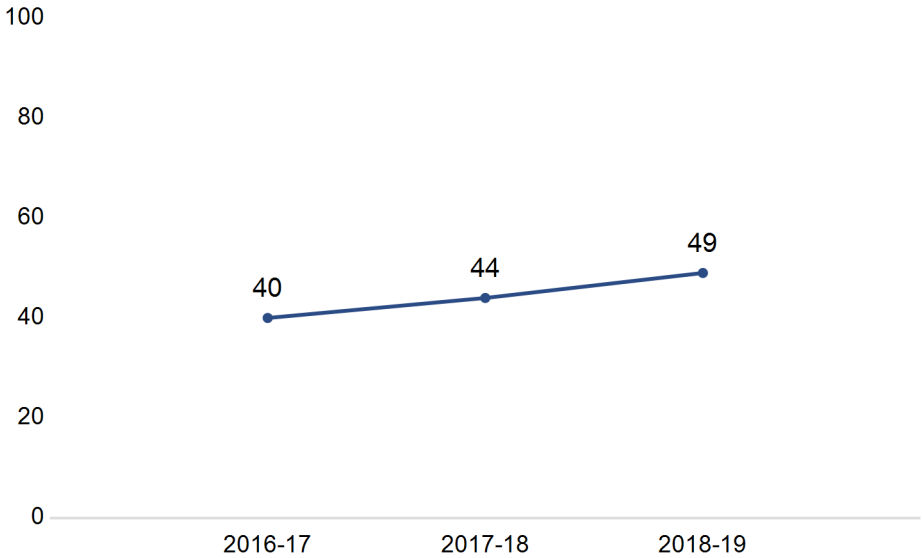
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46.5	43	44	40	44	49
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	44	49	50	Met Standard	49	46	50	Met Standard
White	*	58	50	**	*	52	52	**
Hispanic	47	49	49	Met Standard	54.5	46	47	Met Standard
Black or African American	38	43	45	Not Met	39.5	43	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	55.5	59	**	*	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	47	52	53	N	49	46	50	N
Male	39.5	46	47	N	48.5	45	51	N
Economically Disadvantaged Students	45.5	49	48	Met Standard	51	45	46	Met Standard
Students with Disabilities	41	41	43	Met Standard	33	41	45	Not Met
English Learners	46	51	52	Met Standard	65.5	49	50	Exceeds Standard
Homeless Students	*	40	43	N	*	44	44	N
Students in Foster Care	*	46	42	N	*	50	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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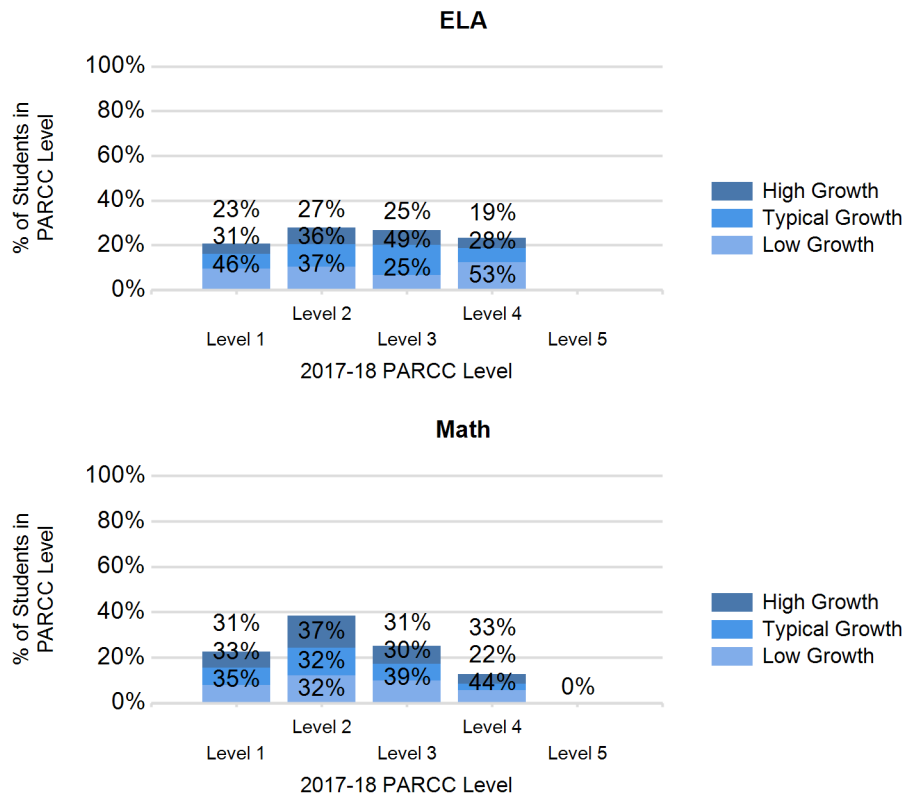
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

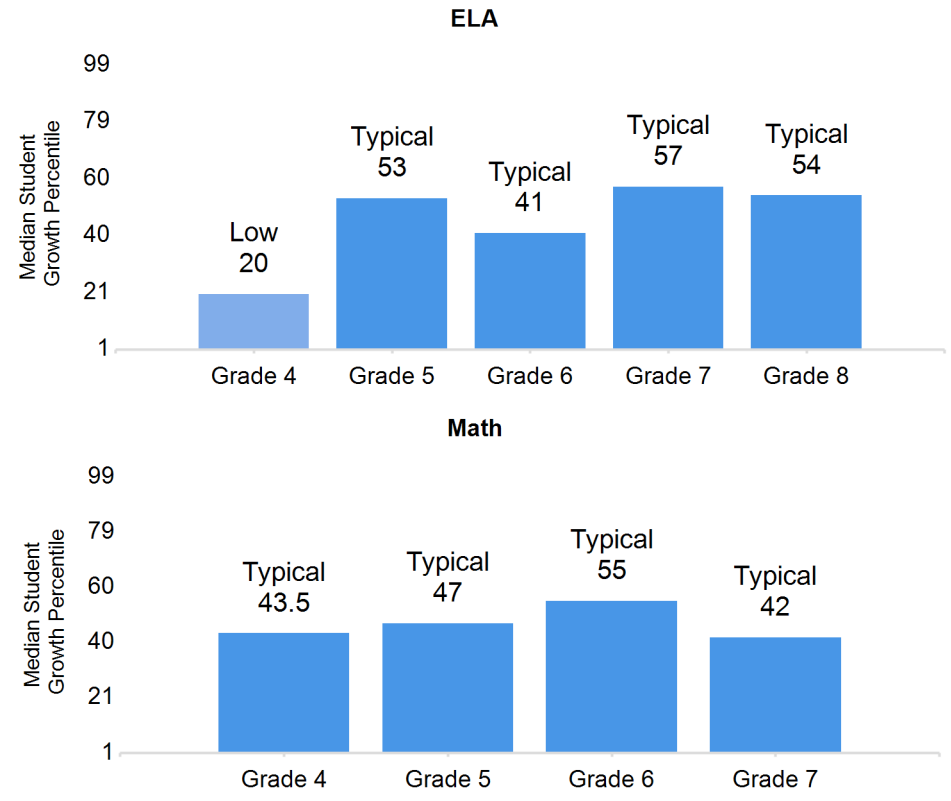
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



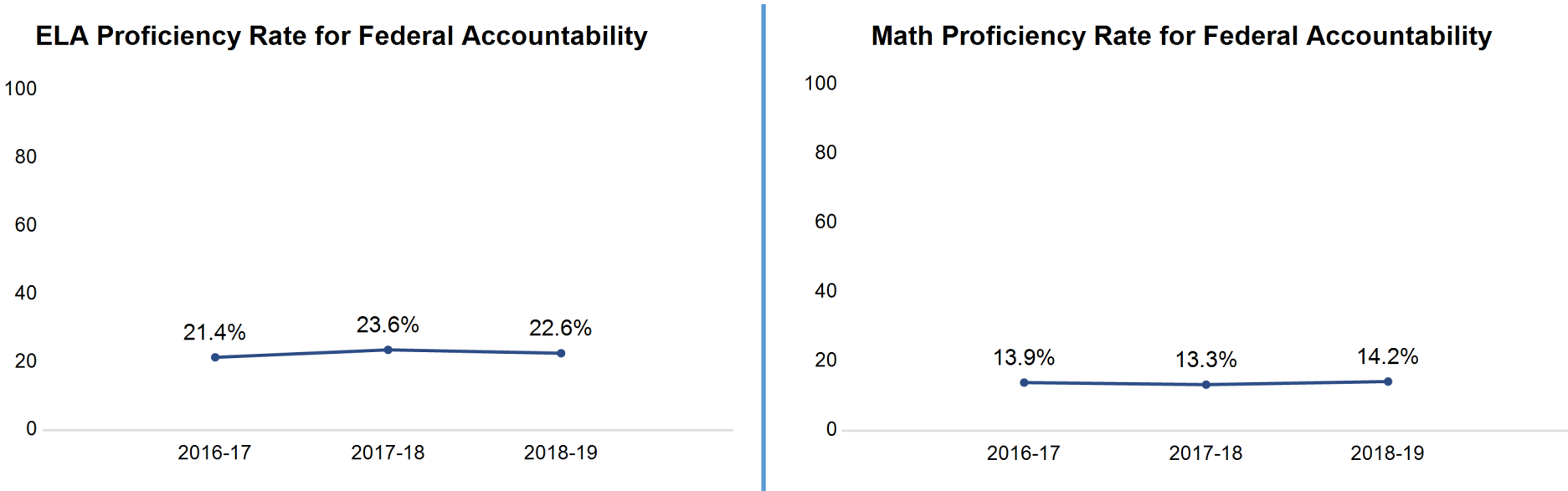


School 13
(31-4010-170)
Grades Offered: KG-08
2018-2019

Report Key:
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** 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 and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.1%	99.4%	99.1%	99.2%	99.4%	99.5%
Proficiency Rate for Federal Accountability	21.4%	23.6%	22.6%	13.9%	13.3%	14.2%
Annual Target	27.1%	29.9%	32.7%	23.5%	26.4%	29.4%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



School 13
(31-4010-170)
Grades Offered: KG-08
2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	332	99.1	22.6	30.2	57.9	22.6	32.7	Not Met
White	*	*	*	*	66.9	*	**	**
Hispanic	205	99.1	25.9	29.1	43.9	25.9	33.4	Not Met
Black or African American	122	99.2	16.4	24.9	38.5	16.4	29.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	54.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	178	99.5	24.2	36.4	64.8	24.2		
Male	154	98.8	20.8	24.5	51.3	20.8		
Economically Disadvantaged Students	253	98.8	21.3	30.3	40.0	21.3	32.7	Not Met
Non-Economically Disadvantaged Students	79	100.0	26.6	29.9	67.9	26.6		
Students with Disabilities	40	97.9	12.5	10.9	22.7	12.5	13	Met Target†
Students without Disabilities	292	99.3	24.0	34.0	65.1	24.0		
English Learners	78	98.7	*	17.1	29.3	*	21.4	Not Met
Non-English Learners	254	99.3	*	34.9	60.6	*		
Homeless Students	*	*	*	23.3	29.1	*		
Students In Foster Care	*	*	*	28.1	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

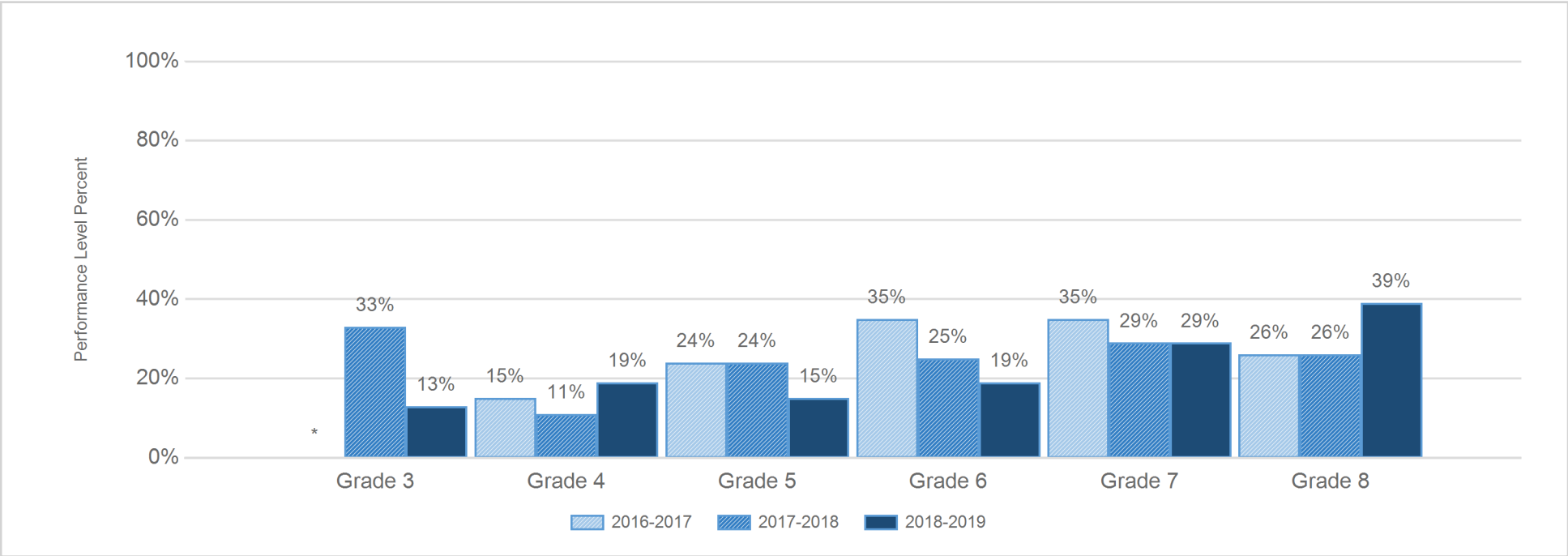


School 13
(31-4010-170)
Grades Offered: KG-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





School 13

(31-4010-170)

Grades Offered: KG-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	63	705	721	748	49%	24%	*	*	*	13%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	39	712	720	734	44%	*	*	*	*	18%	36%
Black or African American	*	*	715	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	33	708	*	753	42%	*	*	*	*	15%	55%
Male	30	703	717	743	57%	*	*	*	*	10%	46%
Economically Disadvantaged Students	47	711	721	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	16	689	720	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	690	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	*	*	695	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	728	751	*	*	*	*	*	*	54%
Homeless Students	*	*	712	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



School 13
(31-4010-170)
Grades Offered: KG-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	53	716	732	755	36%	23%	23%	*	*	19%	57%
White	N	N	741	763	N	N	N	N	N	N	67%
Hispanic	33	707	730	743	*	*	*	*	*	*	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	24	716	738	760	*	*	*	*	*	17%	62%
Male	29	716	727	750	*	*	*	*	*	21%	53%
Economically Disadvantaged Students	41	713	731	740	*	*	*	*	*	12%	40%
Non-Economically Disadvantaged Students	12	726	734	765	*	*	*	*	*	42%	69%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	761	*	*	*	*	*	*	64%
English Learners	13	683	706	720	*	*	*	*	*	*	17%
Non-English Learners	40	727	738	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	*	718	N	N	N	N	N	N	25%



School 13
(31-4010-170)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	59	723	734	756	*	36%	36%	*	*	15%	58%
White	*	*	740	764	*	*	*	*	*	*	68%
Hispanic	35	723	732	743	*	34%	34%	*	*	17%	44%
Black or African American	22	722	732	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	34	727	740	761	*	*	*	*	*	18%	64%
Male	25	719	729	750	*	*	*	*	*	12%	52%
Economically Disadvantaged Students	46	727	734	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	13	710	737	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	*	*	701	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	740	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



School 13
(31-4010-170)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	69	721	734	754	29%	23%	29%	*	*	19%	56%
White	N	N	736	762	N	N	N	N	N	N	65%
Hispanic	37	724	733	743	*	*	*	*	*	19%	43%
Black or African American	32	717	730	738	*	*	*	*	*	19%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	759	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	33	728	741	762	*	*	*	*	*	18%	64%
Male	36	715	*	748	*	*	*	*	*	19%	48%
Economically Disadvantaged Students	53	722	734	740	*	*	*	*	*	19%	39%
Non-Economically Disadvantaged Students	16	716	735	763	*	*	*	*	*	19%	67%
Students with Disabilities	17	697	703	722	*	*	*	*	*	*	19%
Students without Disabilities	52	729	740	761	*	*	*	*	*	*	64%
English Learners	*	*	702	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	*	*	727	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	*	721	N	N	N	N	N	N	25%



School 13
(31-4010-170)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	45	730	734	761	*	*	36%	*	*	29%	63%
White	N	N	752	769	N	N	N	N	N	N	72%
Hispanic	31	732	*	747	*	*	*	*	*	*	50%
Black or African American	14	727	729	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	27	734	742	769	*	*	*	*	*	33%	71%
Male	18	724	*	753	*	*	*	*	*	22%	55%
Economically Disadvantaged Students	34	729	732	743	*	*	*	*	*	24%	45%
Non-Economically Disadvantaged Students	11	733	739	771	*	*	*	*	*	45%	73%
Students with Disabilities	*	*	700	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	740	769	*	*	*	*	*	*	71%
English Learners	11	689	689	706	*	*	*	*	*	*	12%
Non-English Learners	34	743	741	763	*	*	*	*	*	*	65%
Homeless Students	*	*	721	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



School 13
(31-4010-170)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	51	733	735	762	*	22%	24%	*	*	39%	63%
White	N	N	751	770	N	N	N	N	N	N	72%
Hispanic	33	736	734	747	*	*	*	*	*	48%	49%
Black or African American	18	728	729	741	*	*	*	*	*	22%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	758	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	30	733	*	771	*	*	*	*	*	37%	71%
Male	21	733	725	753	*	*	*	*	*	43%	55%
Economically Disadvantaged Students	33	739	734	743	*	*	*	*	*	42%	45%
Non-Economically Disadvantaged Students	18	723	739	772	*	*	*	*	*	33%	72%
Students with Disabilities	*	*	706	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	740	770	*	*	*	*	*	*	71%
English Learners	*	*	693	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	743	764	*	*	*	*	*	*	65%
Homeless Students	N	N	719	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%



School 13
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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	351	99.5	14.2	18.6	44.5	14.2	29.4	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	224	100.0	17.0	17.4	28.8	17.0	32.1	Not Met
Black or African American	122	98.5	*	13.1	23.0	*	20.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	41.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	188	99.5	13.3	18.9	44.9	13.3		
Male	163	99.4	15.3	18.3	44.2	15.3		
Economically Disadvantaged Students	261	99.3	*	18.8	26.3	*	29.6	Not Met
Non-Economically Disadvantaged Students	90	100.0	*	18.0	54.9	*		
Students with Disabilities	41	100.0	*	*	17.4	*	10.5	Met Target†
Students without Disabilities	310	99.4	*	*	50.0	*		
English Learners	96	99.1	*	13.0	25.0	*	23.2	Not Met
Non-English Learners	255	99.6	*	20.8	46.5	*		
Homeless Students	*	*	*	10.2	17.1	*		
Students In Foster Care	*	*	*	12.9	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

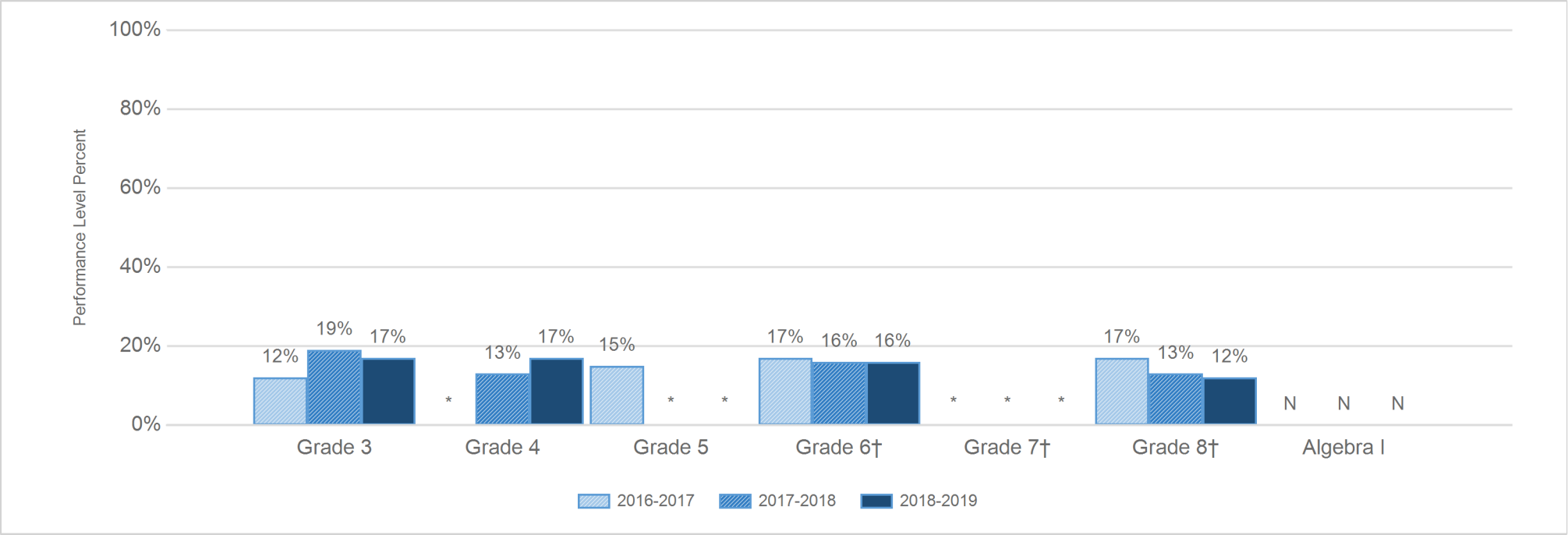


School 13
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2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



School 13
(31-4010-170)
Grades Offered: KG-08
2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	69	722	728	752	23%	29%	30%	*	*	17%	55%
White	N	N	743	760	N	N	N	N	N	N	66%
Hispanic	45	726	728	739	*	33%	27%	*	*	22%	40%
Black or African American	*	*	720	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	36	723	*	751	*	*	*	*	*	14%	54%
Male	33	721	728	752	*	*	*	*	*	21%	56%
Economically Disadvantaged Students	47	728	729	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	22	709	724	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	706	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	731	756	*	*	*	*	*	*	60%
English Learners	14	705	715	728	*	*	*	*	*	*	26%
Non-English Learners	55	726	733	754	*	*	*	*	*	*	58%
Homeless Students	*	*	715	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



School 13
(31-4010-170)
Grades Offered: KG-08
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	59	718	726	749	31%	25%	27%	17%	0%	17%	51%
White	N	N	735	757	N	N	N	N	N	N	62%
Hispanic	39	714	724	737	36%	28%	*	*	*	13%	36%
Black or African American	*	*	720	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	27	716	727	749	*	*	*	*	*	15%	50%
Male	32	720	724	749	*	*	*	*	*	19%	52%
Economically Disadvantaged Students	42	718	726	734	*	*	*	*	*	14%	32%
Non-Economically Disadvantaged Students	17	720	725	759	*	*	*	*	*	24%	63%
Students with Disabilities	*	*	706	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	729	754	*	*	*	*	*	*	56%
English Learners	19	699	709	722	*	*	*	*	*	*	18%
Non-English Learners	40	727	730	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



School 13
(31-4010-170)
Grades Offered: KG-08
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	63	716	727	747	*	*	*	*	*	*	47%
White	*	*	733	755	*	*	*	*	*	*	58%
Hispanic	39	715	725	735	*	41%	26%	*	*	10%	30%
Black or African American	22	715	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	35	718	*	747	*	*	*	*	*	*	47%
Male	28	712	*	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	49	719	727	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	14	705	727	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	730	752	*	*	*	*	*	*	52%
English Learners	13	699	709	718	*	*	*	*	*	*	12%
Non-English Learners	50	720	730	749	*	*	*	*	*	*	49%
Homeless Students	*	*	720	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



School 13
(31-4010-170)
Grades Offered: KG-08
2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	70	714	722	741	33%	30%	21%	16%	0%	16%	41%
White	N	N	731	749	N	N	N	N	N	N	51%
Hispanic	38	716	721	729	26%	*	*	*	*	16%	24%
Black or African American	32	712	717	722	41%	*	*	*	*	16%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	744	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	34	717	724	742	29%	29%	*	*	*	15%	42%
Male	36	711	*	740	36%	31%	*	*	*	17%	40%
Economically Disadvantaged Students	54	717	722	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	16	704	722	750	*	*	*	*	*	*	53%
Students with Disabilities	17	689	701	716	*	*	*	*	*	*	12%
Students without Disabilities	53	722	726	746	*	*	*	*	*	*	46%
English Learners	10	695	706	709	*	*	*	*	*	*	*
Non-English Learners	60	717	725	743	*	*	*	*	*	*	*
Homeless Students	*	*	707	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%



School 13
(31-4010-170)
Grades Offered: KG-08
2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	48	721	725	744	*	*	*	*	*	*	42%
White	N	N	735	751	N	N	N	N	N	N	53%
Hispanic	34	722	724	733	*	*	*	*	*	*	26%
Black or African American	14	718	719	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	28	726	726	744	*	*	*	*	*	*	42%
Male	20	714	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	36	723	724	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	12	715	727	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	705	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	728	749	*	*	*	*	*	*	48%
English Learners	14	714	710	716	*	*	*	*	*	*	10%
Non-English Learners	34	724	728	745	*	*	*	*	*	*	44%
Homeless Students	*	*	712	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



School 13
(31-4010-170)
Grades Offered: KG-08
2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	58	709	708	728	43%	29%	*	*	*	12%	29%
White	N	N	715	737	N	N	N	N	N	N	38%
Hispanic	40	715	708	722	*	*	*	*	*	*	22%
Black or African American	18	695	703	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	720	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	34	713	711	731	*	*	*	*	*	*	31%
Male	24	704	704	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	38	715	708	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	20	699	705	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	693	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	711	734	*	*	*	*	*	*	35%
English Learners	15	695	700	706	*	*	*	*	*	*	10%
Non-English Learners	43	714	710	730	*	*	*	*	*	*	30%
Homeless Students	*	*	702	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%



School 13
(31-4010-170)
Grades Offered: KG-08
2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	N	N	718	744	N	N	N	N	N	N	42%
White	N	N	733	752	N	N	N	N	N	N	53%
Hispanic	N	N	718	728	N	N	N	N	N	N	24%
Black or African American	N	N	710	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	N	N	720	745	N	N	N	N	N	N	44%
Male	N	N	717	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	719	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	715	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	701	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	720	748	N	N	N	N	N	N	47%
English Learners	N	N	703	710	N	N	N	N	N	N	*
Non-English Learners	N	N	722	745	N	N	N	N	N	N	*
Homeless Students	N	N	697	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



School 13
(31-4010-170)
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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
5	N	N
6	*	*
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	22.1%	40.9%	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	54	*	*
3-4	45	*	*
5 or more	29	*	*



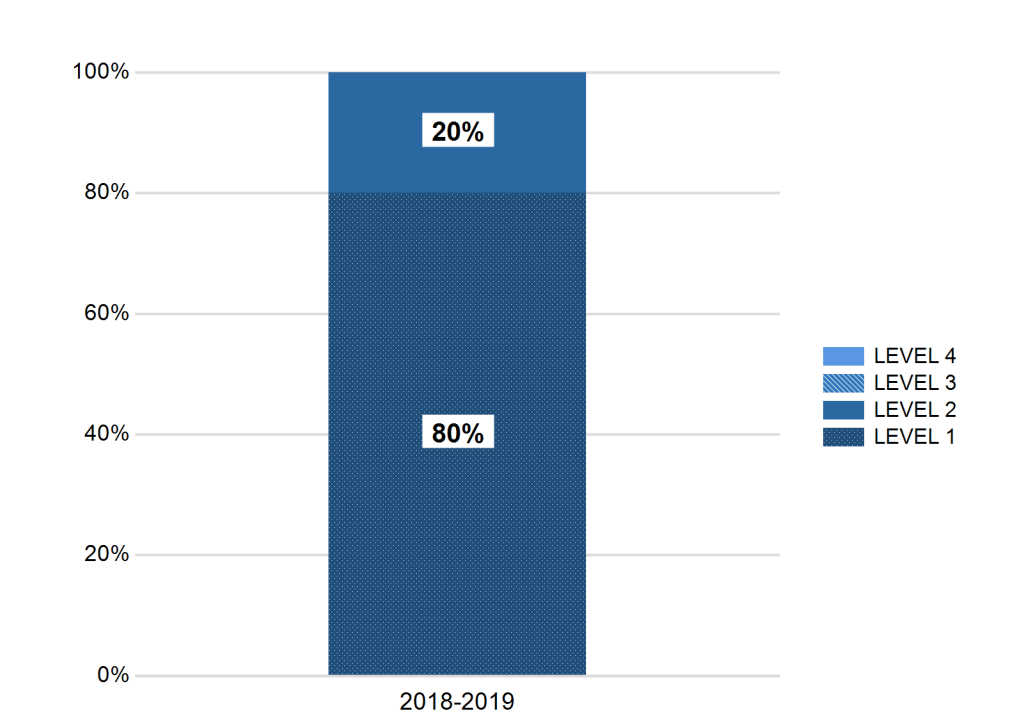
School 13
(31-4010-170)
Grades Offered: KG-08
2018-2019

Report Key:
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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	80	20	0	0
White	*	*	*	*
Hispanic	77	23	0	0
Black or African American	84	16	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	79	21	0	0
Male	81	19	0	0
Economically Disadvantaged Students	79	21	0	0
Non-Economically Disadvantaged Students	85	15	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



School 13
(31-4010-170)
Grades Offered: KG-08
2018-2019

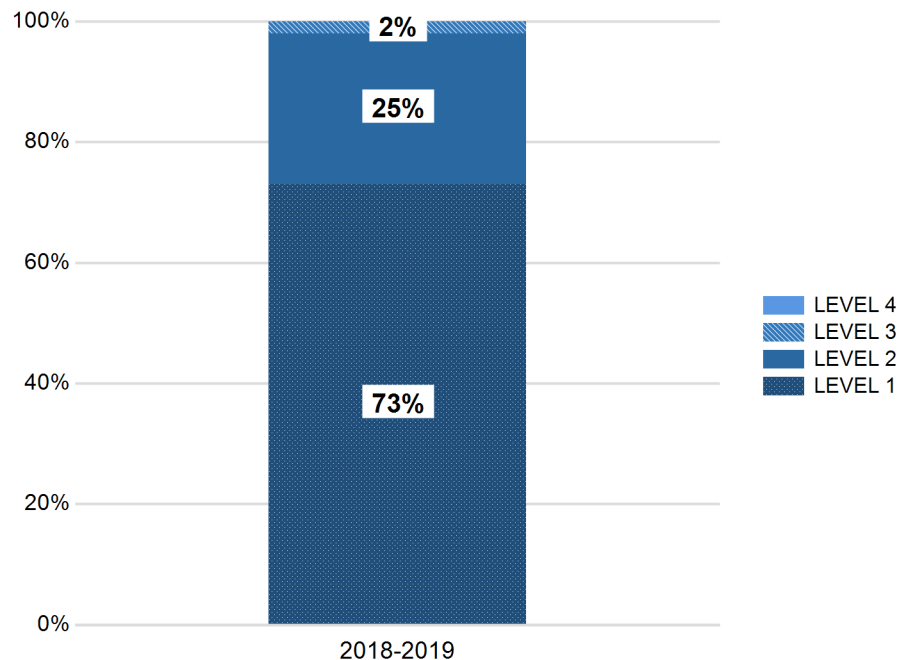
Report Key:

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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	73	25	2	0
White	N	N	N	N
Hispanic	67	31	3	0
Black or African American	88	12	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	79	18	3	0
Male	65	35	0	0
Economically Disadvantaged Students	69	28	3	0
Non-Economically Disadvantaged Students	80	20	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



School 13
(31-4010-170)
Grades Offered: KG-08
2018-2019

Report Key:

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- N** No Data is available to display
- † This indicates a table specific note, see note below table

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	70
7	0	0	48
8	0	0	58
Total	0	0	176

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0



School 13
(31-4010-170)
Grades Offered: KG-08
2018-2019

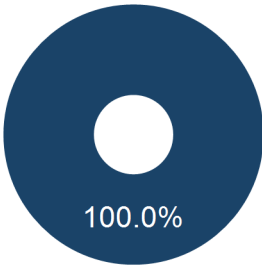
Report Key:
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† This indicates a table specific note,see note below table

Visual and Performing Arts – Course Participation

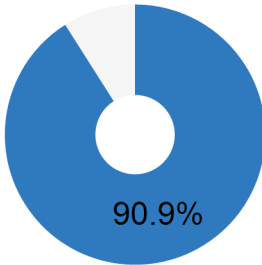
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

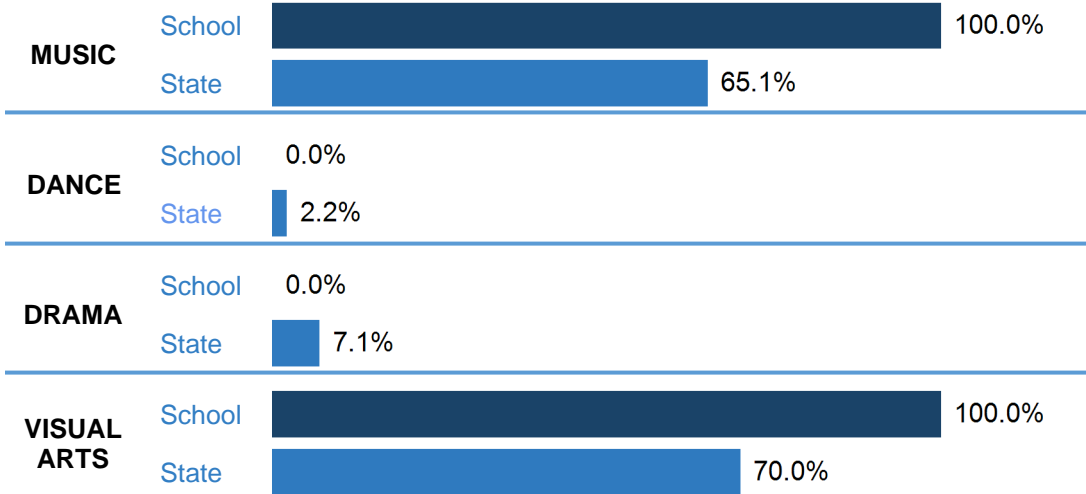


School



State

Students enrolled in one or more classes by discipline:





School 13
(31-4010-170)
Grades Offered: KG-08
2018-2019

Report Key:

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

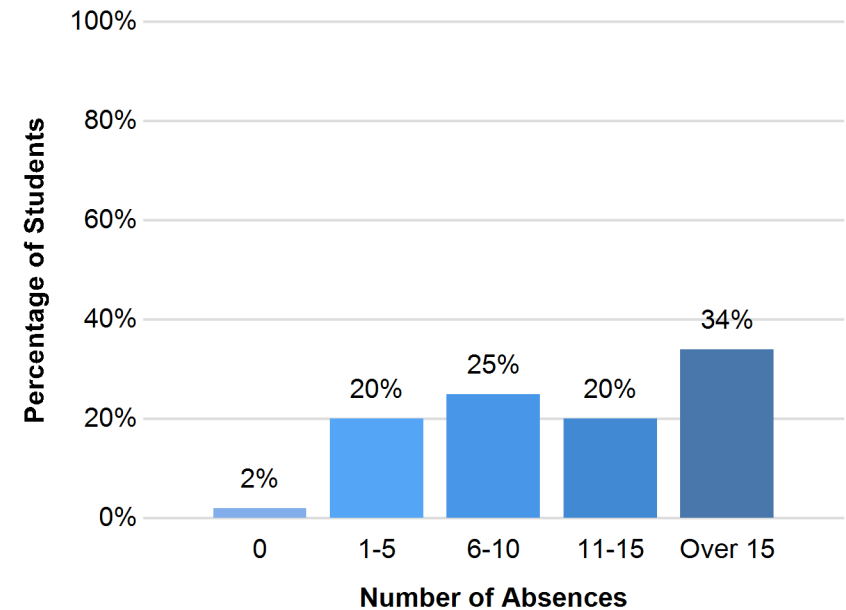
Chronic Absenteeism

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	160	28.8	9.0	Not Met
White	*	*	**	**
Hispanic	91	25.3	9.0	Not Met
Black or African American	65	34.2	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	82	27.9		
Male	78	29.9		
Economically Disadvantaged Students	121	28.9	9.0	Not Met
Students with Disabilities	24	35.8	9.0	Not Met
English Learners	25	18.9	9.0	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





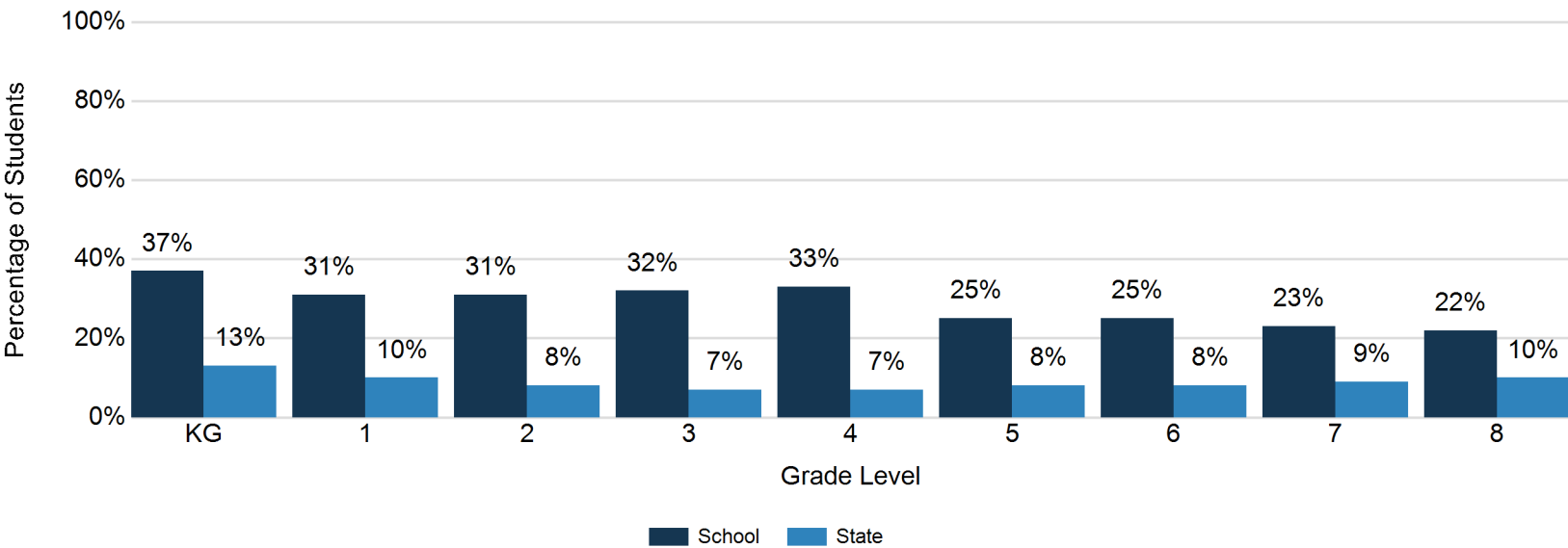
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	1
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.26

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	3	5	8
No Identified Nature	0		0

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)	2
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	2.4:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	34	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	12.0	10.8
Percentage of Teachers with 4 or more years experience in the district	73.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

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	16:1	13:1
Students to Administrators	185:1	122:1
Teachers to Administrators	11:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	53.1%	82.4%	33.3%	48.4%	77.1%	54.9%
Male	46.9%	17.6%	66.7%	51.6%	22.9%	45.1%
White	0.4%	55.9%	33.3%	42.4%	83.6%	77.4%
Hispanic	64.8%	11.8%	33.3%	29.9%	7.3%	7.2%
Black or African American	34.1%	29.4%	33.3%	15.0%	6.6%	13.9%
Asian	0.7%	2.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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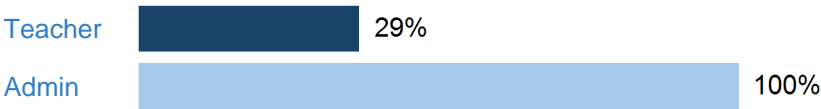
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

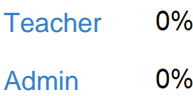
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	90.9%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	21.4%	23.6%	22.6%
Math Proficiency	13.9%	13.3%	14.2%
ELA Growth	46	43	44
Math Growth	40	44	49
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		30.6%	22.1%
Chronic Absenteeism	8.1%	21.1%	28.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Met Standard	Met Standard	Not Met	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
English Learners	Not Met	Not Met	Met Standard	Exceeds Standard	Exceeds Standard	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 the school or district directly.

 <div>Mission, Vision, Theme:</div>	Mission: We are committed to developing responsible, educated students, who will become well-informed, motivated and disciplined members of society. Vision: We believe that all children will attain high levels of academic achievement through the collaborative efforts of students, parents, faculty and the community
 <div>Awards, Recognition, Accomplishments:</div>	School #13 exited "status" on June 30, 2018.






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 <p>Courses, Curriculum, Instruction:</p>	<p>The Paterson Public School district’s mission is to prepare each student for success in the college/university of their choosing. Without rigorous, aligned curriculum our goals cannot be achieved. As we move forward in the age of new standards and requirements it is necessary that the district’s curriculum stay current and encourage students to be life-long learners.Paterson Public Schools aligns curriculum to the New Jersey Student Learning Standards (NJSLS) and the NJDOE Model Curriculum (where applicable). The district strives for cohesive curriculum guides that serve as a ‘one-stop shop’ informing teachers of standards, objectives, and resources needed and providing sample lesson, unit projects, and interdisciplinary connections.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls)</p>
 <p>Clubs and Activities:</p>	<p>Green Team, 13 Jewels (Girls empowerment), Jaguar Ambassadors, Student Counsel, Stem Club</p>





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 <div>Before and After School Programs:</div>	Reading Club (grades 1-3), STEM Club (grades 4-5)
 <div>Staff and Professional Learning:</div>	Teachers participate in PLC around improving instruction






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 <p>Student Supports and Services:</p>	<p>elected students also participate in meditation and movement. Students are also supported with ELL, SPED, intervention & referral services and health education services.</p>
 <p>Student Health and Wellness:</p>	<p>Guidance services for mental health and health education through the nurse</p>
 <p>Parent and Community Involvement:</p>	<p>Currently there is no PTO nor parent liason. Parents are engaged in Holiday Celebration and assemblies</p>






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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 the school or district directly.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<p>School #13 received new seats in the auditorium where needed. School #13 is in the second phase of the Energy Systems Group (ESG).</p>
 <p>School Safety:</p>	<p>School #13 received new LED lighting on the perimeter of the building. The school has a badge entrance system and exterior cameras and a police officer.</p>




School 13
(31-4010-170)
Grades Offered: KG-08
2018-2019

Report Key:
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School Narrative

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<div><div>Technology and STEM:</div></div>	Grades 3-8 have one to one chromebooks
--	--



School 14
(31-4010-180)
Grades Offered: KG-04
2018-2019

Report Key:

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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 at 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

Notes from the New Jersey Department of Education:



School 14
(31-4010-180)
Grades Offered: KG-04
2018-2019

Report Key:

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Mr. Hillburn Sparrow II
Address	522 UNION AVENUE PATERSON, NJ 07522
Phone Number	973-321-0140
Email Address	hsparrow@paterson.k12.nj.us
Website	https://ps14-pps-nj.schoolloop.com/



School 14
(31-4010-180)
Grades Offered: KG-04
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	36	39	35
1	67	48	47
2	44	48	52
3	53	44	49
4	36	37	40
Total	236	216	223

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.9%	46.3%	48.9%
Male	52.1%	53.7%	51.1%
Economically Disadvantaged Students	83.1%	87.5%	87.0%
Students with Disabilities	5.5%	3.7%	9.0%
English Learners	15.7%	19.4%	22.9%
Homeless Students	1.3%	1.9%	2.7%
Students in Foster Care	0.8%	0.5%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	5.9%	4.2%	2.7%
Hispanic	64.8%	59.7%	65.0%
Black or African American	22.9%	25.5%	21.5%
Asian	6.4%	10.6%	10.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	36	39	35

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	48.4%
English	41.7%
Bengali	8.1%
Other Languages	1.8%



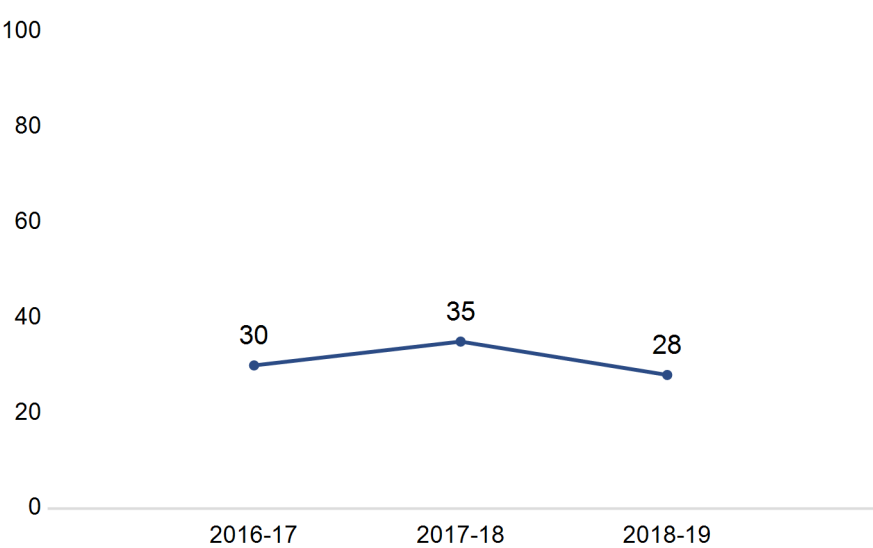
School 14
(31-4010-180)
Grades Offered: KG-04
2018-2019

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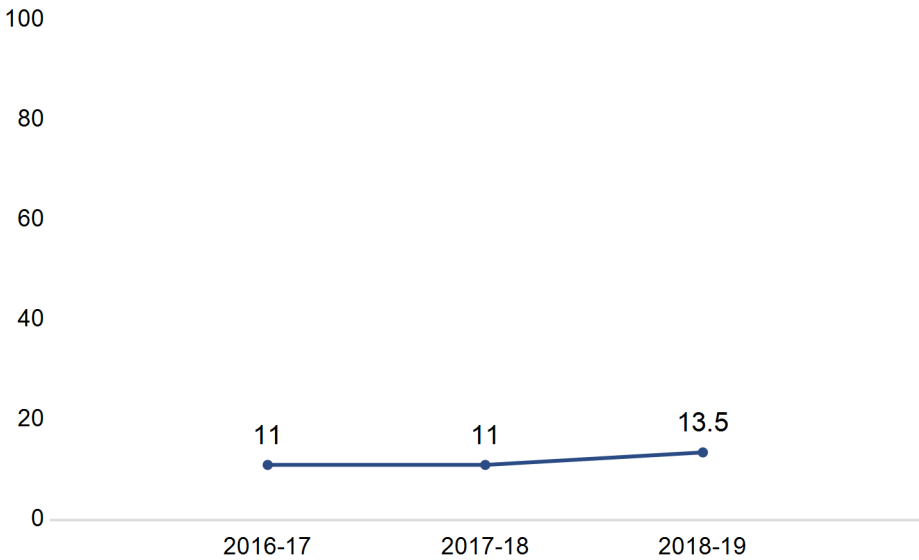
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	30	35	28	11	11	13.5
Met Standard (40-59.5)?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



School 14
(31-4010-180)
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2018-2019

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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 (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 (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	28	49	50	Not Met	13.5	46	50	Not Met
White	N	58	50	**	N	52	52	**
Hispanic	29	49	49	**	14	46	47	**
Black or African American	30	43	45	**	13	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	55.5	59	**	*	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	43	52	53	N	25	46	50	N
Male	19	46	47	N	13	45	51	N
Economically Disadvantaged Students	28	49	48	Not Met	13.5	45	46	Not Met
Students with Disabilities	*	41	43	**	*	41	45	**
English Learners	*	51	52	**	*	49	50	**
Homeless Students	*	40	43	N	*	44	44	N
Students in Foster Care	*	46	42	N	*	50	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



School 14
(31-4010-180)
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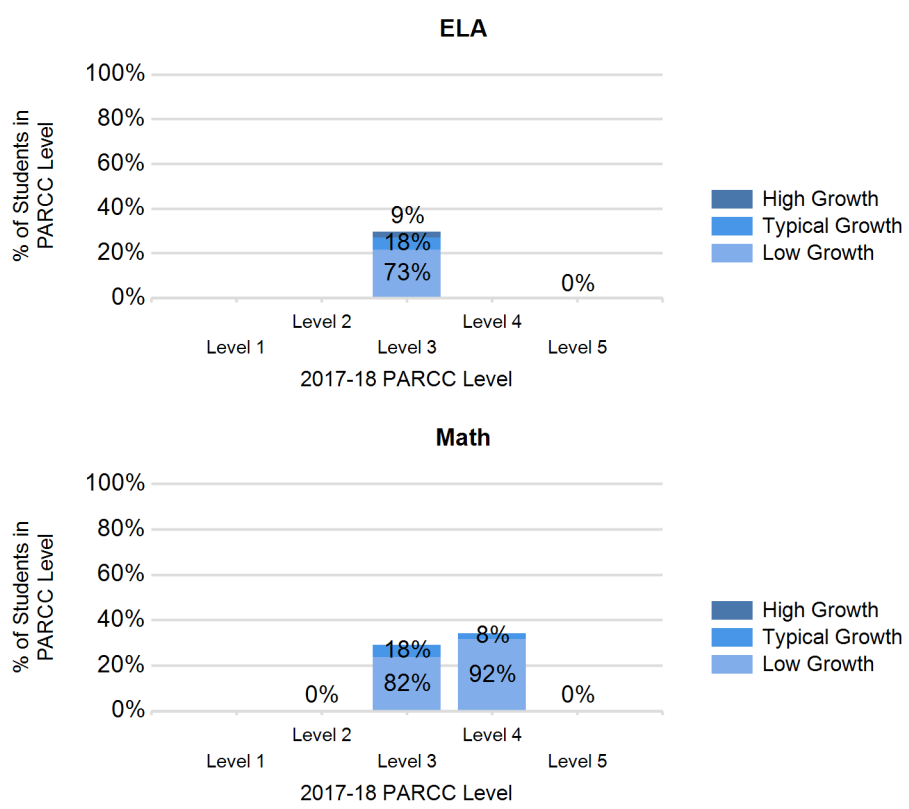
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

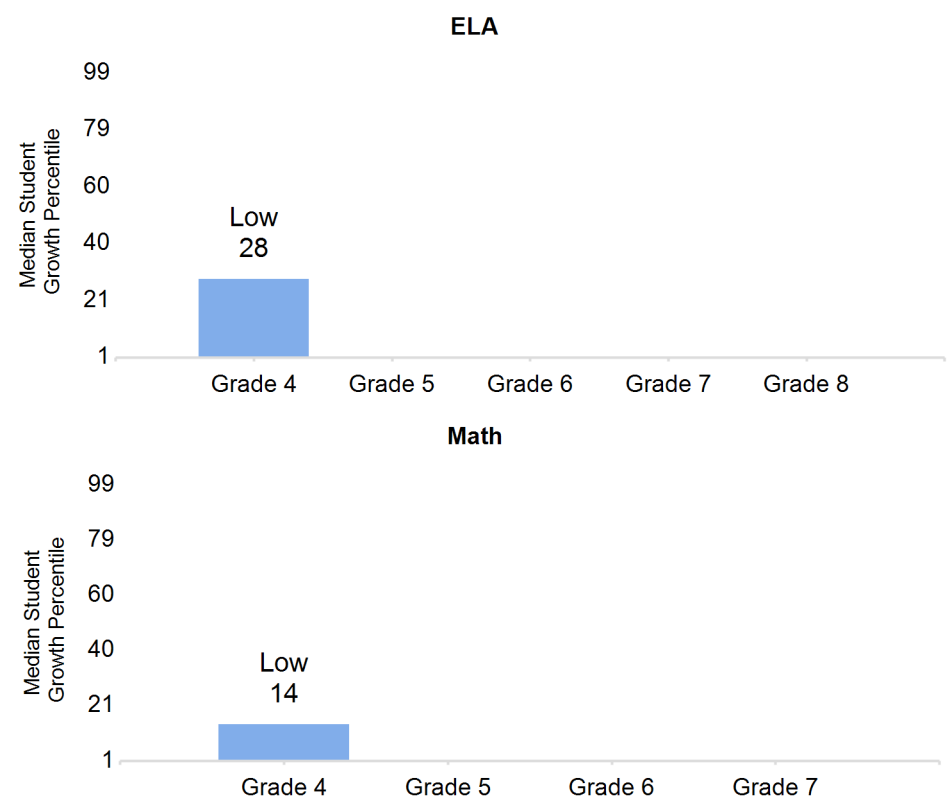
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



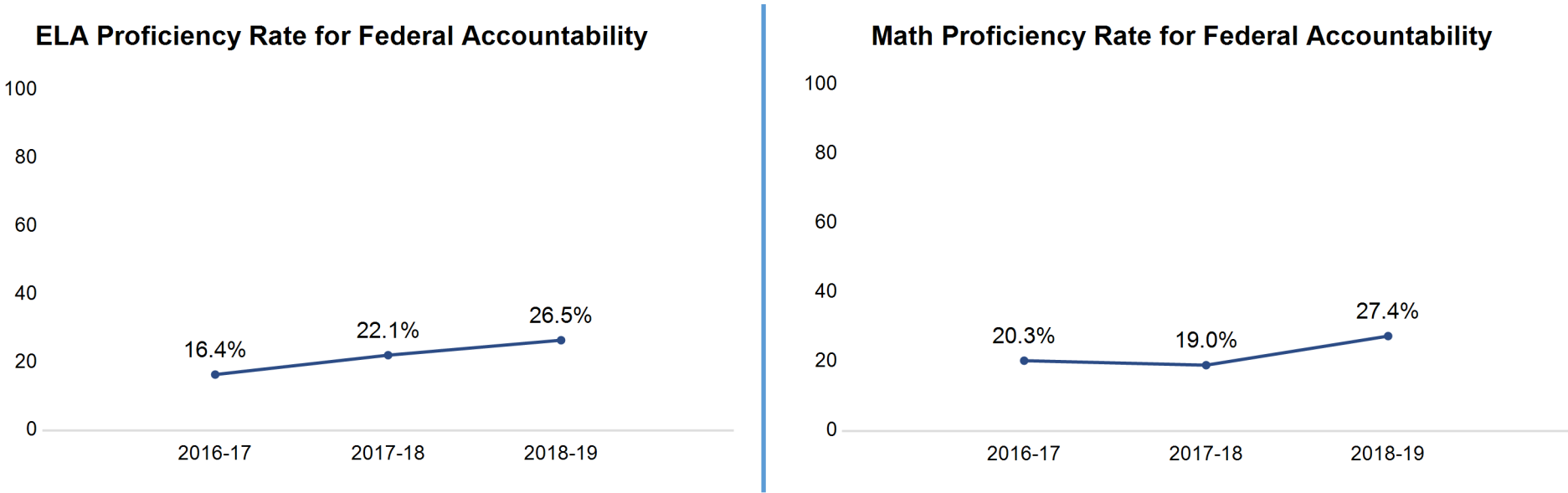


School 14
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2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.8%	98.7%	100.0%	98.9%	98.8%	100.0%
Proficiency Rate for Federal Accountability	16.4%	22.1%	26.5%	20.3%	19.0%	27.4%
Annual Target	26.5%	29.3%	32.1%	36.1%	38.4%	40.7%
Met Annual Target?	Not Met	Met Target†	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



School 14
(31-4010-180)
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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	83	100.0	26.5	30.2	57.9	26.5	32.1	Met Target†
White	*	*	*	*	66.9	*	**	**
Hispanic	48	100.0	18.8	29.1	43.9	18.8	32.5	Not Met
Black or African American	19	100.0	26.3	24.9	38.5	26.3	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	54.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	40	100.0	30.0	36.4	64.8	30.0		
Male	43	100.0	23.3	24.5	51.3	23.3		
Economically Disadvantaged Students	83	100.0	26.5	30.3	40.0	26.5	32.1	Met Target†
Non-Economically Disadvantaged Students	N	N	N	29.9	67.9	N		
Students with Disabilities	*	*	*	10.9	22.7	*	**	**
Students without Disabilities	*	*	*	34.0	65.1	*		
English Learners	19	100.0	26.3	17.1	29.3	26.3	N	N
Non-English Learners	64	100.0	26.6	34.9	60.6	26.6		
Homeless Students	*	*	*	23.3	29.1	*		
Students In Foster Care	*	*	*	28.1	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

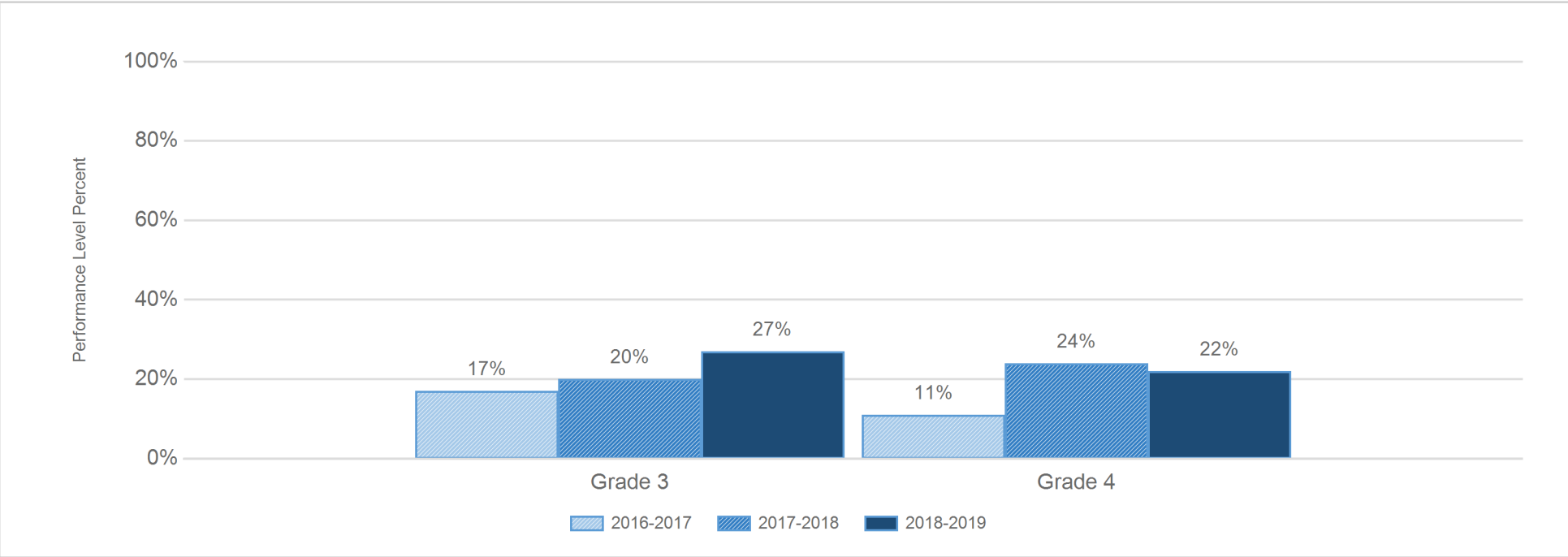


School 14
(31-4010-180)
Grades Offered: KG-04
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	48	720	721	748	38%	*	*	27%	0%	27%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	28	720	720	734	43%	*	*	*	*	29%	36%
Black or African American	*	*	715	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	743	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	28	724	*	753	*	*	*	*	*	29%	55%
Male	20	715	717	743	*	*	*	*	*	25%	46%
Economically Disadvantaged Students	48	720	721	731	38%	*	*	27%	0%	27%	33%
Non-Economically Disadvantaged Students	N	N	720	759	N	N	N	N	N	N	61%
Students with Disabilities	*	*	690	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	12	688	695	713	*	*	*	*	*	*	17%
Non-English Learners	36	731	728	751	*	*	*	*	*	*	54%
Homeless Students	N	N	712	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



School 14
(31-4010-180)
Grades Offered: KG-04
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	41	722	732	755	29%	24%	24%	*	*	22%	57%
White	N	N	741	763	N	N	N	N	N	N	67%
Hispanic	24	709	730	743	*	*	*	*	*	*	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	16	731	738	760	*	*	*	*	*	25%	62%
Male	25	716	727	750	*	*	*	*	*	20%	53%
Economically Disadvantaged Students	41	722	731	740	29%	24%	24%	*	*	22%	40%
Non-Economically Disadvantaged Students	N	N	734	765	N	N	N	N	N	N	69%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	761	*	*	*	*	*	*	64%
English Learners	*	*	706	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	738	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	*	718	N	N	N	N	N	N	25%



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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	84	100.0	27.4	18.6	44.5	27.4	40.7	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	49	100.0	22.4	17.4	28.8	22.4	43.5	Not Met
Black or African American	19	100.0	*	13.1	23.0	*	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	66.7	41.9	76.5	66.7	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	41	100.0	31.7	18.9	44.9	31.7		
Male	43	100.0	23.3	18.3	44.2	23.3		
Economically Disadvantaged Students	84	100.0	27.4	18.8	26.3	27.4	40.7	Not Met
Non-Economically Disadvantaged Students	N	N	N	18.0	54.9	N		
Students with Disabilities	*	*	*	*	17.4	*	**	**
Students without Disabilities	*	*	*	*	50.0	*		
English Learners	20	100.0	35.0	13.0	25.0	35.0	N	N
Non-English Learners	64	100.0	25.0	20.8	46.5	25.0		
Homeless Students	*	*	*	10.2	17.1	*		
Students In Foster Care	*	*	*	12.9	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

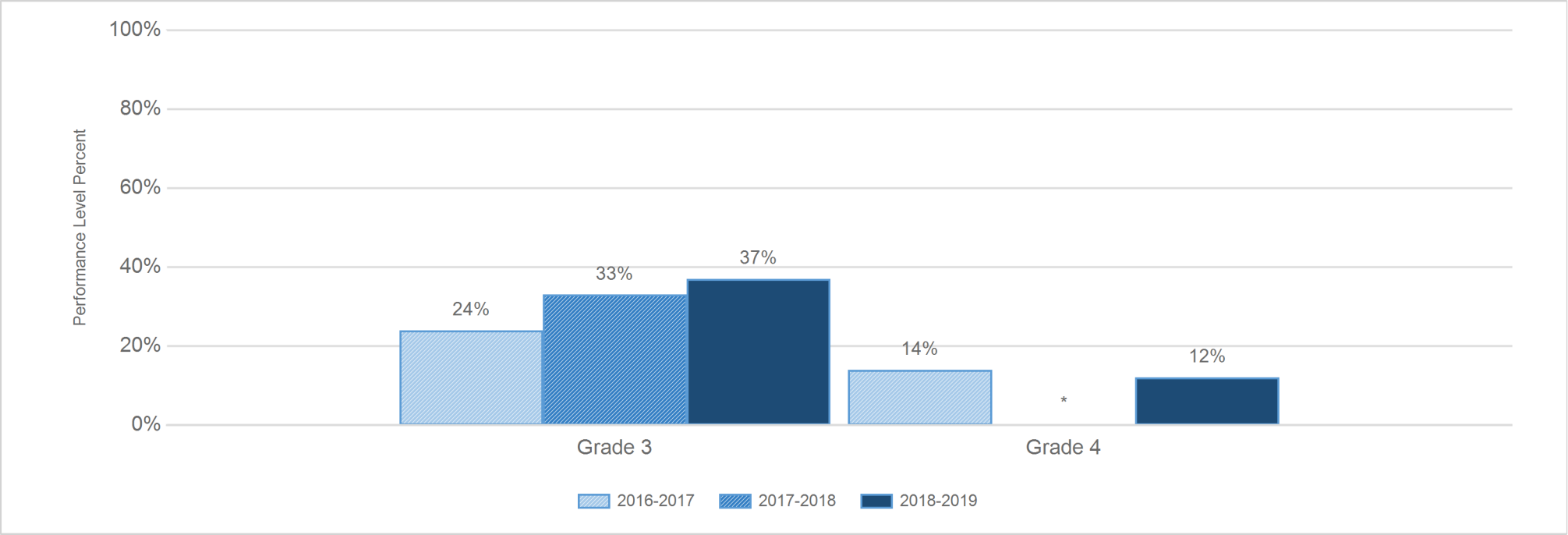


School 14
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Grades Offered: KG-04
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



School 14
(31-4010-180)
Grades Offered: KG-04
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	731	728	752	*	*	24%	37%	0%	37%	55%
White	*	*	743	760	*	*	*	*	*	*	66%
Hispanic	29	732	728	739	*	*	*	34%	0%	34%	40%
Black or African American	*	*	720	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	29	738	*	751	*	*	*	*	*	38%	54%
Male	20	721	728	752	*	*	*	*	*	35%	56%
Economically Disadvantaged Students	49	731	729	737	*	*	24%	37%	0%	37%	37%
Non-Economically Disadvantaged Students	N	N	724	761	N	N	N	N	N	N	67%
Students with Disabilities	*	*	706	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	731	756	*	*	*	*	*	*	60%
English Learners	13	719	715	728	*	*	*	*	*	23%	26%
Non-English Learners	36	736	733	754	*	*	*	*	*	42%	58%
Homeless Students	N	N	715	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	41	718	726	749	27%	34%	27%	*	*	12%	51%
White	N	N	735	757	N	N	N	N	N	N	62%
Hispanic	24	712	724	737	*	*	*	*	*	*	36%
Black or African American	*	*	720	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	16	718	727	749	*	*	*	*	*	13%	50%
Male	25	719	724	749	*	*	*	*	*	12%	52%
Economically Disadvantaged Students	41	718	726	734	27%	34%	27%	*	*	12%	32%
Non-Economically Disadvantaged Students	N	N	725	759	N	N	N	N	N	N	63%
Students with Disabilities	*	*	706	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	729	754	*	*	*	*	*	*	56%
English Learners	*	*	709	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	730	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
4	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	53.8%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	30	90.0%	10.0%
3-4	15	*	*
5 or more	*	*	*



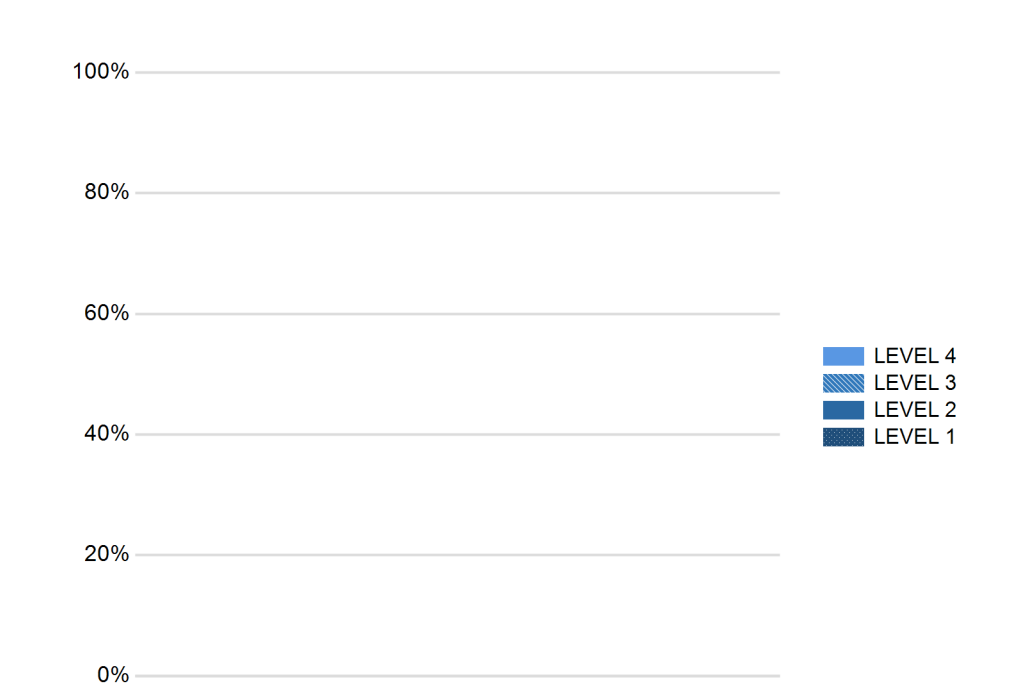
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

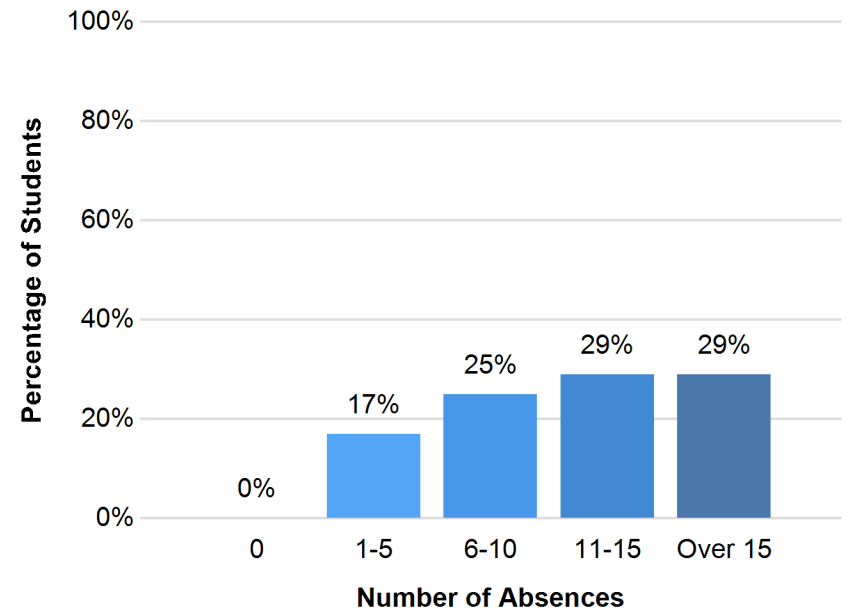
Chronic Absenteeism

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	55	25.1	9.2	Not Met
White	*	*	**	**
Hispanic	31	22.0	9.2	Not Met
Black or African American	17	35.4	9.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	9.2	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	24	22.4		
Male	31	27.7		
Economically Disadvantaged Students	48	25.1	9.2	Not Met
Students with Disabilities	7	35.0	9.2	Not Met
English Learners	12	25.0	9.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





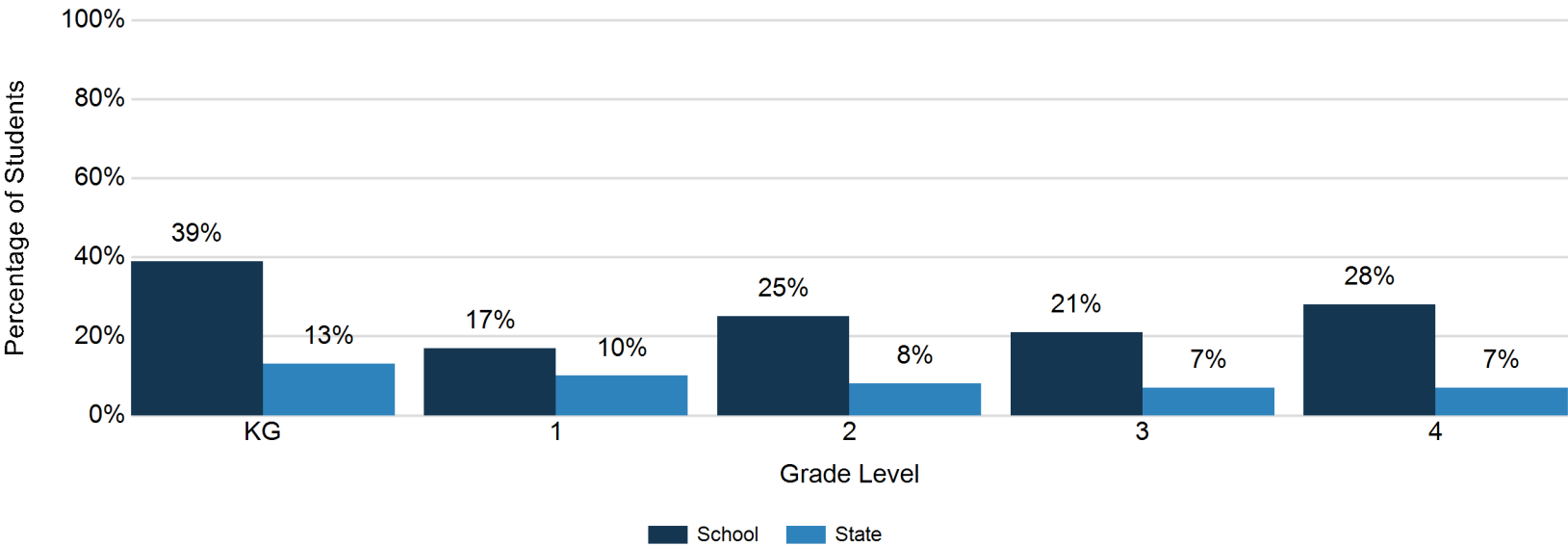
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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

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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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



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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	17	118,214
Average years experience in public schools	15.2	12.1
Average years experience in district	15.2	10.8
Percentage of Teachers with 4 or more years experience in the district	94.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

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	13:1
Students to Administrators	112:1	122:1
Teachers to Administrators	9:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.9%	82.4%	50.0%	48.4%	77.1%	54.9%
Male	51.1%	17.6%	50.0%	51.6%	22.9%	45.1%
White	2.7%	47.1%	50.0%	42.4%	83.6%	77.4%
Hispanic	65.0%	29.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	21.5%	11.8%	50.0%	15.0%	6.6%	13.9%
Asian	10.8%	5.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	5.9%	0.0%	2.1%	0.2%	0.2%



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Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	92.3%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	16.4%	22.1%	26.5%
Math Proficiency	20.3%	19.0%	27.4%
ELA Growth	30	35	28
Math Growth	11	11	14
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		42.9%	53.8%
Chronic Absenteeism	18.0%	28.4%	25.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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(31-4010-180)
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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



School 14
(31-4010-180)
Grades Offered: KG-04
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target†	Not Met	Not Met	Not Met	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	**	**	n/a	Not Met	No
Black or African American	N	N	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	N	N	**	**	**	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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2018-2019

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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 the school or district directly.

 <div>Highlights:</div>	<ul style="list-style-type: none">• Successful Honor Roll Recognition of all students K- 4 for honor roll, honorable mention, and perfect attendance• Read Across America Program: Guest readers come in and read to our student in March every year• Yearly P.S. 14 PTO talent show. School showcased ten student acts.
 <div>Mission, Vision, Theme:</div>	Mission: The staff of School 14 is committed to providing students with the necessary tools to succeed in the real world. It is our mission for students to learn to make thoughtful decisions that lead to honest behaviors, self-reliance, productive citizenship and respect for all people. Vision: To be a nurturing school of academic excellence for all students while demonstrating leadership in character development.
 <div>Awards, Recognition, Accomplishments:</div>	Recognition of all students K- 4 for honor roll, honorable mention, and perfect attendance




School 14
(31-4010-180)
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School Narrative

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 <div>Clubs and Activities:</div>	School 14 Art Club: students work on various art projects to enhance their artistic ability
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<div>Before and After School Programs:</div>	An after school program was offered to second, third, and fourth graders.
<div>Staff and Professional Learning:</div>	Workshops conducted on using data to inform and improve instruction, differentiating instruction to enhance student performance, and developing rigor.




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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers An all school climate survey was conducted among three groups of people, parents, teachers, and students. Ninety nine percent had a favorable response to the climate at PS #14 and are satisfied with how business is conducted.
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School Narrative

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 Other Information	School 14 has formed a partnership with the Paterson Police Department’s community policing initiative. Neighborhood police officers stop by school to volunteer and read books to student body.
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2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



School 15
(31-4010-190)
Grades Offered: PK-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Mrs. Ramona Garcia
Address	98 OAK STREET PATERSON, NJ 07501
Phone Number	973-321-0150
Email Address	ragarcia@paterson.k12.nj.us
Website	https://ps15-pps-nj.schoolloop.com/



School 15
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	57	58	56
KG	115	106	73
1	100	94	96
2	99	96	98
3	89	100	100
4	122	94	96
5	104	110	85
Total	686	658	604

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.4%	47.4%	46.7%
Male	53.6%	52.6%	53.3%
Economically Disadvantaged Students	91.4%	87.5%	71.5%
Students with Disabilities	10.9%	10.0%	13.6%
English Learners	29.0%	35.4%	41.1%
Homeless Students	0.7%	0.8%	2.0%
Students in Foster Care	0.4%	0.8%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	1.3%	1.4%	0.8%
Hispanic	86.3%	85.7%	86.9%
Black or African American	12.1%	12.6%	11.8%
Asian	0.3%	0.3%	0.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	57	58	56
KG - Half Day	0	0	0
KG - Full Day	115	106	73

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	69.4%
English	30.0%
Other Languages	0.7%



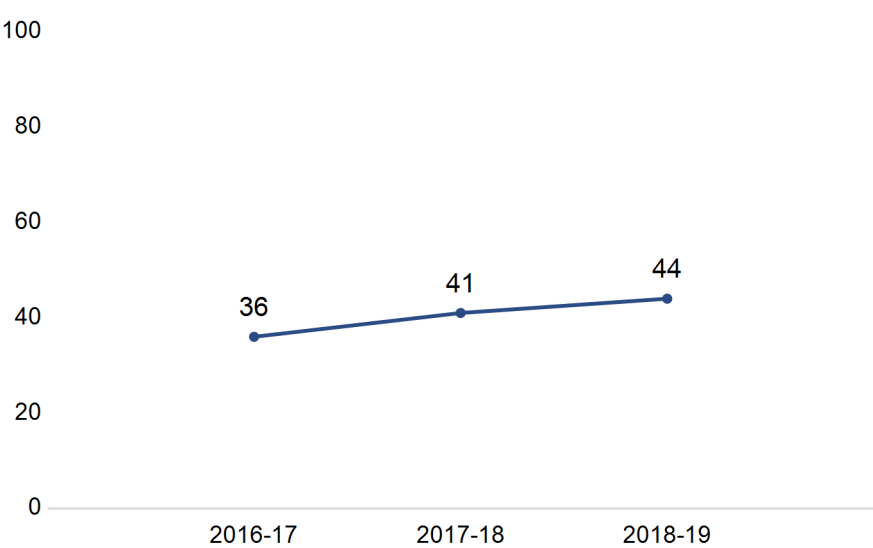
School 15
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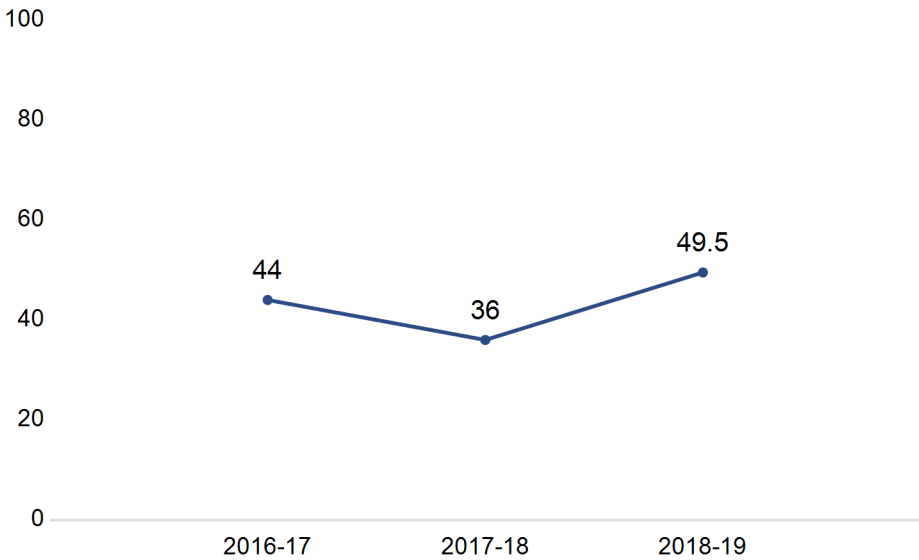
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	36	41	44	44	36	49.5
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	44	49	50	Met Standard	49.5	46	50	Met Standard
White	*	58	50	**	*	52	52	**
Hispanic	47	49	49	Met Standard	49	46	47	Met Standard
Black or African American	32	43	45	**	57	43	43	**
Asian, Native Hawaiian, or Pacific Islander	N	55.5	59	**	N	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	49.5	52	53	N	61	46	50	N
Male	36	46	47	N	39	45	51	N
Economically Disadvantaged Students	44	49	48	Met Standard	49	45	46	Met Standard
Students with Disabilities	27	41	43	Not Met	54	41	45	Met Standard
English Learners	55	51	52	Met Standard	54	49	50	Met Standard
Homeless Students	*	40	43	N	*	44	44	N
Students in Foster Care	N	46	42	N	N	50	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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A student's SGP falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

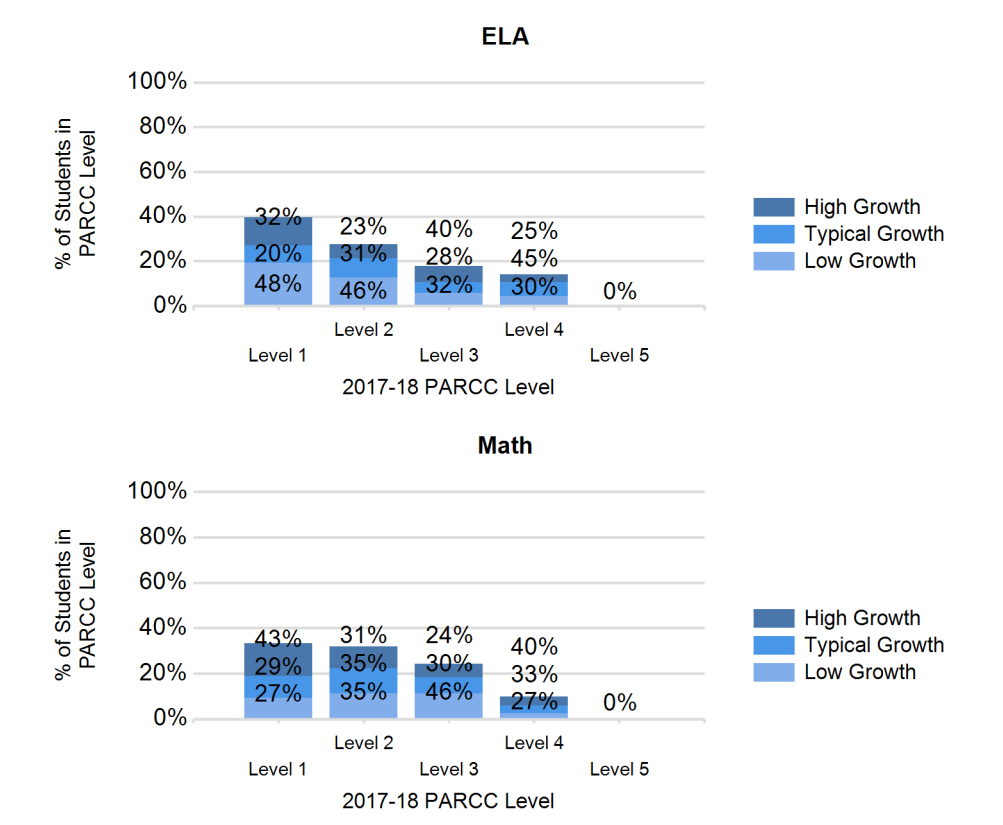
Typical Growth: Between 35 and 65

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.

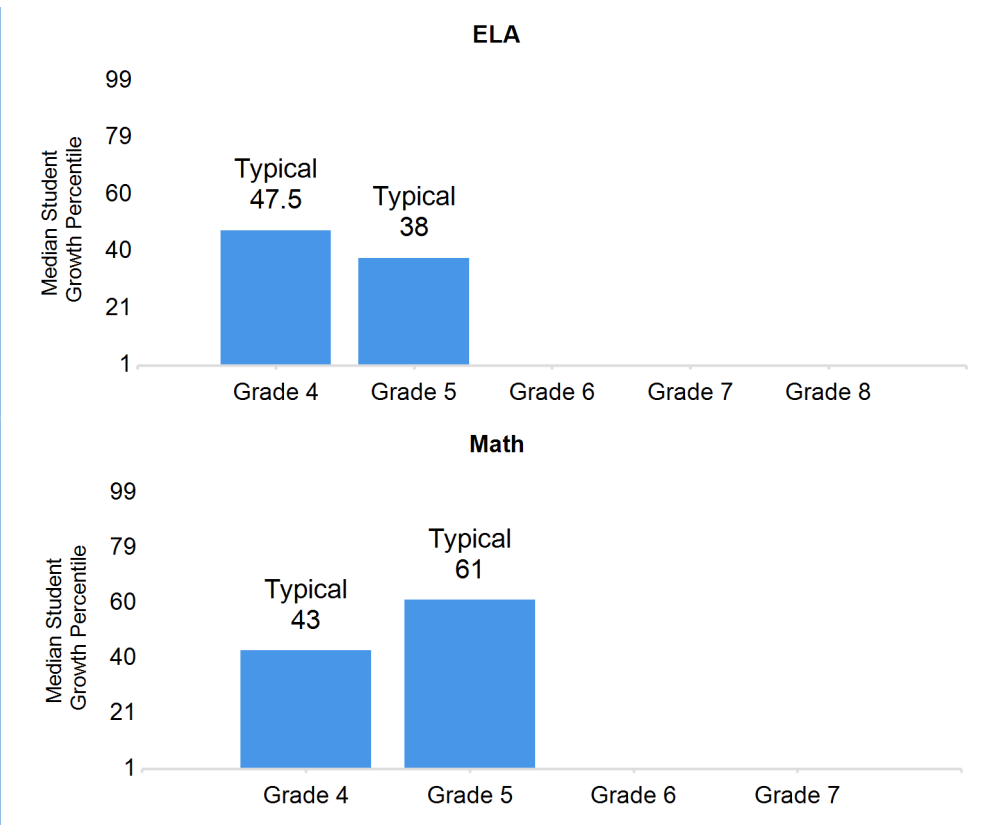
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



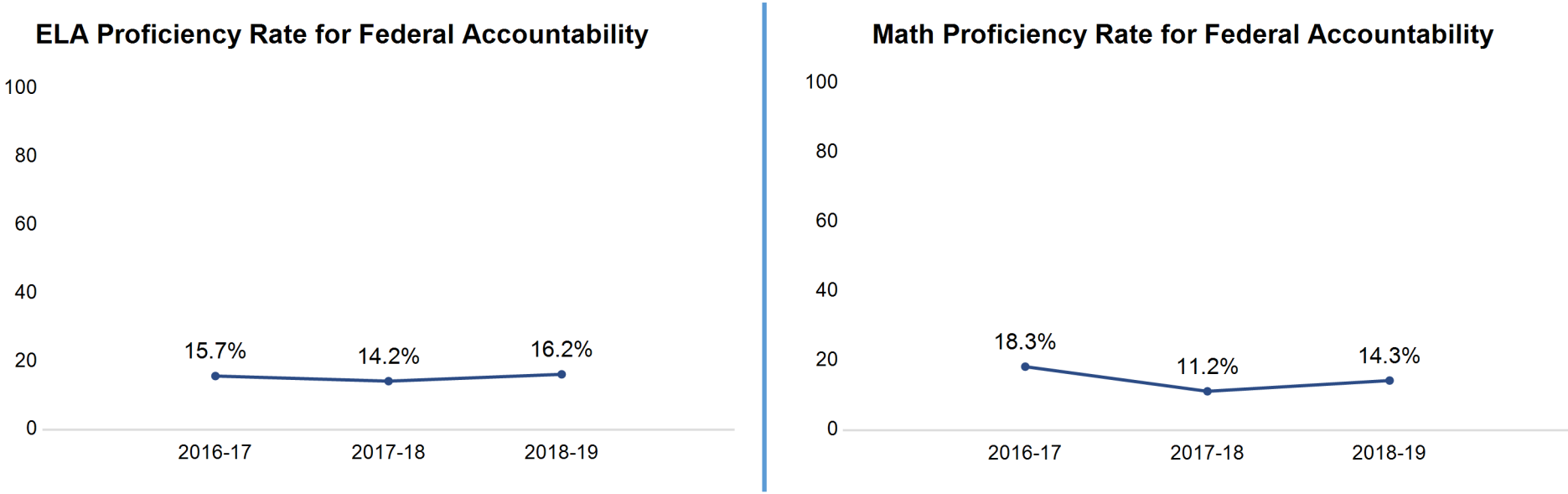


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.7%	99.3%	99.6%	99.7%	99.7%	99.7%
Proficiency Rate for Federal Accountability	15.7%	14.2%	16.2%	18.3%	11.2%	14.3%
Annual Target	20.1%	23.3%	26.4%	24.8%	27.7%	30.6%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	266	99.6	16.2	30.2	57.9	16.2	26.4	Not Met
White	*	*	*	*	66.9	*	**	**
Hispanic	234	99.6	16.2	29.1	43.9	16.2	26.6	Not Met
Black or African American	*	*	*	24.9	38.5	*	21.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	54.9	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	128	100.0	19.5	36.4	64.8	19.5		
Male	138	99.3	13.0	24.5	51.3	13.0		
Economically Disadvantaged Students	233	99.6	16.7	30.3	40.0	16.7	26.4	Not Met
Non-Economically Disadvantaged Students	33	100.0	12.1	29.9	67.9	12.1		
Students with Disabilities	59	98.4	*	10.9	22.7	*	13.7	Not Met
Students without Disabilities	207	100.0	*	34.0	65.1	*		
English Learners	112	100.0	12.5	17.1	29.3	12.5	19.8	Not Met
Non-English Learners	154	99.4	18.8	34.9	60.6	18.8		
Homeless Students	*	*	*	23.3	29.1	*		
Students In Foster Care	N	N	N	28.1	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

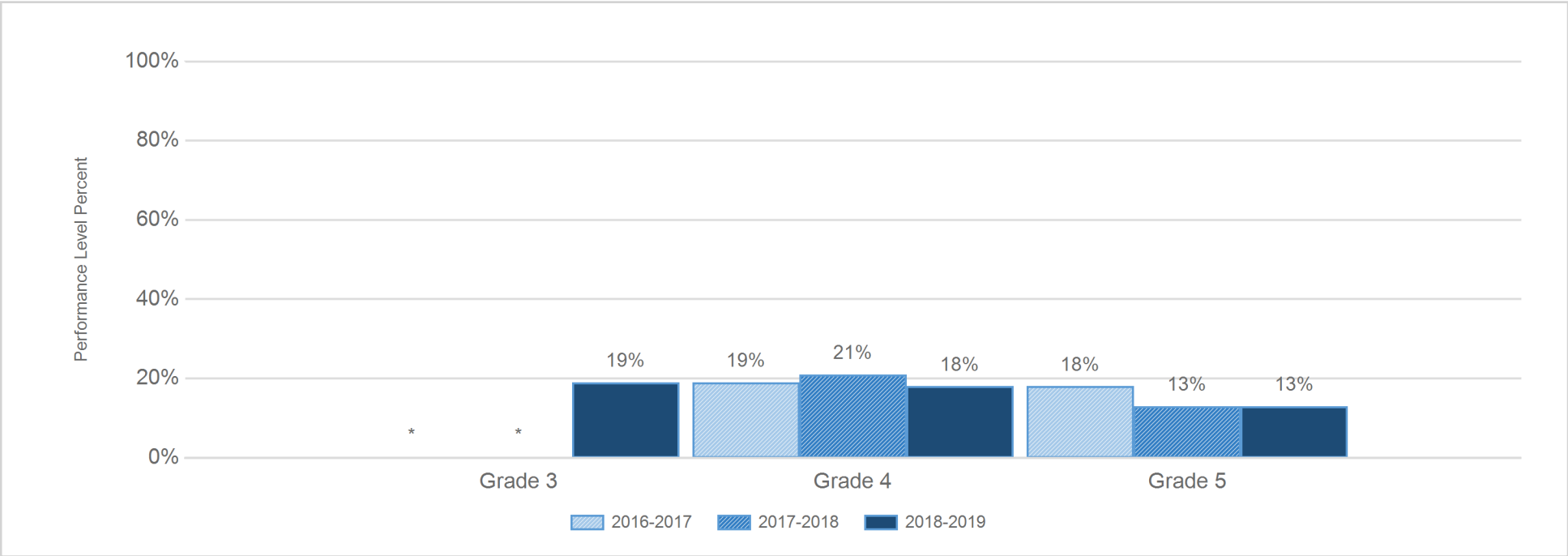


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2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	102	714	721	748	44%	18%	20%	19%	0%	19%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	92	714	720	734	*	*	*	*	*	20%	36%
Black or African American	10	708	715	731	*	*	*	*	*	10%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	47	724	*	753	38%	*	*	*	*	26%	55%
Male	55	705	717	743	49%	*	*	*	*	13%	46%
Economically Disadvantaged Students	82	716	721	731	43%	*	*	*	*	20%	33%
Non-Economically Disadvantaged Students	20	707	720	759	50%	*	*	*	*	15%	61%
Students with Disabilities	22	692	690	719	*	*	*	*	*	*	24%
Students without Disabilities	80	720	725	754	*	*	*	*	*	*	56%
English Learners	31	694	695	713	*	*	*	*	*	*	17%
Non-English Learners	71	723	728	751	*	*	*	*	*	*	54%
Homeless Students	*	*	712	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	*	*	*	727	*	*	*	*	*	*	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	92	716	732	755	35%	29%	17%	*	*	18%	57%
White	*	*	741	763	*	*	*	*	*	*	67%
Hispanic	76	719	730	743	30%	32%	20%	*	*	18%	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	45	722	738	760	24%	33%	*	*	*	18%	62%
Male	47	710	727	750	45%	26%	*	*	*	19%	53%
Economically Disadvantaged Students	82	716	731	740	*	*	*	*	*	20%	40%
Non-Economically Disadvantaged Students	10	719	734	765	*	*	*	*	*	10%	69%
Students with Disabilities	22	688	705	725	*	*	*	*	*	*	25%
Students without Disabilities	70	725	736	761	*	*	*	*	*	*	64%
English Learners	24	703	706	720	*	*	*	*	*	*	17%
Non-English Learners	68	720	738	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	*	718	N	N	N	N	N	N	25%



School 15
(31-4010-190)
Grades Offered: PK-05
2018-2019

Report Key:
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N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	80	716	734	756	26%	40%	21%	13%	0%	13%	58%
White	*	*	740	764	*	*	*	*	*	*	68%
Hispanic	74	716	732	743	27%	39%	22%	*	*	12%	44%
Black or African American	*	*	732	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	770	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	40	719	740	761	25%	38%	*	*	*	15%	64%
Male	40	713	729	750	28%	43%	*	*	*	10%	52%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	737	766	*	*	*	*	*	*	69%
Students with Disabilities	15	697	707	724	*	*	*	*	*	*	23%
Students without Disabilities	65	720	739	762	*	*	*	*	*	*	65%
English Learners	32	706	701	713	*	*	*	*	*	*	11%
Non-English Learners	48	723	740	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



School 15
(31-4010-190)
Grades Offered: PK-05
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	273	99.7	14.3	18.6	44.5	14.3	30.6	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	241	99.6	14.9	17.4	28.8	14.9	31	Not Met
Black or African American	*	*	*	13.1	23.0	*	26.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	41.9	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	131	100.0	12.2	18.9	44.9	12.2		
Male	142	99.4	16.2	18.3	44.2	16.2		
Economically Disadvantaged Students	236	99.6	14.4	18.8	26.3	14.4	30.6	Not Met
Non-Economically Disadvantaged Students	37	100.0	13.5	18.0	54.9	13.5		
Students with Disabilities	59	98.4	*	*	17.4	*	8	Not Met
Students without Disabilities	214	100.0	*	*	50.0	*		
English Learners	119	100.0	14.3	13.0	25.0	14.3	19.9	Not Met
Non-English Learners	154	99.4	14.3	20.8	46.5	14.3		
Homeless Students	*	*	*	10.2	17.1	*		
Students In Foster Care	N	N	N	12.9	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

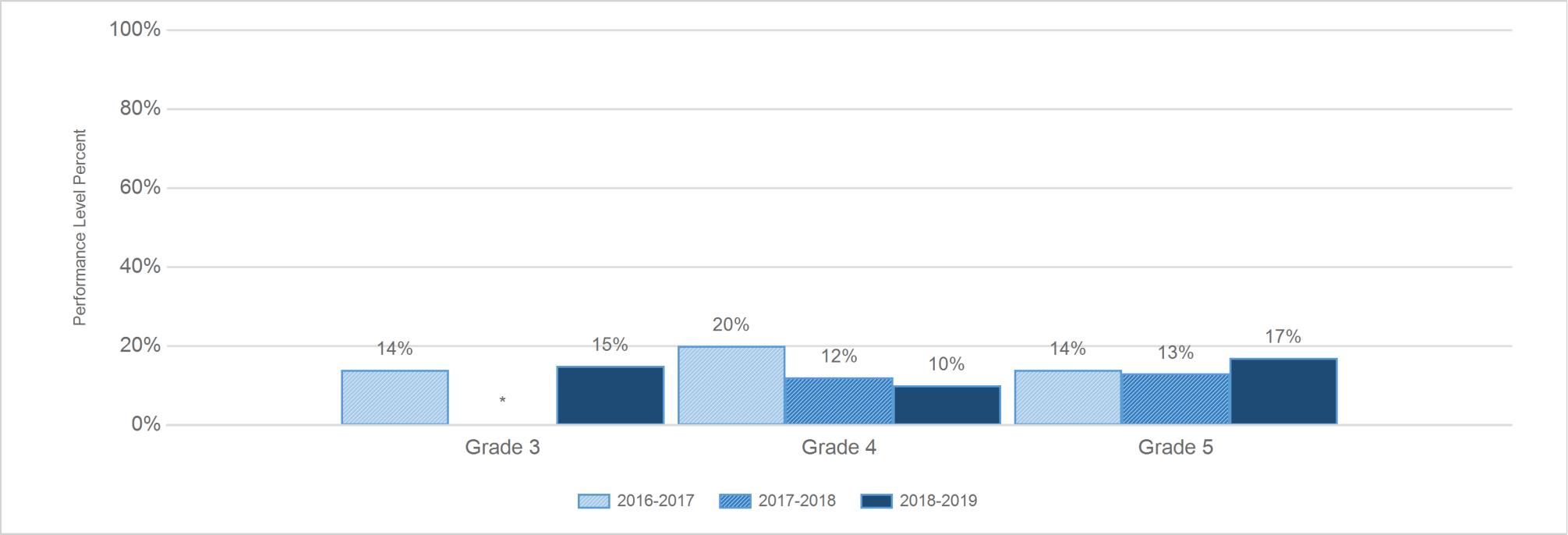


School 15
(31-4010-190)
Grades Offered: PK-05
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



School 15
(31-4010-190)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	115	714	728	752	37%	21%	28%	*	*	15%	55%
White	N	N	743	760	N	N	N	N	N	N	66%
Hispanic	105	716	728	739	*	*	29%	*	*	*	40%
Black or African American	10	703	720	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	51	717	*	751	27%	27%	29%	*	*	16%	54%
Male	64	712	728	752	44%	16%	27%	*	*	14%	56%
Economically Disadvantaged Students	88	719	729	737	30%	*	*	*	*	16%	37%
Non-Economically Disadvantaged Students	27	701	724	761	59%	*	*	*	*	11%	67%
Students with Disabilities	22	702	706	731	*	*	*	*	*	*	31%
Students without Disabilities	93	718	731	756	*	*	*	*	*	*	60%
English Learners	44	703	715	728	*	*	*	*	*	*	26%
Non-English Learners	71	722	733	754	*	*	*	*	*	*	58%
Homeless Students	*	*	715	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	28%



School 15
(31-4010-190)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	96	714	726	749	33%	28%	28%	10%	0%	10%	51%
White	*	*	735	757	*	*	*	*	*	*	62%
Hispanic	80	716	724	737	30%	28%	33%	*	*	10%	36%
Black or African American	*	*	720	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	45	714	727	749	*	*	*	*	*	*	50%
Male	51	714	724	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	84	715	726	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	12	708	725	759	*	*	*	*	*	*	63%
Students with Disabilities	22	699	706	726	*	*	*	*	*	*	25%
Students without Disabilities	74	718	729	754	*	*	*	*	*	*	56%
English Learners	28	705	709	722	*	*	*	*	*	*	18%
Non-English Learners	68	717	730	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



School 15
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	84	720	727	747	23%	38%	23%	17%	0%	17%	47%
White	*	*	733	755	*	*	*	*	*	*	58%
Hispanic	78	720	725	735	24%	37%	22%	17%	0%	17%	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	43	721	*	747	*	49%	*	*	*	14%	47%
Male	41	719	*	747	*	27%	*	*	*	20%	47%
Economically Disadvantaged Students	*	*	727	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	727	757	*	*	*	*	*	*	59%
Students with Disabilities	16	707	707	725	*	*	*	*	*	*	19%
Students without Disabilities	68	723	730	752	*	*	*	*	*	*	52%
English Learners	36	709	709	718	*	*	*	*	*	*	12%
Non-English Learners	48	728	730	749	*	*	*	*	*	*	49%
Homeless Students	*	*	720	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



School 15
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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
4	*	*
5	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	55.4%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	76	*	*
3-4	73	*	*
5 or more	48	85.4%	14.6%



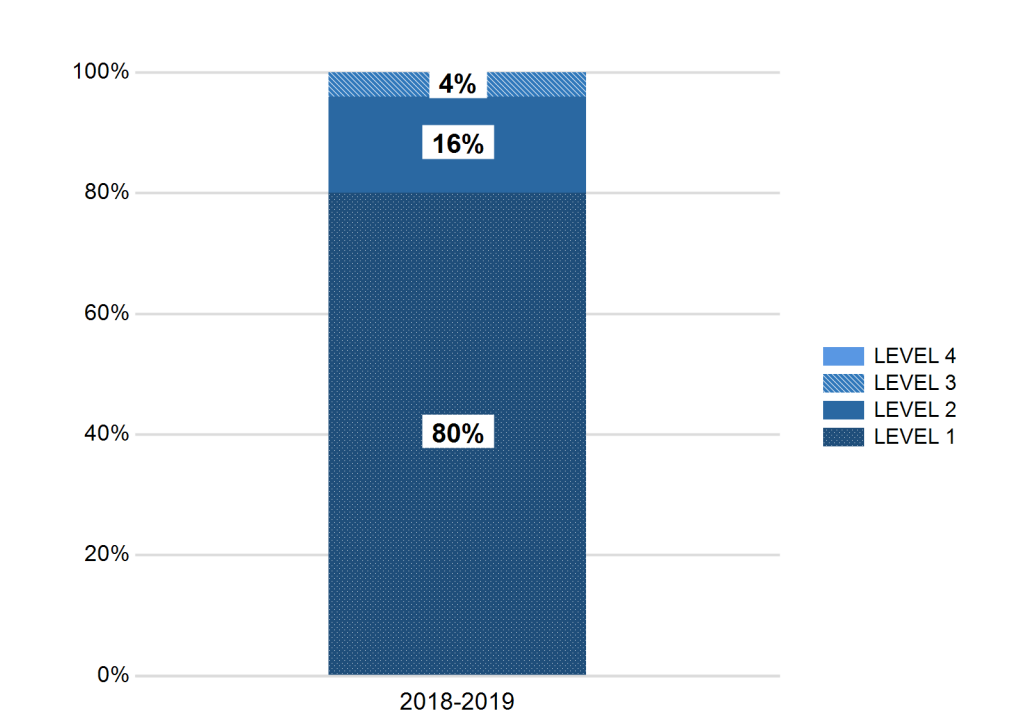
School 15
(31-4010-190)
Grades Offered: PK-05
2018-2019

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	80	16	4	0
White	*	*	*	*
Hispanic	81	15	4	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	84	14	2	0
Male	76	19	5	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



School 15

(31-4010-190)

Grades Offered: PK-05

2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

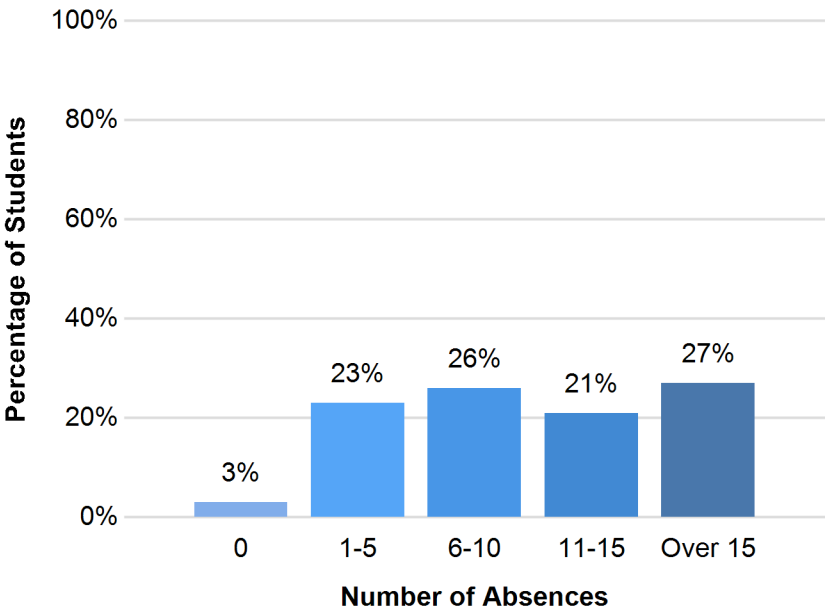
Chronic Absenteeism

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	138	24.4	8.9	Not Met
White	*	*	**	**
Hispanic	110	22.2	8.9	Not Met
Black or African American	26	41.3	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	60	23.0		
Male	78	25.7		
Economically Disadvantaged Students	106	25.8	8.9	Not Met
Students with Disabilities	34	40.0	8.9	Not Met
English Learners	38	17.8	8.9	Not Met
Homeless Students	4	33.3		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





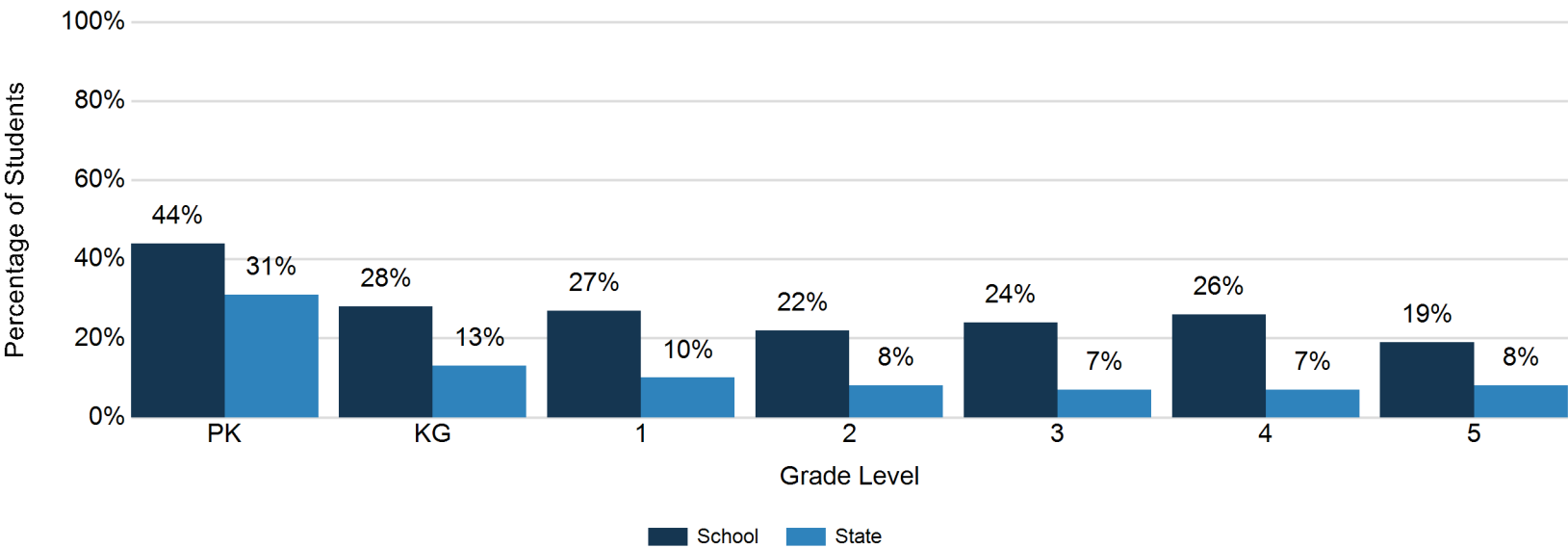
School 15
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Chronic Absenteeism by Grade

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





School 15
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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	1
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.33

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	8	1	9
No Identified Nature	0		0

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

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



School 15
(31-4010-190)
Grades Offered: PK-05
2018-2019

Report Key:
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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.1:1



School 15
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2018-2019

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	54	118,214
Average years experience in public schools	7.9	12.1
Average years experience in district	7.9	10.8
Percentage of Teachers with 4 or more years experience in the district	57.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

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	13:1
Students to Administrators	151:1	122:1
Teachers to Administrators	14:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



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Teachers: All classroom teachers
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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.7%	83.3%	100.0%	48.4%	77.1%	54.9%
Male	53.3%	16.7%	0.0%	51.6%	22.9%	45.1%
White	0.8%	46.3%	25.0%	42.4%	83.6%	77.4%
Hispanic	86.9%	44.4%	50.0%	29.9%	7.3%	7.2%
Black or African American	11.8%	7.4%	25.0%	15.0%	6.6%	13.9%
Asian	0.5%	1.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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(31-4010-190)
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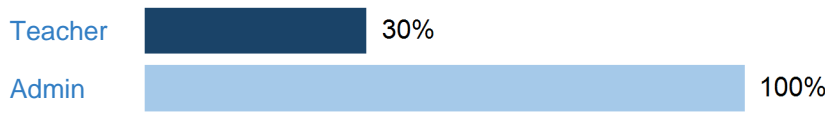
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	93.2%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	15.7%	14.2%	16.2%
Math Proficiency	18.3%	11.2%	14.3%
ELA Growth	36	41	44
Math Growth	44	36	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		49.6%	55.4%
Chronic Absenteeism	7.4%	24.7%	24.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Met Standard	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Not Met	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Not Met	Not Met	Met Standard	Met Standard	Met Standard	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 the school or district directly.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> School #15 is partnered with St. Paul's Community Development Corporation providing various human and social service programs to more than 3,500 individuals and families annually As part of a Full Service Community School #15, we offer services such as: Pediatrics, Dental, Optical, Nutrition, and Behavioral Health Positive Behavior Supports in Schools
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Mission: We are committed to providing our students with above and beyond the necessary 21st century skills needed to succeed in secondary and post secondary education. We promote positive attitudes in order to achieve academic success in a safe and nurturing environment. Vision: to meet the social, emotional, and academic needs of our students. We aim to provide a nurturing learning environment where all students feel safe taking academic risk as they engage in rigorous learning tasks with their peers</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Applied and received a Travelers grant in the amount of \$15,000 for a parent resource hub</p>



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Before and After School Programs:

The partnership with St. Paul's allows FSCS#15 to offer students a unique program for students in Musical Studies, Literacy, STEM, Social Emotional Learning. Students attend a two-hour class Monday through Thursday each week. The program begins October 2018 and concludes June 2019. The program provides students with a hot dinner and an opportunity to complete homework. Homework help is provided daily by our teaching staff. Students in Literacy will utilize short plays to study literary elements. The Music component provides students with the opportunity to explore multiple genres of music and learn to play wind and percussion instruments. The band showcases their skills at various programs throughout the school year. Students in STEM explore science, technology, math and engineering through hands on projects. The 3rd, 4th & 5th graders at FSCS #15 enjoy learning through hands on enrichment activities under the guidance of our own staff.



Staff and Professional Learning:

Professional Development at FSCS#15 is a yearlong focus in which teachers meet once during a six-day cycle to plan for instruction and analyze data. In addition to the PLC's, there are six "in-service days" that are embedded into the school calendar. During these "in-service days" teachers are provided support in the content they teach.



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<div>An icon showing three stylized human figures in blue, standing side-by-side with their arms raised and hands joined in the center, symbolizing unity or teamwork.</div> <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: No</div>
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School 16
(31-4010-309)
Grades Offered: PK-08
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



School 16
(31-4010-309)
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2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Ms. Nancy Tavarez-Correa
Address	11 22ND AVENUE PATERSON, NJ 07513
Phone Number	973-321-1000
Email Address	ncorreatavarez@paterson.k12.nj.us
Website	https://ps16-pps-nj.schoolloop.com/



School 16

(31-4010-309)

Grades Offered: PK-08

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	61	70	71
KG	70	66	83
1	65	76	78
2	82	68	86
3	77	89	77
4	68	90	97
5	51	68	105
6	69	73	82
7	58	79	94
8	54	67	96
Total	655	746	869

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.5%	50.3%	47.9%
Male	51.5%	49.7%	52.1%
Economically Disadvantaged Students	77.6%	84.0%	79.7%
Students with Disabilities	13.4%	15.5%	13.1%
English Learners	21.2%	26.5%	35.9%
Homeless Students	0.5%	0.5%	0.3%
Students in Foster Care	0.3%	0.1%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	2.6%	2.8%	2.4%
Hispanic	87.0%	88.5%	90.7%
Black or African American	9.3%	7.6%	6.1%
Asian	1.1%	1.1%	0.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	61	70	71
KG - Half Day	0	0	0
KG - Full Day	70	66	83

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	71.0%
English	26.9%
Arabic	1.4%
Other Languages	0.7%



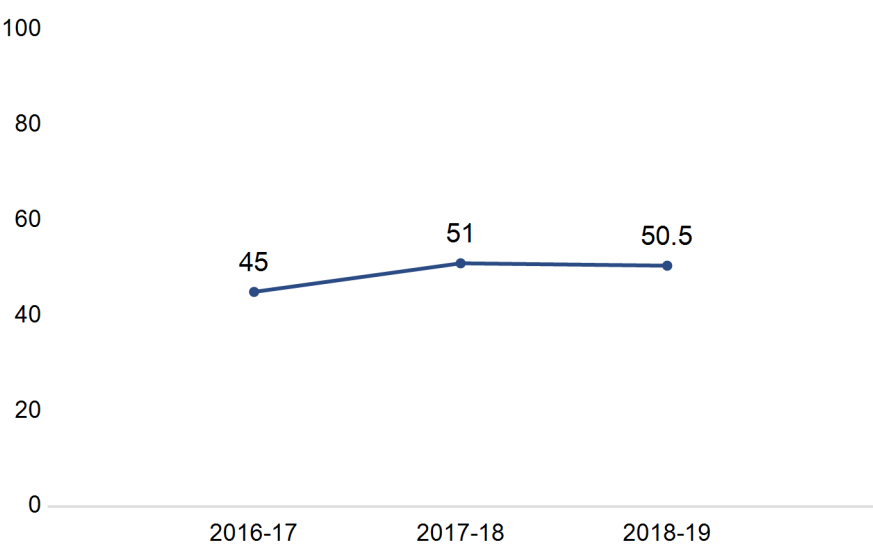
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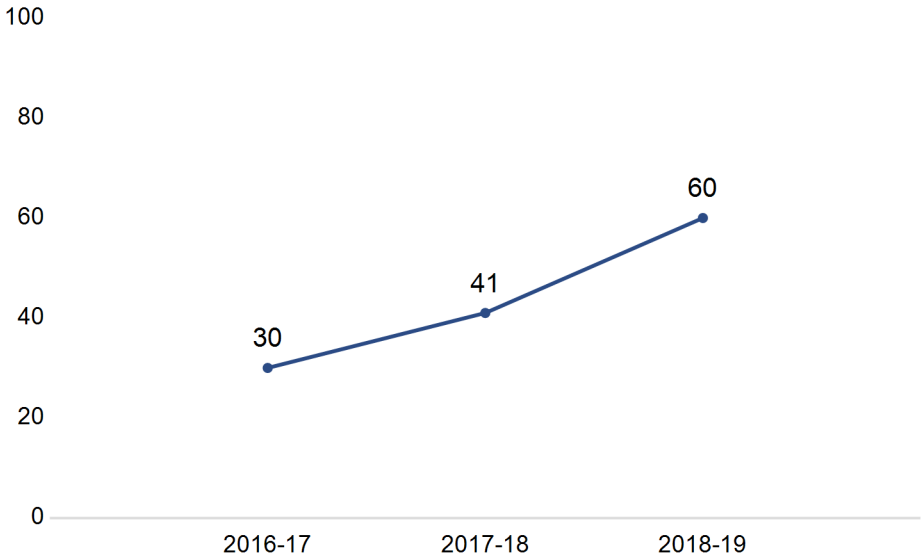
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	51	50.5	30	41	60
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	50.5	49	50	Met Standard	60	46	50	Exceeds Standard
White	*	58	50	**	*	52	52	**
Hispanic	49.5	49	49	Met Standard	59	46	47	Met Standard
Black or African American	58	43	45	Met Standard	64.5	43	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	*	55.5	59	**	*	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	52	52	53	N	52	46	50	N
Male	48	46	47	N	65	45	51	N
Economically Disadvantaged Students	50	49	48	Met Standard	59	45	46	Met Standard
Students with Disabilities	26	41	43	Not Met	62.5	41	45	Exceeds Standard
English Learners	48	51	52	Met Standard	67	49	50	Exceeds Standard
Homeless Students	*	40	43	N	*	44	44	N
Students in Foster Care	N	46	42	N	N	50	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	*	*	47	N	*	*	51	N



School 16
(31-4010-309)
Grades Offered: PK-08
2018-2019

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† This indicates a table specific note,see note below table

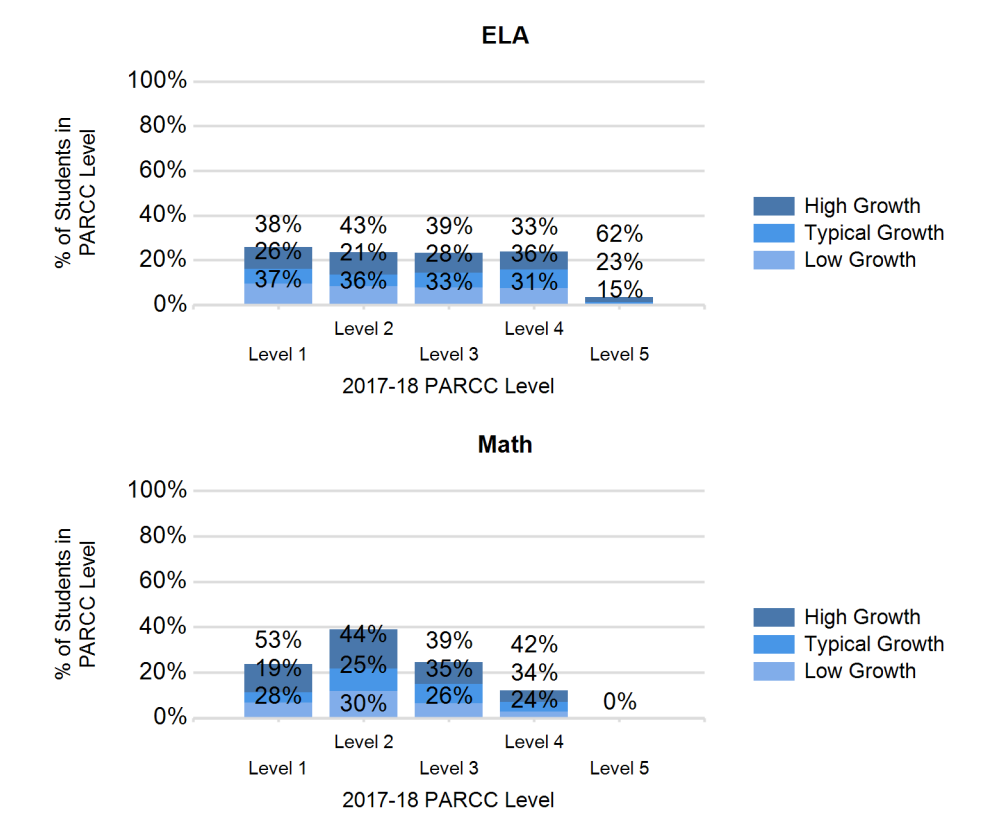
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

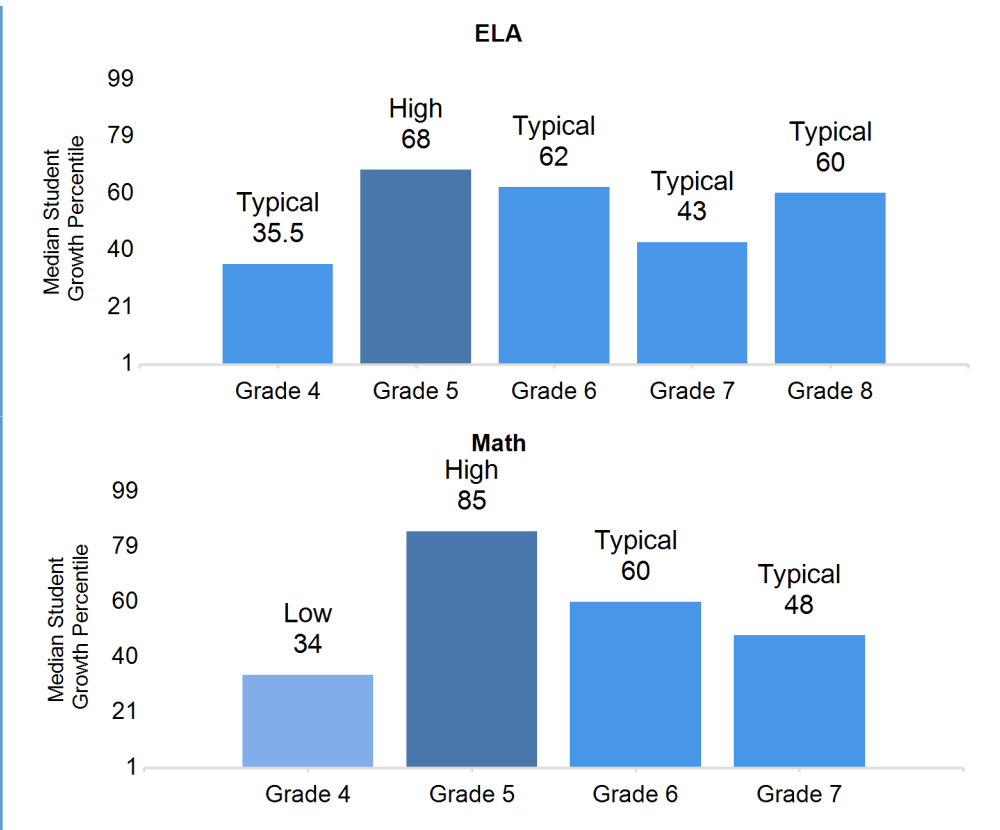
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





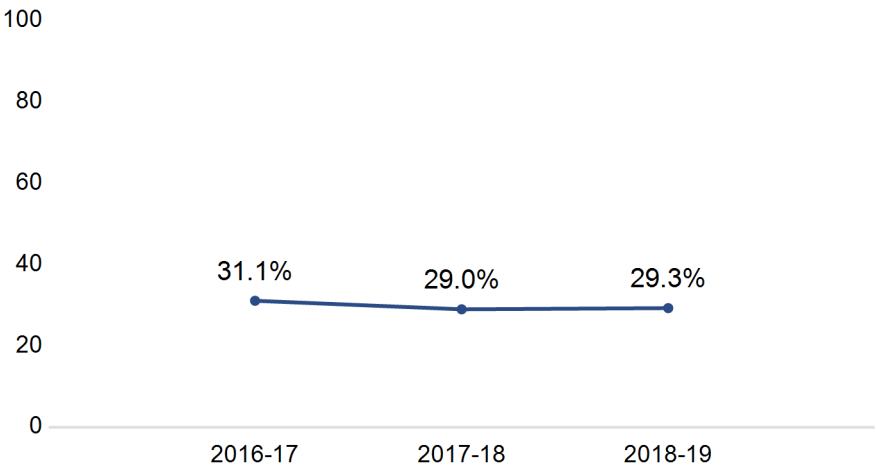
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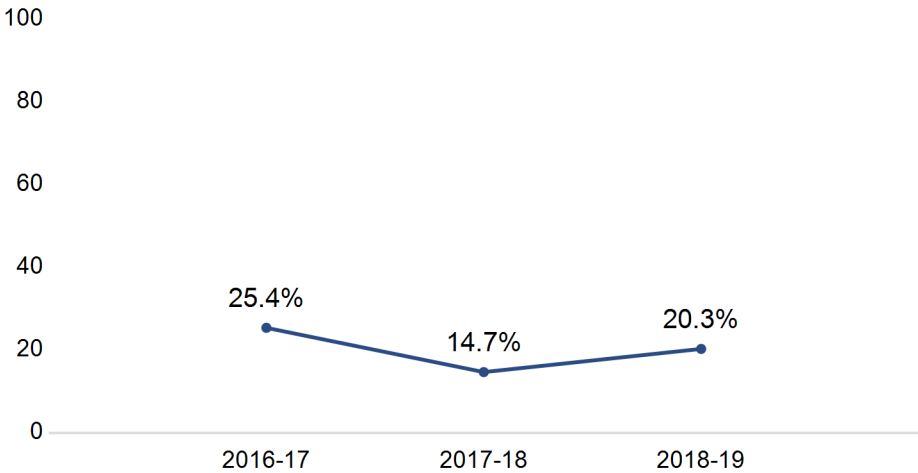
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	99.8%	99.8%	99.5%	99.8%	100.0%
Proficiency Rate for Federal Accountability	31.1%	29.0%	29.3%	25.4%	14.7%	20.3%
Annual Target	N	33.5%	36.0%	N	28.1%	30.9%
Met Annual Target?	N	Not Met	Not Met	N	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	492	99.8	29.3	30.2	57.9	29.3	36	Not Met
White	*	*	*	*	66.9	*	**	**
Hispanic	439	99.8	29.8	29.1	43.9	29.8	38	Not Met
Black or African American	38	100.0	21.1	24.9	38.5	21.1	24.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	54.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	249	100.0	35.7	36.4	64.8	35.7		
Male	243	99.6	22.6	24.5	51.3	22.6		
Economically Disadvantaged Students	413	100.0	30.5	30.3	40.0	30.5	34.6	Not Met
Non-Economically Disadvantaged Students	79	98.9	22.8	29.9	67.9	22.8		
Students with Disabilities	72	98.7	*	10.9	22.7	*	29.4	Not Met
Students without Disabilities	420	100.0	*	34.0	65.1	*		
English Learners	159	100.0	11.3	17.1	29.3	11.3	17.7	Not Met
Non-English Learners	333	99.7	37.8	34.9	60.6	37.8		
Homeless Students	*	*	*	23.3	29.1	*		
Students In Foster Care	N	N	N	28.1	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

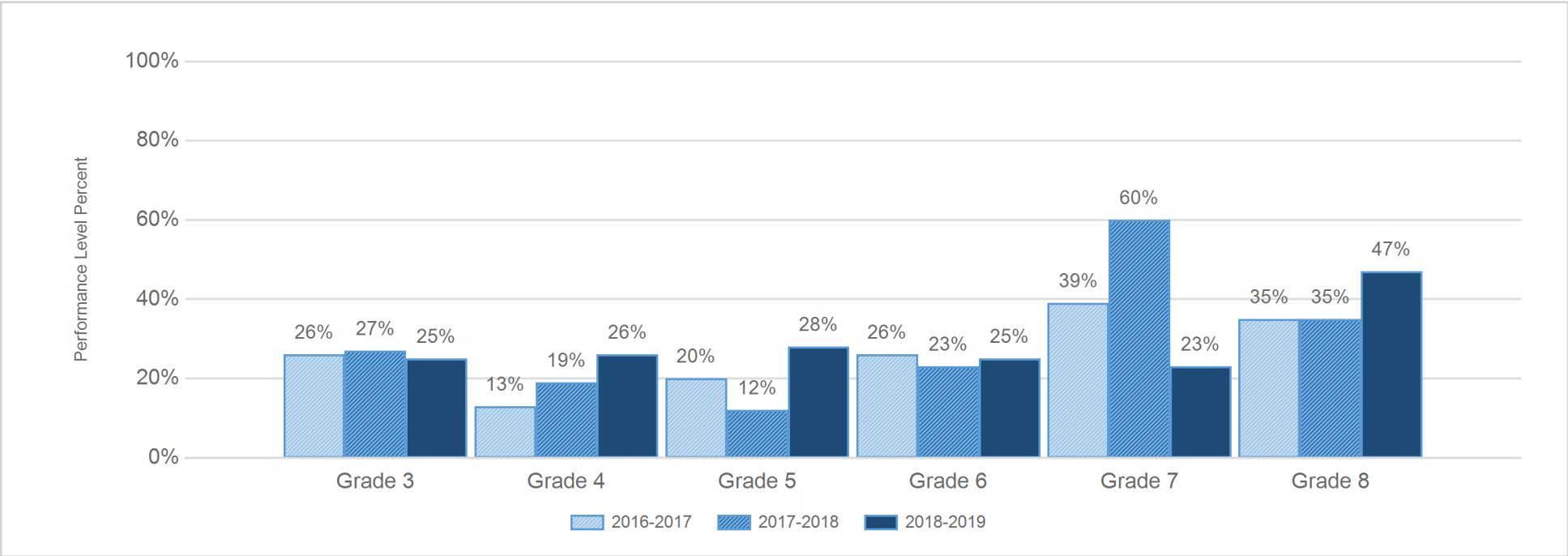


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	63	717	721	748	37%	22%	16%	*	*	25%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	58	718	720	734	36%	22%	17%	*	*	24%	36%
Black or African American	*	*	715	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	35	718	*	753	*	*	*	*	*	31%	55%
Male	28	716	717	743	*	*	*	*	*	18%	46%
Economically Disadvantaged Students	49	716	721	731	*	*	*	*	*	27%	33%
Non-Economically Disadvantaged Students	14	723	720	759	*	*	*	*	*	21%	61%
Students with Disabilities	*	*	690	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	18	689	695	713	*	*	*	*	*	*	17%
Non-English Learners	45	729	728	751	*	*	*	*	*	*	54%
Homeless Students	*	*	712	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	89	726	732	755	26%	17%	31%	*	*	26%	57%
White	*	*	741	763	*	*	*	*	*	*	67%
Hispanic	81	727	730	743	26%	16%	31%	*	*	27%	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	45	730	738	760	27%	*	33%	*	*	29%	62%
Male	44	723	727	750	25%	*	30%	*	*	23%	53%
Economically Disadvantaged Students	68	728	731	740	*	*	*	*	*	26%	40%
Non-Economically Disadvantaged Students	21	720	734	765	*	*	*	*	*	24%	69%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	761	*	*	*	*	*	*	64%
English Learners	19	690	706	720	*	*	*	*	*	*	17%
Non-English Learners	70	736	738	758	*	*	*	*	*	*	60%
Homeless Students	N	N	723	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	*	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	94	728	734	756	22%	27%	23%	*	*	28%	58%
White	*	*	740	764	*	*	*	*	*	*	68%
Hispanic	83	728	732	743	20%	27%	23%	*	*	30%	44%
Black or African American	*	*	732	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	41	730	740	761	*	24%	*	*	*	32%	64%
Male	53	725	729	750	*	28%	*	*	*	25%	52%
Economically Disadvantaged Students	82	730	734	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	12	713	737	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	23	698	701	713	*	*	*	*	*	*	11%
Non-English Learners	71	737	740	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	71	729	734	754	21%	27%	27%	*	*	25%	56%
White	*	*	736	762	*	*	*	*	*	*	65%
Hispanic	64	728	733	743	20%	30%	27%	*	*	23%	43%
Black or African American	*	*	730	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	759	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	31	733	741	762	*	*	*	*	*	32%	64%
Male	40	726	*	748	*	*	*	*	*	20%	48%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	735	763	*	*	*	*	*	*	67%
Students with Disabilities	10	697	703	722	*	*	*	*	*	*	19%
Students without Disabilities	61	734	740	761	*	*	*	*	*	*	64%
English Learners	15	703	702	710	*	*	*	*	*	*	*
Non-English Learners	56	736	739	756	*	*	*	*	*	*	*
Homeless Students	*	*	727	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	*	*	*	721	*	*	*	*	*	*	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	77	721	734	761	38%	13%	26%	*	*	23%	63%
White	*	*	752	769	*	*	*	*	*	*	72%
Hispanic	73	721	*	747	38%	*	26%	*	*	23%	50%
Black or African American	*	*	729	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	40	734	742	769	28%	*	*	*	*	33%	71%
Male	37	707	*	753	49%	*	*	*	*	14%	55%
Economically Disadvantaged Students	58	715	732	743	*	*	*	*	*	17%	45%
Non-Economically Disadvantaged Students	19	741	739	771	*	*	*	*	*	42%	73%
Students with Disabilities	13	700	700	720	*	*	*	*	*	*	22%
Students without Disabilities	64	725	740	769	*	*	*	*	*	*	71%
English Learners	24	685	689	706	*	*	*	*	*	*	12%
Non-English Learners	53	738	741	763	*	*	*	*	*	*	65%
Homeless Students	*	*	721	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	89	738	735	762	24%	16%	13%	*	*	47%	63%
White	N	N	751	770	N	N	N	N	N	N	72%
Hispanic	*	*	734	747	*	*	*	*	*	*	49%
Black or African American	*	*	729	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	758	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	49	751	*	771	*	*	*	*	*	55%	71%
Male	40	722	725	753	*	*	*	*	*	38%	55%
Economically Disadvantaged Students	*	*	734	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	739	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	706	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	740	770	*	*	*	*	*	*	71%
English Learners	27	689	693	708	*	*	*	*	*	*	12%
Non-English Learners	62	759	743	764	*	*	*	*	*	*	65%
Homeless Students	*	*	719	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	523	100.0	20.3	18.6	44.5	20.3	30.9	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	469	100.0	20.0	17.4	28.8	20.0	28.7	Not Met
Black or African American	38	100.0	18.4	13.1	23.0	18.4	18.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	41.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	265	100.0	20.8	18.9	44.9	20.8		
Male	258	100.0	19.8	18.3	44.2	19.8		
Economically Disadvantaged Students	429	100.0	20.0	18.8	26.3	20.0	29	Not Met
Non-Economically Disadvantaged Students	94	100.0	21.3	18.0	54.9	21.3		
Students with Disabilities	72	100.0	22.2	*	17.4	22.2	29.4	Met Target†
Students without Disabilities	451	100.0	20.0	*	50.0	20.0		
English Learners	190	100.0	17.4	13.0	25.0	17.4	11.2	Met Target
Non-English Learners	333	100.0	21.9	20.8	46.5	21.9		
Homeless Students	*	*	*	10.2	17.1	*		
Students In Foster Care	N	N	N	12.9	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

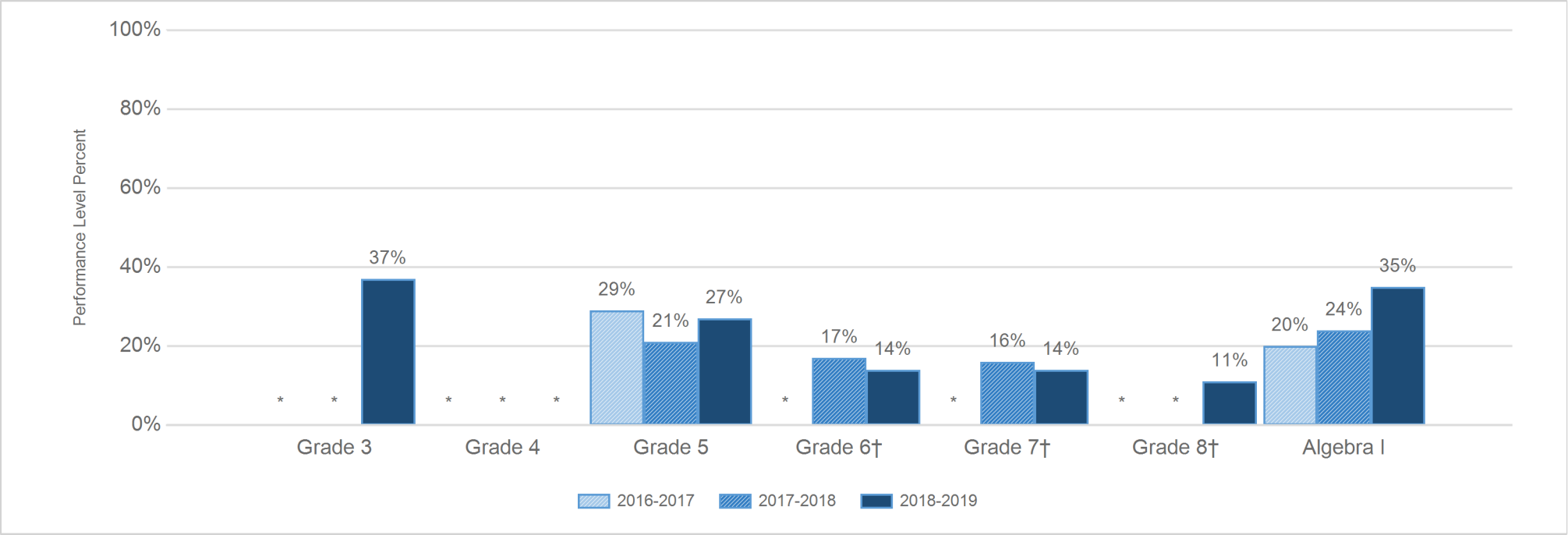


School 16
(31-4010-309)
Grades Offered: PK-08
2018-2019

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

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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



School 16
(31-4010-309)
Grades Offered: PK-08
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	71	733	728	752	*	*	28%	37%	0%	37%	55%
White	*	*	743	760	*	*	*	*	*	*	66%
Hispanic	66	734	728	739	*	*	29%	38%	0%	38%	40%
Black or African American	*	*	720	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	41	732	*	751	*	*	*	39%	0%	39%	54%
Male	30	734	728	752	*	*	*	33%	0%	33%	56%
Economically Disadvantaged Students	53	730	729	737	*	*	*	30%	0%	30%	37%
Non-Economically Disadvantaged Students	18	741	724	761	*	*	*	56%	0%	56%	67%
Students with Disabilities	*	*	706	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	731	756	*	*	*	*	*	*	60%
English Learners	26	736	715	728	*	*	*	50%	0%	50%	26%
Non-English Learners	45	731	733	754	*	*	*	29%	0%	29%	58%
Homeless Students	*	*	715	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



School 16
(31-4010-309)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	94	713	726	749	*	*	*	*	*	*	51%
White	*	*	735	757	*	*	*	*	*	*	62%
Hispanic	86	714	724	737	*	*	*	*	*	*	36%
Black or African American	*	*	720	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	46	713	727	749	*	*	*	*	*	*	50%
Male	48	713	724	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	69	711	726	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	25	718	725	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	706	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	729	754	*	*	*	*	*	*	56%
English Learners	24	703	709	722	*	*	*	*	*	*	18%
Non-English Learners	70	716	730	751	*	*	*	*	*	*	54%
Homeless Students	N	N	721	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



School 16
(31-4010-309)
Grades Offered: PK-08
2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	98	733	727	747	*	36%	32%	*	*	27%	47%
White	*	*	733	755	*	*	*	*	*	*	58%
Hispanic	87	734	725	735	*	32%	34%	*	*	28%	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	43	731	*	747	*	33%	40%	*	*	23%	47%
Male	55	734	*	747	*	38%	25%	*	*	29%	47%
Economically Disadvantaged Students	84	735	727	732	*	*	*	*	*	29%	27%
Non-Economically Disadvantaged Students	14	719	727	757	*	*	*	*	*	14%	59%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	730	752	*	*	*	*	*	*	52%
English Learners	27	737	709	718	*	*	*	*	*	41%	12%
Non-English Learners	71	731	730	749	*	*	*	*	*	21%	49%
Homeless Students	*	*	720	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



School 16
(31-4010-309)
Grades Offered: PK-08
2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	80	725	722	741	*	38%	38%	*	*	14%	41%
White	*	*	731	749	*	*	*	*	*	*	51%
Hispanic	73	724	721	729	*	41%	37%	*	*	12%	24%
Black or African American	*	*	717	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	744	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	36	726	724	742	*	42%	33%	*	*	14%	42%
Male	44	725	*	740	*	34%	41%	*	*	14%	40%
Economically Disadvantaged Students	66	726	722	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	14	721	722	750	*	*	*	*	*	*	53%
Students with Disabilities	10	702	701	716	*	*	*	*	*	*	12%
Students without Disabilities	70	729	726	746	*	*	*	*	*	*	46%
English Learners	24	721	706	709	*	*	*	*	*	*	*
Non-English Learners	56	727	725	743	*	*	*	*	*	*	*
Homeless Students	*	*	707	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	*	*	*	717	*	*	*	*	*	*	20%



School 16
(31-4010-309)
Grades Offered: PK-08
2018-2019

Report Key:

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 † This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	87	721	725	744	21%	34%	31%	*	*	14%	42%
White	*	*	735	751	*	*	*	*	*	*	53%
Hispanic	83	721	724	733	20%	35%	31%	*	*	13%	26%
Black or African American	*	*	719	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	44	721	726	744	*	36%	32%	*	*	14%	42%
Male	43	722	*	743	*	33%	30%	*	*	14%	42%
Economically Disadvantaged Students	67	719	724	731	*	*	*	*	*	13%	24%
Non-Economically Disadvantaged Students	20	729	727	751	*	*	*	*	*	15%	53%
Students with Disabilities	13	724	705	718	0%	*	*	*	*	15%	13%
Students without Disabilities	74	721	728	749	24%	*	*	*	*	14%	48%
English Learners	34	706	710	716	*	*	*	*	*	*	10%
Non-English Learners	53	731	728	745	*	*	*	*	*	*	44%
Homeless Students	*	*	712	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



School 16
(31-4010-309)
Grades Offered: PK-08
2018-2019

Report Key:

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N No Data is available to display

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	74	710	708	728	41%	31%	18%	*	*	11%	29%
White	*	*	715	737	*	*	*	*	*	*	38%
Hispanic	68	709	708	722	44%	28%	16%	*	*	12%	22%
Black or African American	*	*	703	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	720	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	39	715	711	731	*	*	*	*	*	*	31%
Male	35	705	704	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	708	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	705	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	693	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	711	734	*	*	*	*	*	*	35%
English Learners	31	696	700	706	*	*	*	*	*	*	10%
Non-English Learners	43	720	710	730	*	*	*	*	*	*	30%
Homeless Students	*	*	702	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%



School 16
(31-4010-309)
Grades Offered: PK-08
2018-2019

Report Key:

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	20	743	718	744	0%	*	*	*	*	35%	42%
White	N	N	733	752	N	N	N	N	N	N	53%
Hispanic	*	*	718	728	*	*	*	*	*	*	24%
Black or African American	*	*	710	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	*	*	720	745	*	*	*	*	*	*	44%
Male	*	*	717	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	719	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	715	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	701	717	N	N	N	N	N	N	12%
Students without Disabilities	20	743	720	748	0%	*	*	*	*	35%	47%
English Learners	*	*	703	710	*	*	*	*	*	*	*
Non-English Learners	*	*	722	745	*	*	*	*	*	*	*
Homeless Students	N	N	697	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



School 16
(31-4010-309)
Grades Offered: PK-08
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	23.4%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	112	*	*
3-4	100	*	*
5 or more	35	*	*



School 16
(31-4010-309)
Grades Offered: PK-08
2018-2019

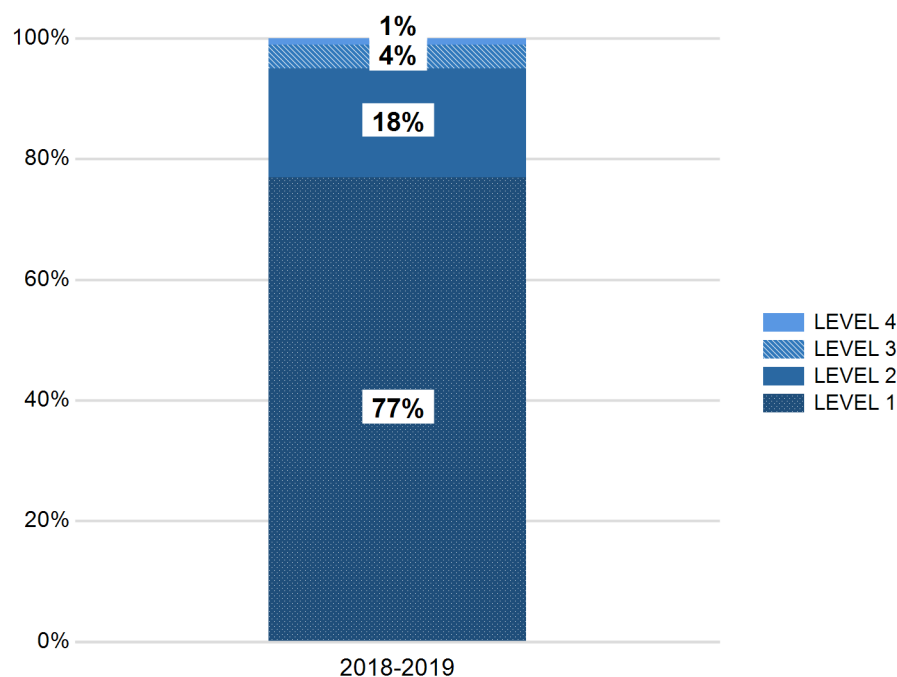
Report Key:

- * 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

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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	77	18	4	1
White	*	*	*	*
Hispanic	76	20	5	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	79	19	2	0
Male	75	18	5	2
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	83	17	0	0
Non-English Learners	75	19	5	1
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



School 16
(31-4010-309)
Grades Offered: PK-08
2018-2019

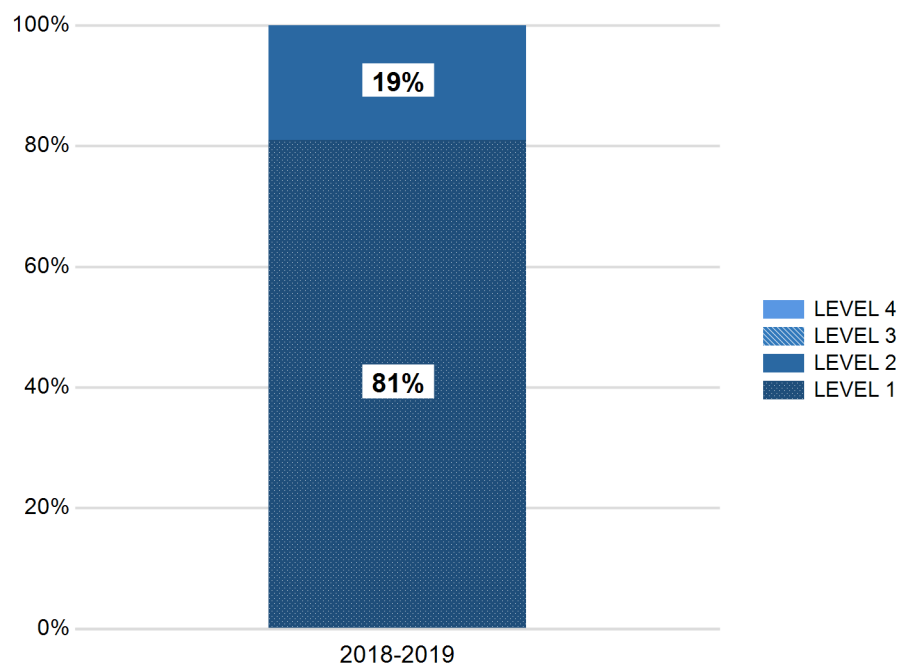
Report Key:

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	81	19	0	0
White	*	*	*	*
Hispanic	79	21	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	78	22	0	0
Male	84	16	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	81
7	0	0	94
8	20	0	76
Total	20	0	251

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	50	0	0	0	0	0	0
7	84	0	0	0	0	0	0
8	93	0	0	0	0	0	0
Total	227	0	0	0	0	0	0



School 16
(31-4010-309)
Grades Offered: PK-08
2018-2019

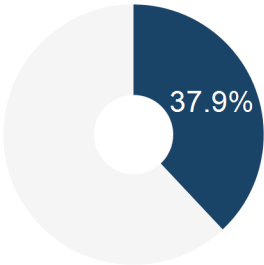
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Visual and Performing Arts – Course Participation

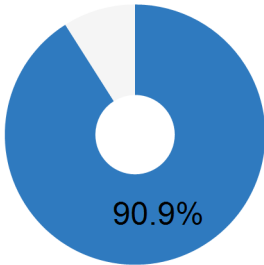
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

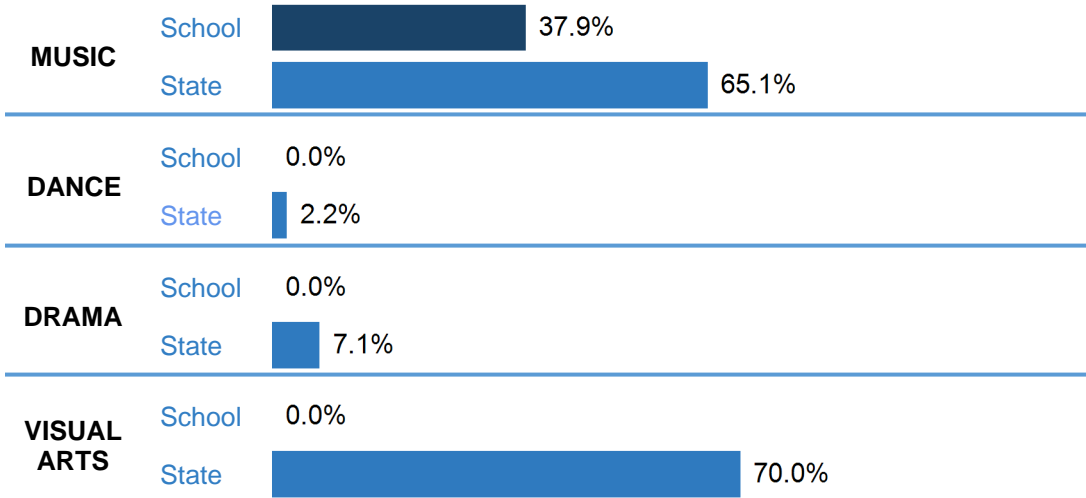


School



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. Students with fewer than 45 days in membership are excluded from attendance calculations.

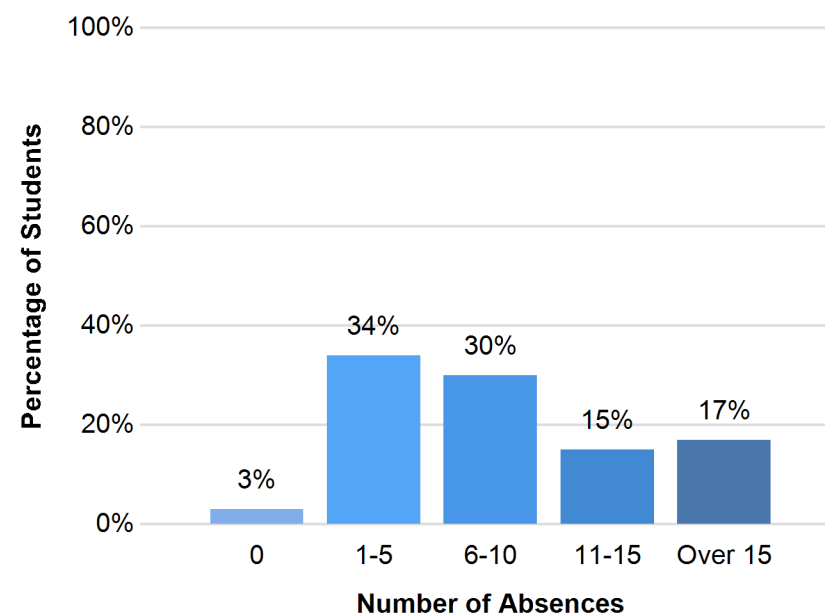
Chronic Absenteeism

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	100	12.6	9.0	Not Met
White	*	*	**	**
Hispanic	87	12.1	9.0	Not Met
Black or African American	8	15.7	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	45	11.6		
Male	55	13.5		
Economically Disadvantaged Students	88	13.7	9.0	Not Met
Students with Disabilities	18	18.9	9.0	Not Met
English Learners	35	13.4	9.0	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





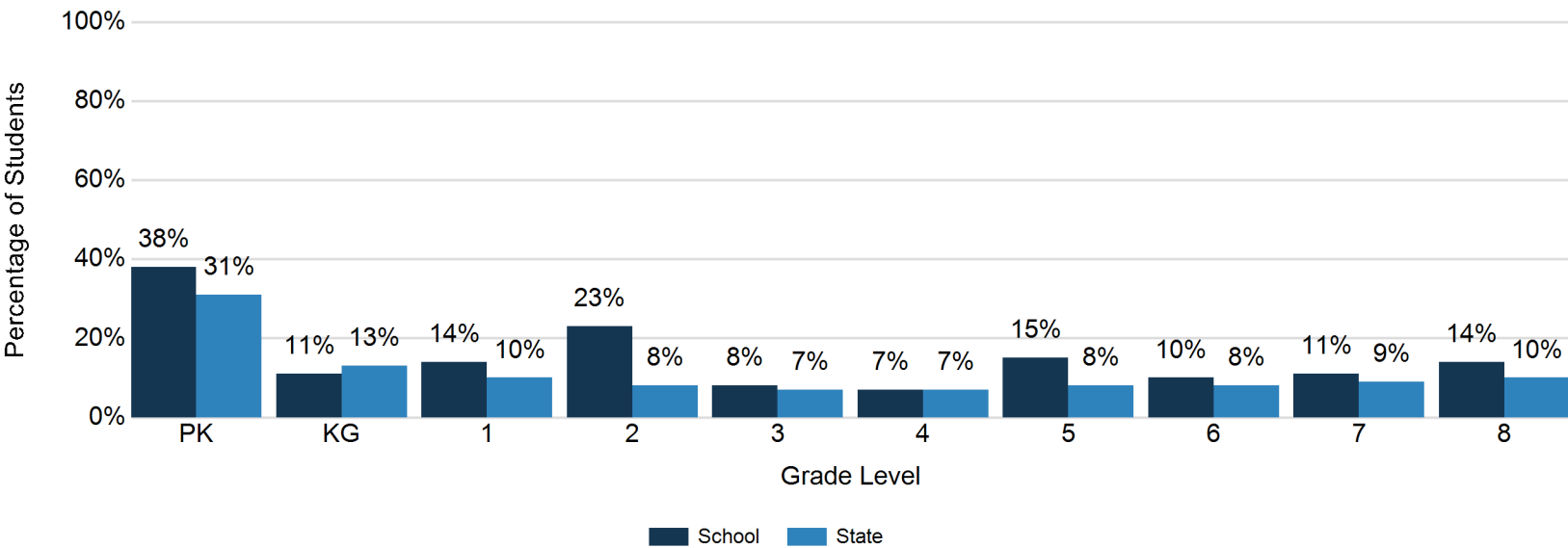
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	5
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.04

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	6	4	10
No Identified Nature	0		0

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	N



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	56	118,214
Average years experience in public schools	7.9	12.1
Average years experience in district	7.9	10.8
Percentage of Teachers with 4 or more years experience in the district	62.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

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	16:1	13:1
Students to Administrators	290:1	122:1
Teachers to Administrators	19:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.9%	82.1%	66.7%	48.4%	77.1%	54.9%
Male	52.1%	17.9%	33.3%	51.6%	22.9%	45.1%
White	2.4%	39.3%	0.0%	42.4%	83.6%	77.4%
Hispanic	90.7%	35.7%	66.7%	29.9%	7.3%	7.2%
Black or African American	6.1%	16.1%	33.3%	15.0%	6.6%	13.9%
Asian	0.8%	5.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	3.6%	0.0%	2.1%	0.2%	0.2%



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Teachers: All classroom teachers
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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

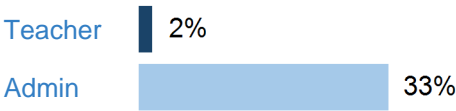
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	91.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	31.1%	29.0%	29.3%
Math Proficiency	25.4%	14.7%	20.3%
ELA Growth	45	51	50
Math Growth	30	41	60
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		47.8%	23.4%
Chronic Absenteeism	7.6%	16.1%	12.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Met Standard	Exceeds Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Met Target†	Not Met	Exceeds Standard	n/a	Not Met	No
English Learners	Not Met	Met Target	Met Standard	Exceeds Standard	Exceeds Standard	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 the school or district directly.

 <div>Highlights:</div>	<ul style="list-style-type: none"> A state of the art school building designed to meet 21st Century learning One-to-one Tech device District Bilingual Magnet School
 <div>Mission, Vision, Theme:</div>	Mission: To prepare learners for success using the skills of collaboration, communication, creativity and critical thinking while fostering positive character traits. Vision: To be the leaders in actualizing 21st Century Skills
 <div>Awards, Recognition, Accomplishments:</div>	1st Place Soccer League, 2nd PlaceTaud/Doby Basketball, 2nd Place in 8th Grade District Science Fair



School 16
 (31-4010-309)
 Grades Offered: PK-08
 2018-2019

Report Key:
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School Narrative

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 <div>Sports and Athletics:</div>	Sports Offered: Basketball (Boys & Girls), Soccer (Boys & Girls)
 <div>Clubs and Activities:</div>	Safety Patrol, Art Club, Music Club, Nutrition Club, Technology Club, Sports Club, Reading Club, Student Government



School 16

(31-4010-309)

Grades Offered: PK-08

2018-2019

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School Narrative

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<div>  <div>Before and After School Programs:</div> </div>	<div>There were two Before School Program. The before school Morning Mindfulness program was opened to all students in grades K-8 and focus on SEL and activities that supported interpersonal relationship. The second Before School program was opened to students in grades 3-5 and focus on closing learning gaps in math. The after school program was opened to 100 students in grades K-8. It consisted of academic support in Math and LA as well as activites that supported self-monitoring and interpesonal relationship.</div>
<div>  <div>Staff and Professional Learning:</div> </div>	<div>All teachers partipated in PLCs and GLM. PLCs targeted Math, LA, SEL, Climate and Culture, and Attendance; Staff collaborated to design and implement targeted intervention for students who struggle in LA and Math which resulted in the school meeting the SGP growth targets</div>






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 Student Supports and Services:	ELL were provided with additional support through a Bilingual Literacy and ESL after School program. Students that were struggling in LA or Math were idetified as Tier 3 and received targeted intervention. The I&RS process was used when students that were identified as Tier 3 did not show enough progress after receiving targeted intervention.
 Student Health and Wellness:	Breakfast in the classroom was implemented daily. Some students in grades 6-8 participated in a nutrition club
 Parent and Community Involvement:	The PTO conducted monthly meetings with parents and family events such as Mother's Day Breakfast and Family Brunch. There were also various workshops including mental health, bullying, and financial literacy.






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<div>  <div>Climate Surveys:</div> </div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Online anonymous surveys were used; survey for staff indicated that over 95% of staff have positive views of the school climate and culture and felt supported by the school administration. The student survey results showed that over 94% of the student felt safe and believe the staff were helpful and care about their success</p>
<div>  <div>Facilities:</div> </div>	<p>The school has a state of the art, 21st century building which was built in 2016. It has three science labs, gymanasium, cafetorium, library, and technology lab. All classrooms are equiped with smartboards and FM units. The building has central air.</p>
<div>  <div>School Safety:</div> </div>	<p>Safety is a priority of the school. This is supported through lessons that focus on character development and LiveSchool. LiveSchool is an online behavior tracking site which allowed us to monitor specific behaviors through merits/demerits. Students participated in monthly assemblies which focused on analyzing the data, rewarding students who show positive behaviors and engaged the students in an activity that supportive SEL.</p>





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 <div>Technology and STEM:</div>	<p>Technology was integrated in all classes through the use of Google classroom and educational websites. Some students in grades 6-8 partcipate in a technology club. All students in grades 3-8 have a laptop.</p>
 <div>Early Childhood Education:</div>	<p>We have four PreK classrooms which consist of two PreK3 and two PreK 4. There were about 15 students per class.</p>



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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 at 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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Ms. Deyanira Cartagena
Address	51 E 18TH STREET PATERSON, NJ 07524
Phone Number	973-321-0180
Email Address	dpagan@paterson.k12.nj.us
Website	https://ps18-pps-nj.schoolloop.com/



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	122	100	113
KG	0	0	0
1	132	102	92
2	121	115	100
3	133	129	103
4	111	126	113
5	128	113	111
6	116	128	104
7	101	112	118
8	82	104	105
Total	1,046	1,029	959

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.5%	51.6%	51.6%
Male	48.5%	48.4%	48.4%
Economically Disadvantaged Students	82.4%	81.8%	80.6%
Students with Disabilities	10.1%	9.0%	10.7%
English Learners	22.8%	24.1%	23.7%
Homeless Students	0.6%	0.2%	0.0%
Students in Foster Care	0.4%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	1.6%	1.7%	1.3%
Hispanic	84.1%	84.6%	86.8%
Black or African American	14.1%	13.5%	11.7%
Asian	0.1%	0.2%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	122	100	113
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
Spanish	70.3%
English	28.9%
Other Languages	0.8%



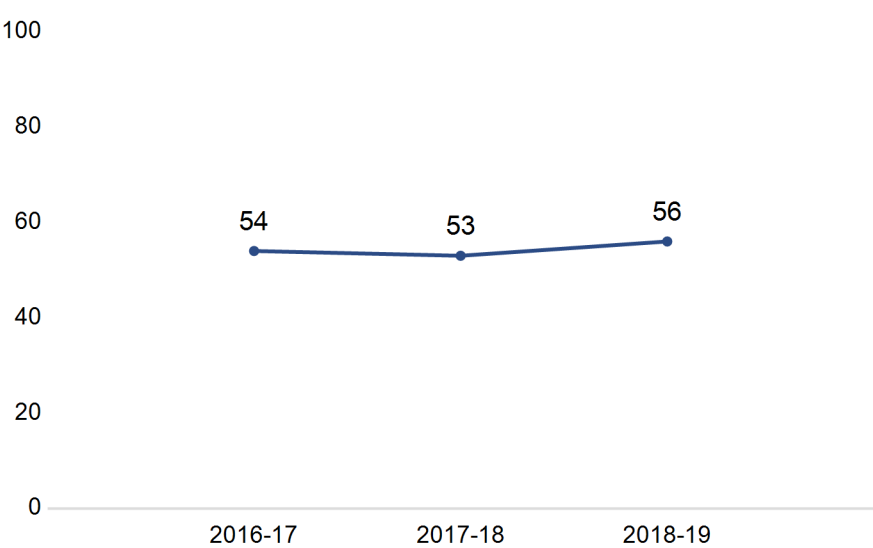
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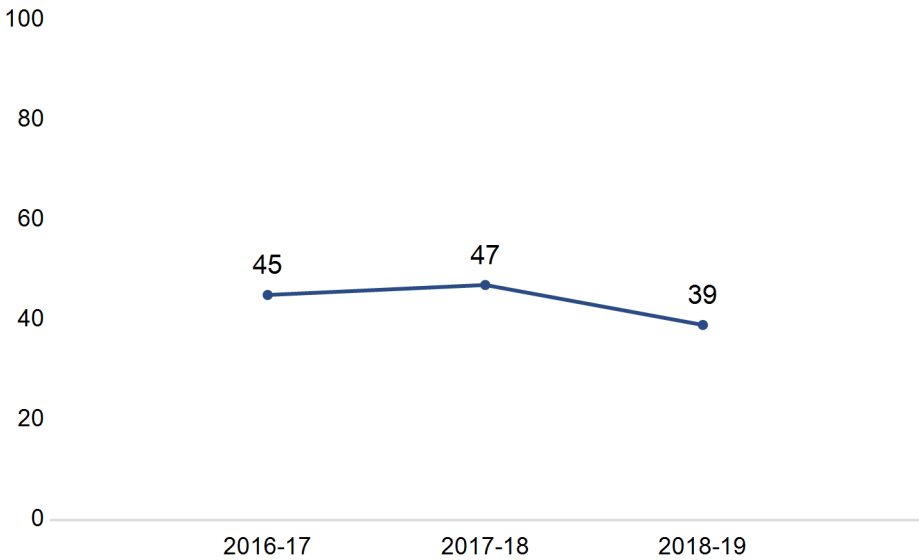
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	53	56	45	47	39
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	56	49	50	Met Standard	39	46	50	Not Met
White	*	58	50	**	*	52	52	**
Hispanic	56	49	49	Met Standard	39	46	47	Not Met
Black or African American	56	43	45	Met Standard	33	43	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	55.5	59	**	N	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	55	52	53	N	40.5	46	50	N
Male	57	46	47	N	37	45	51	N
Economically Disadvantaged Students	56.5	49	48	Met Standard	38	45	46	Not Met
Students with Disabilities	55.5	41	43	Met Standard	34	41	45	Not Met
English Learners	64	51	52	Exceeds Standard	42.5	49	50	Met Standard
Homeless Students	*	40	43	N	*	44	44	N
Students in Foster Care	N	46	42	N	N	50	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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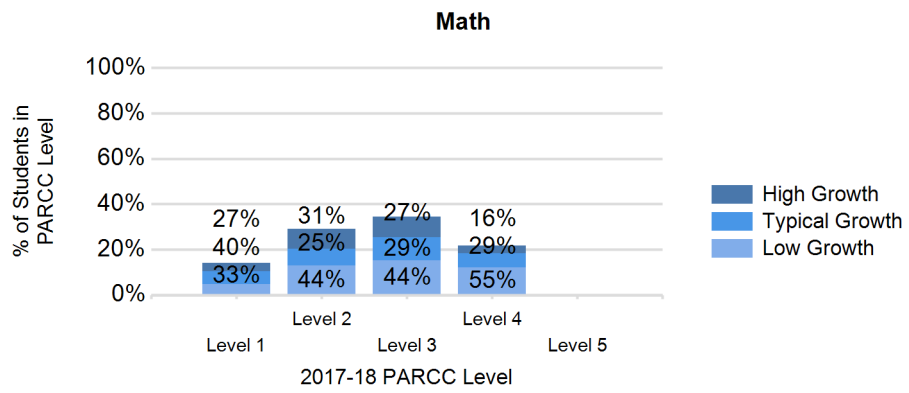
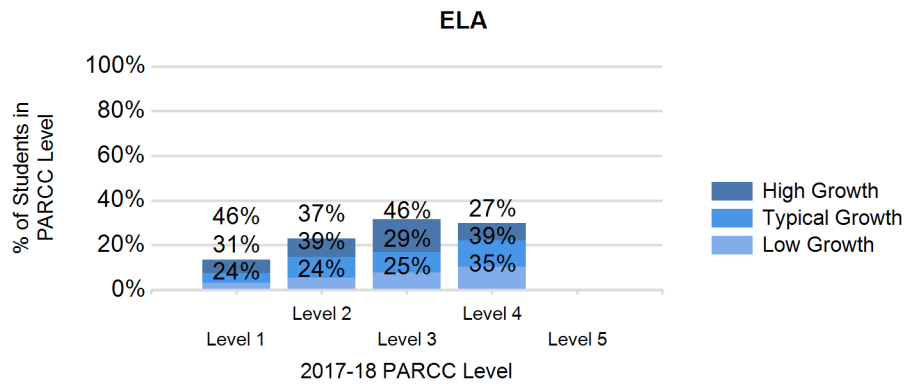
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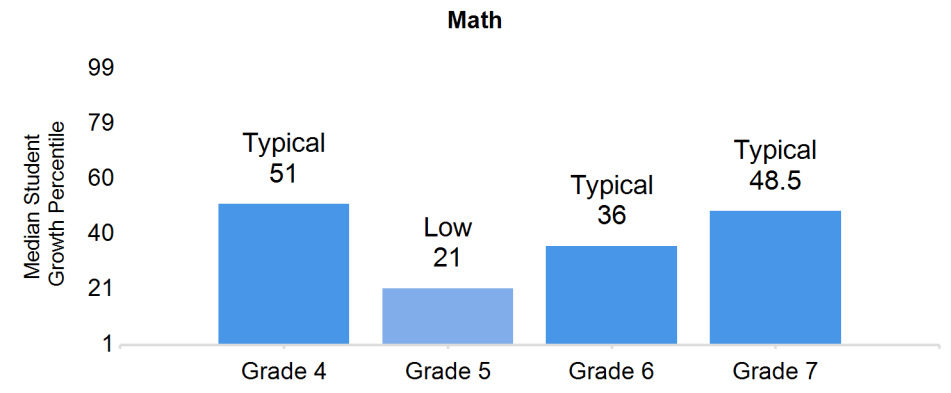
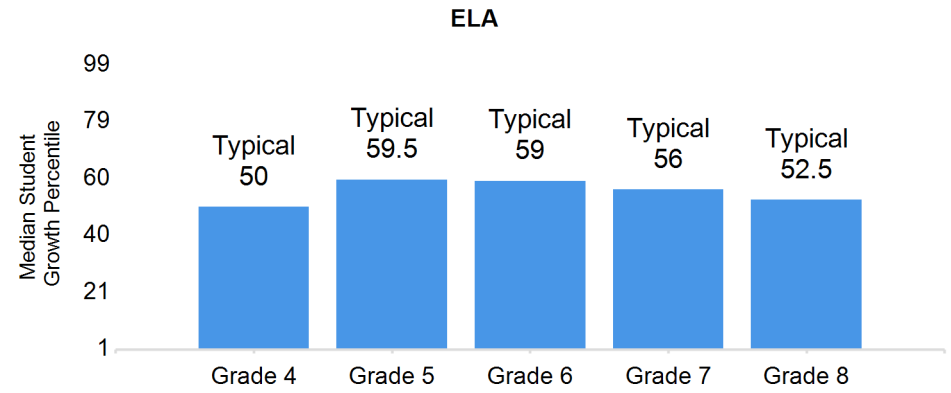
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



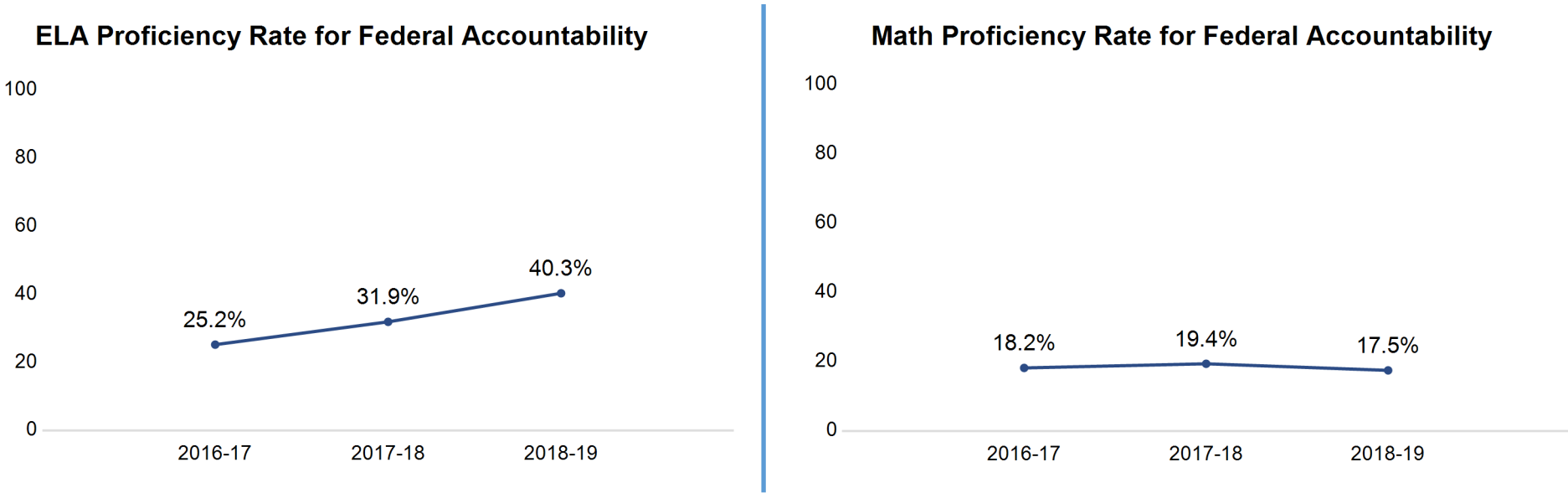


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.5%	99.9%	99.8%	99.6%	99.9%	99.7%
Proficiency Rate for Federal Accountability	25.2%	31.9%	40.3%	18.2%	19.4%	17.5%
Annual Target	26.1%	29.0%	31.8%	21.3%	24.4%	27.5%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	642	99.8	40.3	30.2	57.9	40.3	31.8	Met Target
White	*	*	*	*	66.9	*	**	**
Hispanic	568	99.8	41.2	29.1	43.9	41.2	33.6	Met Target
Black or African American	65	100.0	36.9	24.9	38.5	36.9	20.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	54.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	331	99.7	48.0	36.4	64.8	48.0		
Male	311	100.0	32.2	24.5	51.3	32.2		
Economically Disadvantaged Students	527	99.8	40.0	30.3	40.0	40.0	31.8	Met Target
Non-Economically Disadvantaged Students	115	100.0	41.7	29.9	67.9	41.7		
Students with Disabilities	79	100.0	*	10.9	22.7	*	17	Not Met
Students without Disabilities	563	99.8	*	34.0	65.1	*		
English Learners	207	100.0	26.6	17.1	29.3	26.6	20.8	Met Target
Non-English Learners	435	99.8	46.9	34.9	60.6	46.9		
Homeless Students	*	*	*	23.3	29.1	*		
Students In Foster Care	N	N	N	28.1	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

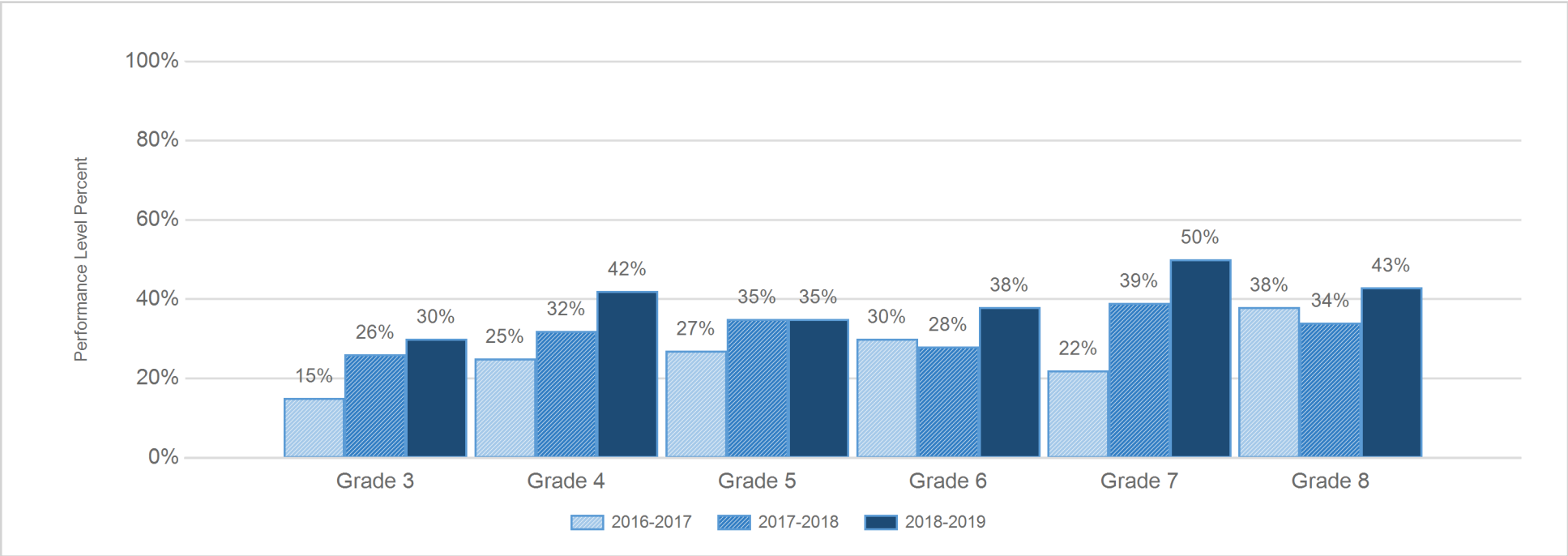


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	100	722	721	748	32%	19%	19%	*	*	30%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	91	721	720	734	34%	18%	19%	*	*	30%	36%
Black or African American	*	*	715	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	51	728	*	753	31%	*	*	*	*	39%	55%
Male	49	716	717	743	33%	*	*	*	*	20%	46%
Economically Disadvantaged Students	89	724	721	731	*	21%	*	*	*	30%	33%
Non-Economically Disadvantaged Students	11	709	720	759	*	0%	*	*	*	27%	61%
Students with Disabilities	*	*	690	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	41	698	695	713	*	*	*	*	*	*	17%
Non-English Learners	59	740	728	751	*	*	*	*	*	*	54%
Homeless Students	N	N	712	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	109	739	732	755	*	28%	22%	*	*	42%	57%
White	*	*	741	763	*	*	*	*	*	*	67%
Hispanic	97	741	730	743	*	26%	22%	*	*	45%	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	70	742	738	760	*	23%	*	*	*	50%	62%
Male	39	733	727	750	*	38%	*	*	*	28%	53%
Economically Disadvantaged Students	91	739	731	740	*	*	*	*	*	43%	40%
Non-Economically Disadvantaged Students	18	741	734	765	*	*	*	*	*	39%	69%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	761	*	*	*	*	*	*	64%
English Learners	25	712	706	720	*	*	*	*	*	*	17%
Non-English Learners	84	747	738	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	*	718	N	N	N	N	N	N	25%



School 18
(31-4010-220)
Grades Offered: PK-08
2018-2019

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 Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	739	734	756	*	22%	36%	*	*	35%	58%
White	*	*	740	764	*	*	*	*	*	*	68%
Hispanic	96	740	732	743	*	20%	36%	*	*	36%	44%
Black or African American	*	*	732	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	770	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	56	741	740	761	*	18%	30%	*	*	45%	64%
Male	55	736	729	750	*	25%	42%	*	*	25%	52%
Economically Disadvantaged Students	93	739	734	740	*	*	*	*	*	38%	39%
Non-Economically Disadvantaged Students	18	734	737	766	*	*	*	*	*	22%	69%
Students with Disabilities	12	712	707	724	*	*	*	*	*	*	23%
Students without Disabilities	99	742	739	762	*	*	*	*	*	*	65%
English Learners	15	722	701	713	*	*	*	*	*	13%	11%
Non-English Learners	96	741	740	758	*	*	*	*	*	39%	60%
Homeless Students	N	N	723	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



School 18
(31-4010-220)
Grades Offered: PK-08
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	740	734	754	*	16%	38%	*	*	38%	56%
White	N	N	736	762	N	N	N	N	N	N	65%
Hispanic	93	740	733	743	*	*	*	*	*	39%	43%
Black or African American	11	738	730	738	*	*	*	*	*	36%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	759	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	50	742	741	762	*	*	30%	*	*	48%	64%
Male	54	738	*	748	*	*	46%	*	*	30%	48%
Economically Disadvantaged Students	86	739	734	740	*	*	*	*	*	38%	39%
Non-Economically Disadvantaged Students	18	743	735	763	*	*	*	*	*	39%	67%
Students with Disabilities	12	709	703	722	*	*	*	*	*	*	19%
Students without Disabilities	92	744	740	761	*	*	*	*	*	*	64%
English Learners	*	*	702	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	*	*	727	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	*	721	N	N	N	N	N	N	25%



School 18
(31-4010-220)
Grades Offered: PK-08
2018-2019

Report Key:
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† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	118	742	734	761	18%	12%	20%	42%	8%	50%	63%
White	*	*	752	769	*	*	*	*	*	*	72%
Hispanic	107	743	*	747	18%	10%	20%	43%	9%	52%	50%
Black or African American	*	*	729	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	53	747	742	769	*	*	21%	*	*	53%	71%
Male	65	738	*	753	*	*	20%	*	*	48%	55%
Economically Disadvantaged Students	88	743	732	743	*	*	*	*	*	49%	45%
Non-Economically Disadvantaged Students	30	739	739	771	*	*	*	*	*	53%	73%
Students with Disabilities	18	685	700	720	*	*	*	*	*	*	22%
Students without Disabilities	100	752	740	769	*	*	*	*	*	*	71%
English Learners	*	*	689	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	741	763	*	*	*	*	*	*	65%
Homeless Students	N	N	721	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



School 18
(31-4010-220)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	742	735	762	12%	11%	35%	*	*	43%	63%
White	*	*	751	770	*	*	*	*	*	*	72%
Hispanic	87	741	734	747	11%	*	37%	*	*	41%	49%
Black or African American	*	*	729	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	758	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	56	749	*	771	*	*	34%	*	*	50%	71%
Male	48	733	725	753	*	*	35%	*	*	35%	55%
Economically Disadvantaged Students	81	742	734	743	*	*	*	*	*	42%	45%
Non-Economically Disadvantaged Students	23	740	739	772	*	*	*	*	*	48%	72%
Students with Disabilities	20	720	706	721	*	*	*	*	*	10%	22%
Students without Disabilities	84	747	740	770	*	*	*	*	*	51%	71%
English Learners	*	*	693	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	743	764	*	*	*	*	*	*	65%
Homeless Students	N	N	719	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%



School 18
(31-4010-220)
Grades Offered: PK-08
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	646	99.7	17.5	18.6	44.5	17.5	27.5	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	572	99.7	18.5	17.4	28.8	18.5	27.9	Not Met
Black or African American	65	100.0	10.8	13.1	23.0	10.8	25.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	41.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	334	99.4	19.2	18.9	44.9	19.2		
Male	312	100.0	15.7	18.3	44.2	15.7		
Economically Disadvantaged Students	526	99.6	17.1	18.8	26.3	17.1	27.5	Not Met
Non-Economically Disadvantaged Students	120	100.0	19.2	18.0	54.9	19.2		
Students with Disabilities	79	100.0	*	*	17.4	*	15.3	Not Met
Students without Disabilities	567	99.7	*	*	50.0	*		
English Learners	212	100.0	15.1	13.0	25.0	15.1	21.3	Not Met
Non-English Learners	434	99.5	18.7	20.8	46.5	18.7		
Homeless Students	*	*	*	10.2	17.1	*		
Students In Foster Care	N	N	N	12.9	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

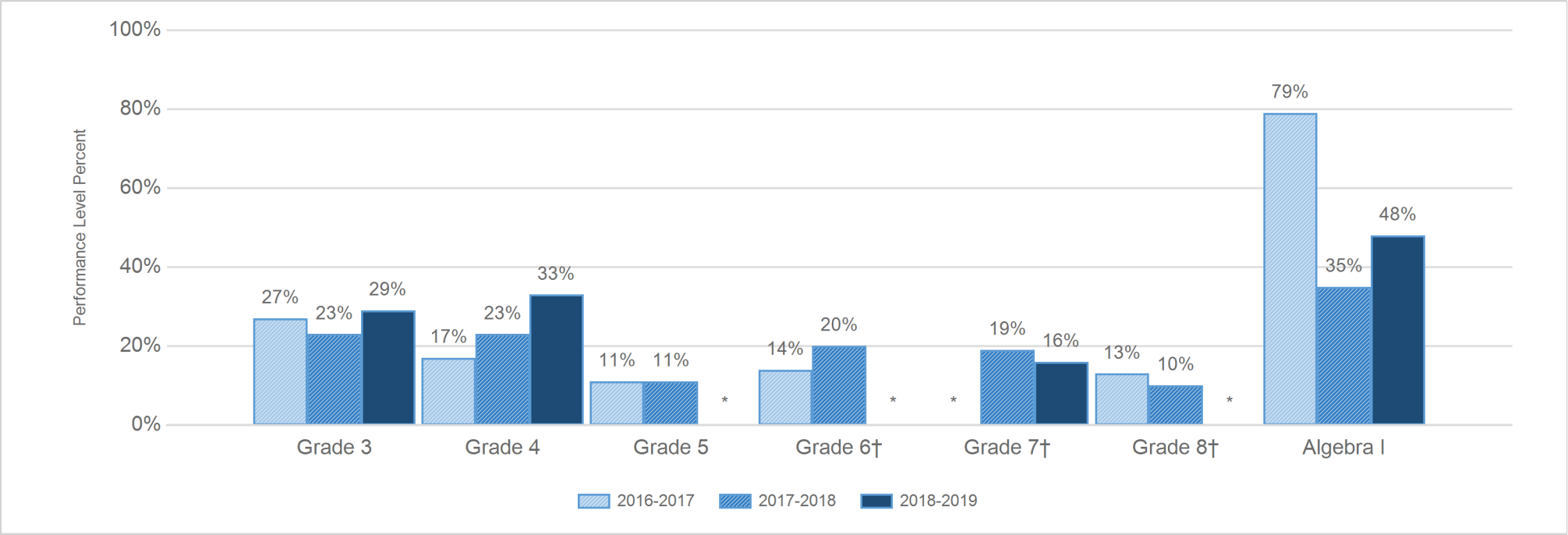


School 18
(31-4010-220)
Grades Offered: PK-08
2018-2019

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

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



School 18
(31-4010-220)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	106	732	728	752	16%	22%	33%	*	*	29%	55%
White	*	*	743	760	*	*	*	*	*	*	66%
Hispanic	97	733	728	739	14%	22%	34%	*	*	30%	40%
Black or African American	*	*	720	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	55	737	*	751	*	*	33%	*	*	31%	54%
Male	51	727	728	752	*	*	33%	*	*	27%	56%
Economically Disadvantaged Students	89	732	729	737	*	*	*	*	*	28%	37%
Non-Economically Disadvantaged Students	17	731	724	761	*	*	*	*	*	35%	67%
Students with Disabilities	*	*	706	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	731	756	*	*	*	*	*	*	60%
English Learners	47	723	715	728	*	*	30%	*	*	15%	26%
Non-English Learners	59	740	733	754	*	*	36%	*	*	41%	58%
Homeless Students	N	N	715	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



School 18
(31-4010-220)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	115	735	726	749	10%	24%	33%	33%	0%	33%	51%
White	*	*	735	757	*	*	*	*	*	*	62%
Hispanic	103	736	724	737	*	*	32%	35%	0%	35%	36%
Black or African American	*	*	720	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	72	736	727	749	*	*	*	33%	0%	33%	50%
Male	43	733	724	749	*	*	*	33%	0%	33%	52%
Economically Disadvantaged Students	91	736	726	734	*	*	*	*	*	34%	32%
Non-Economically Disadvantaged Students	24	729	725	759	*	*	*	*	*	29%	63%
Students with Disabilities	*	*	706	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	729	754	*	*	*	*	*	*	56%
English Learners	31	724	709	722	*	*	*	*	*	19%	18%
Non-English Learners	84	739	730	751	*	*	*	*	*	38%	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



School 18
(31-4010-220)
Grades Offered: PK-08
2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	112	721	727	747	*	*	*	*	*	*	47%
White	*	*	733	755	*	*	*	*	*	*	58%
Hispanic	97	721	725	735	*	*	*	*	*	*	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	57	722	*	747	*	*	*	*	*	*	47%
Male	55	719	*	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	93	723	727	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	19	710	727	757	*	*	*	*	*	*	59%
Students with Disabilities	12	710	707	725	*	*	*	*	*	*	19%
Students without Disabilities	100	722	730	752	*	*	*	*	*	*	52%
English Learners	16	710	709	718	*	*	*	*	*	*	12%
Non-English Learners	96	723	730	749	*	*	*	*	*	*	49%
Homeless Students	N	N	720	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



School 18
(31-4010-220)
Grades Offered: PK-08
2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	106	714	722	741	*	*	*	*	*	*	41%
White	N	N	731	749	N	N	N	N	N	N	51%
Hispanic	95	715	721	729	*	*	*	*	*	*	24%
Black or African American	11	702	717	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	744	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	51	715	724	742	*	*	*	*	*	*	42%
Male	55	713	*	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	86	714	722	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	20	715	722	750	*	*	*	*	*	*	53%
Students with Disabilities	12	709	701	716	*	*	*	*	*	*	12%
Students without Disabilities	94	715	726	746	*	*	*	*	*	*	46%
English Learners	*	*	706	709	*	*	*	*	*	*	*
Non-English Learners	*	*	725	743	*	*	*	*	*	*	*
Homeless Students	*	*	707	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%



School 18
(31-4010-220)
Grades Offered: PK-08
2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	120	728	725	744	14%	29%	41%	*	*	16%	42%
White	*	*	735	751	*	*	*	*	*	*	53%
Hispanic	109	729	724	733	14%	28%	40%	*	*	17%	26%
Black or African American	*	*	719	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	54	729	726	744	*	35%	35%	*	*	19%	42%
Male	66	727	*	743	*	24%	45%	*	*	14%	42%
Economically Disadvantaged Students	88	727	724	731	*	*	41%	*	*	15%	24%
Non-Economically Disadvantaged Students	32	729	727	751	*	*	41%	*	*	19%	53%
Students with Disabilities	18	693	705	718	*	*	*	*	*	*	13%
Students without Disabilities	102	734	728	749	*	*	*	*	*	*	48%
English Learners	11	716	710	716	*	*	*	*	*	*	10%
Non-English Learners	109	729	728	745	*	*	*	*	*	*	44%
Homeless Students	N	N	712	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



School 18
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	81	712	708	728	*	*	*	*	*	*	29%
White	*	*	715	737	*	*	*	*	*	*	38%
Hispanic	68	713	708	722	*	*	*	*	*	*	22%
Black or African American	*	*	703	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	720	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	42	716	711	731	*	*	*	*	*	*	31%
Male	39	708	704	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	61	711	708	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	20	714	705	735	*	*	*	*	*	*	36%
Students with Disabilities	20	702	693	707	*	*	*	*	*	*	10%
Students without Disabilities	61	715	711	734	*	*	*	*	*	*	35%
English Learners	*	*	700	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	710	730	*	*	*	*	*	*	30%
Homeless Students	N	N	702	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%



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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	23	751	718	744	0%	*	*	48%	0%	48%	42%
White	N	N	733	752	N	N	N	N	N	N	53%
Hispanic	*	*	718	728	*	*	*	*	*	*	24%
Black or African American	*	*	710	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	13	750	720	745	0%	*	*	*	*	46%	44%
Male	10	752	717	743	0%	*	*	*	*	50%	41%
Economically Disadvantaged Students	*	*	719	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	715	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	701	717	N	N	N	N	N	N	12%
Students without Disabilities	23	751	720	748	0%	*	*	48%	0%	48%	47%
English Learners	*	*	703	710	*	*	*	*	*	*	*
Non-English Learners	*	*	722	745	*	*	*	*	*	*	*
Homeless Students	N	N	697	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



School 18
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
5	*	*
6	*	*
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	40.0%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	47	*	*
3-4	53	*	*
5 or more	69	87.0%	13.0%



School 18
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2018-2019

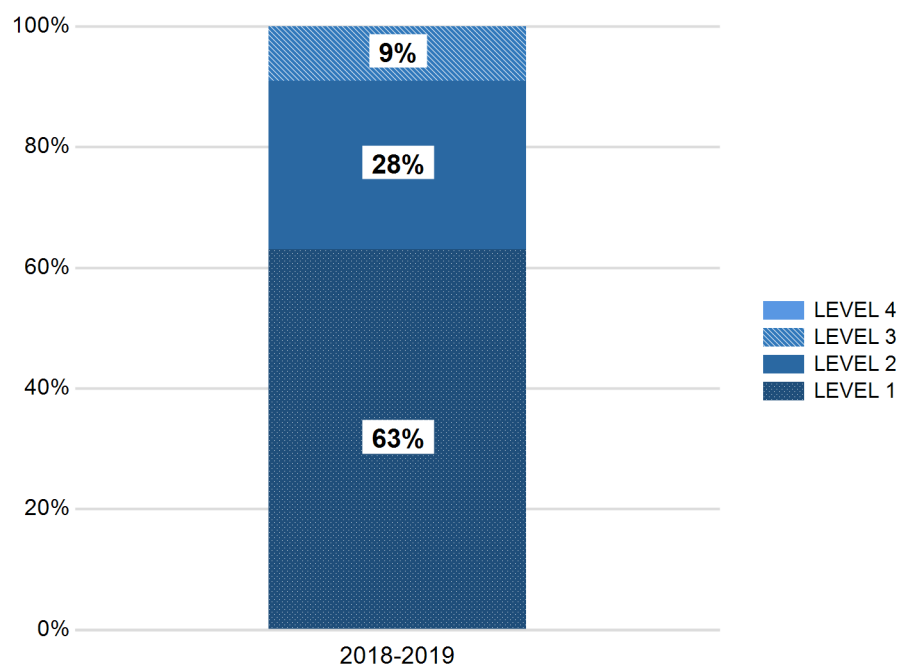
Report Key:

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	63	28	9	0
White	*	*	*	*
Hispanic	61	28	10	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	63	30	7	0
Male	64	25	11	0
Economically Disadvantaged Students	62	28	10	0
Non-Economically Disadvantaged Students	67	28	6	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	69	31	0	0
Non-English Learners	62	27	11	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



School 18
(31-4010-220)
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2018-2019

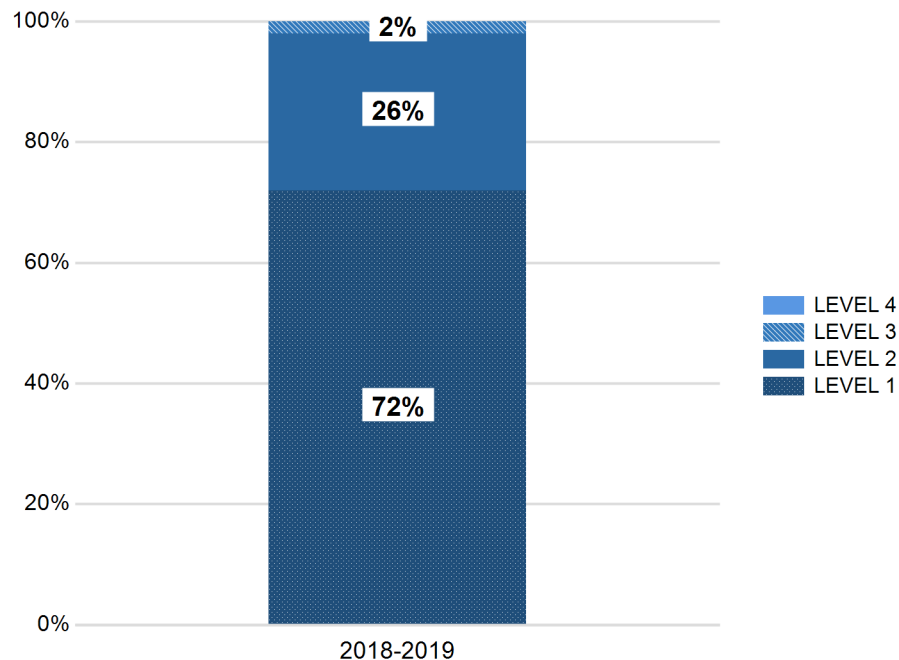
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	72	26	2	0
White	*	*	*	*
Hispanic	72	25	2	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	71	27	2	0
Male	73	24	2	0
Economically Disadvantaged Students	73	25	3	0
Non-Economically Disadvantaged Students	71	29	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	104
7	0	0	119
8	23	0	82
Total	23	0	305

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	104	0	0	0	0	0	0
7	119	0	0	0	0	0	0
8	105	0	0	0	0	0	0
Total	328	0	0	0	0	0	0



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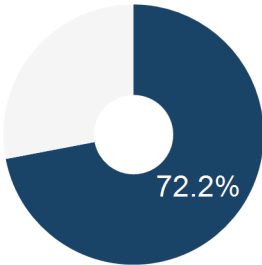
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Visual and Performing Arts – Course Participation

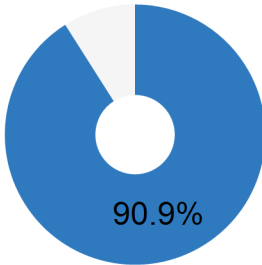
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

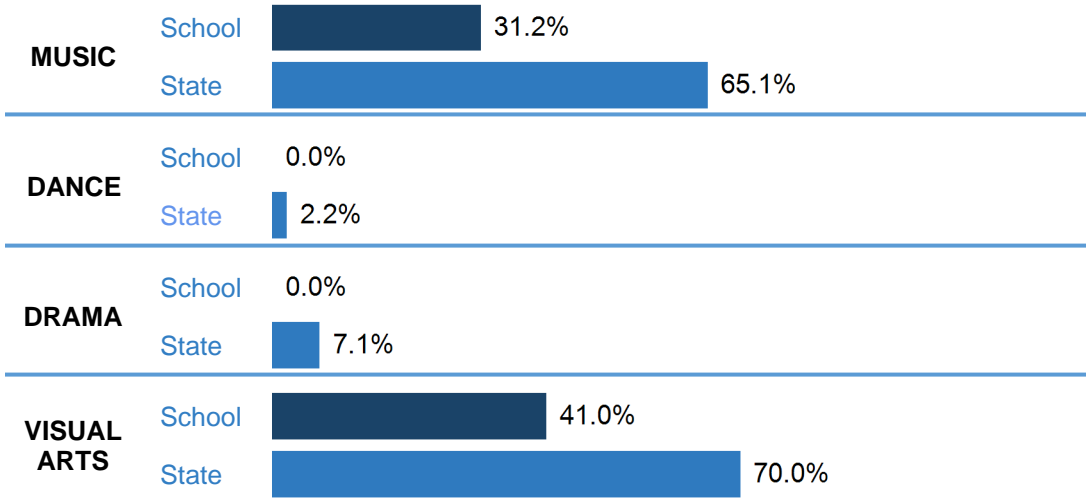


School



State

Students enrolled in one or more classes by discipline:





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2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

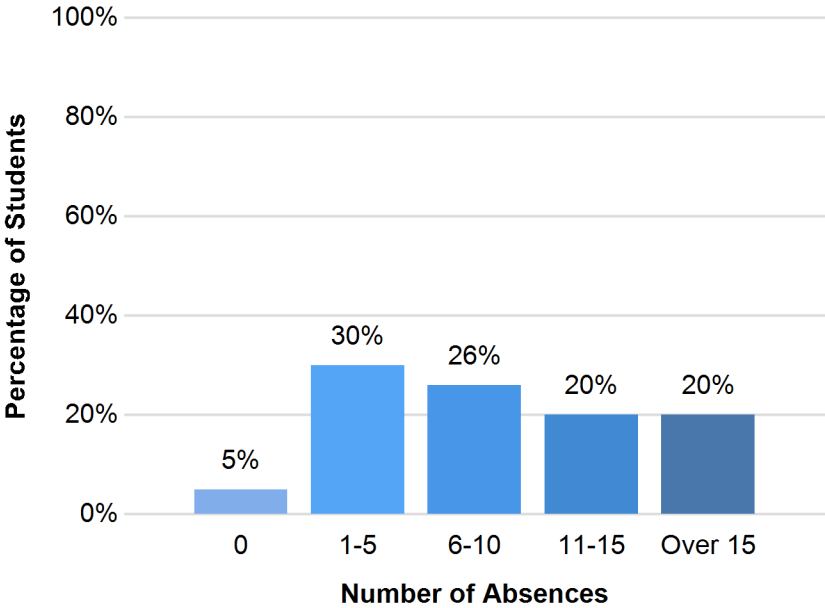
Chronic Absenteeism

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	120	14.0	9.0	Not Met
White	*	*	**	**
Hispanic	105	13.8	9.0	Not Met
Black or African American	13	14.9	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	57	13.1		
Male	63	14.9		
Economically Disadvantaged Students	93	13.4	9.0	Not Met
Students with Disabilities	17	17.9	9.0	Not Met
English Learners	14	8.3	9.0	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





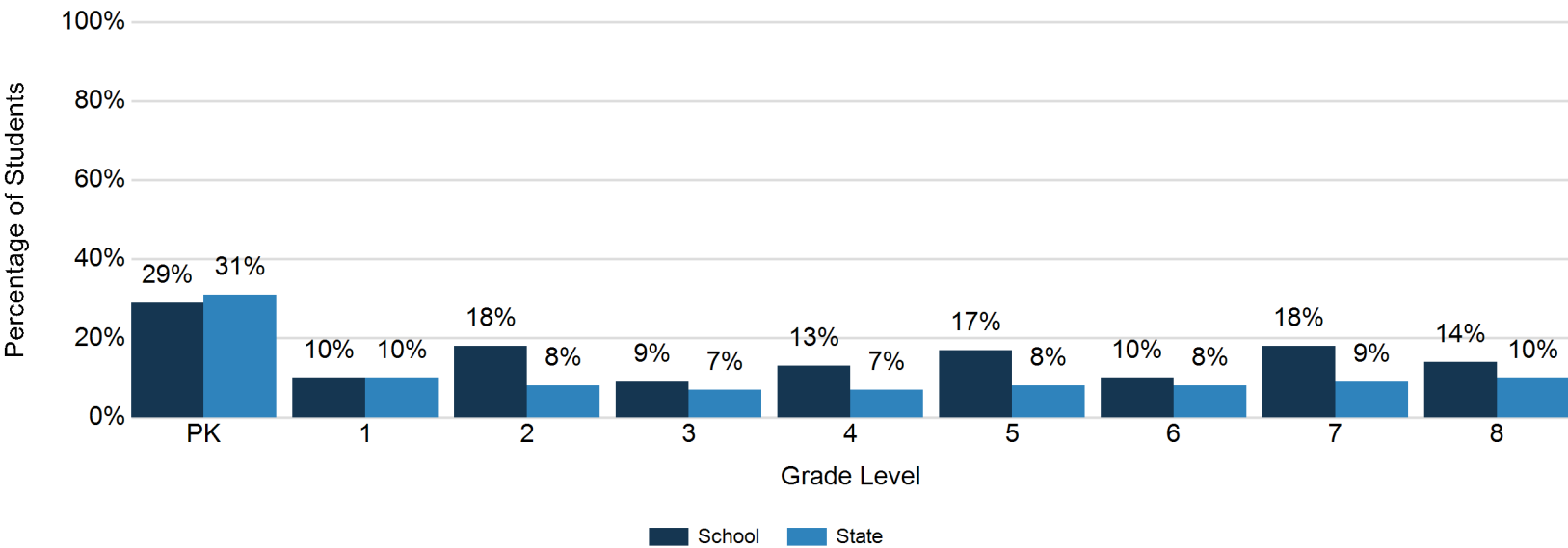
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	2
Vandalism	2
Substances	7
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	1.88

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
Other	4	2	6
No Identified Nature	0		0

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	14	1.5%
Any Suspension	14	1.5%
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
67



School 18
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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	2.6:1



School 18

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2018-2019

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	65	118,214
Average years experience in public schools	7.4	12.1
Average years experience in district	7.4	10.8
Percentage of Teachers with 4 or more years experience in the district	66.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

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	15:1	13:1
Students to Administrators	192:1	122:1
Teachers to Administrators	13:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



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

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.6%	80.0%	60.0%	48.4%	77.1%	54.9%
Male	48.4%	20.0%	40.0%	51.6%	22.9%	45.1%
White	1.3%	50.8%	40.0%	42.4%	83.6%	77.4%
Hispanic	86.8%	36.9%	40.0%	29.9%	7.3%	7.2%
Black or African American	11.7%	10.8%	20.0%	15.0%	6.6%	13.9%
Asian	0.3%	1.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



School 18
(31-4010-220)
Grades Offered: PK-08
2018-2019

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

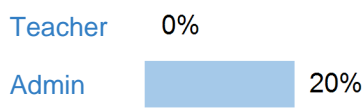
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	92.6%



School 18
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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	25.2%	31.9%	40.3%
Math Proficiency	18.2%	19.4%	17.5%
ELA Growth	54	53	56
Math Growth	45	47	39
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		40.5%	40.0%
Chronic Absenteeism	6.4%	12.0%	14.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



School 18

(31-4010-220)

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Not Met	Met Standard	Not Met	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Not Met	Exceeds Standard	Met Standard	Met Standard	Met	No

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






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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> School 18 is proud to be in the 6th year of induction of students into the National Junior Honor Society which recognizes student academic successes and leadership within their community School #18 continues to implement an Attendance Review Committee, inclusive of twenty-five teachers who act as Success Mentors to reduce the chronic absenteeism rate. School #18 is in the second season of the School Safety Patrol. These students exhibit leadership qualities which assist in the safety and organization during arrival and departure times.
 <div>Mission, Vision, Theme:</div>	<p>Mission: To be dedicated to the development of every child's desire to learn. We aim to provide a safe, orderly, and positive school environment, a challenging and rigorous curriculum and opportunities that allow for every child to become self-directed lifelong learners. Vision: Each student at School 18 will explore rigorous learning to increase achievement in a safe, healthy, and nurturing environment.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>According to New Jersey Department of Education data, School #18 students showed growth in the state assessment scores over the past three years, both in Language Arts and Mathematics.</p>






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<div>  <div>Courses, Curriculum, Instruction:</div> </div>	<p>School #18 aligns curriculum to the New Jersey Student Learning Standards (NJSLS) and the NJDOE Model Curriculum. The district curriculum guides inform teachers of standards, objectives, and resources needed and providing sample lesson, unit projects, and interdisciplinary connections. Our instructional strategies are based on the encouragement of inspiration, critical thinking, and collegiality. Through the integration of complex and engaging text, our students are learning to write scholarly via academic vocabulary and support their arguments using relevant textual evidence.</p>
<div>  <div>Sports and Athletics:</div> </div>	<p>Sports Offered: Basketball (Boys & Girls), Soccer (Boys & Girls), Volleyball (Boys & Girls)</p>
<div>  <div>Clubs and Activities:</div> </div>	<p>School #18 offers a variety of extra-curricular activities for the students. Students can participate in the following clubs/organizations after-school: basketball, cheerleading, soccer, volleyball, martial arts, art club and poetry club.</p>



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Before and After School Programs:

School #18 hosts the Boys and Girls Club program daily from 3pm-6pm. During these hours, students get tutored, complete homework, and engage in various group activities such as technology, dance, art, etc. In addition to a healthy snack, all students are served supper in the after-school program.



Staff and Professional Learning:

Our Professional Learning Communities consist of Grade level and Data team meetings. The PLC's allow teachers to analyze data before and after benchmark assessments. These team meetings allow teachers to engage in collaborative activities to identify strengths and weaknesses as well as identify strategies to increase student achievement. Administration and teachers also utilize state assessment data to develop customized instruction and strategies that will support varied learners.



Postsecondary Information:

Students are exposed to college entrance exams by taking the PSAT in eighth grade. During Career Day, successful professionals from all fields are invited for presentations and discussions. Our students receive authentic information pertaining to their desired future career. Throughout the year, High School Choice presentations give students the knowledge to select their ideal placement. Passaic County Technical Institute also held an informational session during back-to-school night for parents and students in grades 7 and 8.



School 18

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<div>  <div>Student Supports and Services:</div> </div>	<div>Our Child Study Team provides consultative and evaluative services for students who are experiencing academic difficulties. Our Speech therapist services students with speech, language, and cognitive-communication disorders. Our in-class support, pull-out replacement and self-contained programs support our students with disabilities. In addition, our ELL students are placed in Full-time Bilingual or Sheltered Instruction programs based on their language proficiency.</div>
<div>  <div>Student Health and Wellness:</div> </div>	<div>All students particpate in physical education twice a week. During their daily recess, students engage in physical activity at an outdoor playground for thirty minutes. Furthermore, School #18 provides a nutritious breakfast program for all students after the bell and serves dinner during the after-school program.</div>
<div>  <div>Parent and Community Involvement:</div> </div>	<div>Our Parent Teacher Organization (PTO) collaborates with our faculty to raise funds throughout the year. Infinite Campus offers a parent portal, where gradebook, absences and other important information can be shared with the parents. In addition, School #18 offers a variety of workshops for parents which include: Cybersmart Parent workshop, Parent Portal workshop, and additional presentations on how to assist your child with homework and sharing of useful educational websites.</div>






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<div>  <div>Climate Surveys:</div> </div>	<div>Is a Climate Survey Used: No No Climate and Culture survey was required this year.</div>
<div>  <div>Facilities:</div> </div>	<div>School #18 is in compliance with the guidelines for facilities. Our three-story building includes an art room, music room and a technology lab. Our spacious gym is located on the third floor and our auditorium holds numerous assemblies and workshops.</div>
<div>  <div>School Safety:</div> </div>	<div>It is our priority to maintain a safe environment in our school. We implement various drills throughout each month to prepare school staff and students for specific emergencies. Our school safety team establishes protocols/procedures, provides support, and oversees the school safety. In addition, our School Safety Patrols assist during arrival and dismissal times. Finally, our entryway security system and numerous security cameras throughout the inside and outside of the building ensure the safety, security, and welfare of all students, faculty, and visitors in our building.</div>




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 <div>Technology and STEM:</div>	<p>The majority of School #18 classrooms are equipped with Interactive boards. This allows teachers to integrate 21st century skills into their lessons. In addition, laptop carts are available for our students to implement intervention programs such as Imagine Math Facts, RAZ Kids, Aleks Math Program and Achieve 3000. Finally, a technology teacher uses word-processing, spreadsheet and graphics programs to enhance students' computer skills.</p>
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<div>Other Information</div>	We are very proud to continue to sustain our PBSIS school wide behavior system. Students are recognized for their positive behavior and are allowed to engage in a game day. This system is vital in maintaining a healthy school climate and culture
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School 19
(31-4010-230)
Grades Offered: KG-04
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



School 19
(31-4010-230)
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2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Paterson Public School District
Principal Name	Ms. Rosalie Bespalko
Address	31 JAMES STREET PATERSON, NJ 07502
Phone Number	973-321-0190
Email Address	rbespalko@paterson.k12.nj.us
Website	https://ps19-pps-nj.schoolloop.com/



School 19
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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	62	52	53
1	98	100	83
2	78	74	95
3	75	73	68
4	62	60	71
Total	375	359	370

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.9%	48.7%	48.9%
Male	53.1%	51.3%	51.1%
Economically Disadvantaged Students	78.1%	86.4%	68.4%
Students with Disabilities	8.3%	11.4%	13.2%
English Learners	15.5%	17.0%	16.5%
Homeless Students	0.5%	0.3%	1.6%
Students in Foster Care	0.5%	0.3%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	5.9%	4.7%	4.3%
Hispanic	45.3%	48.5%	51.1%
Black or African American	17.1%	14.2%	13.5%
Asian	31.7%	32.6%	31.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	62	52	53

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	39.2%
Spanish	33.5%
Bengali	25.7%
Other Languages	1.6%



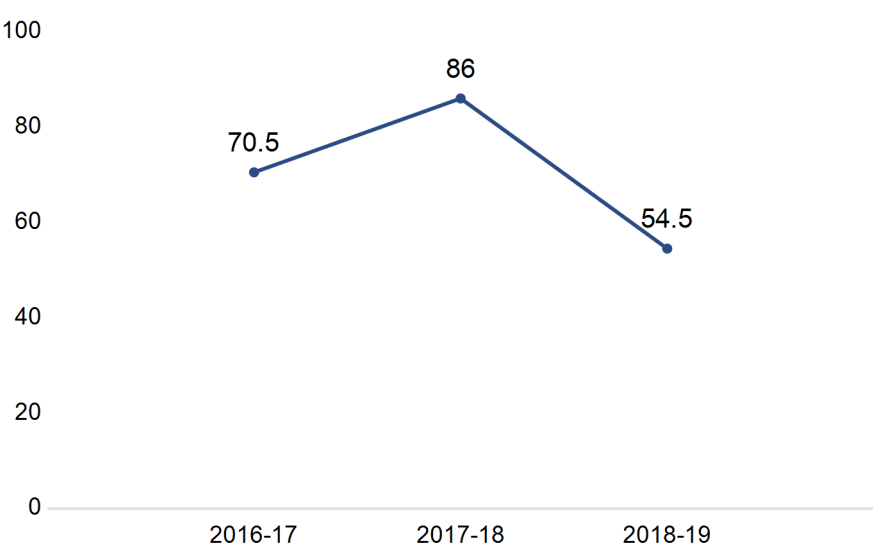
School 19
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2018-2019

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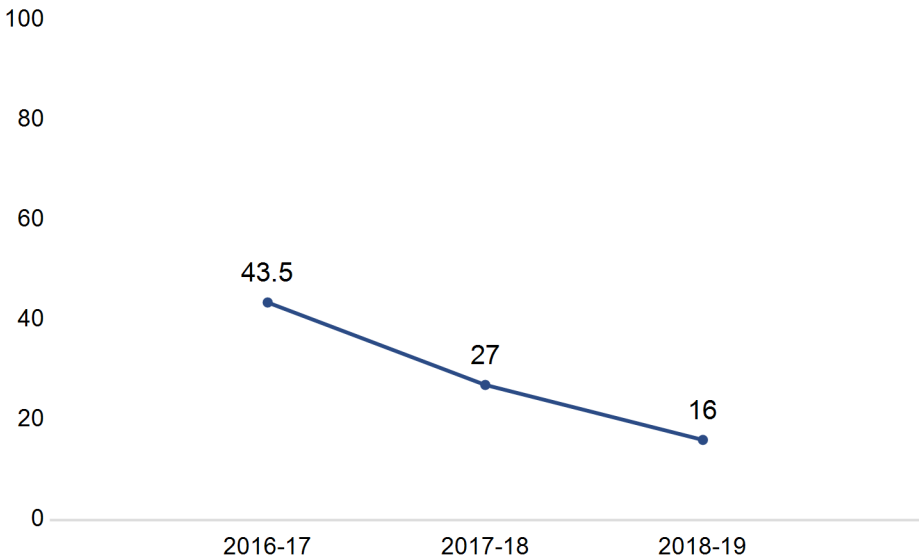
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	70.5	86	54.5	43.5	27	16
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



School 19
(31-4010-230)
Grades Offered: KG-04
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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 (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 (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	54.5	49	50	Met Standard	16	46	50	Not Met
White	*	58	50	**	*	52	52	**
Hispanic	51.5	49	49	Met Standard	18	46	47	Not Met
Black or African American	*	43	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	60.5	55.5	59	Exceeds Standard	15	49	60	Not Met
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	69	52	53	N	18	46	50	N
Male	49.5	46	47	N	14	45	51	N
Economically Disadvantaged Students	57	49	48	Met Standard	16	45	46	Not Met
Students with Disabilities	*	41	43	**	*	41	45	**
English Learners	61	51	52	Exceeds Standard	22.5	49	50	Not Met
Homeless Students	*	40	43	N	*	44	44	N
Students in Foster Care	N	46	42	N	N	50	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



School 19
(31-4010-230)
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2018-2019

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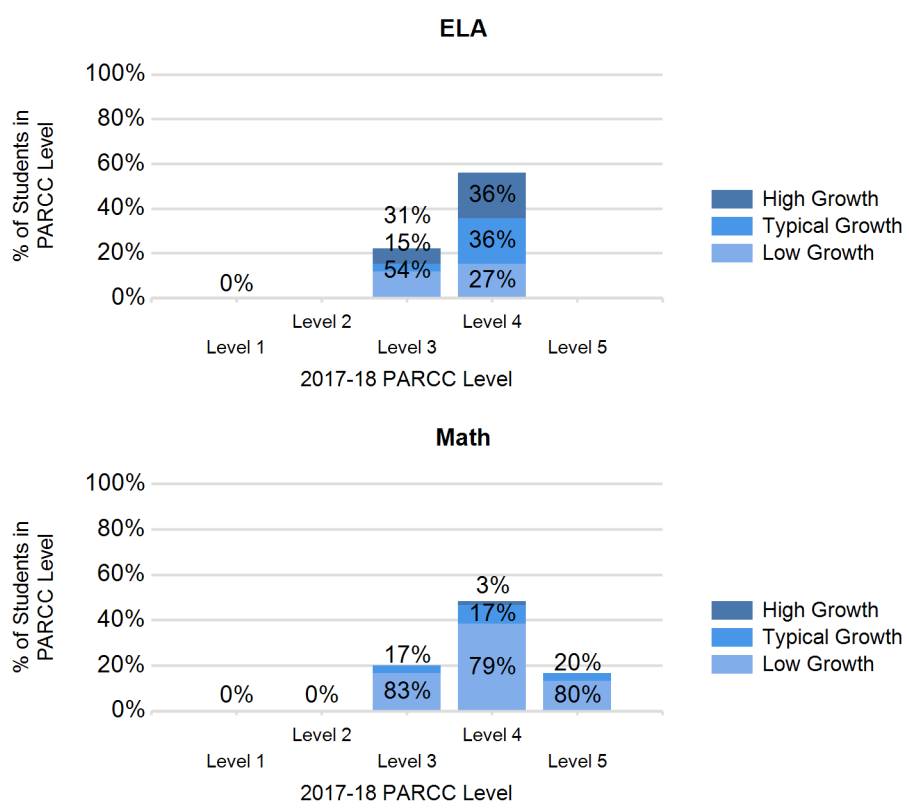
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

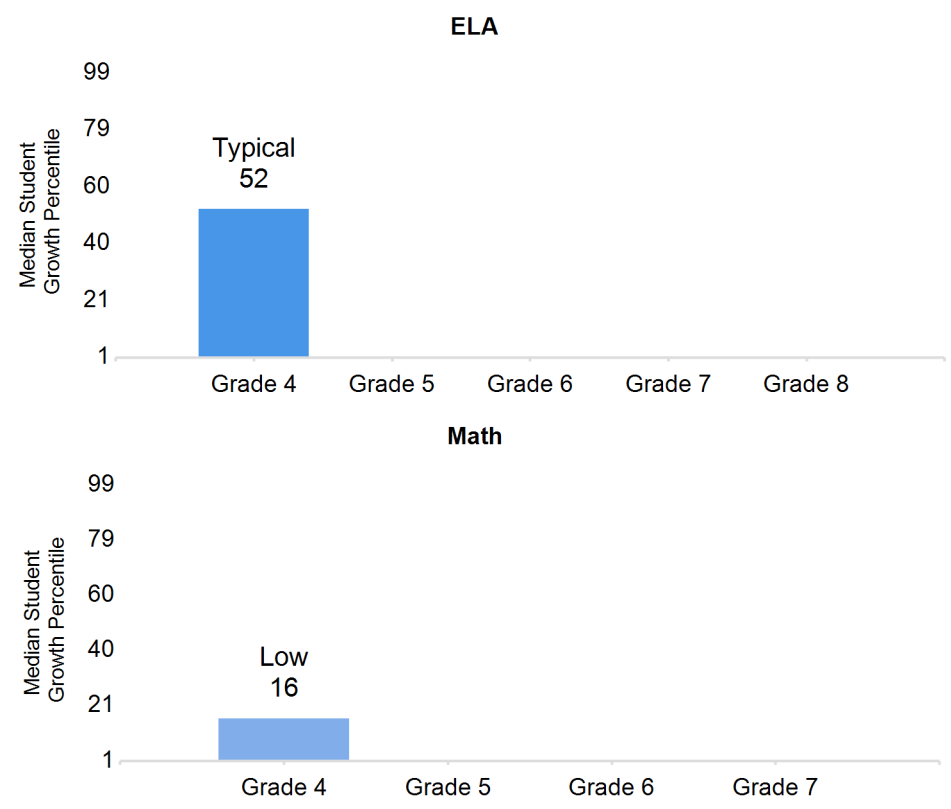
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



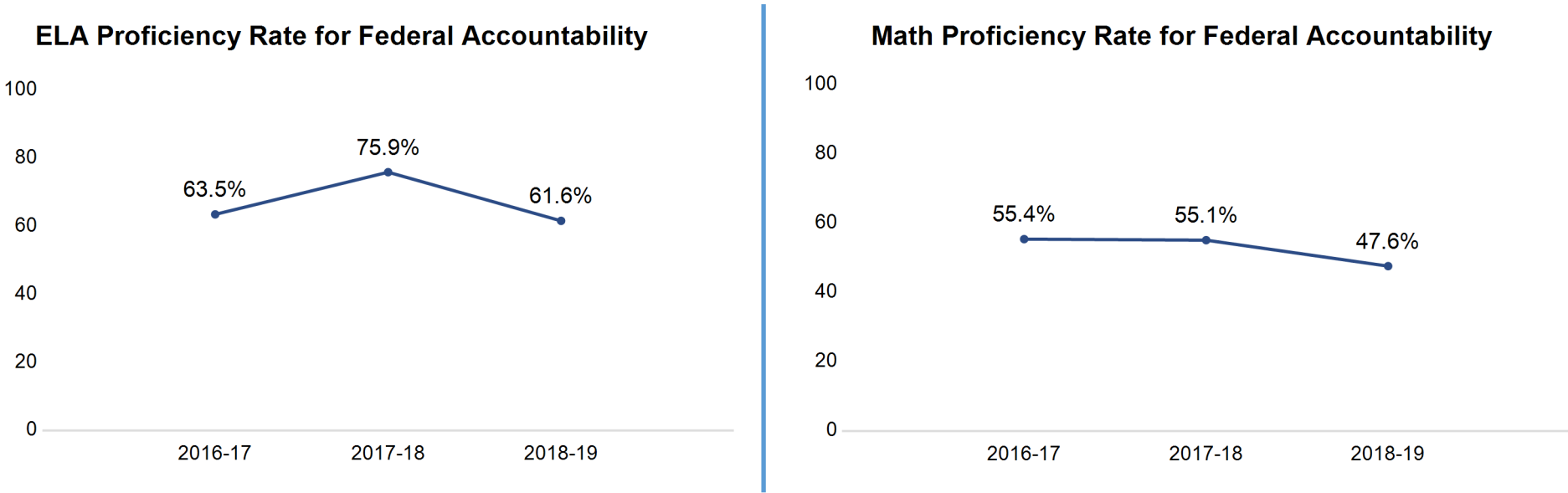


School 19
(31-4010-230)
Grades Offered: KG-04
2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.3%	94.7%	92.1%	96.4%	94.8%	92.2%
Proficiency Rate for Federal Accountability	63.5%	75.9%	61.6%	55.4%	55.1%	47.6%
Annual Target	51.0%	52.5%	54.1%	51.3%	52.8%	54.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



School 19
(31-4010-230)
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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	125	92.1	63.2	30.2	57.9	61.6	54.1	Met Target
White	*	*	*	*	66.9	*	**	**
Hispanic	60	87.1	63.3	29.1	43.9	58.8	46.6	Met Target
Black or African American	*	*	*	24.9	38.5	*	N	N
Asian, Native Hawaiian, or Pacific Islander	40	100.0	70.0	54.9	82.9	70.0	79.3	Met Target†
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	60	89.7	73.3	36.4	64.8	70.2		
Male	65	94.4	53.8	24.5	51.3	53.4		
Economically Disadvantaged Students	114	93.5	64.9	30.3	40.0	*	54	Met Target
Non-Economically Disadvantaged Students	11	81.2	45.5	29.9	67.9	*		
Students with Disabilities	11	68.7	*	10.9	22.7	*	**	**
Students without Disabilities	114	95.1	*	34.0	65.1	*		
English Learners	40	97.6	57.5	17.1	29.3	57.5	48.9	Met Target
Non-English Learners	85	89.8	65.9	34.9	60.6	62.7		
Homeless Students	*	*	*	23.3	29.1	*		
Students In Foster Care	*	*	*	28.1	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



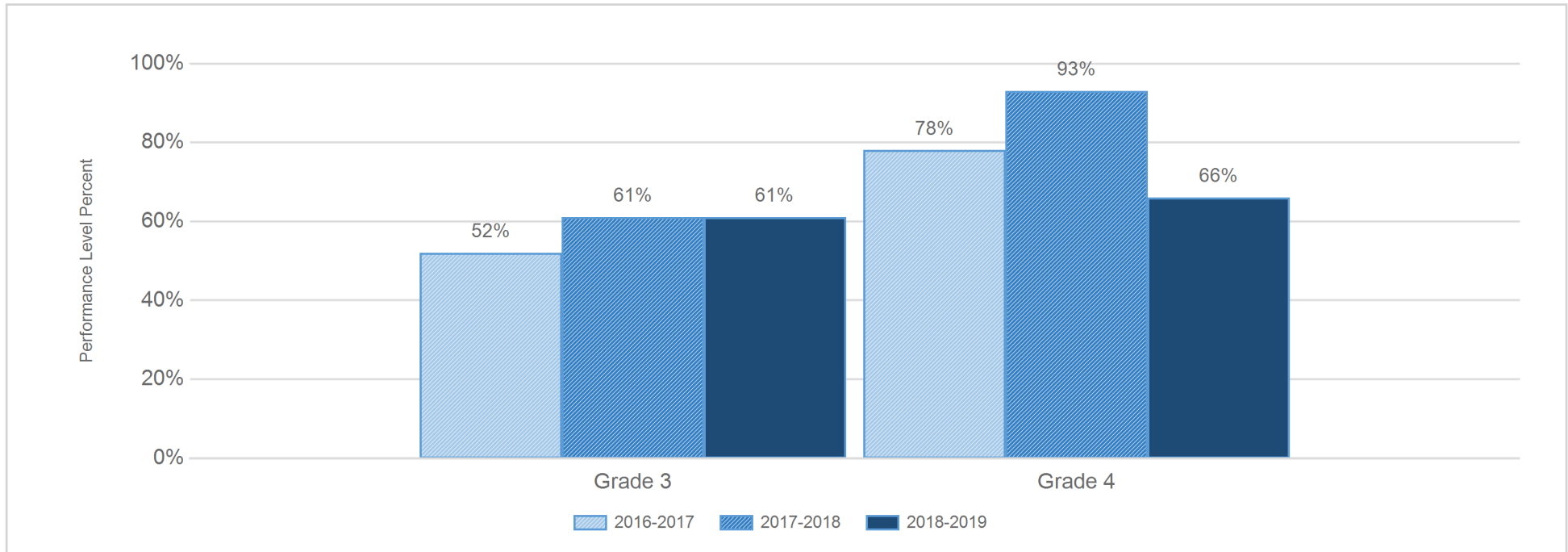
School 19
(31-4010-230)
Grades Offered: KG-04
2018-2019

Report Key:

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	757	721	748	*	*	19%	*	*	61%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	27	757	720	734	*	*	*	*	*	59%	36%
Black or African American	*	*	715	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	20	757	743	773	*	*	*	*	*	70%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	30	761	*	753	*	*	*	*	*	70%	55%
Male	32	754	717	743	*	*	*	*	*	53%	46%
Economically Disadvantaged Students	*	*	721	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	720	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	690	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	*	*	695	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	728	751	*	*	*	*	*	*	54%
Homeless Students	*	*	712	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



School 19
(31-4010-230)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	65	762	732	755	*	*	15%	45%	22%	66%	57%
White	*	*	741	763	*	*	*	*	*	*	67%
Hispanic	33	760	730	743	*	*	*	*	*	70%	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	21	773	*	779	0%	*	*	*	*	71%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	31	769	738	760	*	*	*	*	*	77%	62%
Male	34	755	727	750	*	*	*	*	*	56%	53%
Economically Disadvantaged Students	*	*	731	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	734	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	761	*	*	*	*	*	*	64%
English Learners	*	*	706	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	738	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	*	718	N	N	N	N	N	N	25%



School 19
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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	127	92.2	48.8	18.6	44.5	47.6	54.3	Met Target†
White	*	*	*	*	54.1	*	**	**
Hispanic	61	87.3	41.0	17.4	28.8	38.1	50.1	Not Met
Black or African American	*	*	*	13.1	23.0	*	N	N
Asian, Native Hawaiian, or Pacific Islander	41	100.0	58.5	41.9	76.5	58.5	72.2	Not Met
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	60	89.7	50.0	18.9	44.9	47.9		
Male	67	94.5	47.8	18.3	44.2	47.5		
Economically Disadvantaged Students	114	93.5	49.1	18.8	26.3	*	54.2	Met Target†
Non-Economically Disadvantaged Students	13	83.3	46.2	18.0	54.9	*		
Students with Disabilities	11	68.7	27.3	*	17.4	19.7	**	**
Students without Disabilities	116	95.2	50.9	*	50.0	50.9		
English Learners	42	97.7	40.5	13.0	25.0	40.5	59.8	Not Met
Non-English Learners	85	89.8	52.9	20.8	46.5	50.6		
Homeless Students	*	*	*	10.2	17.1	*		
Students In Foster Care	*	*	*	12.9	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

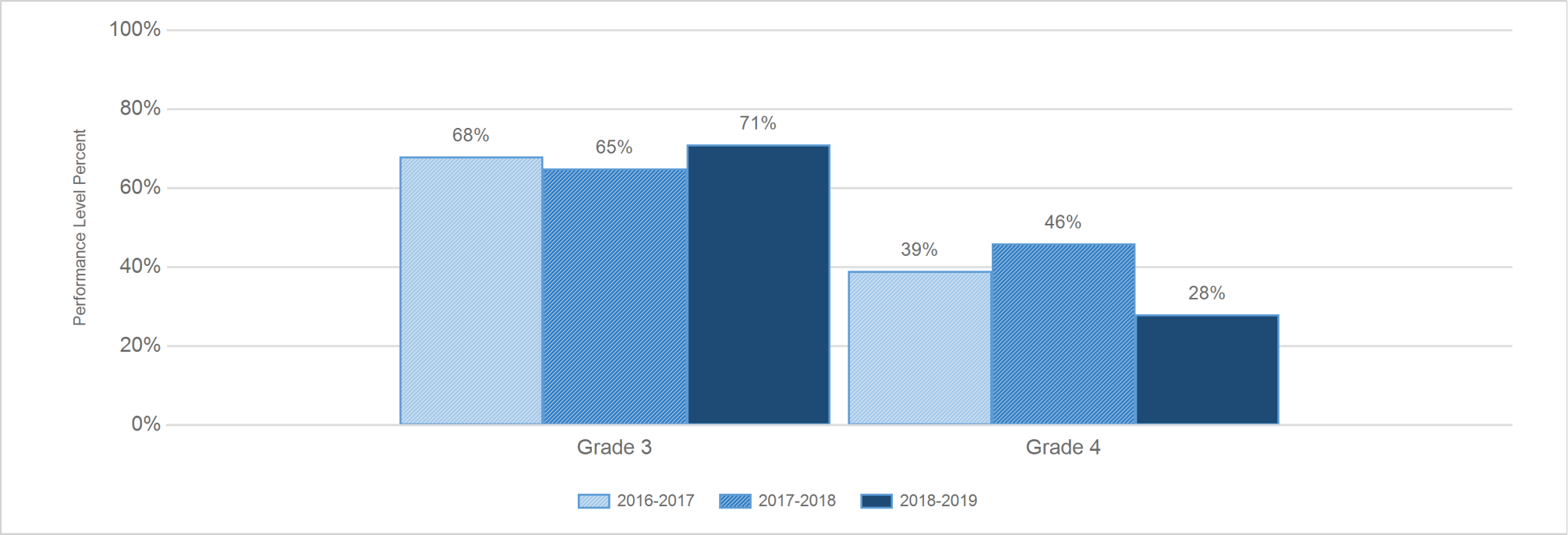


School 19
(31-4010-230)
Grades Offered: KG-04
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



School 19
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	766	728	752	*	*	21%	53%	18%	71%	55%
White	*	*	743	760	*	*	*	*	*	*	66%
Hispanic	27	758	728	739	*	*	*	*	*	63%	40%
Black or African American	*	*	720	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	20	773	*	778	*	*	*	*	*	75%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	30	762	*	751	*	*	*	*	*	73%	54%
Male	32	769	728	752	*	*	*	*	*	69%	56%
Economically Disadvantaged Students	*	*	729	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	724	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	706	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	731	756	*	*	*	*	*	*	60%
English Learners	*	*	715	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	733	754	*	*	*	*	*	*	58%
Homeless Students	*	*	715	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



School 19
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	67	737	726	749	15%	21%	36%	*	*	28%	51%
White	*	*	735	757	*	*	*	*	*	*	62%
Hispanic	34	730	724	737	*	*	32%	*	*	24%	36%
Black or African American	*	*	720	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	22	749	*	776	*	*	*	*	*	45%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	31	738	727	749	*	*	39%	*	*	29%	50%
Male	36	735	724	749	*	*	33%	*	*	28%	52%
Economically Disadvantaged Students	*	*	726	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	725	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	706	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	729	754	*	*	*	*	*	*	56%
English Learners	*	*	709	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	730	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
4	*	*

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	62.2%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	30	*	*
3-4	25	88.0%	12.0%
5 or more	*	*	*



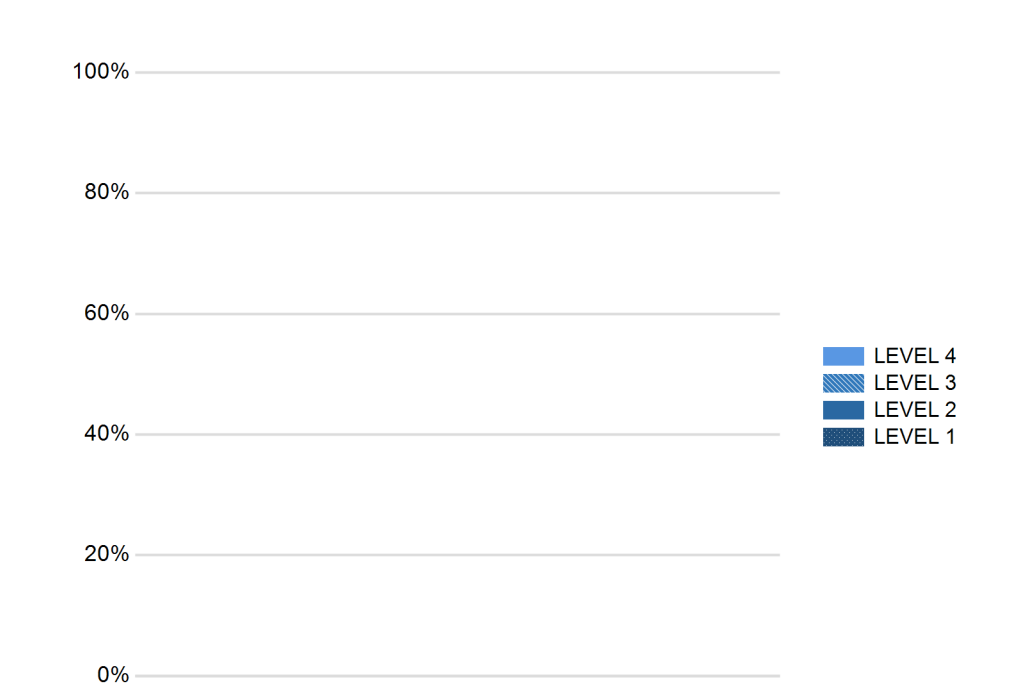
School 19
(31-4010-230)
Grades Offered: KG-04
2018-2019

Report Key:
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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
---------------	-----------	-----------	-----------	-----------



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

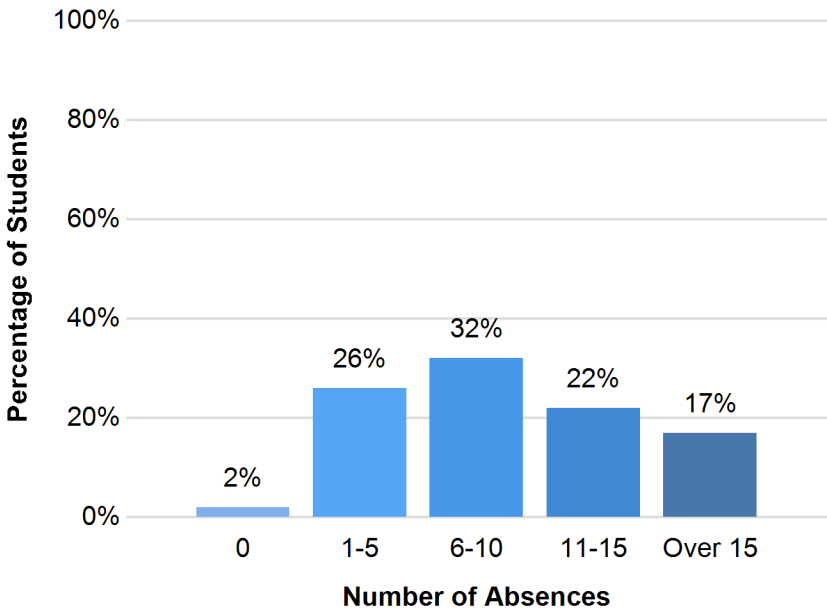
Chronic Absenteeism

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	50	13.6	9.2	Not Met
White	1	6.3	**	**
Hispanic	29	15.5	9.2	Not Met
Black or African American	5	10.0	9.2	Not Met
Asian, Native Hawaiian, or Pacific	15	13.0	9.2	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	24	13.3		
Male	26	13.8		
Economically Disadvantaged Students	36	14.3	9.2	Not Met
Students with Disabilities	5	10.2	9.2	Not Met
English Learners	11	18.6	9.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





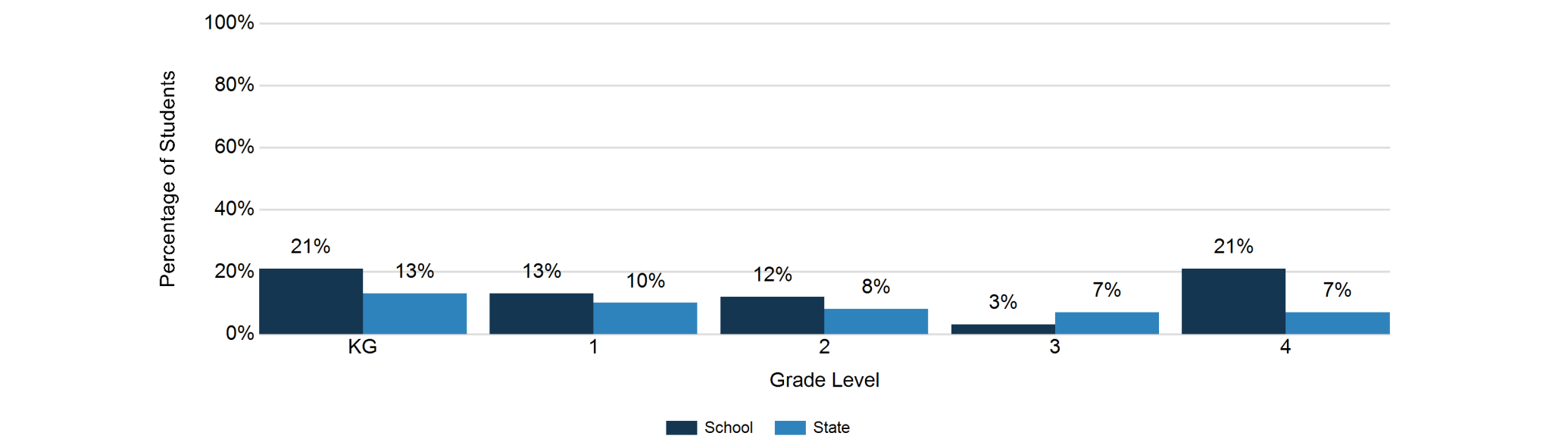
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Chronic Absenteeism by Grade

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





School 19

(31-4010-230)

Grades Offered: KG-04

2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.62

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	6	6	12
No Identified Nature	0		0

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.7:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	28	118,214
Average years experience in public schools	14.6	12.1
Average years experience in district	14.6	10.8
Percentage of Teachers with 4 or more years experience in the district	89.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	227	9,530
Average years experience in public schools	18.4	16.0
Average years experience in district	18.3	12.0
Percentage of Administrators with 4 or more years experience in the district	94.7%	76.9%

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	13:1
Students to Administrators	185:1	122:1
Teachers to Administrators	14:1	9:1
Students to Librarians/Media Specialists		1208:1
Students to Nurses		556:1
Students to Counselors		391:1
Students to Child Study Team Members		286:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.9%	85.7%	100.0%	48.4%	77.1%	54.9%
Male	51.1%	14.3%	0.0%	51.6%	22.9%	45.1%
White	4.3%	64.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	51.1%	14.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.5%	21.4%	0.0%	15.0%	6.6%	13.9%
Asian	31.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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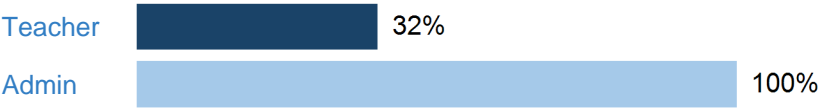
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

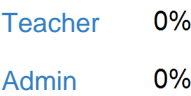
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	92.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	63.5%	75.9%	61.6%
Math Proficiency	55.4%	55.1%	47.6%
ELA Growth	70	86	54
Math Growth	44	27	16
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		77.5%	62.2%
Chronic Absenteeism	6.3%	12.5%	13.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target†	Met Standard	Not Met	Met Target	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	N	N	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Not Met	Exceeds Standard	Not Met	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	Met Target	Not Met	Exceeds Standard	Not Met	Not Met	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 the school or district directly.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> School 19 is a school where everyone participates in the education of the children. Everyone is committed to teach rigorously and as a result, the NJSLA scores exceed state and district standards. The Home School Council is very active in fund-raising money that is put toward the school and student activities. The Principal visits all classrooms daily and prides herself in being in the lunchroom for all lunch periods. She feels this is an opportunity to enjoy seeing her students in a social setting.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Mission: To prepare each student to be successful in the institution of higher education of their choosing, and in their chosen profession. Vision: To be the statewide leader in urban education</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>School #19's NJSLA scores have consistently surpassed the State and District numbers. We have awards each month for" Students of the Month", "Perfect Attendance Awards" each marking period, and Honor Roll and Principal List Recognition every marking period. Several of our students have placed first, second, third place, and honorable mention in the Passaic County Poster contest for its calendar.</p>




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 <div>Clubs and Activities:</div>	We do not have any after school clubs; however, our Art teacher selects 10-12 students each year to participate in an afterschool program for 6 weeks where the students paint and create a 3-D model of a drawing they have created in a picture of a dog. It is called “The Dog Days of Summer”.
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 <div>Before and After School Programs:</div>	<p>There are no before school programs. We will be initiating an after school program for Grade Two students who are struggling in reading. The program will commence January 28th, 2019 to about March 15, 2019.</p>
 <div>Staff and Professional Learning:</div>	<p>Our staff also collaborated at Grade Level Meetings and on staff In-Service days they get the opportunity to conduct Vertical Articulation which the Principal plans.</p>




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School Narrative

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 <div>Parent and Community Involvement:</div>	School 19 has an active Home School Council which organizes a variety of activities throughout the school year. We host movie nights for every grade level in which parents are welcome to come with their children. Our HSC also runs different fundraisers throughout the year for our student activities, such as Fun Day. In addition to these, our HSC, along with the District, helped to secure a playground for our school in which the entire community will be involved in building. School 19 is promoting use of the parent Portal by periodic reminders through all calls, parent conferences and HSC meetings.
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School 19
(31-4010-230)
Grades Offered: KG-04
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers The administrator did survey parents and teachers. As well as implementing one in April 2019 to grade 3 and Grade 4 students.</p>
 <div>Facilities:</div>	<p>School 19 is 123 years old and has currently had the playground surface redone in addition to repairs on the structure. The building is cooled by individual air conditioning units throughout the building. The gymnasium recently had its heating unit repaired along with the hardwood flooring.</p>
 <div>School Safety:</div>	<p>School 19 always maintains a minimum of two security personnel on the premises at all times during the school day. The entrance is monitored and all visitors are required to enter through the main entrance and sign in upon being allowed entry by security staff. We conduct our district and state mandated student safety drills and ensure all students and personnel are ware of evacuation and emergency procedures.</p>




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 <div>Technology and STEM:</div>	School 19 incorporates STEM across the curriculum. Every classroom is currently equipped with interactive boards which are sued to facilitate learning through visual and auditory exercises which reinforce lessons. Students also have access to devices, such as laptops, desktops, and iPads, and codable devices. We also have initiated the use of Promethean interactive devices, which will be installed in two 1st grade classrooms. In addition, our computer lab is equipped with desktop devices in which every grade level receives technology instruction. In alignment with district curriculum, our students are learning coding, desktop publishing, word processing, and typing fundamentals to fortify 21st Century Skills
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<div><div>Other Information</div></div>	School 19 has a Partnership with the Rotary of Paterson. Twice a year, the students and staff participate in a Food Drive for the “Vietnam Veteran’s Pantry” located in downtown Paterson in the Gordon Canfield Senior Housing Building. The staff has been most generous in donating items of clothing that are new or slightly used for the veterans.
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